

## ENGLISH/LANGUAGE ARTS/READING

**Primary Goal** - To develop proficiency in the essential skills of reading, writing, speaking and listening.

<u>Staff</u>	<u>Students</u>	<u>Budget</u>	<u>Cost Per Student</u>
94.15	5,659	\$5,860,923	\$1,036

### **Level K-6**

For the 2005-2006 school year, a major goal was to continue to monitor the implementation of the framework for the K-2 balanced literacy program. We were also very intent on sustaining this initiative by providing consistent building level support for staff development. To this end, teachers new to the district and returning teachers who were changing grade levels, were provided with five half-days of professional development on balanced literacy during the summer of 2005 and two sessions after school during September. We also sought to sustain and grow our own professional development capacity through the implementation of turnkey trainers. These turnkey trainers were used in 2005-2006 to provide additional staff development for all six elementary schools. In addition, in moving toward a more building based approach, we provided all the elementary principals with specific information needed for supporting the K-2 reading program in their individual buildings.

In an effort to increase consistency in assessing students across six buildings, the turnkey trainers and the reading specialists provided a shadowing experience for each K-2 classroom teacher on the administration of the mid-year reading assessments. In March, turnkey trainers also provided two half-days of in-service on teaching reading for the ESL teachers and the support teachers and the special education teaching assistants. Furthermore, with the help of Gary Cimorelli and Sarah Garrand, the turnkey trainers are teaching classroom teachers to use an Excel spreadsheet for electronic submission of district benchmark data. This will enable us to more clearly identify students in need of additional reading assistance. Finally, through principals' observations in classrooms and listening to the K-2 teachers share their positive experiences about reading instruction at the grade level meetings in December, we can attest to the substantial changes in reading instruction in K-2 classrooms across the district.

In the 3-6 balanced literacy program, we also made great strides in implementing the framework. Critical to this effort was the continued efforts at providing on-going staff development, model lessons, and classroom support. During the summer of 2005, we wrote a curriculum to reflect the current grades 3-6 reading instruction and developed a report card insert for reading. These are now used by all grades 3-6 teachers. As with grades K-2, we provided four half-days of professional development on balanced literacy to grades 3-6 teachers who were new to the district. In addition, throughout the school year, all grades 3-6 teachers participated in three days of professional development through in-service, model lessons, grade level meetings, and a classroom visit from a

## **ENGLISH/LANGUAGE ARTS/READING** (cont.)

literacy consultant. We are most grateful to the efforts of the Board of Education in supporting our proposal to expand the turnkey trainer position for grades 3-6 at each elementary school. Furthermore, Ms. Meany and Dr. Lobdell continue to work hard to respond to teachers' concerns and provide them with the professional knowledge and skills they need to develop our balanced literacy program, while also ensuring that the framework is implemented in all classrooms grades 3-6.

We continued our work on the writing initiative begun in 2004-2005. Unfortunately, much of the early part of our year was preoccupied with preparing for the new testing program in grades 3-8. However, through extensive reading and discussion of professional literature and continued work with our consultant, Susan Burke, the English Language Arts steering committee came to consensus on the "universals for writing instruction in grades K-12." These universals represented the district philosophy and incorporated current best practices for writing instruction. This work was presented to the Board of Education at a curriculum committee in May. For the upcoming school year, the language arts steering committee will finalize the framework and formulate a plan for future staff development and curriculum writing.

### **NYS Report Card Data**

In January of 2006, the ELA assessments were administered in grades 3-6. Previously, ELA was assessed only at grade 4. To allow our teachers to become more familiar with the assessment, we used the November 2005 workshop day to review the assessments with all K-6 teachers, pupil service teachers, and LEP/alternate math teachers. Teachers and administrators scored the grades 3 and 5 assessments within the district. Our teachers and administrators also participated in the regional scoring of the grades 4 and 6 ELA assessment. For the 2006-2007 school year, we plan to score all our ELA assessments internally.

We did not receive the results of these assessments until early October, and this made it extremely difficult to plan for AIS and remediation for the upcoming school year. Nonetheless, we do have our results from the new assessments and we can make some preliminary observations. It is important to note that the assessments at grades 3-6 are different from the old ELA 4 assessments. These new assessments assess specific skills and content at a grade level. Furthermore, it should be noted that almost every student, including students with significant disabilities, were required to take an ELA assessment. Although some of our special needs students, were allowed to take an assessment one or two grade levels below their chronological grade, these accommodations seemed to have little effect on their performance. Our students with significant disabilities continue to struggle on the New York State assessments. It is our hope and the hope of our colleagues throughout New York State that the state will develop a local assessment that will more effectively meet the needs of these students.

**ENGLISH/LANGUAGE ARTS/READING** (cont.)

The new requirement that students with significant disabilities take the regular state assessments has important implications, including how the data for 2005-2006 are interpreted.

