

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

ASD MEMORANDUM #76 (2004-2005)

November 15, 2004

TO: SCHOOL BOARD

FROM OFFICE OF THE SUPERINTENDENT

SUBJECT: CLASS SIZE REPORT

PERTINENT FACTS:

This report for the 2004-2005 school year is divided into the following categories: Elementary Education, Middle School Education, High School Education, Special Education, Bilingual Education, and Charter Schools. In addition, the Administration has compiled information on class sizes in the alternative programs and the student-to-counselor ratio at the seven major high schools.

Each major department in the Instructional Division has provided detailed information on class sizes and, at the high school level, the counselor-to-student ratio.

ELEMENTARY EDUCATION

Class size information for the elementary schools is summarized in Attachment A. This information is based on the enrollment data of September 30, 2004. Overall, class sizes in the various categories remained relatively stable. This year, the percentage of classes in the 21-23 range decreased by four percent, with small increases in the percentage of classes in the 24-26 and 27-30 ranges. A comparison chart of the last eight years for classes of 30 and higher (including 2003-2004) is displayed in Attachment B. It is important to note that additional staff were hired at the end of September, and those increases in FTE are not reflected in this report. As a result, there are no classes at this time that are over 32 students in size, and there are only four classes over 30.

Attachment C compares kindergarten through third grade class sizes as well as fourth through eighth grade for the past three years, 2002-2003, 2003-2004 and 2004-2005. This chart illustrates the continued impact of reducing class sizes with class size reduction funding. In the 2004-2005 school year, these 44 positions have been allocated to both kindergartens and first grades. In kindergarten through grade three, class sizes remained stable in the "under 18" and "18-20" categories from 2004-2004 to 2004-2005. There was an 8 percent decrease in the 21-23 category and a 7 percent increase in the 24-26 category. Again, a number of the larger kindergarten class sizes have been decreased

since September 30. In the fourth through eighth grade comparison there is a three percent decrease in the number of classes in the 18-20 range, a three percent decrease in the 24-26 range and a 4 percent increase in the 27-30 range.

The staffing divisors remain the same as last year: 20.5:1 in kindergarten, 21:1 in first grade, 24:1 in second and third grades and 27:1 in fourth, fifth and sixth grades. In kindergarten and first grades with class size reduction teachers the target ratio is 18:1.

Attachment D is a summary of the information presented in Attachment C. Attachment E contains part-time student data and Attachment F compares the number of full and half day kindergarten classes, as well as the concurrent class sizes for the 2002-2003, 2003-2004 and 2004-2005 school years.

Attachments F and G illustrate the positive effect of allocating a number of the class size reduction positions to kindergarten over the past three years and in the first grade over the past six years. Overall, there is a very positive effect in both kindergarten and first grade classes with the majority of classes in the under 18 and 18-20 categories.

Overall, in grades K-6, class sizes illustrate the stability in the number of classes in the under 18 and 18-20 categories, a decrease in the 21-23 range and small increases in the 24-26 and 27-30 ranges. Overall, class sizes in the elementary grades are very close to optimal in light of the staffing ratio that is used. The 44 class size reduction positions have provided much lower class sizes in many kindergarten and first grade classrooms across our elementary schools.

MIDDLE SCHOOL EDUCATION

On October 1, 2004, the class sizes of the CORE academic classes for math, language arts, science, and social studies decreased slightly for each subject area. The size of the CORE classes reflects the overall stability in enrollment within the Middle School Division from last year to this school year.

Attached is a comparison of the class size frequency for the last three years. This year there were decreases in the two categories of 26-30 students to 35.9 percent from 42.6 percent, and 36+ students to 7.5 percent from 8 percent. There were corresponding increases in categories of 1-20 students to 11.8 percent from 8.5 percent, 21-25 students to 18.9 percent from 18.3 percent, and 31-35 to 25.9 percent from 22.6 percent.

Attached is a comparison of the average class size by academic area for the last four years. The average class size decreased slightly or remained essentially the same (less than 0.5 change) in all areas except career technology where there was an increase from 25.47 percent to 27.95 percent. Once again the stability of the middle school population accounts for the balance of class sizes.

Attached is the compiled information for all of the middle schools. Of the 114 classes with 36 or more students as of October 1, 2004, 73 are physical education classes and 29 are music or art. Due to concerns over enrollment, some class size adjustments occurred after October 1, 2004.

Due to scheduling considerations and conflicts with single period offerings, some classes are scheduled with 36 students. Where this has occurred in CORE classes, the total teacher load for all students is monitored to be below the recommended standards. One world language class at Goldenview Middle School has an enrollment of 36 students. Mears Middle School has two math classes over 36 students; one is a result of scheduling constraints for students in the Japanese Immersion Program and the other is the result of gifted schedules. The science class showing 36 students at Mears is a health class. Wendler has one math course and one world language class, both over 36 students. The eighth grade social studies class of 36 students at Wendler is due to the interaction of ESL services for students on the team. The increase in smaller sized classes is due to the number of math, reading, and language arts support classes offered to students in need of remediation.

Polaris K-12

Attached is a chart, which gives the average size of Polaris secondary classes by distribution and by teaching area. The majority of the secondary classes fall in the 21-25 student range. The average size for language arts is 21, math is 19, science is 24, and social studies are 23.

Attached is the report of the elementary classroom size for Polaris. These classes are included in the elementary education report on class size.

Part-Time Students

Currently there are seven part-time students attending the nine standard middle schools. Three are attending one class and four are attending three classes. There are no part-time students enrolled at Polaris K-12 this school year.

School Name	Total Students	AT.25%	AT.50%	AT.75%	AT Other%
Central	0	0	0	0	0
Clark	0	0	0	0	0
Goldenview	0	0	0	0	0
Gruening	0	0	0	0	0
Hanshew	2	1	0	1	0
Mears	0	0	0	0	0
Mirror Lake	3	0	0	3	0
Romig	1	1	0	0	0
Wendler	1	1	0	0	0
Polaris	0	0	0	0	0
TOTALS	7	3	0	4	0

MIDDLE LEVEL CLASS SIZE FREQUENCY

PART I - 2001-2002 Class Size Frequency

<u>Class Size</u>	<u>1-20</u>	<u>21-25</u>	<u>26-30</u>	<u>31-35</u>	<u>36+</u>
<u>Number of Classes</u>	126	221	656	378	137
<u>Percentage of All Classes</u>	7.8%	18.7%	42.4%	22.5%	8.6%

PART II - 2002-2003 Class Size Frequency

<u>Class Size</u>	<u>1-20</u>	<u>21-25</u>	<u>26-30</u>	<u>31-35</u>	<u>36+</u>
<u>Number of Classes</u>	126	221	656	378	137
<u>Percentage of All Classes</u>	8.3%	14.5%	43.2%	25%	9%

PART III - 2003-2004 Class Size Frequency

<u>Class Size</u>	<u>1-20</u>	<u>21-25</u>	<u>26-30</u>	<u>31-35</u>	<u>36+</u>
<u>Number of Classes</u>	129	278	649	344	122
<u>Percentage of All Classes</u>	8.5%	18.3%	42.6%	22.6%	8%

PART IV - 2004-2005 Class Size Frequency

<u>Class Size</u>	<u>1-20</u>	<u>21-25</u>	<u>26-30</u>	<u>31-35</u>	<u>36+</u>
<u>Number of All Classes</u>	179	287	546	393	114
<u>Percentage of All Classes</u>	11.8%	18.9%	35.9%	25.9%	7.5%

