

MATHEMATICS

Primary Goal - To have students master basic functions in the elementary grades, and gain further understanding of mathematics as a system of logical reasoning with abstract symbols, at the secondary level.

<u>Staff</u>	<u>Students</u>	<u>Budget</u>	<u>Cost Per Student</u>
51.84	5,659	\$4,552,445	\$804

Level K - 6

A major focus for the elementary math program for 2005-2006 was the realignment of topics at kindergarten through grade 6 to conform to new state curriculum standards and content. To this end, teachers met at all grade levels and were given details and materials on the new state standards. This was done beginning at the faculty workshop in September and continued periodically throughout the year at half-day workshops organized by grade level and at the full day grade level workshops held in December. Subsequent to the revisions and realignment of topics, a process of review and monitoring followed. Furthermore, at each of the grade level meetings in December, a considerable amount of time was devoted to reviewing the sample math tests for grades 3-6, which were finally released by New York State Education Department in November of 2005. This was important, as teachers were finally able to see what was to be expected of students on the state tests. Scoring procedures were also previewed at this workshop. In March 2006, our students in grades 3-6 took the new math assessments for the first time. These tests are different from the earlier fourth grade math test and are actually focused on the content and skills of each of the grade levels rather than a cumulative assessment of content and skills. Unfortunately, the results of these tests were not released until the middle of October, and we are still in the process of analyzing these results. It is hoped that in the future, results will be released in a more timely manner so we can plan better for instruction and for placement of our students in academic intervention services.

Another key objective of the elementary math program was to continue working with the junior high school to review math topics at grades 5, 6, 7, and 8. Teachers in grades 5-8 used summer curriculum work to align math topics. Two large binders of activities were created so teachers could instruct to the new topic areas. Teachers were given these binders in September of 2005. In addition, the 7th grade donated copies of their old math texts to the elementary schools to use for the 2005-06 school year. Class sets of these texts were distributed to all grade 6 teachers in the fall, and subsequently fifth and sixth grade teachers met during the summer of 2006 to continue the revisions to the math binders and the instructional calendars. This collaborative effort with our junior high teachers and the continual revisions done throughout the 2005-06 school year and during the summer of 2006 were critical in assisting our teachers and students

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in meeting New York State math standards. In kindergarten, first, and second grade, New York State math curriculum revisions had a minor impact. Nonetheless, where needed, our teachers met and made minor adjustments.

Another key activity to address the needs created by new state math standards was the writing of new unit assessments that assess the content and skills in the new state curriculum at grades 3-6. In grades 5 and 6, a good portion of this work was done during the summer curriculum workshops of 2005. Grades 5 and 6 worked throughout the 2005-06 school year to continue to revise the unit tests. In particular, with the new state sequence, teachers must focus on new material post-March, after the state tests have been administered. Our needs at grade 5 were particularly acute and the grade 5 teachers met in the spring to address this post-March need. This past summer, a group of teachers in grades 3-6 met to add additional revisions to the assessments. Our K-2 assessments have not been changed, as they already meet the standards and content mandated by New York State.

This past year, a group of teachers, K-6, met with representatives from all the major publishing companies in order to investigate the purchase of commercial math textbooks to match our new curriculum objectives in kindergarten through grade 6. Texts from nine publishers were received and organized and reviewed. In this process, 30 teachers from all grade levels and from all the elementary schools volunteered to serve on the textbook search committee. This committee met several times in the spring and spent substantial time reviewing the texts. In the end, the field was narrowed to three publishers, and these publishers gave detailed presentations to the committee this past June. The final decision reached by the committee was to pilot programs in all of the elementary schools this fall using the texts and materials supplied by Houghton Mifflin and Scott Foresman/Addison Wesley. Based on the results of this pilot, a decision will be made on an elementary math basal.

We continue to focus on activities to improve the achievement of our math students in grades K-6. The ongoing initiative in differentiated instruction as well as the use of technology to help our students visualize and manipulate math concepts are examples of these endeavors. Our district Intranet managed by instructional technology specialist Gary Cimorelli is another source of activities for teacher use. Mr. Cimorelli constantly posts new activities and makes our elementary math teachers aware of their use so that instruction that is engaging and hands-on may be provided to our elementary students.

