

**GREENWICH PUBLIC SCHOOLS  
MONITORING REPORT  
STUDENT ACHIEVEMENT: SOCIAL STUDIES (E-003)  
SEPTEMBER 2007**

I hereby present my monitoring report on the District Ends Policy "Student Achievement." I certify compliance and that the information contained in this report is accurate.

Signed: \_\_\_\_\_  
(Betty J. Sternberg, Superintendent of Schools)

Date: \_\_\_\_\_

**Accepted by Board of Education: September 27, 2007**

**BROADEST POLICY PROVISION**

*The District shall establish an assessment system that is aligned with the District's Mission and Vision and provides a comprehensive, consistent, and integrated system of student learner objectives/outcomes, assessment, analysis, and reporting.*

**EXECUTIVE SUMMARY**

In order to ensure that all students master the objectives of the Greenwich curriculum and achieve to their highest potential, student achievement in social studies is assessed against three broad groups of indicators: 1) aggregate performance on standardized tests such as the Connecticut Academic Performance Test, 2) preparation for post secondary options including average scores on Advanced Placement Tests, and 3) aggregate performance on local curriculum assessments.

Accomplishments include compliance with the policy, sustaining over four years a 95% rate at Proficiency and above on CAPT, an increase both in the number of students taking advanced placement courses and the percentage scoring at 3 and above, the average student scores on the bulk of the local curriculum assessments grades 3-8 exceeding the 80% benchmark, and the percentage of students achieving Proficiency or above on the sophomore research paper reaching its highest level in three years. While there are no major exceptions to any policy provision, there are a number of governance and management issues which require further attention. Governance issues include instructional time at the elementary level and student performance at grade nine. The implementation of Balanced Literacy and Everyday Math with their additional time requirement may require an adjustment for curriculum expectations for social studies. Management issues involve calibration with the new report cards performance standards and improving staff facility with Understanding By Design at the elementary level, transitional writing issues at the middle school, geographic, conceptual, and writing frameworks at the high school, and a new leadership model for the district.

**Note:** Descriptions of the measures discussed in the next three sections and data tables describing student achievement over the last five years are attached at the end of the report.

## ACCOMPLISHMENTS/HIGHLIGHTS

1. At Grade 3 performance on the geography and civics local curriculum assessments over the last five years has remained relatively flat but well over the 80% average score benchmark. Similar flat performance can be seen for the revised history local curriculum assessments for the last two years (Table 1).
2. At Grade 4, an overall rising percentage of students mastering all fifty states to a five-year high of 57% can be seen. Performance on the local curriculum assessments on the overview and individual regions remains relatively flat but well above the 80% average score benchmark. Performance remained flat, but the number of students more than doubled who completed the Understanding By Design assured experience, the State Research Project. However, roughly 200 students didn't complete this required project (Table 2 and addressed in Management Issues #1B).
3. At Grade 5, over the past five years, from pre to post assessments on the local geography curriculum, the percentage of students achieving 80% or better has risen by at least 27% with a 33% increase in the last two years. The new Understanding By Design writing exercises implemented in 2006-07 to measure the individual units' content all fell above the 80% benchmark. However, roughly 250 students (5 schools) didn't complete the Westward Movement unit (Table 3 and addressed in Management Issues #1B).
4. At Grade 6, over the past five years there has been an overall gradual rising pattern of student performance on the first two local curriculum assessments measuring the content and a flat performance on the third. On the local Writing in the Content Area exercises, student performance spiked in 2005-06 as these reflected changes in the CMT timetable and the exercises reflected expository writing, a genre in which the students were in their second year, rather than in the prior year's persuasive writing to which the students had been just introduced. There was however, a significant decline in 2006-07 on these measures. On the newly implemented Understanding By Design assured research experience on Egypt, 65% of the students scored at mastery (4) or above (Table 4 and addressed in Management Issues #2A ).
5. At Grade 7, students have shown double digit growth on the local geography pre/post assessment. On the local curriculum assessments measuring the content over the last five years, students have demonstrated a slight increase in average scores on three of the four tests with performance on the fourth remaining flat. On the locally devised Persuasive Writing in the Content Area exercises, the percentage of students at goal has fluctuated on the first, remained flat on the second, and risen slightly on the third. On the Understanding By Design assured research experiences, the percentage of students at mastery (4) and above improved from 70% to 76% on the Pre-Columbia project and started at 78% on the Renaissance Figure Project (Table 5).
6. At Grade 8 over the last five years, students have slightly increased their performance on the locally designed geography post test as compared to the pretest and the post test average reached a peak in 2006-07. The students' average scores on the three locally developed curriculum assessments measuring the individual units' content have remained relatively flat but all above the 80% average score benchmark. The percentage of students at goal increased significantly in the second year of the locally devised persuasive writing exercise on the New Republic (New Government). Students achieving mastery (4) and above on the