AVERAGE CLASS SIZE BY ACADEMIC AREA

PART V - Middle School Class size by area for a five-year period

SUBJECT	AVERAGE 2000-2001	AVERAGE 2001-2002	AVERAGE 2002-2003	AVERAGE 2003-2004	AVERAGE 2004-2005
LANGUAGE ARTS	26.2	26.06	26.81	26.17	24.57
MATH	28.1	27.02	27.53	26.95	25.97
SCIENCE	28.75	28.54	28.87	28.57	28.23
SOCIAL STUDIES	28.22	27.78	27.53	27.25	27.07
WORLD LANGUAGES	26.53	25.05	26.16	28.68	28.06
MUSIC/ART	34.48	32.64	32.92	31.49	31.83
PE	47.58	48.89	42.13	41.74	42.14
CAREER TECH.	26.79	26.54	26.30	25.47	27.95

HIGH SCHOOL EDUCATION

In general, utilization of allocated teachers and the development of the master class schedules are local school decisions. Some items, such as holding ninth and tenth grade core classes to a smaller size and providing immediate remediation for struggling students are directives, which all schools are expected to follow. Additionally, schools are instructed to minimize the number of classes under 20 students and those over 35 students

On October 1, 2004, the high schools reported 458 classes under 20, an increase of 37 from last school year; and 133 classes over 36 students, a decrease of 27 sections as compared to the 2003 total. The majority of the sections below 20 students are in math and language arts classes, a direct result of the prescriptive remediation efforts. Classes of 36 or more are generally physical education (72 percent), with a lesser number in music (12 percent). Attachment K contains Districtwide high school average class size as reported by content area. School-to-school variations are due to student interest and school-based scheduling decisions.

Alternative Schools

Class sizes at AVAIL, Benny Benson, Continuation, Crossroads, King Career Center, MYC, and SAVE are all under 30. Steller Secondary has two sections above 30 all others are below 30. Polaris K-12 class sizes are provided in the middle school section.

High School Counselors

Every high school student has been assigned a certificated counselor according to his or her alpha group or according to their academic house. Indian education community counselors (non-certificated) continue to support qualified students and families as they interact with alpha counselors. Certificated bilingual counselors are assigned to four of the high schools, based upon their specific populations. The "Partners for Success" program, funded by the Cook Inlet Tribal Council, provides a counselor and a family advocate services at Dimond, West, East and Bartlett High schools. That effort is above and beyond the numbers listed in the table below.

Average and Range of Counselor Loads by School

School	Average Number of Counselees	Range*	Number of Counselors
Bartlett	287	189-301	7.0**
Chugiak	289	270-341	7.0*
Dimond	328	220-385	7.0**
East	331	272-344	7.0**
Service	261	225-311	6.0
South	290	221-323	6.0
West	298	232-353	7.0**

* Department heads and bilingual counselors are often assigned fewer counselees. Some schools reduce assignments because the counselor handles special projects such as Student Assistance, Violence Prevention Task Force, etc.

** Includes certificated bilingual counselor

High School Part-time Students

Twenty-seven part-time students are currently enrolled in the high schools while also attending a private or correspondence school, UAA, or being home-schooled. Eight part-time students are enrolled exclusively at King Career Center. Part-time students requested placement in world language, fine arts, some upper level math and science classes, the vocational programs at KCC, and JROTC. It has been reported that no part-time student was refused placement and all received full consideration in selection of classes.

SPECIAL EDUCATION

Again this year the activation of special education students in the District's student management system (SMS) was accomplished by a direct link to the Individual Education Plan (IEP) database. This effort enabled us to identify returning students with active IEPs within the first ten days of school. Since the first day of school, 668 new IEP records have been created for new-to-district students and preschool students entering service in the district. Until these new IEP records are submitted following IEP meetings the students do not appear as active special education students in the District membership report. The membership report of September 30, 2004, shows an increase of 128 in the number of students in special services, with preschool services responsible for the increase.

Trends continued in all schools with increases of students with significant disabilities and challenging behavioral issues. In elementary schools, there was a decrease in the number of students with milder disabilities and an increase in the number of students with significant disabilities.

The District provides special education services for the majority of students in neighborhood schools. Services are provided at regional sites for students with intensive levels of need.

Program Staffing Standards

Schools and programs are staffed on an average as follows:

Preschool	15 level 3 students	=	1 teacher and 6 TA hours daily
	(15 students = 7 or 8 in each half-day class)		
Elementary	20 level 2 students	=	1 teacher and 3 TA hours daily
	10 level 2 students	=	1 teacher and 5 TA hours daily
	8 level 3 students	=	1 teacher and 14 TA hours daily
Secondary	19 level 1 students	=	1 teacher and 3 TA hours daily
	10 level 2 students	=	1 teacher and 5 TA hours daily
	8 level 3 students	=	1 teacher and 10 TA hours daily

The level of service is determined by the number of hours per week that a student receives special education support. Level 1 students receive less than 13.75 hours per week. Level 2 students receive from 13.75 hours to full support during the school week. Level 3 students receive full support and meet six other criteria in order to be claimed for intensive funding from the Department of Education and Early Development.

Early Childhood Special Education (Preschool)

Preschool classes serve students at Mt. Iliamna Preschool Program, at 11 elementary school sites, and through itinerant service teams. The itinerant service teams established this year are called CARE teams, referring to Community-Based Assistance and Resources in Early Childhood Education. Students who do not require services in a self-contained class are served through the CARE teams at Head Start sites, private preschools, and at home. At the end of September, enrollment exceeded projections by 21, with a total of 416 students being served. The preschool program typically experiences significant growth during the school year, and it is anticipated that the trend will be very evident this year.

Elementary Special Education

Special education services are provided for elementary students at all elementary schools, optional schools, and at regional sites for students with intensive needs. The total enrollment was less than projected due to a decline in the number of level 1 students. The number of students with moderate and severe disabilities has increased

significantly with level 2 enrollment increasing by 28 and level 3 by 12. Enrollment increases significantly through the school year as students are identified. This increase in student enrollment has, in the past, caused significantly higher caseloads for ESE teachers during the second semester.

Middle School Special Education

Special education services are provided in all middle schools. Regional classroom sites in serve students requiring intensive services, life skills instruction, and specialized behavioral classes. The enrollment of special education students in middle schools as of September 30 was 49 less than the same date last year. The number of level 1 and 2 students decreased by 115, level and level 3 increased by 1. The growth in the number of students with moderate to severe disabilities appears to have stabilized in the middle schools compared to previous years.

High School Special Education

Special Education services are provided at all seven high schools, seven alternative schools, McLaughlin Youth Center, and eight Special Schools sites. Specialized services are provided at three intensive services sites. Enrollment on September 30 exceeded last year's enrollment slightly. The number of students requiring intensive services has stabilized compared to previous years. Level 1 and 2 enrollment increased by 11 and level 3 remained the same.

Special Schools sites at McLaughlin Youth Center, OUTREACH, North Star Hospital, North Star Residential, API, Booth, ARCH, Jesse Lee, Providence Residential and the Crossroads Program vary in accordance with the unique needs of their specialized populations. Enrollment in each of these programs was consistent with previous year's enrollment.

Whaley School

Whaley School enrollment on September 30 was 167, a slight increase from last year. Enrollment at Whaley typically increases during the course of the school year.

Related Services

The number of school sites at which students receive services from Related Service providers continues to increase, presenting a logistical challenge to itinerant staff members.