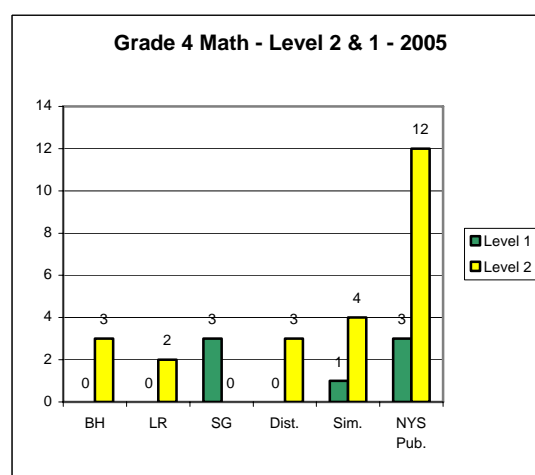
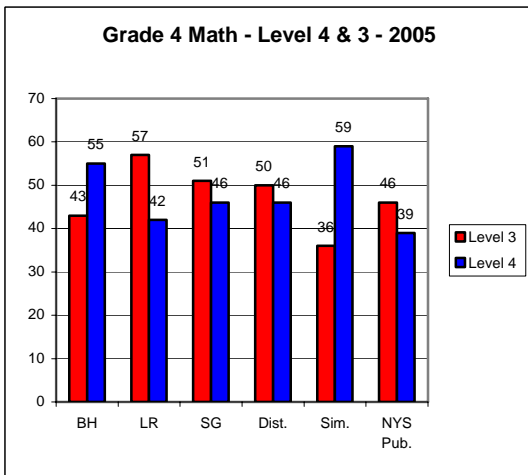
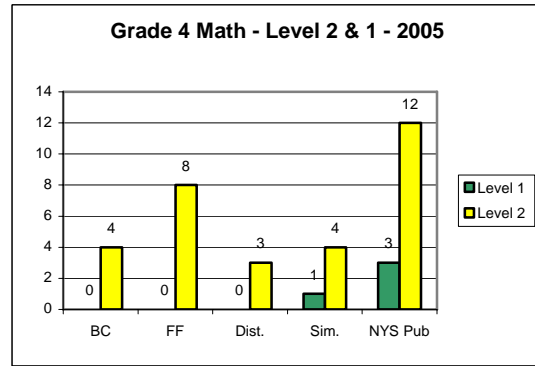
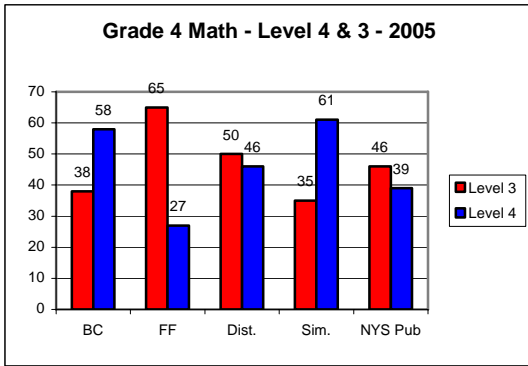
This year, we offered the New York State mathematics assessment in grades 3-6. We just received the results of these tests in the middle of October. On every assessment, North Colonie students outscored state norms in terms of students meeting state standards by achieving at level 3 or 4. These statistics follows:

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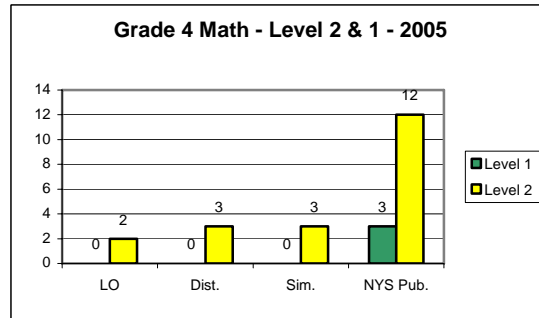
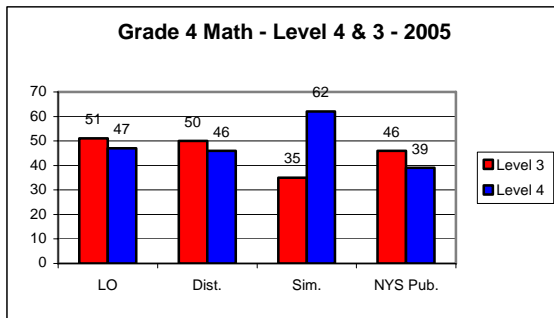
Grade	North Colonie % at Level 3 and 4	New York State % at Level 3 and 4
3	94%	80.5%
4	89%	77.9%
5	85%	68.4%
6	84%	60.4%

At this juncture, it appears that the performance of our students on these New York State math assessments in some cases exceeds, and in most cases is at or near that of our similar schools groups. Our fourth grade results were somewhat lower than last year; however, it should be noted that this is a different test assessing content and skills somewhat differently from the previous fourth grade test. In addition, fourth grade results statewide were down 7% from the previous year. We will continue to analyze this data.