Understanding By Design assured research experience for the Civil War/Reconstruction Unit rose nearly 20% (Table 6).

7. At Grade 9, over the last three years, students at the 112/122 level have shown mild gains from pre to post on the locally designed geography skills test. The 113/123 level is pretested only for these students whose pretest score averages around 85%. On the locally devised concepts test, while the total post test average has dropped over the past five years, the gains made from pre to post have averaged greater than 15 percentage points in four out of the five years. On the departmentally scored CAPT practice, the percentage of students earning mastery and above declined from 49% to 28% while the percentage of students earning scores of basic and below increased from 21% to 37% in comparing scores from 2006-07 against those of 2005-06 (Table 7 and addressed in Management Issues #3A).
8. At Grade 10, over the last five years, the average scores for the geography excellence post test have stayed relatively flat as have the gains from pre to post. On the departmental CAPT Writing Practice, the percentage of students scoring at Mastery and above declined from 59% to 53% and the percentage of students who scored at Basic and above increased from 14% to 16% when comparing scores from 2006-07 with their 2005-06 counterparts. Finally, after holding steady for two years at 57% of the students earning mastery and above on their sophomore research project scored on a locally developed rubric, the percentage dipped to 54%, but the percentage of students either earning basic or not completing the paper was at an all time low of 5% (Table 8 and addressed in Management Issues #3A, B, C D).
9. On the four Advanced Placement tests (American History; Western Civilization; Government and Politics, U.S.; and Psychology), over the last five years, our enrollment has increased from 229 to 329 and the percentage of students earning 3 and above has increased from 90.4 to 93%. During this period, in 2006-07, the mean for American History, Western Civilization and Government reached respective highs of 4.78, 3.91, and 3.60 (Table 9).
10. With respect to CAPT Writing Across the Disciplines, the percentage of mainstream classroom students at Proficiency and above, the graduation requirement for Greenwich High School, has remained even at 95% for the past four years. The percentage of mainstream classroom students achieving Advanced and Mastery declined by roughly 6% in comparing 2005-06 scored with their 2004-05 counterparts (Table 10 and addressed in Management Issues #3C).

## **GOVERNANCE ISSUES**

1. In the summer of 2003-04, the district began to correct the objectives overload at the elementary level that emanated from the previous program reviews by reorganizing them and putting them in priority order through the Understanding By Design model. Before that process could be completed and fully internalized by staff, two new initiatives landed in 2005-06, Balanced Literacy and Everyday Math, and were to be phased in over a two-year period. Both of these augmented the number of minutes required in math and language arts/reading. What impacts will these math and language arts/reading revisions have on completing the UBD revisions in science and social studies? As we move into future rounds of curriculum review, can we modify social studies to include specific math, science and language arts objectives?

2. There is another governance issue concerning the local curriculum assessments that have been developed. First, are these tests developed to inform program or are they informing us about each child? Second, do the tests balance the need to assess skills such as problem solving and critical thinking and the need for content? Third, do the assessments encourage greater depth of study of a particular unit or do they force instruction that is “a mile wide and an inch deep?” Fourth, do the assessments allow for interdisciplinary units of instruction? Finally, are there opportunities through the curriculum for performance-based activities?