Speech-language enrollment in September was 3020 with additional students currently being evaluated for certification. This represents an increase of 121 students from this time last year. The lack of speech pathologists resulted in fewer children identified for

speech services over the last few years. This year schools are fully covered by utilizing the services of speech language implementers and teacher assistants working under the supervision of speech pathologists. Caseloads range from 43 to 55 students, with the number typically swelling during the year and peaking in April. Average caseload size for April over the past three years has been approximately 50 students. The proportion of students requiring intensive augmentative communication and assistive technology programs has increased each year, significantly affecting caseloads.

School Psychologists continue to be impacted by the number of students requiring counseling services defined in the IEP. Discipline situations requiring Functional Behavioral Assessment, Manifestations Determinations and the increased need for crisis response also impacts the demand for school psychological services.

OT/PT/APE has an enrollment of 1337, an increase of 10 over the same date last year. Average caseloads are 30 students for PT, 28 students for OT and 60 students for APE. Providers each serve students in four to twelve sites, requiring extensive travel time.

Hard of Hearing 3.5 FTE itinerant teachers serve 39 students in preschool through secondary schools, with an average caseload of approximately 15 students. There are an increasing number of students with severe to profound hearing losses who require more hours of direct instruction and consultation services from this itinerant staff. Three audiologists provide comprehensive screening services to 208 students Districtwide.

Blind/Visually Impaired 5.6 teachers provide services to 67 blind or deaf/blind students preschool through secondary. Average caseload size is 13 students. The increasing numbers of young Braille readers require more hours of direct instruction and materials adaptation from this itinerant staff.

Alaska State School for the Deaf and Hard of Hearing

ASSDHH is a microcosm of any district where families make decisions to home school, relocate and/or select neighborhood schools from time to time. Some students come from military families who select this school from materials they read at military bases around the world, and they may be stationed here for one or more rotations. Additionally, other students enroll from outlying Alaskan communities; some of these students go home for a year or more and then return to ASSDHH.

Enrollment in the Alaska State School for Deaf and Hard of Hearing generally fluctuates between 50 and 60 students. Enrollment on September 30 this year was 64, an increase from 2002. Enrollment was consistent with expectations in all classes.

Gifted Education

Enrollment in the ASD Gifted programs totals 2,465 students Districtwide. This number is five percent of the District's total population.

The Elementary Enrichment Pullout (IGNITE program) had 1,321 students enrolled at the beginning of the school year. IGNITE traditionally increases as students are tested and added throughout the year. Caseloads per teacher range from 29 to 82 students; the average caseload is 50 students. Some IGNITE teachers serve only one school and others serve as many as six. There are 28 IGNITE teachers at 18 sites throughout the District.

The inclusion pilot program is at Government Hill this year. Government Hill has a 1.0 FTE to serve gifted at their site. There are currently 36 students identified as gifted at Government Hill.

The Individualized Acceleration (IA) program, housed at Rogers Park Elementary School has an enrollment of 194 students. This number is 28 students over last year, which resulted in adding an additional class in the program. Class sizes range from 18 at the sixth grade level to 24 at the kindergarten/first and third grade levels. The average class size is 19. The IA program at the secondary level enrolled 68 identified students at Romig Middle School and 128 students were enrolled in West High School's IA program.

The middle school gifted program has an enrollment of 808 students in grades seven and eight. The high school mentorship program is in the placement process, with 100 mentorships anticipated for the year.

BILINGUAL EDUCATION PROGRAM

Historically, enrollment of limited-English-proficient (LEP) students in the Bilingual/Multicultural Education Program (BMEP) has steadily increased (Attachment H). This graph provides the total number of students receiving service during each designated school year. As of October 22, 2004, the number of students identified and placed to receive services (Attachment I) is much higher than the count last year in October 2003 of 6,055. Nine hundred thirty-eight (938) students are new-to-the-district (NTD) with 783 on the elementary level and 155 on the secondary level, a tremendous increase from 2003-2004.

An intensive articulation process from elementary to middle school, and from middle school to high school has continued to gage staffing decisions. Students are properly exited from the program (if that is the need) and others are more closely monitored to make sure they are assessed and properly placed on the next level. Elementary bilingual resource teachers visit receiving schools and conduct appropriate assessment.

This has resulted in the retention of students that need to remain in the program when they are promoted to the next level, and to an increased number of students on the secondary level.

Elementary Schools

Students of limited-English-proficiency are enrolled at and staff assigned to all elementary schools in the District. The existing staffing standard attempts to provide a student/staff ratio (SSR) of 30:1, albeit, relatively high in comparison to the overall District SSR. The primary modes of delivery consist of both individual or small group tutorials (two to eight students), and in-class delivery. The current data reflects inequities in SSR in some schools. This is due to the fact that the assessment and placement of students is still in progress with a high number of students on the pending list. Once all assessment is complete, they will be removed from the pending list, assigned to the appropriate language proficiency designation, and placed in appropriate service. The final reporting in November will reflect a more accurate picture of actual students scheduled for services. Upon receiving this information, decisions will be made to shift staff from places with low enrollments to schools with increased enrollments. Some changes to staff assignment have already been made. Decisions for these changes were made at the end of last school year. Variables to determine these changes were projected enrollment and requests by staff for leave and/or terminations. Increased enrollment of LEP students in schools on the south end of town has made it necessary to provide additional service at the following schools: Huffman, Oceanview, Klatt, and Tudor. The enrollment of LEP students increased significantly at both Klatt (137) and Tudor (121). A Bilingual Learning Center was implemented at Klatt Elementary School during the 2003-2004 school year. Discussion is under way and a Learning Center has been proposed and will be implemented at Tudor Elementary at the start of the second semester of the current school year.

A restructuring of the schedule for resource teachers has provided for students, particularly those in the Eagle River elementary schools with low enrollments, to receive service on a weekly basis by the resource teacher assigned to the school. These schools are Alpenglow (three students), Birchwood (three students), and Ravenwood (four students).

On the elementary level, Bilingual Learning Centers are located at schools with a high concentration of LEP students (generally 90 or greater). Twelve sites on the elementary level have been identified: Chinook (77), Fairview (131), Government Hill (219), Klatt (132), Lake Hood (118), North Star (145), Mountain View (140), Muldoon (115), William Tyson (209), Williwaw (228), Willow Crest (123), and Wonder Park (84). Inexplicably, Chinook has a significant decrease in enrollment of LEP students this year (from 108 to 77). Over the last three years, it has averaged a decrease of 10.5 students. Five other schools with learning centers have also experienced decreased enrollment in LEP students: Fairview, Mt. View, William Tyson, Willow Crest, and Wonder Park. Yet, their enrollment is in excess of 100 LEP students. This may be due in part to the

ramifications of *No Child Left Behind* and the options parents have to transfer students from low achieving schools to “Achieving Schools.”

Each elementary learning center is staffed with one certificated teacher and tutors who are non-certificated. They provide service to students with low English-language-proficiency. Tutors who work under the supervision of school principals and the bilingual supervisor staff the remaining elementary schools. Resource teachers work directly with non-English (NEP) students in those schools and provide technical assistance to tutors and regular classroom teachers on an ongoing basis. There are 91.8 tutors assigned to the elementary schools.