NYS Assessment Program – Grade 4 Mathematics Report Card Data



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2006 Third Grade Mathematics Assessment

	Number Tested	Mean Score	Level 4	Level 3	Level 2	Level 1
District	392	693	43%	51%	5%	2%
Blue Creek	66	692	44	52	3	2
Boght Hills	74	700	54	43	3	0
Forts Ferry	74	700	45	51	3	1
Latham Ridge	68	674	21	62	15	3
Loudonville	46	701	50	46	4	0
Southgate	64	693	44	48	3	5

2006 Fourth Grade Mathematics 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	419	683	681	32%	47%	53%	50%	12%	3%	4%	0%
Blue Creek	68	81	684	687	38%	58%	47%	38%	6%	4%	9%	0%
Boght Hills	87	75	686	691	32%	56%	59%	41%	7%	3%	2%	0%
Forts Ferry	72	71	680	670	28%	27%	53%	66%	17%	7%	3%	0%
Latham Ridge	70	65	689	681	29%	42%	57%	57%	13%	2%	1%	0%
Loudonville	52	57	688	675	35%	49%	54%	49%	10%	2%	2%	0%
Southgate	64	70	674	678	31%	46%	44%	51%	19%	0%	6%	3%

* includes students with disabilities

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2006 Fifth Grade Mathematics Assessment

	Number Tested	Mean Score	Level 4	Level 3	Level 2	Level 1
District	439	682	30	55	13	2
Blue Creek	86	672	26	47	23	5
Boght Hills	76	697	45	46	9	0
Forts Ferry	77	675	18	64	17	1
Latham Ridge	67	681	27	60	12	1
Loudonville	58	694	40	52	9	0
Southgate	71	683	27	68	6	0

2006 Sixth Grade Mathematics Assessment

	Number Tested	Mean Score	Level 4	Level 3	Level 2	Level 1
District	427	676	26	58	13	3
Blue Creek	77	674	22	60	16	3
Boght Hills	64	693	48	45	6	0
Forts Ferry	69	675	23	58	16	3
Latham Ridge	80	667	18	58	20	5
Loudonville	52	688	35	60	6	0
Southgate	81	674	17	70	10	2

On the Iowa Test of Basic Skills, our students again exceeded district standards at all grade levels. At grade 2, 3 and 6, the percentage of our students at or above the national 50th percentile remains constant with last year. At grade 5, our percentage dipped somewhat from 81% to 77% scoring above the 50th percentile. By improving critical reading, thinking and problem solving, we can continue to achieve strong performance on these standardized tests.

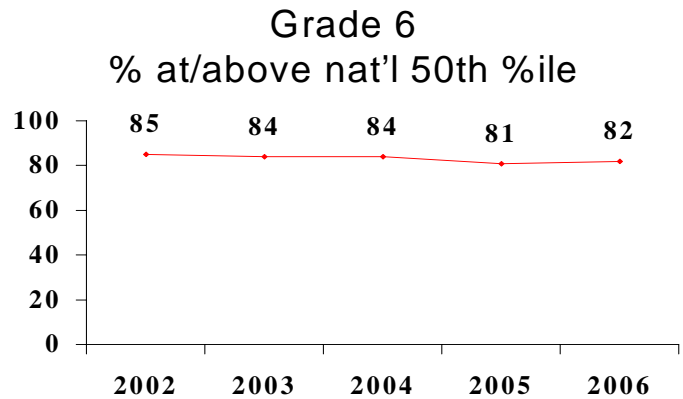
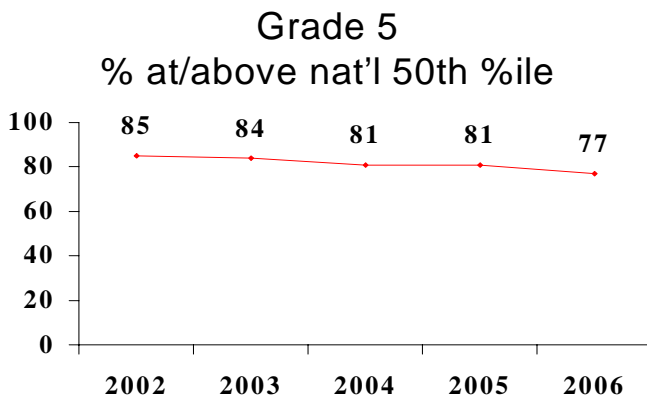
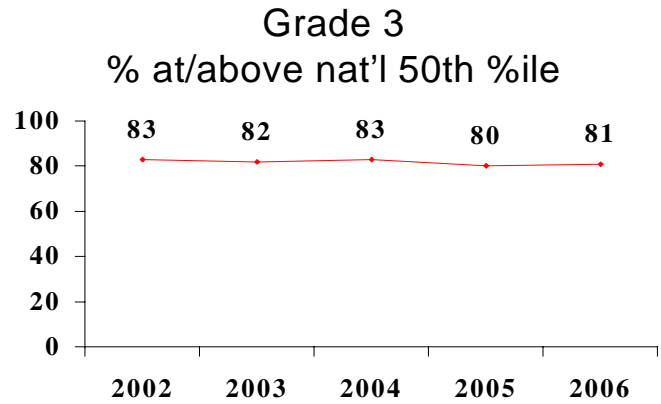
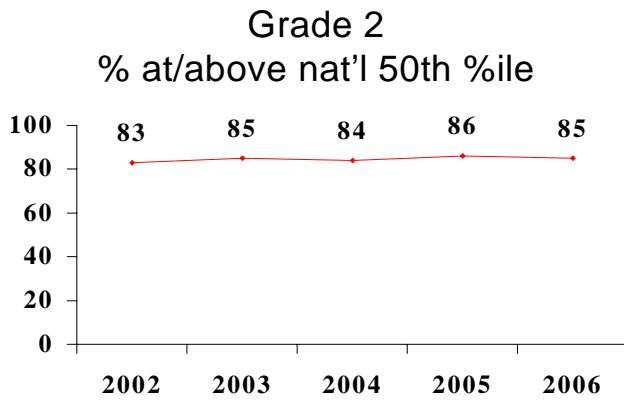
Iowa Tests of Basic Skills - Performance standard = 70% above nat'l. 50th %ile