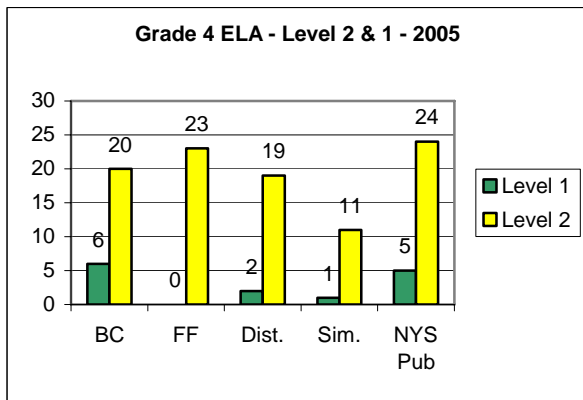
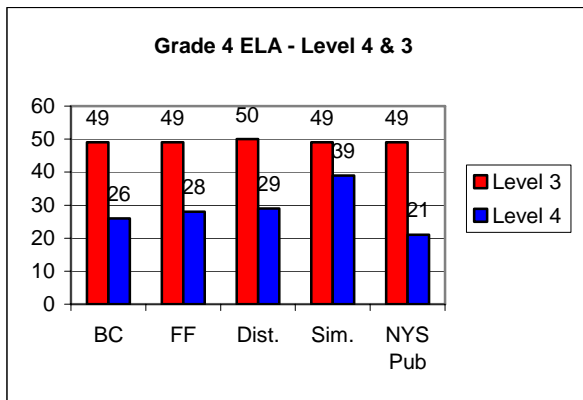
As this is the first administration of these assessments, some preliminary observations may be in order based on the results of previous years. In grades 3 and 4, the number of students scoring at level 4 seems to be down from the numbers attained on the old ELA 4 assessment. This seems to be fairly consistent statewide. Furthermore, the district exceeded state norms on all the English language arts assessments. These results follow:

Grade	North Colonie Percentage	New York State Percentage
3	83%	69%
4	77%	68.6%
5	79%	67%
6	78%	60.4%

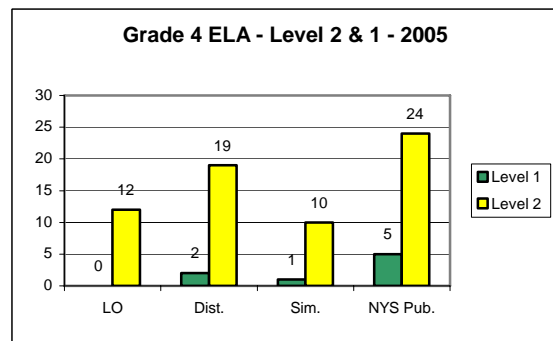
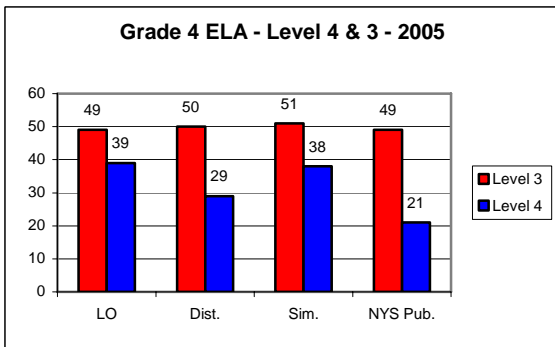
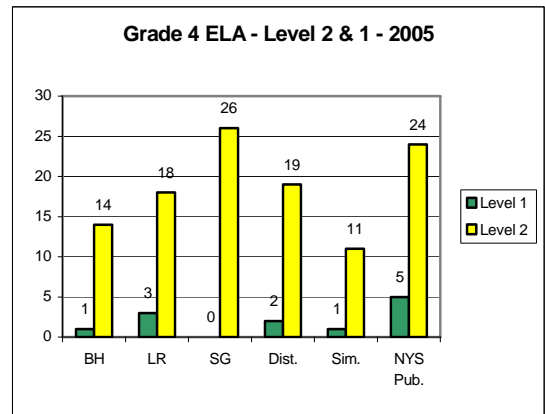
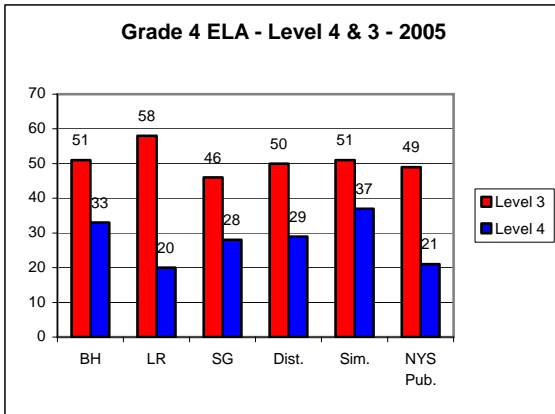
We currently do not have results for our similar schools group. However, based upon some preliminary data taken in comparison to our Suburban Council group, it appears that we will again be below our similar schools group on this assessment. We can take pride in the fact that as our students progress in the grades, they tend to maintain their performance, unlike schools in the rest of the state, and that by the time our students reach 8<sup>th</sup> grade, we are typically well above state norms and above our similar schools group as well. We will continue to analyze and monitor this data as it becomes available. In the interim, we have identified all students scoring below level 3 for some form of AIS.