## **MANAGEMENT ISSUES**

### **1. Elementary**

- A. The pilot year and phase-in of the new standards based report card give teaching teams at each grade level the opportunity this year to calibrate what constitutes performance against these standards so that there is more uniform and consistent scoring across the grade level team.
- B. Fourth and fifth grade teachers continue to struggle with completing all units in the curriculum. In the short-term, teams should sit down with the principal and/or the interim program coordinator at the beginning of the year and backward design, namely, map out what minimal time is required to teach the fourth unit and then continue to allocate time from the third unit to the second and finally to the first. Looking forward, as we move into the next rounds of curriculum review, the Director of Curriculum will also look across all discipline areas to ensure that we are not demanding more objectives than can be taught in the time allotted.
- C. Most importantly, at the elementary level and particularly at grades three to five, work on Understanding By Design needs to continue particularly through a set of PLPs that brings all staff up to speed on the approach and its instructional ramifications. While the objectives as well as the assessments have been reformatted around essential and unit questions, enduring understandings, more professional learning is needed to ensure consistent and appropriate implementation of these units. Staff understanding of and comfort with the UBD approach needs to be addressed sooner rather than later. The Williamsburg Staff Development Day for fourth and fifth grade teachers (November 6, 2007) will offer the interim program coordinator a content doorway to explore and expand the UBD approach with the intermediate level teachers. With time at best a static amount and at worst a shrinking entity, teachers need a firm instructional handle on their curriculum in order to create meaningful learning experiences for their students.

### **2. Middle School**

- A. The middle school teachers are much more in command of the UBD approach and have revised instructional practices accordingly. Most of the assured experiences are in their second year and the results clearly reflect teacher “buy-in.” Two transitional writing issues do need to be addressed. First, there is the shift in grade six from persuasive to expository writing (at least until March). The sharp decline in 2006-07 scores on these two exercises in a genre that the students are in their second year with needs to be remedied. Second, there need to be follow-up discussions between eighth and ninth grade social studies teachers over the quality, validity, and utility of the 8<sup>th</sup> grade late spring

CAPT practice. This exercise forms the baseline score in the freshmen's writing folders and along with other data help high school teachers develop writing plans. A joint conversation at some point in the fall should generate a promising dialogue as well as a set of suggestions.

### 3. **High School**

- A. With respect to geography, at grade 9 this component needs to be built into the beginning lessons of each case study so that it is taught in context of the course content. At grades 10 and 11, a more consistent use of the Routledge Atlas (*Mapping America's Past*) is in order. There are enough of these so a class set should be in every social studies room so that elements of the atlas can be woven into lessons of a unit as needed. A department meeting and/or PLP on this issue along with on-going Learning Facilitator/Coach support regarding incorporation into teachers' lessons would be positive steps forward.
- B. With regard to laying the conceptual foundation at grade 9, there needs to be a clearer focus on the generalizations of each theme and their linkage to the content of the case studies. Consensus needs to be achieved as to what constitutes the core concepts or generalizations and then these need to become the centerposts of the lessons within each of the case studies. Again, the role of Learning Facilitator and/or Coach is pivotal here.
- C. With regard to CAPT writing across the disciplines, several measures are in progress. First, ninth grade teachers will use their students' 8<sup>th</sup> grade CAPT practice response papers as baseline for their writing plan. Similarly, 10<sup>th</sup> grade teachers will use their students' 9<sup>th</sup> grade Departmental CAPT response papers as their baseline to develop a writing plan. Teachers at both grade levels will ensure that they incorporate homework and class work elements into both content and seminar skills lessons that connect to Reading for Information and Writing Across the Disciplines, i.e. extracting ideas/data from sources and analyzing them.
- D. With regard to the writing sequence (CAPT → Expository Unit/Case Study Essays → Sophomore Research Paper), the department needs to revisit the expectations for each, the components for each, and the transition from one to the other, work that was started in the 2003-04 school year, but then never brought fully to closure as full consensus had not been arrived at.
- E. As there is no central coordinator serving as a second pair of eyes and hands, the role of Learning Facilitators needs to be altered in a way that these people take on a greater curricular role in terms of peer assistance with the geography, concept, CAPT, and writing needs as well as be responsible for data collection and analysis for their house. They will also need to help out the Academic Coach(es) with new staff.