Grade	Math Concepts	Difference over 70%	Math Problems	Difference over 70%
2	85	+18	83	+16
3	82	+8	87	+12
5	75	+6	83	+12
6	84	+6	85	+11

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Grade	Math Computation	Difference over 70%	Total Math	Difference over 70%
2	83	+13	85	+15
3	81	+11	83	+13
5	77	+7	82	+12
6	82	+12	84	+14

(2002-2006 Results - ITBS Total Math)



Alternate Math Program

This program is the primary math instruction for our unusually talented math students at grades 5 and 6. Daily instruction in Alternate Math, in most cases, occurs when all grade level students are in a regular math class so as to avoid pulling the math students from other subjects.

In 2005-2006 there were 128 students enrolled in the program: 66 at grade 5 (16% of class) and 62 at grade 6 (14% of class.) Forty-one of the total enrolled (32%) were labeled as gifted in math as a result of Pupil Service Team action when placing them in

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the learning enrichment program. An additional 87 students (68%) were nominated to the program by either classroom teachers or parents and placed by the Pupil Service Team.

The profile of each student nominated for the program is developed by the Pupil Service Team using the performance on the NYS Math Assessments, local percentages on the IOWA math tests, the results on the math and reasoning subtests on the grade 3 and grade 6 Cognitive Abilities Tests, the arithmetic subtest from the WISC IV, the numerical reasoning sub-test on the WIAT (a standardized measure of potential academic achievement) and the performance in enrichment in the classroom. Classroom teachers provide report card grades and a summary of the "math" thinking observed. The question before the P.S.T. is whether the student is sufficiently challenged in the classroom enrichment environment.

The curriculum in Alternate Math is accelerated in pace for basic skills and level of new math topics. New topics covered at grade 5 include understanding rational numbers, two-dimensional measurement, statistics, two-dimensional geometry, fractions, decimals and percents and relationships, Polygons and Angles, Factors, Products and Factorizations and Graphing. Topics at grade 6 include variables and coordinate graphs, analyzing graphs, using a graphing calculator, using rational numbers, probability, expected value, similarity and geometry, integers and coordinate grids, percents, fractions and decimals, introduction to algebra, ratio/proportion, Pythagorean Theorem, irrational numbers, rational and irrational slopes. Students at both grade levels were provided experiences with math competitions, e.g. NYS Math League, Olympiads.

The instructional method is one of investigation and discovery of mathematics concepts. Once a concept has been established through exploration and discussion, the students apply, extend and reflect on what they have learned. Each student keeps a math notebook to record important information and models for solutions. Each student is also provided with a locally developed resource, "Important and Necessary Concepts" at the beginning of a new topic. It provides a summary outline of the important concepts that will be investigated for that topic.

Parents continued to respond positively to the program. In May 2006, parents were surveyed. Ninety-seven percent stated that their child had been sufficiently challenged. Ninety-six percent reported that their child was excited about math. This is nearly identical to the previous year. The responses reflect strong parental support for the program.

This year, for the first time, our students took the NYS Math Assessment and did very well. Since the test measures math problem solving on the new curriculum which includes new topics and more rigorous alignment were pleased that 98% of the grade 5 students in the program scored at Level 4 with one student (2%) scoring at the top of

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Level 3. At grade 6, 80% of the students enrolled in the program scored at Level 4 and 20% scored at or near the top of Level 3.

Also achieved this year were the following objectives:

- Curriculum revision was completed to align all topics with district math objectives and evaluate the appropriateness of the accelerated topics for our students.
- Results on the NYS Math Assessments were studied; no concerns or issues were found.
- A newly developed grade 6 final project was used for the first time. It will be refined during this year.
- A new pre-screening procedure for Alternate Math candidates was utilized.
- Updated texts were purchased.