Again, as previously stated, the lateness of the state in releasing these results made it difficult for us to get all our AIS data together so we could begin services at the beginning of the year.

**NYS Assessment Program – Grade 4 English/Language Arts Report Card Data**



**ENGLISH/LANGUAGE ARTS/READING** (cont.)



**2006 NYS Third Grade English Language Arts (ELA) Assessment**

	Number Tested	Mean Score	Level 4	Level 3	Level 2	Level 1
District	391	681	9%	74%	12%	4%
Blue Creek	64	670	5	70	16	9
Boght Hills	74	693	15	77	7	1
Forts Ferry	75	682	7	75	16	3
Latham Ridge	69	667	3	71	20	6
Loudonville	46	697	11	87	2	0
Southgate	63	682	16	68	10	6

**ENGLISH/LANGUAGE ARTS/READING** (cont.)

**2006 NYS Fourth Grade English Language Arts (ELA) assessment**

**Total Population**

	Number Tested		Mean Score		Level 4		Level 3		Level 2		Level 1	
	2006	2005	2006	2005	2006	2005	2006	2005	2006	2005	2006	2005
District	413	414	671	676	10%	28.5%	67%	50.5%	16%	19%	7%	2%
Blue Creek	68	82	670	671	10	26	69	49	9	20	12	6
Boght Hills	87	72	675	682	10	33	70	51	16	20	3	0
Forts Ferry	72	69	663	675	9	28	59	49	25	23	7	0
Latham Ridge	70	65	673	672	7	20	74	58	11	18	7	3
Loudonville	52	57	681	688	9	39	78	49	9	12	4	0
Southgate	64	69	668	669	14	28	53	46	23	26	9	0

**2006 NYS Fifth Grade English Language Arts (ELA) Assessment**

	Number Tested	Mean Score	Level 4	Level 3	Level 2	Level 1
District	441	678	22%	57%	18%	3%
Blue Creek	86	668	22	50	21	7
Boght Hills	77	686	21	62	17	0
Forts Ferry	77	668	12	62	26	0
Latham Ridge	67	684	25	60	13	1
Loudonville	58	688	22	69	9	0
Southgate	70	687	33	49	17	1

**2006 NYS Sixth Grade English Language Arts (ELA) Assessment**

	Number Tested	Mean Score	Level 4	Level 3	Level 2	Level 1
District	428	673	22%	56%	19%	3%
Blue Creek	78	665	12	60	24	4
Boght Hills	67	675	28	48	21	3
Forts Ferry	68	673	21	57	18	4
Latham Ridge	79	668	17	61	20	3
Loudonville	52	688	37	52	12	0
Southgate	81	677	25	58	16	1