### 4. **Central Office**

- A. For 2007-08 the coordinator position has been divided into three parts with five different individuals handling the different pieces (K-5, 6-8, 9-12). This change presents challenges to the overall oversight of how these pieces cohere and feed into each other. We need to look at all the roles and responsibilities of all people related to curriculum and instruction during this year to come to a viable solution.

## **EXCEPTIONS**

- 1. **None**

## DESCRIPTION OF STANDARDIZED MEASURES

The **Connecticut Academic Performance Test (CAPT)** is a state-mandated program that assesses and reports the achievement of tenth grade students in four areas: Mathematics, Science, Reading Across the Disciplines, and Writing Across the Disciplines. Student scores are characterized by performance level: 5-Advanced, 4-Goal, 3- Proficient, 2-Basic, and 1-Below Basic. Students scoring at the advanced level are performing at the top of all students across the state. Students scoring in the goal category possess the knowledge, ability, and skill necessary to successfully perform the tasks and assignments appropriately expected of a student with minimal teacher assistance. Students who score in the proficient category are able to successfully participate in their regular grade appropriate course work. The proficient standard is used to calculate adequate yearly progress under No Child Left Behind (NCLB). Scoring at the proficient level or higher on the mathematics, reading and writing subtests is required for graduation from Greenwich High School. Students scoring below the proficient level require intervention to accelerate their academic progress.

**Advanced Placement (AP)** is a College Board-sponsored program administered and operated by Educational Testing Service. The AP Program gives high school students an opportunity to take college-level courses and exams, and earn credit, advanced placement, or both for college. Greenwich High School offers sixteen advanced placement classes in five different disciplines. Examinations are administered in May and scored by the Educational Testing Service. AP Examination grades are reported on a 5-point scale as follows: 5-Extremely well qualified, 4-Well qualified, 3-Qualified, 2-Possibly qualified, 1-No recommendation. During the 2006-2007 school year, 339 students took one of the four Social Science AP courses: American History, European History (Western Civilization), Government and Politics (US), and Psychology.

## DESCRIPTION OF LOCAL CURRICULUM ASSESSMENTS

Grade 3 Assessments involve:

- A 30-item geography test on land and water forms, directions, and state/local geography.
- A 26-item civics assessment that contains a mixture of multiple choice and fill-in-the-blanks items measuring basic civics content along with more open-ended questions on the most essential services provided by the Town of Greenwich as well as how one demonstrates responsible citizenship.
- A 20-item history/economics assessment that requires students to fill in a graphic organizer and answer an open-ended question regarding the Woodland Indians and their environment.
- A 22-item history/economics assessment that requires students to compare and contrast how the Greenwich Colonists and the Woodland Indians lived and used resources.

**The benchmark for each is an average student score of 80%.**

Grade 4 Assessments involve:

- A pre/post test identifying on a map all 50 states.
- Four unit assessments (Overview – US Land and People, Northeast Region, Southeast Region, and the choice of either Midwest, Southwest, or Far West Region) that measure the important geographic, historical, political, and economic features of each via a combination of open-ended questions. The Overview is 25 items while each region's assessment has 30 items.

**The benchmark for each is an average student score of 80%.**

Grade 5 Assessments involve:

- A 50-item pre/post geography test on basic geography content and skills. **The benchmark is maximum gains from pre to post test.**
- Four unit essays in which students are to take a stand regarding the Age of Exploration, Colonial Settlement, the Events of the American Revolution, and the Importance and Impacts of the Westward Movement. These are scored on a locally developed rubric of 1-4 with 4=Mastery of class content, 3=Satisfactory knowledge, 2=Limited knowledge, and 1=Little accurate knowledge.
- Two graphic organizers which the students complete prior to writing the Colonial and American Revolution essays.

