

## SOCIAL STUDIES

**Primary Goal** - To gain understanding of people's social, political and economic organization through the use of the skills of analysis and discovery used in the social science disciplines, and to stress good citizenship and democratic values.

<u>Staff</u>	<u>Students</u>	<u>Budget</u>	<u>Cost Per Student</u>
38.28	5,644	\$3,838,389	\$680

### Level K - 6

#### **Grade 5 State Social Studies Assessment**

	<b>Number Tested</b>	<b>Number/% Level 4</b>	<b>Number/% Level 3</b>	<b>Number/% Level 2</b>	<b>Number/% Level 1</b>
<b>2007-08</b>	424	210/50%	195/46%	13/3%	6/1%
<b>2006-07</b>	414	177/43%	204/49%	21/5%	12/3%
<b>2005-06</b>	437	242/55%	180/41%	9/2%	4/1%
<b>2004-05</b>	421	239/57%	164/39%	12/3%	6/1%
<b>2003-04</b>	391	179/46%	183/47%	16/4%	13/3%

The New York State elementary social studies assessment is offered at grade 5 and is administered in the middle of November. This test assesses approximately 60% of grade 4 content (New York and United States history) and 40% third grade content (world communities). The test is scored in the district as all fifth grade teachers and support teachers work collaboratively to complete this task. Scoring takes two days. Teachers rate a test that is formatted with constructed response, scaffolding, and DBQ tasks. These three tasks assess the ability of students to read and interpret a variety of social studies materials including cartoons, graphs, charts, and reading passages and then apply them in a written essay format. The DBQ essay is read and scored by two different teachers. We have found the process of scoring these State tests to be an excellent opportunity for staff development as it provides teachers an opportunity to share conversations and to generate ideas about how to monitor and adjust instruction to more effectively meet the needs of students. The test also serves as an excellent assessment of social studies content and skills as students consider a variety of sources and interpret their meaning.

This year, the district performance at grade 5 continued to be outstanding and showed some improvement over the previous year. Noteworthy is the fact that we had 50% of our students score at level 4 compared to 43% last year. Overall, 96% of our students scored at levels 3 and 4, thus demonstrating competency or mastery of the elementary social studies content. The number of students requiring AIS services was only 4%, down from 8% the previous year. The New York State social studies test is very reading and writing intensive, and therefore, academic intervention services focus on reading and writing. Thus, AIS services provided through remedial reading and writing monitoring in addition to specific social studies remediation best serve to meet the

## **SOCIAL STUDIES** (cont.)

needs of students struggling in this important content area. Continued curriculum work at grade 3 and the beginning of work at grades 5 and 6 also represent the district's commitment to continuous improvement in the area of social studies instruction.

## **HIGHLIGHTS**

- Social studies instruction at the elementary level provides rich learning opportunities for students. Our teachers continue to design instruction in an integrated and multi-disciplinary manner. This past year many teachers used the on-site research completed at the March 2006 workshop day to implement new field trips to cultural and historic locations in the area.
- The highlight of the elementary program was the completion of the third grade social studies revision. The process was not only instructive for future revisions, but it also involved all third grade teachers in the district in the writing of the curriculum at various stages during the school year. New resources and units were distributed to all teachers for the 2007-2008 school year.

## **OBJECTIVES**

- Conduct an assessment of staff development needs in social studies instruction (content, skills, strategies). Develop a plan to prioritize and meet staff development needs.

Evaluation: Were needs identified at the elementary level? Did the steering committee develop a plan to address the staff development needs in elementary social studies instruction?

Development of a traditional survey for use at the elementary level to identify staff development needs in the area of social studies was discussed through the committee. It was determined that a survey format did not lend itself to this task. Review and item analysis of elementary assessment results failed to reveal a specific area of need for staff development at the elementary level.

- Involve classroom teachers and steering committee members in a preview of content specific primary sources to identify most useful resources for use at specific levels. Provide access to identified resources and involve steering committee members to disseminate resources at each level.