**ENGLISH/LANGUAGE ARTS/READING** (cont.)

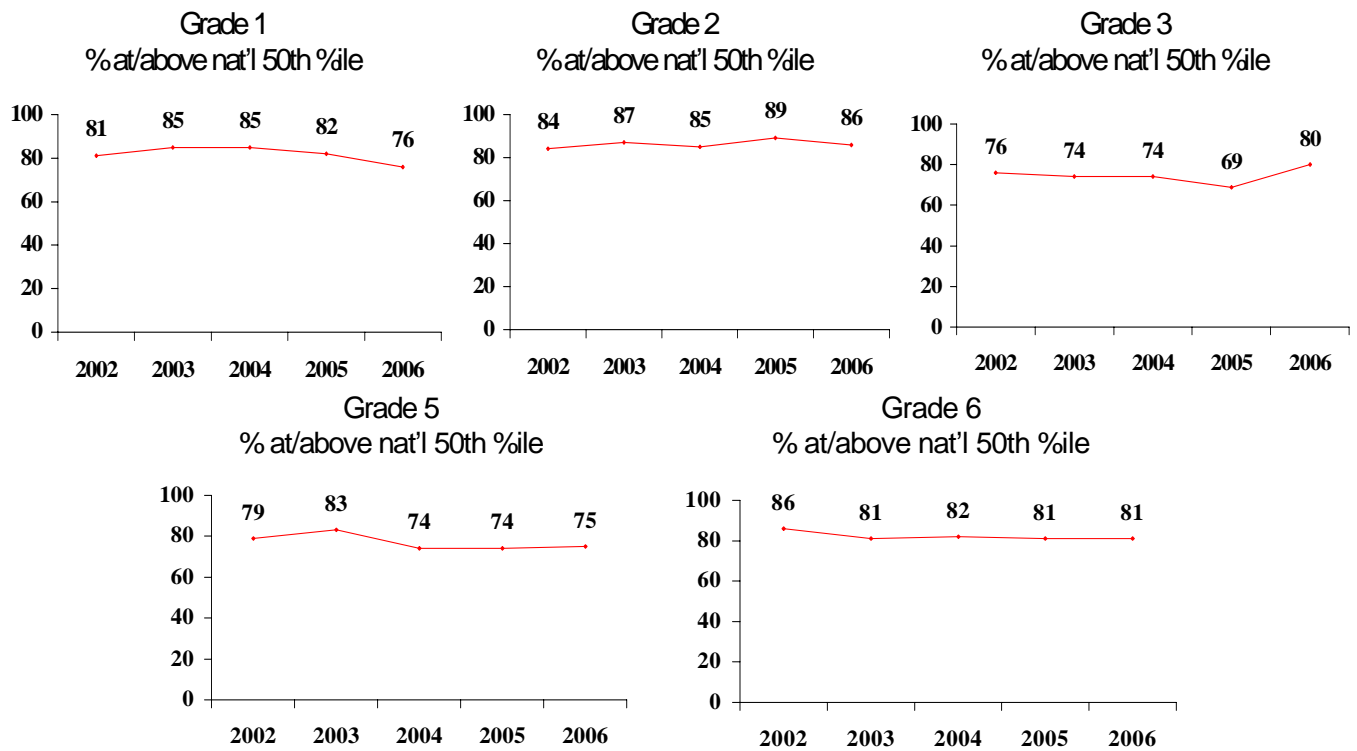
**Iowa Test of Basic Skills** - Performance standard = 70% above Nat'l 50th %ile

The data in this report will compare standardized testing with performance standards which are derived from the Cognitive Abilities Test and district expectations.

**ITBS - Iowa Test of Basic Skills**

Grade	Total Reading	Difference over 70%
1	76	+ 6
2	86	+16
3	80	+10
5	75	+ 5
6	81	+11

**(2002-2006 Results - ITBS Total Reading)**



## **ENGLISH/LANGUAGE ARTS/READING** (cont.)

On the IOWA Test of Basic Skills, all grade levels achieved the district performance standard of 70% of our students scoring above the national 50%. In addition, on the ITBS total reading assessment, our 2<sup>nd</sup>, 5<sup>th</sup>, and 6<sup>th</sup> graders scored at or near their results from the previous year for students achieving at or above the 50<sup>th</sup> percentile. Our 3<sup>rd</sup> graders showed a nice gain from the previous year, up to 80% from 69% in 2005. We had a slight dip in our students scoring at or above the national 50<sup>th</sup> percentile in grade 1, 82% to 76%. These results continue to be solid, and the IOWA test continues to give us a different window of observation, testing skills that are different from those measured by New York State. Fortunately, our administration of the IOWA's also permitted us to have another assessment available to determine AIS placement for remedial math and remedial reading. This was critical this year given the lateness of the release of the state testing results. We continue to be pleased with our progress on the IOWA Test of Basic Skills.

### **Kindergarten Intervention Program (KIP)**

First introduced in the school year 1999-2000, the Kindergarten Intervention Program remains an excellent intervention for some of our kindergarten students in need of additional assistance. Students are identified for KIP through the preschool screening process held at each school in February and March. To evaluate the incoming kindergarten students, the Bracken Basic Concept Scale is used with a cutoff score for students recommended of 7 or lower. Most recently, however, we have decided to evaluate students for KIP placement if they score 8 or lower. North Colonie incoming kindergarteners average a screening score of 12 compared to the average national score of 10.

A comprehensive array of services is provided by a kindergarten teacher, a reading specialist, speech therapist, and ESL/ELL language teacher. This collaborative team works with the classroom teachers and there is extensive cooperation with parents throughout the school year. The parents of all students participate in conferences with teachers and specialists working with the students. Parents are invited into the classrooms and are provided with information about how to best support their children. Parent support is critical to the success of the program, and we find that parents of KIP students are eager to work with their children and use extensively the suggestions provided by the teachers. To this end, considerable emphasis is placed on the importance of parents reading to and talking with their children each day. Games, books to read and other activities to support literacy development are suggested by the KIP staff.