Middle Schools

Staffing on the middle school level consists of 2.0 FTE bilingual/ESL certificated counselors, 10.0 FTE certificated teachers, and 17.0 FTE tutors. Staffing for the middle schools is a challenge because of the need to avoid homogenous grouping on teams. Challenges faced by the BMEP on the middle school level are: reconfiguration of space; and reallocation of staff resources to support the curriculum philosophy that is so closely tied to curriculum strategies, appropriate forms of collaborative teaching, and coordination of services necessary to meet the unique needs of LEP students. Hence, staffing remains a major concern and issue at all middle schools. Clark Middle School has the largest concentration of LEP (316 students). Mears (115) and Romig (195 students) also boast large enrollments of LEP students. The enrollment of LEP students has increased at Hanshew (126), Central (107), and Goldenview (39). The enrollment at Wendler (106) represents a significant increase of 44 students. The middle schools in the Eagle River area continue to have low enrollments (Gruening 8, Mirror Lake 12). These schools share a 1.0 FTE bilingual tutor with one of the elementary schools in the area.

The difficulty in staffing on the middle school level is providing a teacher or tutor for each of the teams, since LEP students are spread over all teams. Based on research and work with LEP student populations, consideration for staff is urged to ensure that the BMEP provides students some of the following:

- informed understandings of the school’s goals, programmatic design, and focus
- program structure and class size limitation of 15 students, allowing students to learn at their own pace without the stigma associated with limited proficiency in the English language

The Bilingual/Multicultural Education Program partially addressed the needs through the REAL (Reshaping Education for All Learners) Project, a three-year federally funded grant from the Office of English Language Acquisition (OELA). The project proposed to foster a professional development community in middle schools that leads to school-embedded learning about bilingual/ESL education and literacy; and to improve the ability of classroom teachers to support their language minority students in regular

classrooms. The project ended in June 2003 with 143 middle school teachers receiving training in the Cognitive Academic Language Learning Approach (CALLA) and Project REACH (Respecting Ethnic and Cultural Heritage). Both approaches provided teachers with research-based strategies to implement in order to meet the needs of English language learners. Middle schools have continued to use the methodologies and strategies from this professional development.

High School Level Bilingual Education

Staffing on the high school level consists of 5.0 FTE bilingual/ESL certificated counselors, 15.0 FTE certificated teachers, and 13.75 FTE tutors. All high schools provide ESL courses and tutorial assistance for students depending upon their Lau category. Historically, East High School (388) has the largest number of LEP students on this level; however, this year West High School has inched up and now has the largest number (389). An increase in the number of credits required for graduation, the emphasis on students acquiring a basic knowledge of algebra, coupled with the need to address the skills required to successfully complete the required Graduation Qualifying Examination, students have enrolled in more ESL math and science content area courses. Because of the limited English proficiency skills of the students, classes should be capped at 15. Bartlett High School and Dimond High School have shown marked increase this year as well. East, West and Bartlett are inadequately staffed (as shown in Attachment J); Bartlett could benefit from adding a science/math teacher. The tutors have an extremely high number of students who seek assistance in the areas of science and math.

The changing demographics in ASD have brought the challenge of addressing the needs of “low-literacy” immigrant students. The Newcomers’ Center (NC) developed for students who are new to the country and need more intensive language and cultural assistance, is in the eighth year of existence. Students enroll in a combination of social studies and English language arts classes. Cognitively, students at the NC are generally three years or more below their age-appropriate grade level. Many factors contribute to this: students come from poor rural areas where education is not readily available; some have not used print in their native language; some are victims of war and postwar poverty which bars many from formal education. Currently, there are 69 students in two separate sessions (34 in the morning and 35 in the afternoon session). All of the students are monolingual speakers of another language. They have no school experience in U.S. schools and limited, if any, schooling at all in their native countries. This year, two Hmong students from a refugee camp in Cambodia are enrolled, as well,

With the addition of bilingual/ESL counselors in five of the high schools (including the Newcomers’ Center), LEP students receive comprehensive support services that address the affective as well as the intellectual aspects of their overall development. In addition to promoting linguistic and cognitive growth, LEP students receive exposure to an occupational/career awareness vocational component that offers functional,

hands-on experience and job readiness skills. Students attend the NC attend for a half day and the other half-day attend classes at the area middle and high schools.

CHARTER SCHOOLS

There are currently five charter schools approved by the School Board and in operation at this time. Lower class sizes and more personalized instruction characterize each of the programs.

Aquarian Charter School had an enrollment of 269 students in grades K-6 as of September 30, 2004. This school is in its eighth year of operation and is currently co-housed in the Charter School Center with Village Charter School. Class sizes for the ten classrooms are listed below:

Grade Level	Total # of Classes	UNDER 18	18-20	21-23	24-26	27-30	31-32	33+
Kindergarten	2		x		x			
Grade 1	2			x x				
Grade 2	2		x	x				
Grade 3	1			x				
Grade 4	1			x				
Grade 5	1			x				
Grade 6	1				x			
Grade 7								
Grade 8								
Combo Classes								
Grade K-1								
Grade K-1-2								
Grade 1-2								
Grade 1-3								
Grade 2-3								
Grade 3-4								
Grade 4-5								
Grade 4-6								
Grade 4-5-6								
Grade 5-6								
Grade 6-7								
Grade 7-8								
MULTI-AGE								
Pre Sch - K								
K-Grade 1								
Grade 1-2								
Grade 1-2-3								
Grade 2-3								
Grade 3-4	1			x				
Grade 2-3-4								
Grade 4-5								
Grade 4-5-6								
Grade 5-6	1			x				
Grade 6-7								
Grade 7-8								
Totals	12	0	40	181	48			

Family Partnership Charter School has an office at 3339 Fairbanks Street near Loussac Library. The enrollment, as of September 30, 2004, was 484 students: 221 for K-6 and 263 for 7-12. This is a decrease of 53 students from the 2003-2004 school year. This charter school has an individualized program and class sizes vary from one student to small groups of students working with one teacher as part of their contract with the teacher. In its eighth year of operation, the Family Partnership Charter School leases office facilities in a non-District facility in order to accommodate parents and students in a more centralized location. The students by grade level are as follows:

Kindergarten	19	Grade 7	55
Grade 1	19	Grade 8	54
Grade 2	35	Grade 9	29
Grade 3	38	Grade 10	38
Grade 4	36	Grade 11	46
Grade 5	33	Grade 12	41
Grade 6	41		
Total 484			

Frontier Charter School has an office at 400 West Northern Lights Blvd. The enrollment as of September 30, 2004 was 284 students: 126 for K-6 and 158 for grades 7-12. This charter school has an individualized program and class sizes vary from one student to small groups of students working with one teacher as part of their contact with the teacher. In its second year of operation, the Frontier Charter School leases office facilities in a non-District facility in order to accommodate parents and students in a more centralized location. The students by grade level are as follows:

KF	18	
1	18	
2	23	
3	13	
4	18	
6	15	Total for elementary - 126
7	30	
8	22	
9	21	
10	30	
11	29	
12	26	Total for high school - 158

Highland Tech High School Charter School has an enrollment of 316 students in grades 7-11 as of September 30, 2004. The school is in its second year of operation and is currently leasing space at the Boniface Mall. The school is a standards-based

program and promotes a digital learning environment, which integrates technology, connectivity and digital content into the classroom. . The students by grade level are as follows:

Grade	Enrollment	<u>Average Class Size</u>	
Grade 7	65		
Grade 8	71		
Grade 9	63	Grades 7-8	
Grade 10	60	Math	22.3
Grade 11	51	Reading	22.5
Grade 12	6	Writing	22.5
		Other (includes sciences & social studies)	20.4
		Grades 9-12	
		Math	25.7
		Reading	25.7
		Writing	25.7
		Technology	21.0
		Other (includes sciences & social studies)	24.1

Village Charter School had an enrollment of 116 students in grades K-8 as of September 30, 2004. This is a decrease of 39 students from the 2003-2004 school year. The school is in its seventh year of operation and is currently leasing space at the Z Plaza Mall, which has been remodeled to E-1 occupancy, and is co-occupying one pod in the Charter School Center with Aquarian Charter School.

