

## FOREIGN LANGUAGE

**Primary Goal** - To develop the student's skills in reading, writing, listening and speaking the foreign language being studied, and to help the student gain an understanding of the culture of country(ies) speaking that language. (The 7th grade program, where foreign language is introduced, is exploratory, and students explore two different languages during the 7th grade year.)

<u>Staff</u>	<u>Students</u>	<u>Budget</u>	<u>Cost Per Student</u>
23	2,270	\$1,816,694	\$800

### Level 7 - 8

1. Eighty-eight (88) percent of the students in grades 7 and 8 were enrolled in foreign language study in 2005-06 (89% in 2004-05).
2. Seventy-six (76) percent of the 7th grade class was enrolled in the exploratory program in 2005-06 (79% in 2004-05). Eleven (11) percent of the 7th grade class was enrolled in the general program, this is the same percent as last year.
3. Ninety-five (95) percent of the 8th graders enrolled in a foreign language continued study of the same language in grade 9 (93% in 2004-05).
4. Ninety-four (94) percent of the 8th graders studying the same language in grade 9 achieved a grade of 75 or better (93% in 2004-05).
5. Ninety-nine (99) percent of the students enrolled in the grade 7 exploratory program continued foreign language study in grade 8 Regents (93% in 2004-05).

### **NYS Regents Proficiency Examination**

All of the students enrolled in each of the four languages were tested.

<b>Language</b>	<b>Number Tested</b>	<b>Percent Passing</b>	<b>Percent Scoring 85 or Better</b>
French	67	99%	78%
German	71	100%	85%
Russian	58	100%	97%
Spanish	200	100%	90%

## **FOREIGN LANGUAGE** (cont.)

### **Additional Information**

The offering of four modern languages is a strength and distinguishes the foreign language program at Shaker Junior High School as one of the best in the Suburban Council, and has so been recognized by the New York State Association of Foreign Language Teachers.

The Exploratory Program provides Regents students with the study time to make informed choices. Many students decide to study Russian and German because of their experiences in the Foreign Language Exploratory program. The Foreign Language Exploratory program affords students an opportunity for appraising their own success. The program has been revised to support attainment of the performance standards and prepare students for the proficiency exam, the new New York State graduation requirement.

We continue to believe that the overall quality of the program can be significantly improved by implementing a foreign language program in the elementary grades. Starting the foreign language in the elementary grades will help students develop interest in foreign languages and cultures earlier.

During the 2005-06 school year, the junior high school foreign language department continued to work diligently on the ongoing curriculum development, revising the foreign language program to align it with the NYS Standards. As a result of the department's effort, 99% of all grade 8 students passed the proficiency examination. Furthermore, 87% of the students who took the 2006 NYS Proficiency examination performed at a mastery level (85% and above). The department plans to continue to use the results of the proficiency examination to adjust the curriculum and instruction in order to further improve the foreign language program in the junior high school.

### **Level 9 - 12**

#### **New York State Regents Examination**

**French** - SHS - No. Tested - 71 (100% of those enrolled) % Passing = 100%  
Shaker HS - % of Average Grade Enrollment 65 - 100 = 14%

**German** - SHS - No. Tested - 43 (100% of those enrolled) % Passing = 100%  
Shaker HS - Percent of Average Grade Enrollment 65 - 100 = 8%

**Spanish** - SHS - No. Tested – 231 (100% of those enrolled) % Passing = 100%  
Shaker HS - % of Average Grade Enrollment 65-100 = 46%

**Latin** – SHS – No. Tested – 23 (100% of those enrolled) % Passing = 100%  
Shaker HS - % of Average Grade Enrollment 65-100 = 5%

**FOREIGN LANGUAGE** (cont.)

Percentage of Students scoring 85 or higher on Regents Examinations:

<b>Language</b>	<b>Percent of Students Scoring 85 or higher</b>
French	80%
German	86%
Spanish	75%
Latin	83%

**Russian** - There is no Regents examination in Russian. Therefore, a sample comprehensive examination in Russian that is prepared by the State Education Department is offered. This exam is recognized for Regents credit. Twelve percent of our average grade enrollment was enrolled in Russian. Our results on these examinations have been as follows:

	<b>2006</b>	<b>2005</b>	<b>2004</b>	<b>2003</b>	<b>2002</b>
Percent Passing	100%	100%	100%	100%	100%
Number Test	62	64	54	34	24
Number Failing	0	0	0	0	0

Eighty-one (81) percent of the students earned 85% or higher on the Russian exam.