Children assigned to KIP attend either the Forts Ferry or Latham Ridge program. The following represents the number of students who attend the kindergarten intervention program in 2005-2006.

Forts Ferry	-	12
Latham Ridge	-	12

## **ENGLISH/LANGUAGE ARTS/READING** (cont.)

This year, six parents declined their invitation to enroll their children in KIP. Because of the value of the program, we make a conspicuous effort to contact parents who declined to enroll in the program. In addition, our program coordinator, Dr. Lobdell, provides an information session for parents. We also try to follow up with phone calls to ensure that parents understand the nature of the program and to stress the value of KIP. KIP continues to be a program marked with substantial academic, social and emotional growth for participating students. By the end of the school year, students have learned to identify letters of the alphabet, develop stronger letter sounds, word recognition skills, and stronger comprehension strategies. The full day setting provides a wide variety of learning experiences. Included among these are cooperative learning, problem solving, and good decision making.

The phonological assessment test (PAST) was administered to all students as a pre and post test. Forts Ferry's KIP students achieved a mean raw pre-test score of 1 and a mean raw post-test score of 21. At Latham Ridge, the mean raw pre-test score was 2 and the mean raw post-test score was 20. The average gain in growth for students participating in KIP was 19.

This year, we did not administer the district end-of-year spelling test in grades K-6. We found this test to be of limited instructional value. Furthermore, we plan to continue to investigate and ultimately pilot some best practices related to spelling instruction. This will occur as a part of our review of writing instruction.

We will also continue to analyze the K-2 reading data collected through the Excel program. This will give us a better baseline for us to determine the needs of our struggling readers throughout the district. An ongoing effort will also be to continue to update our instructional approaches and resources so that we continue to meet the literacy needs of our students.

In reading in grades K-6, we will monitor the balanced literacy program and continue to provide professional development through staff development sessions, classroom visits by consultants and through colleague visits. At this level, the turnkey training program will be initiated for the first time, and we hope that by providing this form of district wide and building level support, our teachers will continue to grow and sustain this important initiative. Again, in grades 3-6 we will add materials and develop instructional resources as needed.

Furthermore, in the K-12 language arts steering committee, we will continue the study of writing in grades K-6. We will work to finalize our framework for writing instruction and ultimately construct our plan for staff development and subsequent curriculum mapping and writing.

## **ENGLISH/LANGUAGE ARTS/READING** (cont.)

Finally, we will continue to analyze the results of our grades 3-6 ELA assessments. We wish to improve our students' achievement on these assessments and realize that the best way to do this is through the good reading and writing instruction that we intend to give all our students. We do not want to resort to "drill and kill" that so many districts utilize for short term gains on this assessment. Nonetheless, we feel that our staff works very hard with our students, and we are intent on improving our results to be commensurate with the effort our staff puts in on developing our students' literacy skills in grades K-6.

### **Level 7 - 8**

The seventh and eighth grade teachers implement a variety of activities and instructional practices that emphasize language arts skills. This year marked the first year of the administration of an ELA assessment at grade 7. To meet this challenge, teachers incorporated activities and instruction emphasizing the skills found on the New York State assessments. These activities were developed and organized into grade level binders. For the students identified as being at risk of not achieving proficiency on either the 7<sup>th</sup> or 8<sup>th</sup> grade exam, we instituted a variety of programs including a remedial reading and an ELA tutorial program. After the English language arts assessment, activities began to focus more on the basic language arts skills needed for success. Included among these were spelling skills and strategies, grammar skills, poetry, library and reference skills, writing skills and strategies, and reading comprehension skills and strategies.

Many other specific instructional practices and activities designed to improve students' skills in English were sustained throughout the 2005-2006 school year. The current writing/grammar curriculum, instruction of spelling and vocabulary, and instruction of reading and writing skills and strategies were prominently featured throughout instruction. Student-centered activities including small group literature circle activities and projects, were also commonly featured in our classrooms. We worked with appropriate leveled texts for our 7<sup>th</sup> and 8<sup>th</sup> grade students, and noteworthy is the fact that our curriculum in reading has become more differentiated. To improve students' familiarity with the ELA assessment, practice assessments were given to both 7<sup>th</sup> and 8<sup>th</sup> graders during the fall of 2005. Teachers used these results and information to guide instruction specific to reading, writing, and listening skills. In addition, after school review sessions were implemented throughout the academic year to address both the curriculum and specific ELA preparation prior to the January administration of the exams. The Fundamental ELA 8 program targeted 55 students, and this was a valuable form of AIS. This program met for 20 minutes opposite students' lunch during the first semester.