Grades K	17
Grades K-1	22
Grade 1-2-3-4	19
Grades 2-3-4	21
Grades 5-6	17
Grades 6-7-8	20

Attachments

CC/JC/PM/GO/MH/JS/MH

Prepared by: Patricia McRae, Executive Director, Elementary Education
 Gail Opalinski, Executive Director, Middle School Education
 Mike Henry, Executive Director, High School Education
 Jerry Sjolander, Executive Director, Special Education
 Maxine Hill, Supervisor, Bilingual Education

Approved by: Jan Christensen, Assistant Superintendent, Instruction

ELEMENTARY CLASS SIZE REPORT 2004-2005 (Enrollment as of September 30, 2004)

GRADE LEVEL	TOTAL NO. OF CLASSES	UNDER 18	18- 20	21 - 23	24 - 26	27 - 30	31 - 32	33+
Kindergarten	174	40	80	42	10	2	0	0
Grade 1	155	37	54	49	14	1	0	0
Grade 2	133	10	14	55	49	5	0	0
Grade 3	123	10	21	24	54	13	0	0
Grade 4	115	6	3	25	48	33	0	0
Grade 5	114	0	3	17	53	38	1	2
Grade 6	119	1	13	11	31	59	3	1
Grade 7	2	0	0	2	0	0	0	0
Grade 8	2	0	0	0	0	2	0	0
COMBO CLASSES								
Grade K-1	5	1	2	2	0	0	0	0
Grade 1-2	9	0	3	6	0	0	0	0
Grade 2-3	16	0	1	7	7	1	0	0
Grade 3-4	13	0	0	9	3	1	0	0
Grade 4-5	18	0	0	4	10	4	0	0
Grade 5-6	21	0	0	2	8	10	1	0
Grade 7-8	2	2	0	0	0	0	0	0
MULTI-AGE								
K-Grade 1	9	1	6	2	0	0	0	0
Grade 1-2	7	0	2	5	0	0	0	0
Grade 1-2-3	8	0	0	8	0	0	0	0
Grade 2-3	7	0	0	1	4	2	0	0
Grade 3-4	8	0	0	1	6	1	0	0
Grade 2-3-4	1	0	0	1	0	0	0	0
Grade 4-5	6	0	1	2	1	2	0	0
Grade 4-5-6	7	0	0	0	1	6	0	0
Grade 5-6	7	0	0	3	4	0	0	0
2004-2005 Totals								
	1081	106	205	278	304	180	5	3
		10%	19%	26%	28%	16%	<1%	0
2003-2004 Totals								
	1107.5	109	201	333.5	289	168	7	0
		10%	18%	30%	26%	15%	<1%	0%

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

1997-98, 1998-99, 1999-2000, 2000-2001, 2001-2002, 2002-2003, 2003-2004, 2004-2005

Elementary Class Size Comparisons

<u>Number of</u>	<u>1997-98</u> <u>9/30/97</u>	<u>1998-99</u> <u>9/30/98</u>	<u>1999-2000</u> <u>9/30/99</u>	<u>2000-2001</u> <u>9/29/00</u>	<u>2001-2002</u> <u>9/28/01</u>	<u>2002-2003</u> <u>9/30/02</u>	<u>2003-2004</u> <u>9/30/03</u>	<u>2004-2005</u> <u>9/30/04</u>
Elementary Classes	1,126	1,144	1,168	1,117	1,125	1,119	1,107.5	1,081
Classes over 32	0	1	0	1	1(i)	0	0	3(m)
Classes over 30	4 (h)	7	10	6	11(j)	14(k)	7(l)	5(m)

- h) An additional 19 teachers allocated by the School Board for Special Education Level 2 students and teachers for classes over 30 reduced the number of classes over 30 significantly.
- i) Additional teacher allocated to assist with this class.
- j) Teacher assistant time for classes over 30 has been allocated.
- k) Additional teachers have been added to address issues in seven of the classes over 30; teacher assistant time has been allocated to assist with the other seven classrooms.
- l) Teacher assistant time has been allocated to assist with these seven classrooms.
- m) As of 10/15/04, there were not any classes over 32 because additional staff were hired. Teacher assistant time has been allocated to assist with classes over 30.

Kindergarten through Third Grade Comparison

2002-2003	Total No. of classes	Under 18	18-20	21-23	24-26	27-30	31-32	33+
K	167	32	76	43	16*	0	0	0
1	162	45	71	40	4	2	0	0
2	132	8	16	54	48	6	0	0
3	132	4	6	52	57	13	0	0
K-1 Combo	7	3	2	2	0	0	0	0
1-2 Combo	14	1	1	9	3	0	0	0
2-3 Combo	17	1	2	7	6	1	0	0
K-1 Multiage	7	0	3	4	0	0	0	0
1-2 Multiage	9	2	0	4	3	0	0	0
1-2-3 Multiage	6	0	0	4	2	0	0	0
2-3 Multiage	5	0	0	1	4	0	0	0
2002-2003 Totals	658	96	177	220	127	22	0	0
		15%	27%	33%	22%	3%	0	0
2003-2004	Total No. of classes	Under 18	18-20	21-23	24-26	27-30	31-32	33+
K	168	35	65	56	12	0	0	0
1	162	49	57	49	5	2	0	0
2	135	5	28	66	29	7	0	0
3	127	5	17	50	41	14	0	0
K-1 Combo	7	5	0	2	0	0	0	0
1-2 Combo	8	0	1	7	0	0	0	0
2-3 Combo	11	0	2	7	2	0	0	0
K-1 Multiage	8	0	2	6	0	0	0	0
1-2 Multiage	9	0	2	6	1	0	0	0
1-2-3 Multiage	7	0	0	1	6	0	0	0
2-3 Multiage	9	0	1	6	1	1	0	0
2003-2004 Totals	651	99	175	256	97	24	0	0
		15%	27%	39%	15%	4%	0	0
2004-2005	Total No. of classes	Under 18	18-20	21-23	24-26	27-30	31-32	33+
K	174	40	80	42	10	2	0	0
1	155	37	54	49	14	1	0	0
2	133	10	14	55	49	5	0	0
3	123	10	21	24	55	13	0	0
K-1 Combo	5	1	2	2	0	0	0	0
1-2 Combo	9	0	3	6	0	0	0	0
2-3 Combo	16	0	1	7	7	1	0	0
K-1 Multiage	9	1	6	2	0	0	0	0
1-2 Multiage	7	0	2	5	0	0	0	0
1-2-3 Multiage	8	0	0	8	0	0	0	0
2-3 Multiage	7	0	0	1	4	2	0	0
2004-2005 Totals	646	99	183	201	139	24	0	0
		15%	28%	31%	22%	4%	0	0

Fourth through Eighth Grade Comparison

2002-2003	Total No. of classes	Under 18	18-20	21-23	24-26	27-30	31-32	33+
4	126	1	7	17	64	37	0	0
5	124	0	3	11	55	51	4	0
6	121	3	5	11	39	53	10	0
7	2	0	0	0	0	2	0	0
8	2	0	1	0	1	0	0	0
3-4 Combo	14	0	1	8	5	0	0	0
4-5 Combo	13	0	1	2	8	2	0	0
4-5-6 Combo	1	0	1	0	0	0	0	0
5-6 Combo	28	0	2	2	15	9	0	0
7-8 Combo	2	2	0	0	0	0	0	0
3-4 Multiage	8	0	0	1	6	1	0	0
4-5 Multiage	3	0	0	1	1	1	0	0
4-5-6 Multiage	6	0	0	0	3	3	0	0
5-6 Multiage	11	1	0	1	6	3	0	0
2002-2003 Totals	461	7	21	54	203	162	14	0
		1%	5%	12%	44%	35%	3%	0