Level 7 - 8

The greatest asset to mathematics instruction at Shaker Junior High School continues to be a collaborative faculty. At the junior high school, our teachers work well together to ensure the continuity of content and instruction. To this end, they share effective activities and strategies and have devoted countless hours to the revision of grade level curricula to align with new SED standards. Furthermore, the department works diligently at providing additional support to students who need assistance. They are particularly effective in targeting students who would benefit from additional assistance, but who are reluctant to seek it out.

The math department at Shaker Junior High School has made a significant effort in attracting young women to take challenging math courses. This year, the enrollment in the Math 9R course was 52% male and 48% female. This approximates the overall enrollment male to female ratio at Shaker Junior High School. In grade 7E, 57% of the students enrolled were males and 43% were females. This represents a reversal of enrollment two years ago and also reflects the fact that females were underrepresented in 7E math as a part of the general population. The junior high school will continue to monitor this situation.

Integration of technology in math instruction continues to be a priority. Several teachers have accessed various Internet sites and used web-based activities and games for their classroom. It is an ongoing objective to involve more teachers in the use of technology, as it is an effective tool to allow our students to visualize math content and concepts.

Strong supervision of the math department at the junior high school is provided by Dr. Moore. Dr. Moore holds monthly department meetings and requires that lesson plans are submitted and reviewed weekly. The math department at the junior high school is also very much in the forefront of the curriculum changes mandated by New York State.

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The department participated in reviews of curriculum throughout the 2005-2006 school year. Their commitment to excellence is noted and appreciated.

To address the needs of students with weak math skills and to prepare all students for success on New York State assessments, cumulative reviews are featured in every course and at each grade level. For our weaker 8th grade students, the Fundamental Math 8 program provides additional assistance. A compounding factor and somewhat of an obstacle in meeting the needs of these students, has been the placement of the new New York State assessments. These tests were moved back from May to March. Beginning this fall, we will have a number of students in Fundamental Math every day from the beginning of the year. In addition, we will also have a larger number of students who will receive Fundamental Math 8 instruction on an every other day option. This option was not available in 2005-2006. We now will be able to assist more students in mathematics. This summer began a summer school program for entering seventh graders who are weak in mathematics and who do not qualify for the summer reading and writing program. Again, we feel that this program will better prepare our students for the seventh grade mathematics curriculum.

Per the district testing committee recommendations, we did not offer the IOWA Test of Basic Skills to our seventh grade students. Instead, we are relying on New York State assessments, with a new math assessment in grade 7 added in March of 2006, to provide us with a picture as to whether or not our students are achieving state standards.

2006 Seventh Grade Mathematics Assessment

	Number Tested	Mean Score	Level 4	Level 3	Level 2	Level 1
District	423	673	30	50	14	6

Shaker Junior High School Results on 2006 Grade 8 Math

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
Grade 8	446	472	687	742	37%	26%	51%	59%	7%	12%	5%	3%

*includes students with disabilities

MATHEMATICS (cont.)

On the New York State 8th grade math assessment, 88% of our students scored at level 3 or 4, compared to 85% the previous year. Eighty percent of our students achieved at level 3 and 4 on the 7th grade math assessment. In addition, on the 8th grade assessment, the number of students scoring at level 4 increased significantly, 37% to 26%. Our 7th grade results are not as strong as our 8th grade results; however, our 8th grade results continue to place Shaker Jr. High School near the top of all schools within the Capital Region. The results of these assessments were just received in the middle of October, and we are continuing to assess them. We will continue to provide our Fundamental Math 8 program as well as additional assistance for students struggling at grade 7. Furthermore, the 7th grade test will provide us with the means for identifying students for placement in AIS services and will assist us in targeting these students at risk for not achieving state standards in math. It is also hoped that next year the state will be more prompt in releasing the test information so that we can have more lead-time in planning for AIS in math.

NYS Regents – Test A

Math 9R

	2005-06	2004-05	2003-04	2002-03	2001-02
Percent Passing	100%	100%	100%	100%	100%
Number Enrolled	130	125	119	99	116
Percent of Grade 8 Enrolled	29%	28%	25%	23%	27%

District Tests

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

Grade 7 Math

Grade	Number of Students/Percentage 2005-06	Number of Students/Percentage 2004-05
A	114/28.6%	142/35%
B	130/32.6%	113/28%
C	82/20.6%	82/20%
D	41/10.3%	29/7%
F	32/8.0%	42/10%

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Grade 8 Math

Grade	Number of Students/Percentage 2005-06	Number of Students/Percentage 2004-05
A	88/29.3%	74/23%
B	96/31.9%	116/35%
C	76/25.2%	98/30%
D	10/3.3%	9/3%
F	31/10.3%	32/10%