**Proficiency Based Achievement Tests** - These tests are administered to all students in levels 4 and 5.

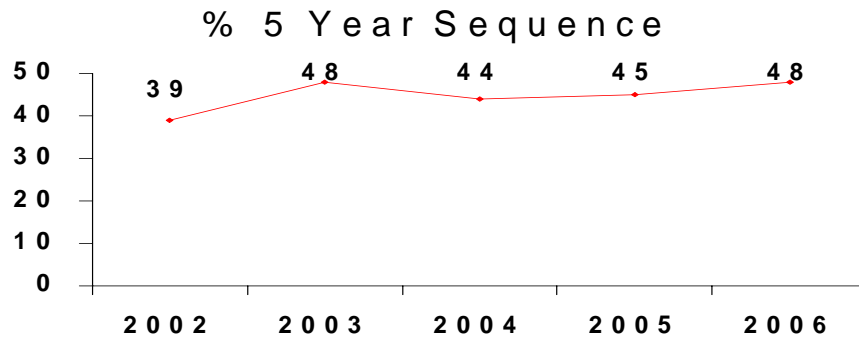
**Number of Students and Percent of Students Scoring 85% or Above.**

	<b>Speaking</b>		<b>Listening</b>		<b>Reading</b>		<b>Writing</b>	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>French</b>	48	89	24	44	30	56	41	76
<b>German</b>	35	100	16	46	16	46	34	100
<b>Spanish</b>	211	82	141	55	189	62	108	42
<b>Russian</b>	96	99	86	89	52	54	51	53

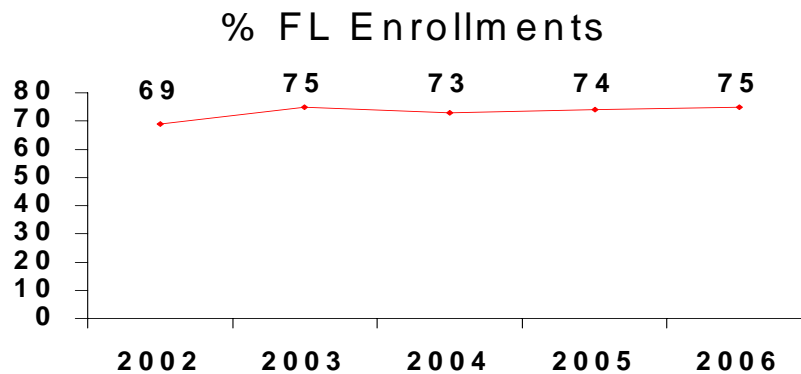
**FOREIGN LANGUAGE** (cont.)

**Enrollment Data - Class of 2006**

1. Forty-eight (48) percent of those students beginning foreign language study in grade 7 completed a full five-year program.

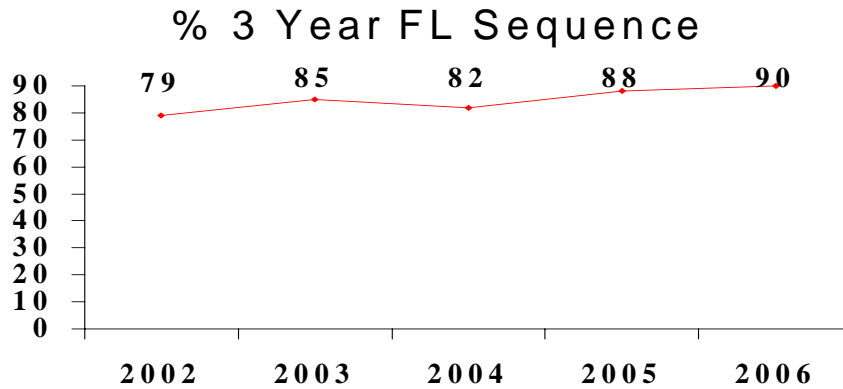


2. Seventy-five (75) percent of the total student body was enrolled in a foreign language at Shaker High School in 2005-2006.



