

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>
39.78	5,648	\$4,250,326	\$753

Level K - 6

Grade 5 State Social Studies Assessment

	Number Tested	Number/% Level 4	Number/% Level 3	Number/% Level 2	Number/% Level 1
2008-09	420	252/60%	148/35%	13/3%	8/1%
2007-08	424	210/50%	195/46%	13/3%	6/1%
2006-07	414	177/43%	204/49%	21/5%	12/3%
2005-06	437	242/55%	180/41%	9/2%	4/1%
2004-05	421	239/57%	164/39%	12/3%	6/1%

New York State offers benchmark assessments in social studies at grade 5, at grade 8, and at the commencement level with two Regents exams, Global History at grade 10, and United State History and Government at grade 11. Elementary social studies is the first of these assessments and is offered in the middle of November of the fifth grade year. The test is a composite test that assesses 60% of grade 4 content (New York and United States History) and 40% of grade 3 content (World Communities.) The test is scored in the district and fifth grade teachers and support teachers work collaboratively on this important task. As a result, they receive staff development on the standards and performance indicators assessed by the test and are able to look firsthand at student work and to inform their instruction for the upcoming year. This scoring process takes two days.

The format of the test consists of constructed-response questions, scaffolding, and DBQ tasks. These three tasks target 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 when they complete the document-based question. The DBQ essay is read and scored by two different teachers. Conversations engendered by this grading process continue to be an excellent form of staff development and the information gleaned from the process helps us to effectively meet the needs of our students. The test also serves as an excellent benchmark assessment of social studies content and skills and enables us to get information on how our students are doing as they progress towards graduation and the taking of the two Regents exams necessary for a Regents diploma in New York State.

SOCIAL STUDIES (cont.)

The district performance this year showed a significant bump up in the number of students scoring at level 4 compared to the previous year. The data on this is especially noteworthy as 60% of our students achieved at level 4 in 2008-2009 compared to 50% in 2007-2008 and 43% in 2006-2007. We are very pleased with our students' movement toward mastery on this test. Overall, 95% of our students achieved proficiency compared to 96% last year.

In 2008-2009, we were also very pleased with the low number of students requiring AIS services. Only 4% of our students scored at level 1 or level 2. This is identical to the result achieved in 2007-2008 and is a substantial improvement from the results of 2006-2007 when 8% of our students required AIS services.

This test is very reading and writing intensive, and much of our academic intervention focuses on the skills of reading and writing in the content area. Specifically, in reading, we look at moving from learning to read to reading to learn. Comprehension and critical reading skills are important to the success of students on this test. Thus, we note that AIS services provided through remedial reading and writing in addition to specific social studies skill remediation continued to meet the needs of our students struggling in this important content area. We continue to work on developing our social studies curriculum and are well underway with a mapping project that has involved grades 5 and 6. This work has also been extended to grade 3 and 4 and all four grade levels are currently "mapped" within the district mapping software.

HIGHLIGHTS

- This year included the initial summer curriculum work done at grades 5 and 6 to begin looking at the curriculum using a mapping approach. These curriculum drafts were reviewed by steering committee members and formed the foundation for work that was continued in the summer of 2009.
- A significant highlight for the social studies program was the strong district results on the New York State grade 5 social studies assessment. The district passing rate was 95%, with the highest percentage of students scoring at level four in four years. In fact, 60% of our fifth graders earned a score of level 4 on this assessment.
- Additionally, the increase in field trip funding at the elementary level helped to support a greater number of educational field trip experiences to support social studies concepts and develop interdisciplinary connections.

SOCIAL STUDIES (cont.)

OBJECTIVES

- Initiate a review of Social Studies curricula, content, skills, and assessment K-12.

Evaluation: Were teachers involved in the review of curricula, content skills and assessments at the intermediate levels? Did the review lead to improved articulation of content, skills and assessment at this level?

Summer curriculum work was done to begin the process of revising the fifth and sixth grade curriculum using a mapping framework. Over three half days eight teachers worked to revise the curriculum. The process revealed challenges in revising and formalizing a consensus map without the use of mapping software.

Third grade teachers were also asked to share examples their current forms of unit assessment to support discussion and reflection on the recently updated third grade curriculum. This process will need to continue over the course of the coming school year and a summer curriculum project in 2009 to continue the alignment and revision of the fifth and sixth grade curriculum while beginning this process with the fourth grade curriculum.

- Develop a process to monitor and revise vertical and horizontal alignment of curricula, content, skills, and assessment K-12.

Evaluation: How was curriculum mapping introduced as a framework to support monitoring and revision of curricula for vertical and horizontal alignment?