Evaluation: Were teachers and steering committee members involved in previewing and selecting content-related primary source document sets (Jackdaws)? Were selected sets purchased for classroom use? How were materials disseminated?

## **SOCIAL STUDIES** (cont.)

Fourteen teachers took part in an in-service course to review best practices in utilizing primary sources and to practice using selected document sets (Jackdaws). During the spring follow-up session, teachers recommended several sets for schools to purchase for uses at specific grade levels. Several participants will present at grade level meetings next year. The summary report of the in-service participants' findings and recommendations was shared with the steering committee and with the elementary building principals.

- Analyze assessment data and revise or alter curriculum and instruction as indicated.

Evaluation: Did student performance on the NYS grade 5 social studies assessment reflect mastery of core content? How were third grade teachers provided with support to implement the revised curriculum? What steps were taken to begin revision of the sixth grade curriculum?

NYS state assessment results at the elementary level continued to be very strong: 54% scored at level 4, 40% at level 3, 3% at level 2 and 1% at level 1. The three-year trend shows very little change in the district results. The third grade curriculum and resources were distributed prior to the start of the school year. Throughout the school year teachers continued to locate and share resources across the district to be included in the resource binders for each World Community of Study. Teachers received clarification regarding expectations. Additional text resources were identified to support the curriculum and will be purchased for 2008-09. Next steps of formulating benchmark assessments for grade three and adding to text resources has been identified. Steering committee members attended a three-day conference on "curriculum mapping" and have participated in the ongoing discussion of how curriculum mapping can support curricular goals. Summer curriculum work has been planned to begin revising fifth and sixth grade curriculum using the framework provided through a mapping process.

### **Level 7 - 8**

#### **Grade 8 State Social Studies Assessment**

	<b>Number Tested</b>	<b>Number/% Level 4</b>	<b>Number/% Level 3</b>	<b>Number/% Level 2</b>	<b>Number/% Level 1</b>
<b>2007-08</b>	446	257/58%	168/38%	21/5%	0/0%
<b>2006-07</b>	423	237/56%	146/35%	36/9%	4/1%
<b>2005-06</b>	454	259/57%	154/34%	33/7%	8/2%
<b>2004-05</b>	472	230/49%	208/44%	32/7%	2/1%
<b>2003-04</b>	477	160/34%	265/56%	48/10%	4/1%

**SOCIAL STUDIES** (cont.)

**District Final Examinations**

**Grade 7 Social Studies**

<b>Grade</b>	<b>Number of Students/Percentage 2007-08</b>	<b>Number of Students/Percentage 2006-07</b>
A	204/ 43%	184/42%
B	127/27%	116/26%
C	82/17%	85/19%
D	30/6%	22/5%
F	29/6%	33/8%

**Grade 8 Social Studies**

<b>Grade</b>	<b>Number of Students/Percentage 2007-08</b>	<b>Number of Students/Percentage 2006-07</b>
A	269/60%	236/57%
B	104/23%	85/20%
C	53/12%	61/15%
D	15/3%	22/5%
F	6/1%	13/3%

**HIGHLIGHTS OF THE PROGRAM**

- Our students continue to be well prepared for the NYS grade 8 social studies assessment, reflecting the two years of preparation provided by the department. The 2008 assessment results are significantly improved over the results from 2007. with 96% of our students earning scores at Level III/IV. In addition, no students earned a Level I score, an excellent result!
- Final exam results are also strong. In grade 7, 87% of students earned grades of C or above, the same result as in 2007. In grade 8, the NYS assessment serves as the final exam; thus, final exam results were improved over 2007; only six students earned grades of F while 269 (60%) earned grades of A!

**SOCIAL STUDIES** (cont.)

## **OBJECTIVES**

- Conduct an assessment of staff development needs in social studies instruction (content, skills, strategies). Develop a plan to prioritize and meet staff development needs.

Evaluation: Were needs identified at the junior high and high school levels? Did the steering committee develop a plan to address the staff development needs in intermediate and secondary social studies instruction?