**FOREIGN LANGUAGE** (cont.)

3. Ninety (90) percent of the Class of 2006 completed at least a three-year foreign language sequence.



The program offers all five levels of foreign language study in four modern languages and a Regents program in Latin. The student performance has been consistently high and the performance standards for all foreign languages have been met and exceeded. The noteworthy results in both National and State competitions and contests demonstrate the strength of the foreign language program. Enrollments in foreign language levels 4 and 5 are consistently strong. Ninety percent of grade 12 students graduating in June 2006 (an increase of 2%) completed three years of foreign language study and 48% of grade 12 students (an increase of 3%) completed a five-year foreign language sequence. The University in the High School program proves to be very successful. Students enrolled in the University in the High School program could obtain up to ten hours of college credit (3-5 per year) in French, German, Russian and Spanish.

The results of the Regents assessments showed that all performance standards for French, German, Latin, Russian and Spanish were not only achieved, but also exceeded. These results are especially notable since foreign language enrollments increased over the last three years substantially to include students of different learning abilities. The success of the new three-year Spanish program was an important factor in the increase in the percentage of students successfully completing a three-year foreign language sequence. One hundred percent of students who started the program in 2002-03 passed the Regents examination.

## **FOREIGN LANGUAGE** (cont.)

This year we continued to administer our new proficiency-based achievement tests for French, German, Russian and Spanish. The tests have been developed in collaboration with the respective post-secondary institutions in an effort to improve high school-college articulation. This new assessment improved continuity between high school Regents and college level courses and raised the standards for Level 4 and 5 courses.

This year we also continued the implementation of the new French and Spanish Advanced Placement programs. Eleven of seventeen students of Spanish (65%) and six of eleven students of French (55%) scored 3 or above on the final AP assessments. The department will thoroughly analyze the detailed results of the AP exams to make further adjustments in both curriculum and instruction for these new courses.

The department continued to work on the ongoing curriculum development revising appendices for all levels of instruction.

The department developed a comprehensive plan, which included specific objectives for integrating technology into foreign language instruction. The foreign language teachers were provided opportunities for staff development with both district and outside district programs. A number of teachers participated in a variety of in-service courses on technology including an in-service course on Quia. In addition, both November and March workshops addressed the issue of integrating technology into foreign language instruction.

The staff development programs led to greater integration of computer technology into foreign language instruction. All foreign language teachers started to use their presentation units including LCD projectors, in their lessons. A number of teachers in the department continued to use Quia-based materials to enhance teaching and learning in their classrooms. Teachers of Spanish and French continued to use CD-ROM programs on a regular basis. Teachers also developed a number of new multimedia performance assessments and used Internet-related tasks. These new performance assessment projects were then included in our electronic Foreign Language Teach folder and the curriculum guides as part of the ongoing curriculum development.

The foreign language teachers continued to revise curriculum for Spanish 2A and 2B programs and worked diligently on developing and selecting materials for the new course. The department also analyzed the results of teacher-made midyear and final assessments to determine the effectiveness of the program and made recommendations for further improvement of the instruction.

The AP foreign language teachers continued to revise curriculum outlines for both French and Spanish AP programs developing and selecting new materials and resources for these new courses. The department also analyzed the result of the 2005

## **FOREIGN LANGUAGE** (cont.)

AP examinations and made appropriate adjustments in both curriculum and instruction for these courses. In addition, the prerequisite for the AP foreign language courses was raised from 90% to 95%.

Looking to the future, we will explore implementation of a new University in the High School Latin III program, as well as the creation of a new foreign language internship in conjunction with the North Colonie Career Exploration Internship Program.