Overviews of mapping and “Understanding By Design” were presented to the social studies steering committee. Discussions about how best to use the steering committee to facilitate curriculum revision and review utilizing mapping took place in the fall of 2008. Assistant Superintendent Joe Corr introduced all teachers to the concept of mapping and the vision for implementation during a faculty meeting presentations. A sub committee of elementary steering committee members reviewed the drafts of the fifth and sixth grade summer curriculum revisions and provided feedback for further revision of the consensus maps. The role of the steering committee to review and monitor vertical and horizontal alignment of curriculum maps was explored. The district mapping study group’s recommendations will ultimately guide the revision and monitoring process.

- Monitor and evaluate the use of new social studies materials in grades 3-6 with a particular focus on the materials acquired for grade 3 and use of Jackdaws primary resource materials in grades 4-6.

SOCIAL STUDIES (cont.)

Evaluation: To what extent were these materials utilized in social studies instruction? What was their effectiveness in promoting a deeper understanding of social studies content and skills?

A survey was disseminated to teachers in grades 4-6 in January 2009 to assess their current use of Jackdaws. Jackdaws are thematic sets of documents designed to support instruction on specific historical events or periods. A sub-committee of elementary steering committee members reviewed the feedback from teachers and recommendations to guide the selection of materials were summarized. All elementary principals were provided with the current catalog and the recommendations of the steering committee. Requests for additional third grade materials were solicited in the spring of 2008 and additional materials were ordered for this school year.

Level 7 - 8

Grade 8 State Social Studies Assessment

	Number Tested	Number/% Level 4	Number/% Level 3	Number/% Level 2	Number/% Level 1
2008-09	491	274/56%	180/37%	34/7%	3/1%
2007-08	446	257/58%	168/38%	21/5%	0/0%
2006-07	423	237/56%	146/35%	36/9%	4/1%
2005-06	454	259/57%	154/34%	33/7%	8/2%
2004-05	472	230/49%	208/44%	32/7%	2/1%

District Final Examinations

Grade 7 Social Studies

Grade	Number of Students/Percentage 2008-09	Number of Students/Percentage 2007-08
A	198/42%	204/ 43%
B	130/28%	127/27%
C	84/18%	82/17%
D	31/7%	30/6%
F	28/6%	29/6%

SOCIAL STUDIES (cont.)

Grade 8 Social Studies

Grade	Number of Students/Percentage 2008-09	Number of Students/Percentage 2007-08
A	279/57%	269/60%
B	119/24%	104/23%
C	60/12%	53/12%
D	23/5%	15/3%
F	9/2%	6/1%

HIGHLIGHTS OF THE PROGRAM

- Final exam results are also strong as well. In grade 7, 88% of students earned grades of C or above, just about the same percentage as in 2008. In grade 8, the NYS assessment serves as the final exam so the final exam results were again strong. Ninety-three percent of our 8th graders earned grades of C or above, comparable to the 95% from a year earlier.
- This year, our students continued their level of achievement, with 93% of eighth graders earning scores of level 3 or level 4 on the 2009 administration of the New York State social studies assessment compared to 96% in 2008. One percent of our students scored at level 1.

OBJECTIVES

- Analyze results of 2008 NYS grade 8 social studies assessment.

Evaluation: Were curriculum/instruction revisions needed?

96% of 8th graders earned scores at Levels III/IV, an increase over the 91% earning the same scores in 2007.

- Initiate a review of social studies curricula, content, skills and assessments.

Evaluation: Did the social studies department engage in the stated examination? Were department writing expectations reviewed and clarified?

SOCIAL STUDIES (cont.)

The department's writing expectations, including expectations for grammar, spelling, mechanics, content, were reviewed at two department meetings and during department time on the November Workshop Day. Common expectations were discussed and agreed upon.

- Develop a process to monitor and revise vertical and horizontal alignment of curricula, content, skills and assessments?

Evaluation: Was the social studies department introduced to curriculum mapping? Did the department review current methods of curriculum alignment and were revisions made, if necessary?

The District is pursuing curriculum mapping in all areas. This will be an on-going, long term objective.