The fall District Social Studies Steering Committee meeting was devoted to this objective. The junior high representatives to this committee met and discussed how to survey the junior high department about this issue. This topic was discussed at department meetings in November and December. No specific professional development needs were identified.

- Involve classroom teachers and steering committee members in a preview of content specific primary sources to identify most useful resources for use at specific levels. Provide access to identified resources and involve steering committee members to disseminate resources at each level.

Evaluation: Were teachers and steering committee members involved in locating and sharing on-line and electronic primary sources.

Department time and workshop time have been provided for social studies teachers to work with grade level colleagues to share appropriate primary sources; time has also been provided for cross grade level sharing of resources, particularly for the review of 7<sup>th</sup> grade content in 8<sup>th</sup> grade. Primary sources are used extensively and regularly in all 7<sup>th</sup> and 8<sup>th</sup> grade classes.

- Analyze assessment data and revise or alter curriculum and instruction as indicated.

Evaluation: Were grade 8 NYS assessment results analyzed? Were there any implications for curriculum or class instruction?

Ninety-one percent of 8<sup>th</sup> graders earned scores at Levels III/IV, the same as the previous year.

Evaluation: Were needs identified at the junior high and high school levels? Did the steering committee develop a plan to address the staff development needs in intermediate and secondary social studies instruction?

## **SOCIAL STUDIES** (cont.)

The fall District Social Studies Steering Committee meeting was devoted to this objective. The junior high representatives to this committee met and discussed how to survey the junior high department about this issue. This topic was discussed at department meetings in November and December. No specific professional development needs were identified.

**Level 9 - 12**

**NYS Regents – Global History and Geography (Gr.10)**

	2007-08	2006-07
SHS - No. tested - 501 (93% of those enrolled) Percent passing =	93%	91%

**NYS Regents - United States History and Government (Gr.11)**

	2007-08	2006-07
SHS - No. tested - 493 (97% of those enrolled) Percent passing =	97%	95%

**Percentage of students scoring 85 or higher on Regents Examinations:**

	<b>2007-08</b>	<b>2006-07</b>
<b>Global History and Geography</b>	62%	52%
<b>US History &amp; Government</b>	61%	67%

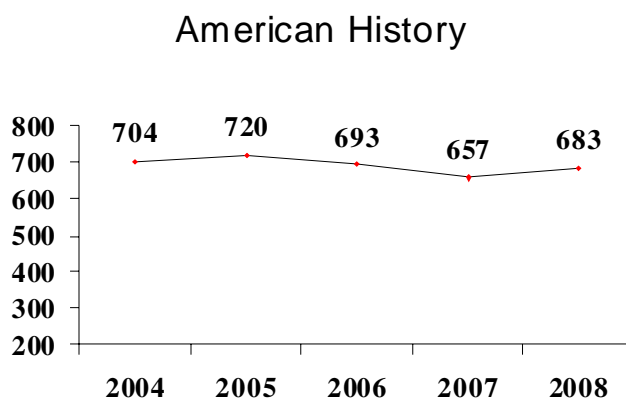
This year’s results on the New York State Regents exams in Global History and Geography and United States History and Government represent some improvements over the previous year when results were also very strong. In Global History and Geography, 93% of our students passed the examination, with a substantial increase of students scoring at the mastery level, which represents a grade of 85% or higher on the Regents exam. Specifically, in Global History and Geography in 2007-2008, 62% of our students achieved mastery compared to 52% in 2006-2007. This is a remarkable achievement and the social studies staff at Shaker High School is to be commended for their excellent work! In United States History and Government, a remarkable 97% of our students passed the Regents exam, compared to the 95% passing rate in 2006-2007. The number of students achieving mastery declined slightly from 67% to 61%. The grade 11 social studies faculty is to be commended also for their outstanding work in preparing our US History and Government students with the requisite content knowledge and skill acquisition to be successful on this examination.