**The benchmark for each assessment is an average student score of 80%.**

Grade 6 Assessments involve:

- Three multiple choice tests of 30, 30, and 35 items respectively measuring student understanding of the content of the Archaeology/Early Man, Development of Societies, and Ancient Rome units. **The benchmark for each is an average student score of 80%.**
- An Understanding By Design assured research experience on Ancient Egypt scored on a locally devised rubric from 1-5 with 5-Advanced, 4-Mastery, 3-Proficient, 2-Basic, 1-Below Basic. **The benchmark is 80% of the students scoring at Mastery and above (4↑).**
- Two expository writing in the content area exercises (Archaeology and Hammurabi's Code) and one persuasive exercise (Athens vs. Sparta) scored on a locally devised rubric from 1-6 with 6-Mastery of class content, 5-Substantial knowledge, 4-Adequate knowledge, 3-Limited knowledge, 2-Minimal knowledge, 1-Little accurate knowledge. **The benchmark is 80% of the students scoring (4↑).**

Grade 7 Assessments involve:

- A twenty-item geography pre/post test. **The benchmark is maximum gains from pretest to post test.**
- Four 30-item multiple choice tests measuring student understanding of the content of the China, Islam, Ghana, and Middle Ages units. **The benchmark for each is an average student score of 80%.**

- Two Understanding By Design assured research experiences, one on Pre Columbia and the other on the Renaissance scored on a locally devised rubric from 1-5 similar to that of Grade 6. **The benchmark is 80% of the students scoring at Mastery and above (4↑).**
- Three persuasive writing in the content exercises (China, Africa (Ghana), Middle Ages) scored on a locally devised rubric from 1-6 similar to that of Grade 6. **The benchmark is 80% of the students scoring 4↑.**

Grade 8 Assessments involve:

- A 50-item geography pre/post test measuring place geography and basic geography skills. **The benchmark is maximum gains from pre to post test.**
- Three 50-item multiple choice tests measuring students' understanding of the content of the American Revolution, Constitution, and Roots of Modern America units. **The benchmark is a student average score of 80%.**
- An Understanding By Design assured experience on perspective for the Civil War/Reconstruction unit scored on a locally devised rubric from 1-5 similar to those of Grades 6 and 7. **The benchmark is 80% of the students at Mastery and above (4↑).**

Grade 9 Assessments involve:

- A 50-item pre-post geography test measuring students' abilities to read and interpret maps, charts, and graphs. **The benchmark is maximum gains from pre to post test.**
- A 50-item pre/post concept multiple choice test that measures students' understandings of the critical concepts, terminology, and generalizations taught in World Themes. **The benchmark is maximum gains for pre to post test.**
- Departmental CAPT Practice on which students write to the two years prior State prompt and are scored on the State rubric by two different readers in the department. **The benchmark is 80% of the students scoring at Mastery and above (9↑).**

Grade 10 Assessments involve:

- A 33-item pre/post geography excellence multiple choice test that seeks to measure students' ability to use map, chart, and graph reading skills to solve political, economic, and demographic problems. **The benchmark is maximum gains from pre to post test.**
- The Sophomore Research Paper which requires students to go through a sustained, multi step, semester long process (initial topic overview/summary, outline, note card progress check, rough draft, final copy) that entails a minimum of two conferences with the instructor. Student performance is assessed in two ways: completion of the steps in the process and performance on the final copy as scored on the locally devised rubric from 1-5 with 5-Advanced, 4-Mastery, 3-Proficient, 2-Basic, 1-Below Basic, and NC-not completed. A score of three is required for GHS graduation, and **the benchmark is 100% at Proficient and above (3↑).**
- Departmental CAPT Practice on which students write to the prior year's State prompt and are scored by their instructor on the State rubric. **The benchmark is 80% of the students scoring at Mastery and above (4.5↑).**