2003-2004	Total No. of classes	Under 18	18-20	21-23	24-26	27-30	31-32	33+
4	122	1	10	20	59	31	1	0
5	116	7	5	19	44	39	2	0
6	126	2	4	20	49	47	4	0
7	2	0	0	2	0	0	0	0
8	2	0	0	1	1	0	0	0
3-4 Combo	16	0	1	6	8	1	0	0
4-5 Combo	16	0	3	1	9	3	0	0
5-6 Combo	20	0	3	4	5	8	0	0
7-8 Combo	1.5	0	0	1.5	0	0	0	0
3-4 Multiage	8	0	0	2	5	1	0	0
4-5 Multiage	6	0	0	0	5	1	0	0
4-5-6 Multiage	8	0	0	0	1	7	0	0
5-6 Multiage	13	0	0	1	6	6	0	0
2003-2004 Totals	456.5	10	26	77.5	192	144	7	0
		2%	6%	17%	42%	32%	1%	0

2004-2005	Total No. of classes	Under 18	18-20	21-23	24-26	27-30	31-32	33+
4	115	6	3	25	48	33	0	0
5	114	0	3	17	53	38	1	2
6	119	1	13	11	31	59	3	1
7	2	0	0	2	0	0	0	0
8	2	0	0	0	0	2	0	0
3-4 Combo	13	0	0	9	3	1	0	0
4-5 Combo	18	0	0	4	10	4	0	0
5-6 Combo	21	0	0	2	8	10	1	0
7-8 Combo	2	2	0	0	0	0	0	0
3-4 Multiage	8	0	0	1	6	1	0	0
2-3-4 Multiage	1	0	0	1	0	0	0	0
4-5 Multiage	6	0	1	2	1	2	0	0
4-5-6 Multiage	7	0	0	0	1	6	0	0

Fourth through Eighth Grade Comparison

5-6 Multiage	7	0	0	3	4	0	0	0
2004-2005 Totals	435	9	20	77	165	156	5	3
		2%	3%	18%	39%	36%	1%	<1%

Kindergarten through Third Grade Comparison								
	Total Number of classes	Under 18	18-20	21-23	24-26	27-30	31-32	33+
2002-2003	658	96	177	220	143	22	0	0
Percentage of class totals		15%	27%	33%	22%	3%	0	0
2003-2004	651	99	175	256	97	24	0	0
Percentage of class totals		15%	27%	39%	15%	4%	0	0
2004-2005	646	99	183	201	139	24	0	0
Percentage of class totals		15%	28%	31%	22%	4%	0	0

Fourth through Eighth Grade Comparison								
	Total Number of classes	Under 18	18-20	21-23	24-26	27-30	31-32	33+
2002-2003	461	7	21	54	203	162	14	0
Percentage of class totals		1%	5%	12%	44%	35%	3%	0%
2003-2004	456.5	10	26	77.5	192	144	7	0
Percentage of class totals		2%	6%	17%	42%	32%	1%	0
2004-2005	435	9	20	77	165	156	5	3
Percentage of class totals		2%	3%	18%	39%	36%	1%	<1%

**2004-2005
Part-time Student Enrollment**

SCHOOL NAME	Number of Students	Number at .25%	Number at .50%	Number at .75%	Number at other %
Alpenglow	4	4			
Aurora	3	3			
Baxter	5	5			
Bear Valley	2	1		1	
Birchwood ABC	3	3			
Bowman	10	8		2	
Campbell	1				1
Chugiak	4	4			
College Gate	1	1			
Creekside Park	3	3			
Fire Lake	1	1			
Girdwood	8	3	1	1	3
Homestead	6	6			
Huffman	4	4			
Kasuun	5	5			
Kincaid	3	3			
Klatt	4	4			
Lake Hood	1	1			
Lake Otis	2	2			
Mt. Spurr	1	1			
Mt. View	2		2		
Muldoon	4				4
North Star	1	1			
Nunaka Valley	1	1			
Ocean View	3	3			
O'Malley	4	4			
Ptarmigan	2	2			
Rabbit Creek	4	4			
Ravenwood	4	4			
Rogers Park	4	3	1		
Russian Jack	1	1			
Sand Lake	1	1			
Scenic Park	2	2			
Spring Hill	4	4			
Susitna	1	1			
Trailside	4	4			
Tudor	2	2			
Tyson	1	1			
Ursa Minor	2	2			
Wood, Gladys	1	1			
TOTALS	119	103	4	4	8

Kindergarten Comparison 2002-2003/2003-2004/2004-2005

2002-2003 Kindergarten	<18	18-20	21-23	24-26	27-30	31-32	33+
Full Day Kindergarten 177 total classes	34	80	47	16	0	0	0
Half Day Kindergarten 4 total classes	1	1	2	0	0	0	0
181 total classes	35	81	49	16	0	0	0
Percent of Classes	19%	45%	27%	9%	0	0	0

2003-2004 Kindergarten	<18	18-20	21-23	24-26	27-30	31-32	33+
Full Day Kindergarten 179 total classes	38	67	62	12	0	0	0
Half Day Kindergarten 3 total classes	0	0	3	0	0	0	0
183 total classes	40	67	64	12	0	0	0
Percent of Classes	22%	37%	35%	6%	0	0	0

2004-2005 Kindergarten	<18	18-20	21-23	24-26	27-30	31-32	33+
Full Day Kindergarten 185 total classes	42	88	43	10	2	0	0
Half Day Kindergarten 3 total classes	0	0	3	0	0	0	0
188 total classes	42	88	46	10	2	0	0
Percent of Classes	23%	48%	24%	5%	<1%	0	0