## **ENGLISH/LANGUAGE ARTS/READING** (cont.)

Important to nurturing students' love of reading is the emphasis placed on requiring students to engage in reading texts outside of the required classroom texts. A critical component of the outside reading is the element of student choice. Classroom teachers and the library specialists will often plan book talks to introduce students to a variety of titles touching on age appropriate interests. Students report on their outside reading in a variety of ways that include, but are not limited to, reading calendars, writing assessments, and creative book projects and presentations.

Another means of enhancing outside reading is through the 7<sup>th</sup> and 8<sup>th</sup> grade summer reading project. In 7<sup>th</sup> grade, students read two novels of their choice, and in 8<sup>th</sup> grade, students read three novels. The lists of suggested titles are developed by the English teachers and the library specialists, and they are provided to students at each grade level. The library specialists also provide book talks to all 6<sup>th</sup> grade students to prepare them for this summer reading project. These book talks have subsequently been extended to students currently in 7<sup>th</sup> grade. Both grade level projects require students to prepare note cards addressing character, theme, and plot for books read during the summer. The notes are used to complete the writing assignments in the fall under teacher direction.

At the junior high school, English language arts is supervised by Ms. Dawn Savery. To this end, English teachers' lesson plans are reviewed weekly throughout the academic year. Specific attention is focused on the content covered, skills assessed, and an effort is made to ensure that curricular alignment occurs within the grade level and between grade levels. Teacher portfolios of student writing are collected once a month. Portfolios are reviewed with attention to the New York State Standards being addressed, the variety of genres instructed, and teacher comments relate to a student's individual strengths and areas of weakness specific to the assignment. Monthly department meetings are also held, some including both grade levels, and some with the individual grade levels. These department meetings address English language arts curriculum and instruction and offer teachers an opportunity to exchange key ideas and information. Each English teacher is observed once informally and twice formally during the school year. To improve articulation in English language arts instruction district wide, the junior high school's English department maintains strong contacts with the high school. This occurs through the discussions and the regular activity of the K-12 English language arts steering committee. Our work on the reading initiative and our continued work on writing instruction represents solid examples of these efforts at 7-12 articulation.

As part of the testing committee recommendations, the IOWA Test of Basic Skills was not administered in grades 7 and 8. The junior high school has decided to use the New York State ELA assessments as the chief means for identifying students for remedial reading and AIS services. In addition, Pupil Services uses other assessment tools.

**ENGLISH/LANGUAGE ARTS/READING** (cont.)

**2006 NYS Seventh Grade English Language Arts (ELA) Assessment**

	<b>Number Tested</b>	<b>Mean Score</b>	<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
	422	670	17%	56%	24%	3%

**Shaker Junior High School Results on 2006 Grade 8 ELA**  
**Total Population\***

	<b>Number Tested</b>		<b>Mean Score</b>		<b>Level 4</b>		<b>Level 3</b>		<b>Level 2</b>		<b>Level 1</b>	
	<b>2006</b>	<b>2005</b>	<b>2006</b>	<b>2005</b>	<b>2006</b>	<b>2005</b>	<b>2006</b>	<b>2005</b>	<b>2006</b>	<b>2005</b>	<b>2006</b>	<b>2005</b>
	448	465	679	716	18%	20%	58%	53%	21%	26%	3%	1%

\*includes students with disabilities

**District Tests**

The results of the district end of the year examinations were as follows:

**Grade 7 English**

<b>Grade</b>	<b>Number of Students/Percentage 2005-06</b>	<b>Number of Students/Percentage 2004-05</b>
A	112/28%	101/24%
B	182/45%	149/35.3%
C	82/20%	116/29.4%
D	20/5%	38/9%
F	7/2%	18/4.2%

**Grade 8 English**

<b>Grade</b>	<b>Number of Students/Percentage 2005-06</b>	<b>Number of Students/Percentage 2004-05</b>
A	99/23%	71/16%
B	184/43%	188/41%
C	92/22%	126/28%
D	39/9%	53/12%
F	13/3%	17/3%

Results on the 7<sup>th</sup> grade test showed improvement over the previous year. Seventy three (73) percent of our students scored either A's or B's, compared to 60% the previous year. Fewer students also earned fewer D's and F's. On the grade 8 English exam, 66% of our

## **ENGLISH/LANGUAGE ARTS/READING** (cont.)

students scored A's and B's, compared to 57% the previous year. The number of students scoring D's and F's was down slightly, 12% to 15%. Last year, the junior high school English faculty expressed some concern about the results, and we are pleased to report that their efforts are moving in the right direction.

### **Level 9 - 12**

This past year, the English department at Shaker High School continued to work on strategies for addressing the reading initiative. In department workshops and at department meetings, the consistent message was to have our students be active readers. In September 2005, several teachers presented model lessons to the department showcasing strategies for teaching active reading with a short piece of literature. This was continued at the November workshop where again strategies for showing students how to deal with the language of a text were discussed and demonstrated.