**SOCIAL STUDIES** (cont.)

**CEEB Achievement Test** - Performance standards = 681 American History; 668 World History.

Number Tested	American History	Difference over/under Performance Standard - 685	World History	Difference over/under Performance Standard - 668
58	683	-2		
17			630	-38

**(2004-2008 Results - CEEB American History)**



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

	US History	Difference over 90%
SHS Percent scoring "3" or Higher	98%	+8
Number tested	62	
NYS Percent scoring "3" or higher	57	
US Percent scoring "3" or higher	48	

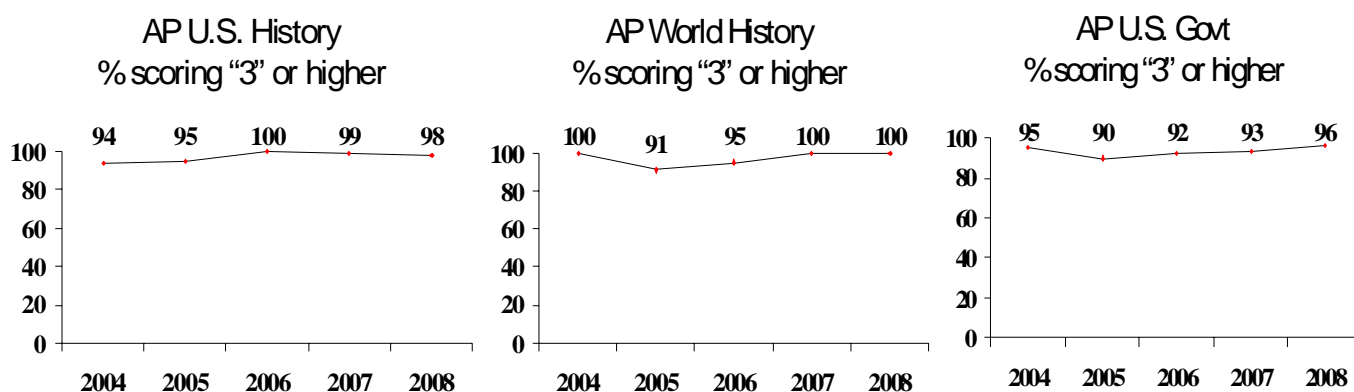
	World History	Difference over 90%
SHS Percent scoring "3" or Higher	100%	+10
Number tested	59	
NYS Percent scoring "3" or higher	64	
US Percent scoring "3" or higher	48	

**SOCIAL STUDIES** (cont.)

	<b>US Government</b>	<b>Difference over 90%</b>
SHS Percent scoring "3" or Higher	96%	+6
Number tested	70	
NYS Percent scoring "3" or higher	54	
US Percent scoring "3" or higher	50	

(Data for NYS and US are for 2008.)

**(2004-2008 Results - AP American History & World History & U.S. Government)**



On the College Entrance Examination Board achievement test in American History, we are pleased to note a 26 point increase in the average score (683 versus 657) from 2007. Participation on this test was strong, as 58 students chose to take the test. World History is typically taken as students complete the World History Advanced Placement course at the end of 10<sup>th</sup> grade. Students who choose to take this as juniors or seniors are one to two years removed from direct instruction in the test content. This year, 17 students took the test and achieved an average score of 630. Although under the performance standard of 668, it still substantially exceeded New York State and national means.

Three Advanced Placement exams are offered by the Shaker High School social studies department. These include AP World History, United State History, and United States Government and Politics. On all three exams, students substantially exceeded the district standard of 90% achieving at level 3 or better. On the World History exam, 100% earned a level 3 or higher, identical to the results of the previous year. In AP United States Government and Politics, 96% achieved level 3 or higher, the highest percentage in the four year period from 2004 to 2008. Our United States History students at grade 11 also did an outstanding job as 98% achieved at level 3 or higher. Also noteworthy is the fact that on all three exams, more than 75% of our students

**SOCIAL STUDIES** (cont.)

scored at level 4 or 5. Participation in all three programs continues to be among the highest AP participation in the entire high school. The department is to be congratulated for its excellent efforts at challenging our students and promoting high achievement in our social studies program in grades 9-12.