This year our Regents results were very consistent and strong. Ninety four percent of our students scored at 90 or above on this test with only one student scoring less than 85%. Thus, 99% of our accelerated students achieved mastery on the state assessment. Furthermore, participation in the accelerated math program increased slightly, as we had a total of 130 students take the Math 9R course. This constitutes 29% of the enrollment in 8th grade. On the grade 7 district end of year examination, results were consistent with the previous year. Sixty one percent of our students achieved A's or B's and 18% scored at the D or F level. In grade 8, there was a slight improvement in the number of our students achieving at the A and B level on the district end of year exam, 61% to 58%. We had almost an identical number of our students achieving D's or F's this year compared to last year, 14% versus 13%. These are strong results and reflect the excellent efforts of the junior high school math department to meet the needs of all our students.

For the upcoming year, the department will continue to focus on appropriate technology integration into the math program. They will also analyze the results from the initial administration of the new grade 7 and continuing grade 8 state assessments and revise instruction as needed. The department is also in the process of researching and identifying a new textbook for grade 7 that is more in line with the new demands of the state curriculum.

Level 9 – 12

Under the leadership of math department supervisor Harriet Greenberg, the Shaker High School math department exhibited another strong performance during the 2005-2006 school year. Mrs. Greenberg uses a variety of supervisory techniques to ensure the high quality instruction that is delivered by the staff. Included among these supervisory techniques are regular observations, both formal and informal, along with follow up conferences that all provide excellent opportunities to monitor teachers' progress and to discuss curriculum timeframes and classroom management. Department meetings are often devoted to the discussion of specific curriculum topics to ensure that teachers of a particular course are kept up to date on revisions,

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concerns, and timeframe changes to the course. In November, the workshop day also provided time for small group sharing of materials and preparation of assessments. With the strong collegial relationship that exists in the math department, new teachers as well as veteran teachers are always encouraged to share their ideas about specific assessment questions. Our teacher offices are organized in such a manner that members of the department are seated together. This promotes many effective curriculum conversations that occur informally throughout the day. Furthermore, Mrs. Greenberg utilizes monthly reports from the teachers to gain a great deal of specific information on math curriculum and instruction.

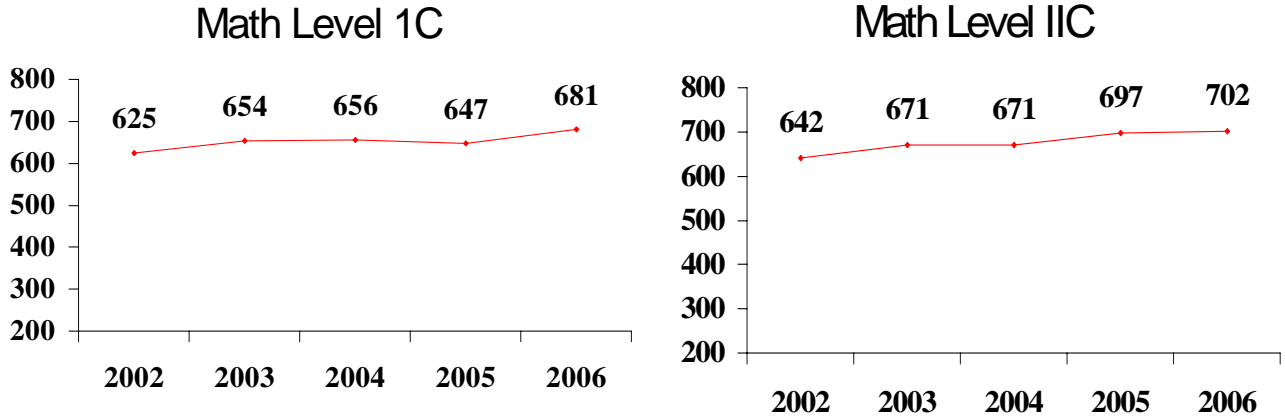
Curriculum binders are kept in the supervisor's office and they continue to be maintained and updated on a regular basis. This occurs during course meetings, summer workshops, or department meetings. To ensure the consistency of instruction, departmental review sheets, midterms and finals have been established and used on a consistent basis. Furthermore, the department is very grateful to the Board of Education and the district for providing summer curriculum work that promotes and enhances instruction.

The department is eagerly anticipating the transition to the new state curriculum with its one year courses and associated three Regents examinations. However, Mrs. Greenberg does credit the Math A/Math B program for its positive impact on the development of students' thinking skills. Multiple methods to attack math problems are consistently encouraged. Furthermore, technology is used as a powerful tool to help students visualize abstract mathematical concepts and solve problems. Our students are also encouraged strongly to communicate both verbally and in writing their problem solving process. The Math A/Math B curriculum assessments include real life applications of math. Math also has become connected to other subjects and scenarios that students might encounter in a job or in everyday living. Finally, our teachers continually demonstrate methodical, scientific approaches to the solution of problems and model self questioning methods and good organizational skills. Students are better equipped to face the challenges of rigorous college courses and careers requiring teamwork and use of communication skills.