The department also continued to work with the district writing committee to investigate the best practices in the teaching of writing. The English department's work on the writing committee helped to define the universals of writing revealed to the Board of Education in the May 2006 meeting. These were reviewed with the department in September 2006, and we look forward to the work of the high school English department in further defining the framework and subsequent plan for district staff development.

The department also focused on implementing new strategies to prepare students for the revised SAT. In the summer of 2006, a department committee reviewed the previous work that was done on SAT preparation. This group developed a revised plan, which emphasized the teaching of vocabulary, grammar, and reading comprehension in grades 9, 10 and 11. In grade 10, a unit of study on argumentative writing was developed as this is the type of writing the SAT essay requires. In grade 11, teachers were provided with materials to analyze and discuss model SAT essays as well as SAT topics that could be assigned.

The department also reviewed the senior electives program and made recommendations to be implemented for the school year 2007-2008. The department also began discussions of the senior electives program and concluded that the rigor of the senior courses should be increased. The summer work was done on College Composition and Creative Writing with a goal of developing stronger college writing skills. This work will continue on the senior electives program throughout the 2006-2007 school year, and recommendations will be forthcoming for courses to be added or deleted.

## **ENGLISH/LANGUAGE ARTS/READING** (cont.)

The English department offers our students in danger of not passing the Regents exam many measures of AIS to ensure that they attain an important graduation requirement. A formal AIS lab is provided for 12<sup>th</sup> graders who have failed the Regents and those 11<sup>th</sup> graders who show that they are in most need of extra help in preparation for the Regents. For students who score a 1 or a 2 on the grade 8 ELA, monitoring takes place in grades 9, 10, and 11. This monitoring requires that the teacher closely track the students and requires them to stay for extra help after school at least one day per week.

The English department has policies to ensure that our students achieve reading, writing and research skills. All English students in grades 9-11 are involved in two types of writing – process writing and on demand writing. Process writing is taught and used for long papers of literary analysis and research papers that are completed over several weeks. Since so much of the standardized testing requires students to write on demand, this type of writing is also taught and assigned on a regular basis. English teachers evaluate writing on a regular basis. A key strategy for improving writing instruction occurs when teachers conference with students individually and discuss the content, style and grammar of a piece of writing. Teachers grade finished compositions also on a regular basis. In addition, all students are thoroughly grounded in basic research skills. Instruction begins in grade 9 with the process of gathering a preliminary bibliography, completing note cards, developing an outline, and writing a short paper that includes citations and a bibliography. Research assignments continue in grades 10, 11 and 12. The department also has instituted two policies to promote outside reading. During the summer months, all students are assigned required reading. Students at the Basic and Regents levels must read two books and students at the Advanced Placement, Honors, and University in the High School levels must read three books. During the school year, students are also given independent reading assignments in addition to required text.

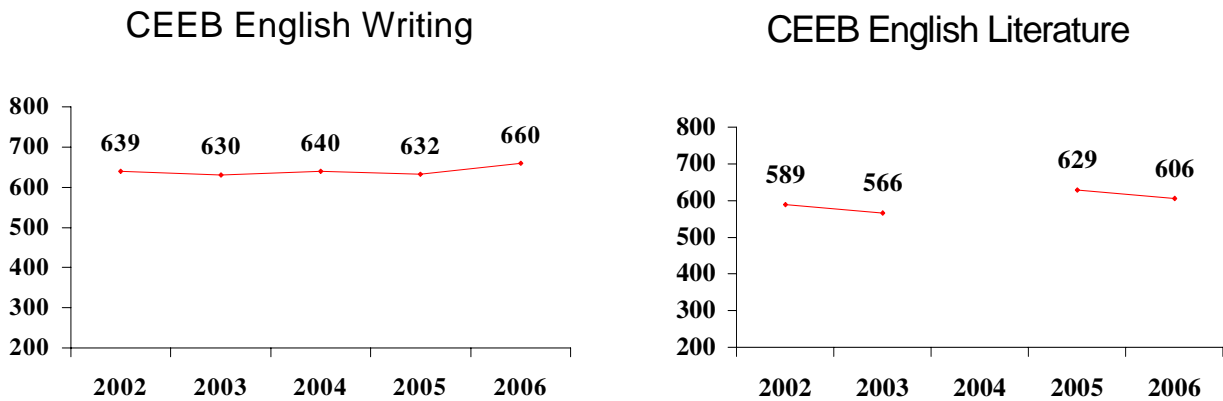
The English department is supervised by Mrs. Anne Kuthy, who maintains continual contact with her teachers. She speaks to them on a daily basis and discusses how they are fulfilling curriculum requirements. Through classroom observations, further information is gained on the extent to which the curriculum is being followed. Also, department meetings and district workshop days are an important vehicle for discussing curriculum and strategies to better teach the curriculum. Mrs. Kuthy also ensures that the curriculum in the English department is revised as needed. Over the past several years, the department has made revisions based on the recommendations of the reading committee. Most recently, it reviewed research on the teaching of grammar and will be working to adjust curriculum based on that research. Finally, the work of the writing committee will have a great effect on curriculum as the department seeks to develop an integrated approach to reading and writing.