**TABLE 1**  
**LOCAL CURRICULUM ASSESSMENTS (GRADE 3)**  
*Town of Greenwich and Beyond*

Unit	2002-03 N=725			2003-04 N= 741			2004-05 N= 702			2005-2006 N = 678			2006-2007 N = 707		
	#	Ave	%	#	Ave	%	#	Ave	%	#	Ave	%	#	Ave	%
<b>Geography</b>															
Test (30) (24) (30)	696	27.58	92	725	27.64	92	665	27.99	93	643	21.97	92	694	26.7	89
<b>Civics</b>															
Test (30) (24) (26)	699	27.26	91	727	27.22	91	666	27.93	93	627	21.43	89	698	23.6	91
<b>Native Americans</b>															
+ Writing Ex (1-4) (19) (20)	693	2.8	465/67	717	3.12	547/76	664	3.05	503/76	650	16.97	89	698	18.1	91
<b>Colonial Greenwich</b>															
+ Writing Ex (1-4) (12) (22)	638	3.14	492/77	723	3.39	613/85	667	3.22	570/85	590	11.01	92	695	19.9	90

Test—Average score 80%  
Writing Ex—% students 3 ↑  
N—10/1/200\_ enrollment  
*Italics – UBD revisions & results*

**TABLE 2**  
**LOCAL CURRICULUM ASSESSMENTS (GRADE 4)**  
*Introduction to American Regions*

Unit	2002-03 N=718			2003-04 N=708			2004-05 N= 737			2005-2006 N = 697			2006-2007 N = 675		
	#	Ave	%	#	Ave	%	#	Ave	%	#	Ave	%	#	Ave	%
<b>Overview of U.S.</b>															
State Pre (50)	583	16.93	34	590	15.21	30	651	15.05	30	642	13.5	27	631	14	28
State Post (50)	674	44.09	88	609	44.33	89	655	44.03	88	644	44.0	88	640	44.8	90
<i># Mastery of 50 States</i>	673		<i>275/41</i>	609		<i>333/55</i>	655		<i>311/47</i>	644		<i>349/55</i>	640		<i>366/57</i>
Test (29) (25)	623	24.95	86%	688	25.12	87	708	25.11	87	669	20.26	81	631	21.35	85
<b>Southeast</b>															
Test (29) (16) (30)	657	25.56	88%	625	26.08	90	690	26.07	90	689	13.79	86	656	26.41	88
+ Writing Ex (1-4)	408	2.88	271/66	176	3.21	150/85	499	3.26	394/79	<i>Discontinued</i>					
<b>Northeast</b>															
Test (29) (16) (30)	690	24.21	83%	687	25.71	89	708	25.97	90	686	13.88	87	645	26.33	87
+ Writing Ex (1-4)	372	2.92	264/71	396	3.11	296/75	427	3.07	327/77	<i>Discontinued</i>					
<b>*Middle West</b>															
Test (29) (16) (30)	696	23.58	81%	648	25.61	88	645	25.58	88	577	13.64	85	314	25.91	86
+ Writing Ex (1-4)	495	3.09	392/79	390	3.05	298/76	381	3.22	307/81	<i>Discontinued</i>					
<b>*Southwest</b>															
Test (29) (16) (30)	377	24.48	84%	434	26.02	90	256	26.56	92	43	13.11	82	195	25.23	84
+ Writing Ex (1-4)	103	3.17	74/72	153	3.15	126/82	60	3.52	56/93	<i>Discontinued</i>					
<b>*Far West</b>															
Test (29) (16) (30)	360	26.29	91%	233	25.77	89	299	26.25	91	64x	14.62	91	139	26.82	89
+ Writing Ex (1-4)	240	3.4	214/89	76	3.63	75/99	42	3.5	40/95	<i>Discontinued</i>					
<b>State Research Project</b>															
<i>UBD Assured Experience (4)</i>										217	3.57	89	464	3.54	89

Test—Average score 80%  
Writing Ex—% students 3 ↑  
N—10/1/200\_ enrollment  
\* Teachers choose either Southwest or Far West or Middle West  
+ Teachers choose minimum of any two Writing Exercises