Level 9 - 12

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

SHS - No. tested - 486 (97% of those enrolled) Percent passing = 2008-09 2007-08
96% 93%

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

SHS - No. tested - 443 (89% of those enrolled) Percent passing = 2008-09 2007-08
100% 97%

Percentage of students scoring 85 or higher on Regents Examinations:

	2008-09	2007-08
Global History and Geography	52%	62%
US History & Government	68%	61%

- This year's results on the New York State Regents exams in Global History and Geography and in the United States History and Government show continued strong performance by our students. In Global History and Geography, 96% of our students passed the examination compared to 93% in 2007-2008. However, the number of students who achieved mastery by scoring 85% or higher on the exam declined from 62% to 52%. In the United States History and Government, a remarkable 100% of students passed the exam, compared to the existing high rate of 97% in 2007-2008. The number of students achieving mastery also

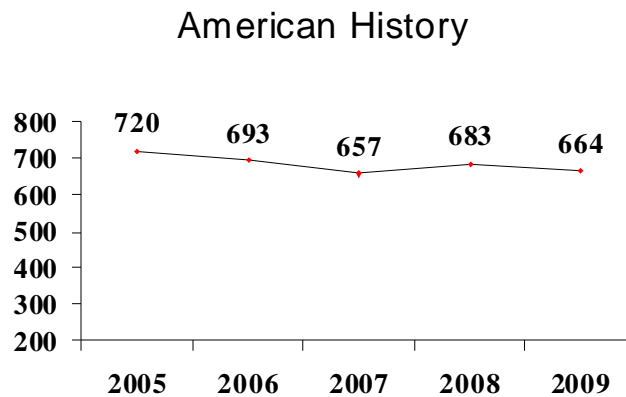
SOCIAL STUDIES (cont.)

increased substantially from 61% to 68%. We extend our congratulations to the grade 11 social studies faculty for their continued outstanding work in preparing our US History and Government students with the content and skill knowledge necessary to be successful on this examination.

CEEB Achievement Test - Performance standards = 678 American History; 638 World History.

Number Tested	American History	Difference over/under Performance Standard - 678	World History	Difference over/under Performance Standard - 638
47	664	-14		
14			631	-7

(2005-2009 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	100%	+10
Number tested	78	
NYS Percent scoring "3" or higher	63	
US Percent scoring "3" or higher	52	

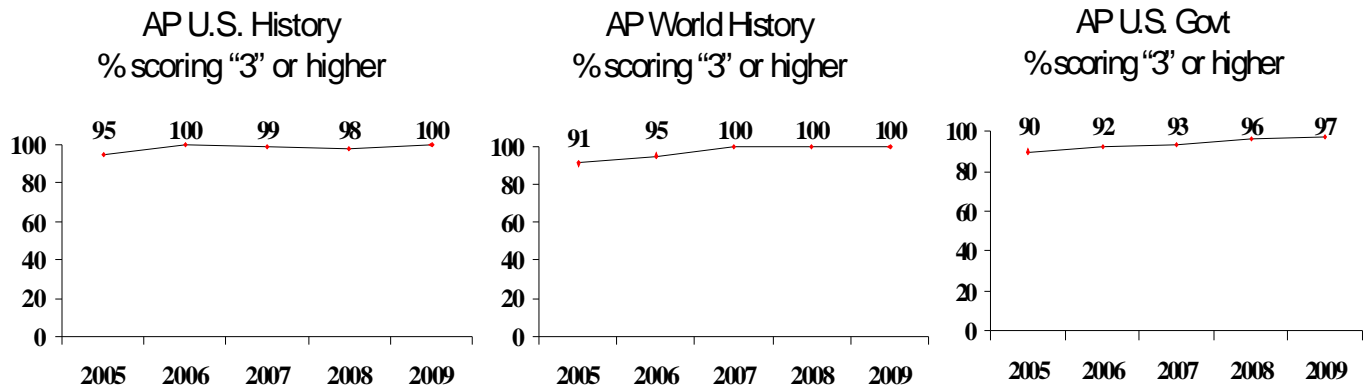
SOCIAL STUDIES (cont.)

	World History	Difference over 90%
SHS Percent scoring "3" or Higher	100%	+10
Number tested	35	
NYS Percent scoring "3" or higher	68	
US Percent scoring "3" or higher	50	

	US Government	Difference over 90%
SHS Percent scoring "3" or Higher	97%	+7
Number tested	67	
NYS Percent scoring "3" or higher	61	
US Percent scoring "3" or higher	55	

(Data for NYS and US are for 2009.)

(2005-2009 Results - AP American History & World History & U.S. Government)



On the College Entrance Examination Board achievement test in American History, there was a decrease in the average score from 683 to 664. The average score of 664 still represents an increase from the 657 our students achieved in 2007. This continues to be a popular test for students to take and this year 47 students chose to take the test compared to 58 the previous year.

World History is typically taken by our tenth grade students after they complete the World History Advanced Placement course. This year, 14 students took the test and achieved an average score of 631, compared to 630 the previous year. This represents a score 7 points under the district performance standard, which is derived from a three year average of scores on this test. Nonetheless, we still continue to exceed New York State and National means.