Mrs. Kuthy considers the strength of her department in the background, knowledge, and work ethic of the English department faculty. The department constantly reviews results with an eye towards providing students with the best curriculum and instructional strategies to address their needs. As a result, the English department curricula are well

**ENGLISH/LANGUAGE ARTS/READING** (cont.)



**2002-2006 Results - CEEB - English Writing & English Literature)**



**CEEB Scholastic Aptitude Test (SAT) – (Critical Reasoning) Verbal**

	2006	2005	2004	2003	2002
SHS Mean Score	531	538	548	553	549
NYS Mean Score	497	497	497	496	494
National Mean Score	508	508	508	507	504
Suburban Council	545	545	543	542	542
Percent of 12 <sup>th</sup> graders taking exam	87%	81%	80%	87%	81%

**CEEB Scholastic Aptitude Test (SAT) - Writing**

	2006
SHS Mean Score	533
NYS Mean Score	483
National Mean Score	497
Suburban Council	519
Percent of 12 <sup>th</sup> graders taking exam	85%

The percentage scoring above 600 remains the same as last year and was 5% higher than Suburban Council.

	2006	2005	2004	2003	2002
SHS Mean Score	531	538	548	553	549
SHS Percent over 600	26	28	29	32	32

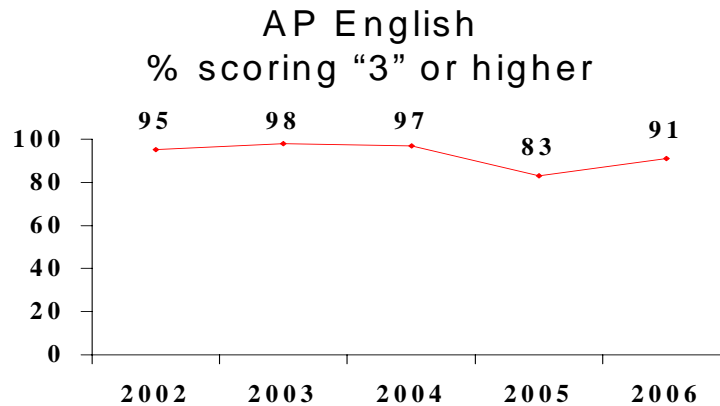
**ENGLISH/LANGUAGE ARTS/READING** (cont.)

**CEEB Advanced Placement English** Performance standard = 90% to score "3" or higher

	<b>Grade 12</b>	<b>Difference over 90%</b>
SHS Percent scoring "3" or Higher	91%	+1
Number tested	47	
NYS Percent scoring "3" or higher	60	
US Percent scoring "3" or higher	62	

\*Data from NYS and US from 2005; data are not yet available for 2006.)

**2002-2006 CEEB AP English**



Special education students qualify for graduation by passing the Regents Competency Test. However, the chief focus of the English department is getting all students to pass the Regents exam. Nonetheless, the task of preparing students to pass the RCT is enormous, and we laud the efforts of the special education department in helping these students attain this important milestone.

**RCT INFORMATION**

**Grade 11**

<b>Subject</b>	<b>Number Failing</b>		<b>Percent of Class</b>	
	<b>2005-06</b>	<b>2004-05</b>	<b>2004-05</b>	<b>2004-05</b>
Reading	8	6	2%	1%
Writing	10	2	2%	.4%
Number Exempt	16*	1		

\*This number represents students who earned IEP Diplomas.

**ENGLISH/LANGUAGE ARTS/READING** (cont.)

**Grade 12**

<b>Subject</b>	<b>Number Failing</b>		<b>Percent of Class</b>	
	<b>2005-06</b>	<b>2004-05</b>	<b>2004-05</b>	<b>2004-05</b>
Reading	0	1	0%	.2%
Writing	0	0	0%	0%
Number Exempt	12*	6		

Results on departmental examinations continue to be strong. Students tend to perform within the expected range of achievement (85% for honors and AP students; 75% for Regents students; and 65% for Basic students.) University in the High School results are also strong. The program is rigorous and designed to meet university requirements, yet students continue to perform well and subsequently earn college credit.

The English department at Shaker High School continues to provide a strong foundation for our students and works actively at meeting their needs. It focuses on addressing the needs of students who have serious reading and writing deficiencies and continues to address the challenge of equipping our students with English skills in an increasing technological age.