Students continued to do extremely well on New York State Regents exams. In Math A at Shaker High School, 97% of our students passed the Regents examination. The breakdown of students passing the Math A Regents follows: In Math 9R, the passing rate was 99% with 58% earning 85% or better. IRP 2 students took the exam after two years of preparation and 94% passed. Our Unified 3 students had a 76% passing rate on this exam after three years. Furthermore, students enrolled in our proactive AIS labs were very successful. Ninety five percent of these students passed and 77% were at or above 75%. Of the 79 students receiving high intensity AIS remediation, 75 of them passed either the Math A, RCT, or component retest, thus fulfilling their graduation requirements. Every student who was monitored with low intensity AIS as a result of a failing midterm exam grade subsequently passed the Math A exam.

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(2002-2006 Results - CEEB Math Achievement Tests)



CEEB Advanced Placement Math AB and BC - Performance standard = 90% will score "3" or higher

	Math AB	Difference over 90%
SHS Percent scoring "3" or Higher	93%	+3
Number tested	43	
NYS Percent scoring "3" or higher	59*	
US Percent scoring "3" or higher	57*	

	Math BC	Difference over 90%
SHS Percent scoring "3" or Higher	100%	+10
Number tested	45	
NYS Percent scoring "3" or higher	80*	
US Percent scoring "3" or higher	81*	

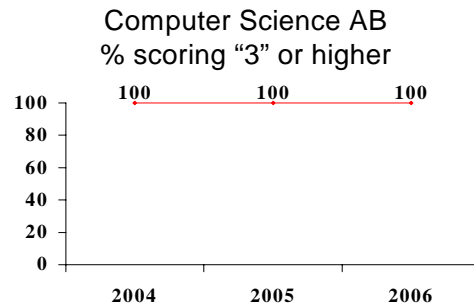
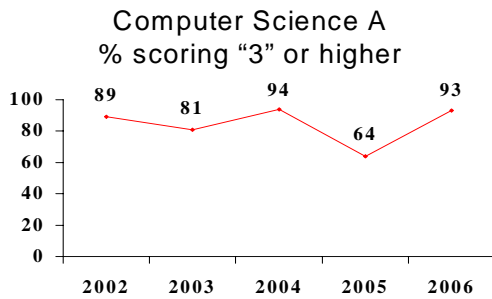
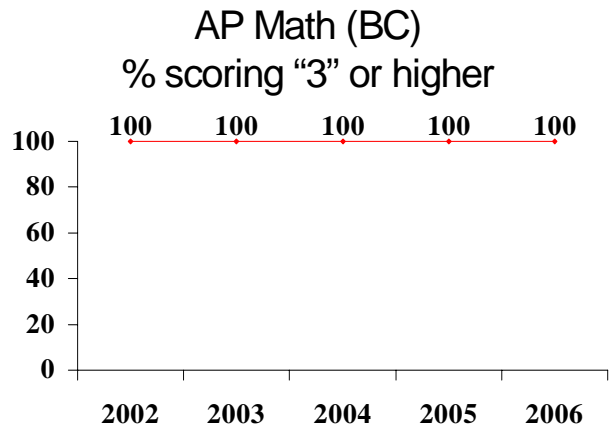
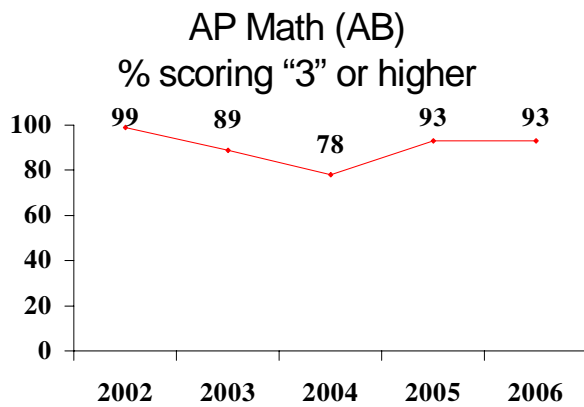
	Computer Science A	Difference over 90%
SHS Percent scoring "3" or Higher	93%	+3
Number tested	14	
NYS Percent scoring "3" or higher	54*	
US Percent scoring "3" or higher	56*	

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	Computer Science AB	Difference over 90%
SHS Percent scoring "3" or Higher	100%	+10
Number tested	1	
NYS Percent scoring "3" or higher	75*	
US Percent scoring "3" or higher	69*	

(NY and US data are from 2005; data for 2006 are not yet available.)