**Regents Competency Tests (RCT)**

**RCT INFORMATION**

**Grade 10**

Subject	Number Failing		Percent of Class	
	2007-08	2006-07	2007-08	2006-07
Global Studies	9	13	2 %	2%
<b>Grade 11</b>				
Global Studies	1	1	.2%	.2%

**Grade 11**

Subject	Number Failing		Percent of Class	
	2007-08	2006-07	2007-08	2006-07
US History & Government	4	5	.8%	.9%
<b>Grade 12</b>				
US History & Government	2	0	.2%	0%

(Percentage failing is the percentage of the class; it is not the percentage of those taking the test.)

We are working in labs and after school to remediate those needy students.

**HIGHLIGHTS**

- Scores on exams for all three Advanced Placement courses continue to soar above national, state, and local achievements. The hard work and dedication of teachers in the Advanced Placement program guarantee students meet the highest expectations for content and skill development.
- Student interest and achievement in both the electives and the interdisciplinary Humanities program remains strong. Data indicates students perform well and anecdotal information shows they have positive and lasting learning experiences.
- The social studies department participated in a review of staff development opportunities, literacy improvement, curriculum mapping, instructional

**SOCIAL STUDIES** (cont.)

technology, and using primary sources and documents in instruction. It was a very productive year.

- Academic Intervention Services continues to be refined to meet the needs of students and will provide another critical resource for giving Shaker High School students the necessary skills to pass state assessments. Through remediation, skill development, and the determined effort by the teachers success rates will continue to exceed district and state guidelines.

## **OBJECTIVES**

- Conduct an assessment of staff development needs in social studies instruction (content, skills, strategies). Develop a plan to prioritize and meet staff development needs.

Evaluation: Were needs identified at the junior high and high school levels? Did the steering committee develop a plan to address the staff development needs in intermediate and secondary social studies instruction?

The social studies department at Shaker High School followed through on the steering committee's objective to assess staff development. A goal was introduced to provide more historical content related staff development, perhaps utilizing department meeting time. Another model for staff development includes utilizing teachers as "turn key" trainers. In this model, several teachers would attend various professional conferences and workshops in areas such as literacy, curriculum mapping, technology, and Regents grading strategies with the intent of providing a learning experience to the rest of the social studies faculty.

- Involve classroom teachers and steering committee members in a preview of content specific primary sources to identify most useful resources for use at specific levels. Provide access to identified resources and involve steering committee members to disseminate resources at each level.

Evaluation: Were teachers and steering committee members involved in locating and sharing on-line and electronic primary sources.

Key to this objective is using primary sources as a learning tool, providing students with various types of materials as historical evidence and designing activities to foster skills of evaluation and synthesis. The social studies teachers continually explore and utilize primary sources and documents in the classroom, getting the resources from various sources. The steering committee discussed and shared locations of resources at all levels and generated a list of activities

## **SOCIAL STUDIES** (cont.)

and best practices designed to better prepare students to engage with historical documents. Print and on-line resources were disseminated from this list as were sources provided by the supervisor from the New York State Council for the Social Studies Annual Conference in Buffalo, New York.

- Analyze assessment data and revise or alter curriculum and instruction as indicated.

Evaluation High School: Was performance on NYS assessments and department end of year and mid-year examinations reflective of the high school social studies department? Was curriculum and instruction revised as needed?

On the departmental mid-term examinations in 9<sup>th</sup> grade, 91% passed with 41% achieving scores of 85 or higher. On the 10<sup>th</sup> grade exam, 89% passed with 32% at or above 85. In 11 grade, 90% passed with 50% achieving 85 or higher. On the Regents examines in January, five out of six students passed the United States History and twelve out of seventeen passed the Global History. Two students out of two were successful on the US History RCT while one student out of two passed the Global History RCT. Steering committee members attended a three-day conference on “curriculum mapping” and have participated in the ongoing discussion of how curriculum mapping can support curricular goals. Five days of summer curriculum work have been planned to begin working on revisions using the curriculum mapping process .