First Grade with Federal Positions Comparison 1998-1999 through 2004-2005

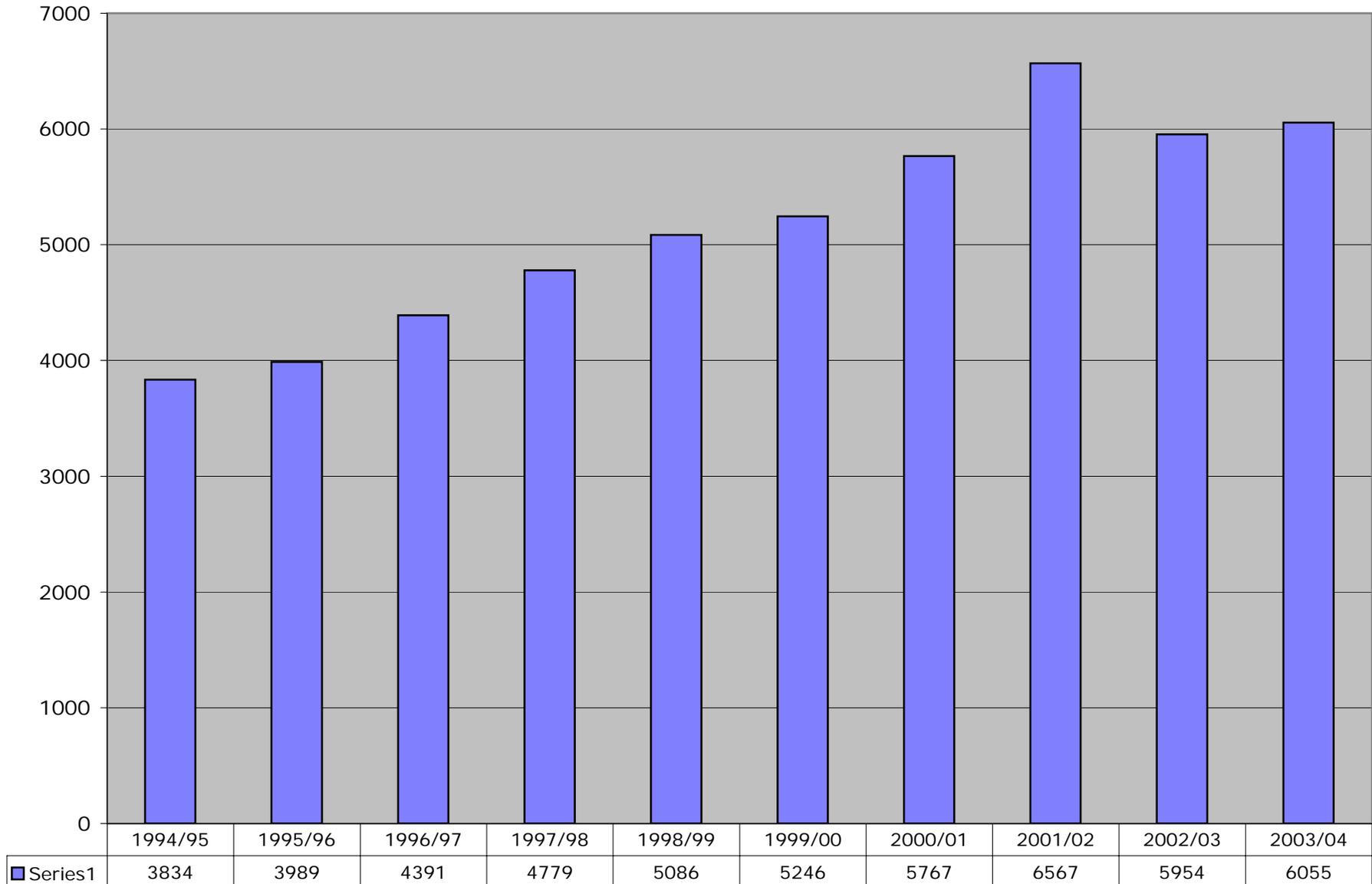
	<18	18-20	21-23	24-26	27-30	31-32	33+
1998-1999 102 total classes							
Without Federal positions	0	22	61	17	2	0	0
	0	21%	60%	17%	2%	0	0
1999-2000 110 total classes							
With Federal positions	36	51	17	4	2	0	0
	33%	46%	16%	4%	1%	0	0
2000-2001 118 total classes							
With Federal positions	37	60	19	2	0	0	0
	31%	51%	16%	2%	0	0	0
2001-2002 124 total classes							
With Federal positions	58	62	4	0	0	0	0
	47%	50%	3%	0	0	0	0
2002-2003 139 total classes							
With Federal positions	44	61	28	6	0	0	0
	32%	44%	20%	4%	0	0	0
2003-2004 121 total classes							
With Federal positions	47	39	32	3	0	0	0
	39%	32%	27%	2%	0	0	0
2004-2005 155 total classes							
With Federal positions	37	54	49	14	1	0	0
	24%	35%	27%	2%	0	0	0

Kindergarten with Federal Positions Comparison 2002-2003 through 2004-2005

	<18	18-20	21-23	24-26	27-30	31-32	33+
2002-2003 128 total classes With Federal Positions	32	64	22	9	0	0	0
	25%	51%	17%	7%	0	0	0
2003-2004 121 total classes With Federal Positions	38	43	35	5	0	0	0
	31%	36%	29%	4%	0	0	0
2004-2005 174 total classes With Federal Positions	40	80	42	10	2	0	0
	23%	46%	24%	6%	1%	0	0

ANCHORAGE SCHOOL DISTRICT
 BILINGUAL/MULTICULTURAL EDUCATION PROGRAM
 HISTORICAL ENROLLMENT of LIMITED ENGLISH PROFICIENT STUDENTS

ATTACHMENT H



10-Year Historical Enrollment

**Bilingual Education Program
Student Enrollment: 10/22/04**

Attachment I

		780	3,509	2,015	6,304		
		658	2,034	1,068	3,760		
		122	1,475	947	2,544		
		NEP	LEP	FEP	Total	Tch	Tutor
100	Abbott Loop	29	28	26	83	**	2.00
110	Airport Heights	17	14	12	43	**	1.00
112	Alpenglow	3	0	1	4	**	0.25
114	Aurora	1	0	4	5	**	0.25
115	Baxter	6	18	15	39	**	1.00
116	Bayshore	13	32	25	70	**	1.00
118	Bear Valley	9	7	4	20	**	0.50
120/775	Birchwood K-8	0	1	2	3	**	0.00
125	Bowman	12	23	12	47	**	1.50
130	Campbell	16	35	25	76	**	3.00
140	Chester Valley	14	21	12	47	**	2.00
150	Chinook	14	51	17	82	1.0*	2.00
160	Chugach	0	1	4	5	**	0.25
170	Chugiak Elem.	1	3	3	7	**	0.33
174	College Gate	10	27	10	47	**	1.00
180	Creekside	19	41	15	75	1.0*	2.00
190/715	Denali K-8	14	15	9	38	**	1.00
200	Eagle River	3	4	1	8	**	0.33
210	Fairview	14	97	33	144	1.0*	3.00
215	Fire Lake	0	4	4	8	**	0.33
220/721	Girdwood	0	7	2	9	**	0.50
230	Government Hill	38	154	36	228	1.0*	3.00
235	Homestead	1	2	5	8	**	0.25
237	Huffman	7	15	13	35	**	1.00
240	Inlet View	8	21	8	37	**	2.00
242	Kasuun	10	19	25	54	**	2.00
245	Klatt	17	76	39	132	1.0*	3.00
246	Kincaid	6	9	7	22	**	1.00
248	Lake Hood	5	63	57	125	1.0*	2.00
250	Lake Otis	15	39	28	82	**	2.00
257	Mt. Spurr	1	3	0	4	**	0.25
260	Mt. View	21	89	35	145	1.0*	4.00
270	Muldoon	21	67	25	113	1.0*	2.00
280	North Star	26	87	38	151	1.0*	4.00
290/757	Northern Lights K-8	8	25	33	66	**	1.00
300	Northwood	19	27	33	79	**	2.00
310	Nunaka Valley	3	12	7	22	**	1.00
315	Ocean View	4	17	11	32	**	1.00
320	O'Malley	5	2	1	8	**	0.50
324	Orion	4	5	4	13	**	0.33
328	Ptarmigan	16	30	24	70	**	2.00
330	Rabbit Creek	3	2	3	8	**	0.50
335	Ravenwood	2	2	0	4	**	0.20
340	Rogers Park	9	51	35	95	**	2.00
345	Russian Jack	17	43	13	73	**	1.00
350	Sand Lake	14	29	28	71	**	1.00

**Bilingual Education Program
Student Enrollment: 10/22/04**

Attachment I

		NEP	LEP	FEP	Total	Tch	Tutor
360	Scenic Park	5	17	13	35	**	1.00
362	Spring Hill	10	40	28	78	**	2.00
364	Susitna	7	39	16	62	**	2.00
365	Taku	22	36	18	76	**	2.00
363	Trailside	8	11	10	29	**	1.00
370	Tudor	14	77	36	127	**	3.00
380	Turnagain	7	43	31	81	**	2.00
394	Tyson, William	23	139	46	208	1.0*	5.00
386	Ursa Major	5	5	6	16		0.33
388	Ursa Minor	4	6	2	12		0.33
390	Williwaw	55	130	47	232	1.0*	5.00
400	Willow Crest	11	87	27	125	1.0*	3.00
410	Wonder Park	2	56	23	81	1.0*	2.00
418	Wood, Gladys	9	23	18	50		1.00
450	Polaris K-6	1	7	3	11		0.25

*-Position is 1.0 FTE; however Resource Teacher is assigned to (4) other schools.