Italics – UBD revisions and results

**TABLE 3**  
**LOCAL CURRICULUM ASSESSMENTS (GRADE 5)**  
*A Young Nation*

Unit	2002-03 N=735			2003-04 N=690			2004-05 N= 689			2005-2006 N = 695			2006-2007 N = 677		
	#	Ave	%	#	Ave	%	#	Ave	%	#	Ave	%	#	Ave	%
<b>Geography</b>															
Pre (53) (50)	612	29.5	56	622	30.45	57	620	31.03	59	553	30.9	58	617	28.5	57
Post (53) (50)	628	44.23	83	617	44.87	85	573	46.24	87	598	48.0	91	588	44.8	90
<b>Exploration</b>															
Test (40)	706	31.59	79	630	34.54	86	619	35.83	90	<i>Discontinued</i>					
+ Writing Ex (Ia/Ib 1-4) (1-4)	576	2.83	384/67	400	2.97	288/72	424	3.07	320/75	615	3.10	78	657	3.25	81
<b>Colonization</b>															
Test (40) <i>Unit Organizer (17)</i>	709	32.52	81	634	33.62	84	608	35.41	89	<i>Discontinued</i>			651	14.6	86
+ Writing Ex (IIa/IIb 1-4) (1-4)	464	2.89	346/75	460	3.38	389/85	418	3.0	307/73	558	2.75	69	650	3.31	83
<b>American Revolution</b>															
Test (40) <i>Unit Organizer (12)</i>	714	31.54	79	581	32.59	81	527	33.32	83	<i>Discontinued</i>			646	10.3	86
+ Writing Ex (IIIa/IIIb 1-4) (1-4)	607	3.10	482/79	334	3.11	269/81	310	3.35	274/88	578	3.24	81	648	3.28	82
<b>Westward Movement</b>															
Test (40)	709	23.33	58	538	28.04	70	463	32.01	80	<i>Discontinued</i>					
+ Writing Ex (IVa/IVb 1-4) (3-12) (8)	310	3.11	239/77	394	3.27	335/85	189	3.36	163/86	480	9.48	79	384	5.76	85

**Test—Average score 80%**  
**Writing Ex—% students 3 ↑**  
**N—10/1/200\_ enrollment**  
 \* Teachers choose either Writing Exercise Ia/Ib or IIa/IIb  
 + Teachers choose either Writing Exercise IIIa/IIIb or IVa/IVb  
*Italics – UBD revisions & results*

**TABLE 4**  
**LOCAL CURRICULUM ASSESSMENTS (GRADE 6)**  
*Ancient Peoples*

Unit	2002-03 N=685			2003-04 N= 686			2004-05 N= 677			2005-2006 N = 643			2006-2007 N = 664		
	#	Ave	%	#	Ave	%	#	Ave	%	#	Ave	%	#	Ave	%
<b>Archaeology and Early Man</b>															
Test (30)	616	24.56	82	560	25.64	86	605	25.04	83.5	586	25.17	83.9	612	25.71	86
+ Writing Ex (1-6)	615	4.10	401/65	652	4.0	442/68	626	3.96	408/65.2	595	4.43	478/80.3	611	3.94	393/64
<b>Development of Ancient Societies</b>															
Test (30)	594	25.58	85	600	26/46	88	596	26.26	87.5	576	26.06	86.9	607	26.83	89
+ Writing Ex (1-6)	622	4.53	550/85	653	4.22	493/76	635	4.23	488/76.9	579	4.62	481/83.1	607	4.25	476/78
<b>Egypt</b>															
Test (32) <i>UBD Assured Experience (1-5)</i>	606	28/87	90	579	28.11	88	618	29.37	91.8	Discontinued			617	3.65	402/65
<b>Greece</b>															
+ Writing Ex (1-6)	621	4.68	561/90	652	4.38	545/84	627	4.54	538/85.8	595	4.75	525/88.2	615	4.47	521/85
<b>Rome</b>															
Test (35)	593	30.29	87	571	30.39	87	610	31.05	88.7	581	31.03	88.7	614	30.21	86