(2002-2006 Results - AP Math)



CEEB Scholastic Aptitude Test (SAT Math)

	2006	2005	2004	2003	2002
SHS Mean Score	578	569	575	582	562
NYS Mean Score	510	511	510	510	506
National Mean Score	518	520	518	519	516
Suburban Council	560	560	561	561	555
Percent of 12 th graders taking exam	87%	81%	80%	89%	81%
SHS Percent over 600	44%	38%	41%	42%	37%

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Results on the College Entrance Examination Board test Level 1C reflect a substantial increase from the previous year, 681 vs. 647. These results strongly outdistance all local, state and national norms. On the Math Level 2C achievement test, our students scored a remarkable 702, an increase over last year's result of 697. We are very pleased with these results.

Our Advanced Placement courses were very successful once again this year. In AB Calculus, 93% earned a 3 or better, with 35% scoring at level 5. An additional 47% received a grade of 4. In BC Calculus, our most talented math students again did extremely well. This year, enrollment in this class increased from 32 students to 45 students. Thirty-four out of these 45 students (76%) scored a 5 on this difficult exam and all of our students scored at or above level 3. Congratulations are very much in order to our AP math teachers for their excellent results on both Calculus tests.

In AP Computer Science, we experienced a much stronger year. Fourteen students were enrolled in the program and 13 of the 14 scored at level 3 or better. Ten students earned a 4 or 5 and one student took the more rigorous advanced level AB exam and subsequently earned a grade of 5. The department efforts to recruit strong interested computer science students and the subsequent independent study course implemented to support our computer science students have paid substantial dividends.

On the SAT I math aptitude test, results increased from the previous year, 578 vs. 569. We substantially outperformed New York State, national and Suburban Council standards. In addition, the percentage of 12th graders taking the exam increased from 81% to 87%.

Also outstanding was the fact that the percentage of students scoring over 600 increased (44% vs. 38%.) Revisions made by the department to the SAT preparation program have yielded positive benefits. Included in these revisions have been extensive work with test taking and problem solving strategies as they specifically relate to the SAT math subtest. Congratulations are extended to the department for their good work on this endeavor.

Additional Information

This year, district-wide curriculum work was accomplished during two half-days in March. Teachers worked to align topics from the new state curriculum with current courses. Over the summer, work was done to prepare for the implementation of Algebra I in Unified I and in IRP I this fall. The department also makes use of state, regional and local conferences and math supervisor meetings to investigate new textbooks for the new courses proposed by the state.

This was the first year of the implementation of Math 12R as a University in the High School Program. We are very pleased to report that all students who enrolled in the

MATHEMATICS (cont.)

program earned credit for Pre-Calculus. For the 2006-2007 school year, we will begin Topics as a University in the High School course in conjunction with the University at Albany. Our 12H curricula has also been accepted by the University.

AIS Results

At Shaker High school, two types of AIS math labs continue to be offered. The first one is for students who have taken but not yet passed the Math A exam; the second is our proactive lab that meets the needs of students who fall below district criteria. Students new to North Colonie are also placed in this proactive lab after report card grades and teacher recommendations have been reviewed. In addition, students who are preparing to take the RCT or component retest exam work with Mrs. Greenberg on a regularly scheduled one-to-one basis. As previously documented, our labs continue to be very successful with 100% of our AIS students passing the Regents in January and 95% in June.

In addition, summer school remains a highly effective AIS service. On the August 2006 Math A exam, eight additional students passed because of summer school. This brought our passing rate on this exam to 99%. Twenty-one out of 25 students passed the Math 9R IRP 2 course. On the Math B Regents exam, 7 students who had failed in June earned a passing grade in August.

In the second semester lab, 85% of our students passed their Regents exam. Also noteworthy is the fact that this year all four core subject supervisors offered formal support services as part of Shaker's AIS program. Approximately 20 students met individually with a supervisor to prepare for a subject area exam. Included among these students were several seniors whose graduation was in jeopardy. This remains a substantial and highly effective part of our AIS program.

Regents Competency Tests (RCT)

Grade 9				
Subject	Number Not Taken RCT or Regents Exam		Percent of Class	
	2005-06	2004-05	2005-06	2004-05
	88	103	16%	18%
Number Failing RCT			Percent of Class	
	2005-06	2004-05	2005-06	2004-05
	10	10	2%	2%

MATHEMATICS (cont.)

Grade 10

Subject	Number Failing RCT		Percent of Class	
	2005-06	2004-05	2005-06	2004-05
	1	1	.4%	.2%

Grade 11

Subject	Number Failing		Percent of Class	
	2004-05	2004-05	2005-05	2004-05
	0	2	.0%	.4%

Grade 12

Subject	Number Failing		Percent of Class	
	2005-06	2004-05	2005-06	2004-05
	0	0	0%	0%