** School is served by Itinerant Resource Teacher.

**Bilingual Education Program
Student Enrollment: 10/22/04**

Attachment I

		NEP	LEP	FEP	Total	Tchr	Tutor	Cnslr
700	Central	10	62	34	106	1.00	1.00	
710	Clark	13	203	100	316	5.00	4.00	1.00
721	Girdwood 7-8	0	2	0	2	0.00	0.50	
730	Gruening	2	4	2	8	0.00	0.25	
740	Hanshew	8	67	51	126	1.00	2.00	0.00
750	Mears	5	63	47	115	1.00	2.00	1.00
755	Mirror Lake	1	4	7	12	0.00	0.50	
757	Northern Lights 7-8	0	4	9	13	0.00		
760	Romig	9	124	62	195	2.00	3.00	1.00
770	Wendler	4	66	35	105	1.00	1.00	
780	Goldenview	3	25	11	39	0.00	1.00	
800	Bartlett	5	137	75	217	2.00	2.00	1.00
810	Chugiak	3	14	8	25	0.00	0.75	
820	Dimond	12	89	82	183	3.00	2.00	1.00
830	East	18	218	152	388	4.00	4.00	1.00
835	SAVE***	1	18	15	34	0.00	0.33	
840	Service	8	58	65	131	1.00	1.00	
845	Steller	0	0	0	0			
850	West	13	237	139	389	3.00	2.00	1.00
860	South	6	29	32	67	1.00	1.00	
875	McLaughlin	0	21	8	29	0.00	1.00	
880	Benson	1	18	7	26	0.00	0.33	
888	Polaris	0	2	1	3	0.00	0.25	
881	Benson	0	10	5	15	0.00	0.33	
680	Newcomers' Center****	0	0	0	0	2.00	1.00	1.00

***Actual number of students attending is usually lower due to periods of time students are assigned to the site.

****Students at the Newcomers' Center are counted in the total of the local school.

ATTACHMENT J

High School ESL Class Size

Certificated Staff	Period	Subject	Number Students	Tutor	# Students
ESL Teacher 1 West HS Science/Math	1	ESL Basic Math	18	# 1	64
	2	ESL Integrated Science	9		
	4	ESL Integrated Science	9	# 2	69
	5	ESL Biology	18		
	6	ESL Pre-Algebra	15		
			Total 69		
ESL Teacher 2 West HS Language Arts	1	ESL Beginning/Intermediate	5		
	2	ESL Intermediate	27		
	3	ESL Advanced	14		
	5	ESL Intermediate/Advanced	15		
	6	ESL Advanced	26		
			Total 87		
ESL Teacher 3 West HS Social Studies	1	ESL-Integrated History 1	5		
	2	ESL-Area Studies	4		
	3	ESL Government	8		
	4	ESL-Integrated History 3	14		
	6	ESL Integrated History 1	16		
			Total 47		
ESL Teacher 1 East HS Language Arts	1	ESL Advanced	19	# 1	45
	3	ESL Beginning	10		66
	4	ESL Advanced Language Skills	12	#2	
	5	ESL Advanced	12		69
	6	ESL Advanced	23	#3	
			Total 76		# 4
ESL Teacher 2 East HS Social Studies/Langua ge Arts	1	ESL Integrated History 1	5		
	2	ESL Intermediate	9		
	3	ESL Integrated History 1	11		
	4	ESL Intermediate	3		
	6	ESL Integrated History 1	15		
			Total 43		
ESL Teacher 3 East HS Science/Math	1	ESL Pre-Algebra	15		
	2	ESL Algebra I	8		
	4	ESL Algebra	9		
	5	ESL Pre-Algebra	12		
	6	ESL Informal Geometry	7		
			Total 51		
ESL Teacher 4 East HS Language Arts	1	Alaska Studies	17		
	2	ESL Integrated History	13		
	3	ESL US Government	17		
	4	ESL Economics	12		
	5	ESL Integrated History	9		
			Total 68		

Certificated Staff	Period	Subject	Number Students	Tutor	# Students
ESL Teacher 5 Math/Science	1	ESL Integrated Science	4		
	2	ESL Biology	9		
	3	ESL Science	7		
	4	ESL Integrated Science	13		
	6	ESL Biology	13		
			Total 46		
ESL Teacher 1 Dimond HS Science/Math	1	ESL Algebra I	11		
	2	ESL Tutoring	8		
	3	ESL Pre-Algebra	4		
	4	ESL Integrated Science	9		
	6	ESL Biology	7		
	8	TM Advisory	21		
			Total 60		
ESL Teacher 2 Dimond HS Social Studies	2	ESL Integrated History 1	12	#1	45
	3	ESL Social Science	7		
	4	ESL Government	11	# 2	53
	5	ESL Integrated History 3	13		
	6	ESL Tutorial	4		
	8	TM Advisory	17		
			Total 64		
ESL Teacher 3 Dimond HS Language Arts	1	ESL Beginning/Intermediate	6		
	2	ESL Intermediate	11		
	3	ESL Tutoring	6		
	5	ESL Advanced	7		
	6	ESL Advanced	7		
	8	TM Advisory	19		
			Total 56		
ESL Teacher 1 Service HS Language Arts/Social Studies	2	ESL Intermediate	13	# 1	66
		ESL Tutorial	7		
	3	ESL Integrated History 1	12		
		ESL Tutorial	5		
	4	ESL Integrated History 3	9		
		ESL Tutorial	8		
	5	ESL Advanced	15		
6	ESL Economics	8			
		Total 77			

Certificated Staff	Period	Subject	Number Students	Tutor	# Students
ESL Teacher 1 Bartlett HS Social Studies/ Language Arts	1	ESL Integrated History 1	20	# 1	71 61
	2	ESL Integrated History 1	18		
	3	ESL Integrated History 3	6	# 2	
	5	ESL Advanced	9		
	6	ESL Integrated	10		
			Total 69		
ESL Teacher 2 Bartlett HS Language Arts	1	ESL Beginning/Reading Lab	10		
	2	ESL Tutorial	9		
	3	ESL Social Studies	10		
	5	ESL Advanced	22		
	6	ESL Intermediate	9		
			Total 60		
ESL Teacher 1 Newcomers' Center	AM	ESL Integrated History 1	18	# 1	70
	PM	ESL Integrated History 1	17		
ESL Teacher 2 Newcomers' Center	AM	ESL Beginning	17		
	PM	ESL Beginning	18		
Chugiak HS				# 1	25
McLaughlin Youth Center				# 1	29
ESL Teacher 1 South HS	1	ESL Intermediate	11	# 1	47
	2	ESL Intermediate Composition	4		
	3	ESL US Government	8		
	4	ESL Integrated History	5		
	5	ESL Integrated History 3	8		
			Total 36		
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