SOCIAL STUDIES (cont.)

Shaker High School social studies department offers three Advanced Placement exams including AP World History, United States History, and United States Government and Politics. The achievement on these three exams was outstanding. On all three exams, students exceeded the district standard of 90% achieving 3% better. This was done by a wide margin. We are pleased to note that on the AP World History and US History exams, 100% of the students scored 3 or higher. On the AP United States Government and Politics exam, 97% achieved level 3 or higher, the highest percentage in the five year period from 2004 through 2009. Also noteworthy is the fact that on these three exams, more than 82% of our students scored at level 4 or 5, compared to 75% the previous year. These three programs continue to be strongly supported by our students and represent the highest AP participation in the entire high school. We continue to congratulate the department for its outstanding efforts at challenging our students and promoting high achievement for our advanced level students.

Regents Competency Tests (RCT)

RCT INFORMATION

Grade 10

Subject	Number Failing		Percent of Class	
	2008-09	2007-08	2008-09	2007-08
Global Studies	1	9	.2%	2%
Grade 11				
Global Studies	2	1	.4%	.2%

Grade 11

Subject	Number Failing		Percent of Class	
	2008-09	2007-08	2008-09	2007-08
US History & Government	0	4	0%	.8%
Grade 12				
US History & Government	0	2	0%	.2%

(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.

SOCIAL STUDIES (cont.)

HIGHLIGHTS

- Scores on exams for all three Advanced Placement courses continue to transcend national, state, and local achievement. The hard work and dedication of teachers in the Advanced Placement program guarantee students meet the highest expectations for content and skill development.
- Increasing requests for elective courses indicates a strong desire among students to continue in social studies. Data indicates students perform well and anecdotal information shows they have positive and lasting learning experiences. We are fortunate to offer a wide variety of subjects of study.
- The social studies department conducted extensive reviews of mid terms and final examinations in light of curricula changes with a new 10th grade World History textbook and curriculum mapping software. It was an intensive year for curriculum work and excitement is high for follow up in subsequent years.
- 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

- Initiate a review of Social Studies curricula, content, skills, and assessment K-12.

Evaluation: Did the Social Studies department engage in the examination of curricula, content, and skills? Were department mid year and finals reviewed and aligned to curricula?

The social studies department engaged in an ongoing inventory of curricula over the school year. Many courses were examined for gaps and/or overlap in addition to alignment to mid-term and final examinations. Other program curricula were reviewed with an eye toward inclusion of specific skills, documents, and primary sources into the curriculum.

- Develop a process to monitor and revise vertical and horizontal alignment of curricula, content, skills, and assessment K-12.

Evaluation: Was the Social Studies Department introduced to curriculum mapping? Did the department review current methods of curriculum alignment and were revisions made as necessary?

SOCIAL STUDIES (cont.)

In addition to summer curriculum workshops and staff development days, the Social Studies Steering Committee has discussed various possibilities on how to use the steering committee to coordinate, review, and disseminate what each level is doing for curriculum mapping. Moreover, a dialogue is ongoing on how to catalogue changes, aligning curriculum K-12, and securing input from teachers not members of the steering committee.

- Analyze assessment data and revise curriculum, instruction and assessment as needed.

Evaluation: Did the performance on state and departmental testing in social studies at grades 9, 10, 11, and 12 reflect the effects of district initiatives to address the requisite social studies content and skills?

Revisions were made to the 9th and 10th grade Global History midterms to reflect curriculum mapping improvements from the summer. Moreover, new thematic and DBQ essays were developed. The 12th grade Participation in Government was revised to reflect law changes and election results. Also, both the Participation in Government and Economics formats were altered to be better structured as an in-class exam. On the departmental mid-term examinations in 9th grade 94% passed compared to 91% a year ago with 48% achieving scores of 85 or higher compared to 41% last year. On the 10th grade exam 89% passed compared to 89% in 2008 with 42% at or above 85 compared to last year's 32%. In 11th grade 89% passed down 1% from last year with 49% achieving 85 or higher compared to 48% the previous year.

- Review basal textbook listing and revise as needed.

Evaluation: Did the department review the list of basal textbooks used for social studies instruction for the Assistant Superintendent of Instruction?

Teachers of Global History and Geography have researched and selected a potential new textbook for Global Regents, Basic, Honors and Humanities. The book would replace our current offering in which the copyright date is nearing ten years old. At the Honors level, the new text will provide a more challenging reading level and better preparation for more advanced work.