<p>Test—Average score 80%  Writing Ex—% students 4 ↑  N—10/1/200_ enrollment  <i>Italics - UBD revisions &amp; results</i></p>
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**TABLE 5**  
**LOCAL CURRICULUM ASSESSMENTS (GRADE 7)**  
*World Backgrounds*

Unit	2002-03 N=677			2003-04 N= 683			2004-05 N= 689			2005-2006 N = 655			2006-2007 N = 639		
	#	Ave	%	#	Ave	%	#	Ave	%	#	Ave	%	#	Ave	%
<b>Geography</b>															
Pre (20)	601	16.47	82	491	16.95	85	622	15.74	78.5	596	15.92	79.6	493	15.36	77.7
Post (20)	505	18.18	90.9	579	18.46	92	509	18.38	91.9	600	18.61	93.1	594	17.98	90
<b>China</b>															
Test (30)	613	26.26	88	623	26.61	89	625	26.23	87.4	590	27.29	91	580	27.14	91
+ Writing Ex (1-6)	625	4.14	419/67	648	4.22	480/74	631	3.95	439/69.6	616	4.45	474/76.9	612	4.13	447/73
<b>Islam</b>															
Test (30)	611	25.22	84	590	24.68	82	595	25.51	85	598	25.41	84.7	581	25.33	84
<b>Africa</b>															
Test (30)	595	25.16	84	495	26.17	87	608	25.44	84.8	593	26.32	87.7	595	25.95	87
+ Writing Ex (1-6)	636	4.36	486/76	650	4.39	498/77	637	4.24	487/76.5	620	4.60	507/81.8	620	4.27	480/77
<b>Pre Columbia</b>															
	602	24.71	82	618	24.86	83	593	24.18	80.6	<i>Discontinued</i>					
Test (30) <i>Research (5)</i>										537	3.84	377/70	620	4.1	471/76
<b>Middle Ages</b>															
Test (30)	605	24.72	82	591	24.67	82	603	25.05	83.5	597	25.8	86	597	25.39	85
+ Writing Ex (1-6)	626	4.33	479/77	650	4.56	552/85	635	4.37	523/82.4	619	4.55	495/80	621	4.48	511/82
<b>Renaissance</b>															
Test (30)	615	24.57	82	604	25.28	84	617	25.16	83.9	163	24.89	83	<i>Discontinued</i>		
<i>Research (5)</i>										447	4.04	342/77	621	4.16	484/78

<p>Test—Average score 80%  Writing Ex—% students 4 ↑  N—10/1/200_ enrollment  <i>Italics – UBD revisions &amp; results</i></p>
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**TABLE 6**  
**LOCAL CURRICULUM ASSESSMENTS (GRADE 8)**  
*Forces in American History*

Unit	2002-03 N=688			2003-04 N=682			2004-05 N= 667			2005-2006 N = 664			2006-2007 N = 649		
	#	Ave	%	#	Ave	%	#	Ave	%	#	Ave	%	#	Ave	%
<b>Geography</b>															
Pre (50)	621	40.45	81	654	40.17	80	627	40.26	80.5	635	39.66	79.3	595	40.45	81
Post (50)	611	42.57	85	626	43.13	86	585	43.07	86.1	599	42.82	85.6	557	44.19	88
<b>American Revolution</b>															
Test (60) <i>(50)</i>	591	48.76	81	609	49.05	82	558	49.97	83.3	565	42.26	84.5	565	41.7	83
<b>Constitution</b>															
Test (60) <i>(50)</i>	574	49.21	82	574	48.06	80	573	48.42	80.7	536	40.64	81.2	563	40.9	82
<b>New Government</b>															
Test (60)	556	49.43	82	581	49.74	83	561	51.28	85.5	<i>Discontinued</i>					
<i>Writing Exercise (1-6)</i>										591	4.13	414/70.1	475	4.41	391/82
<b>Civil War and Reconstruction</b>															
Test (60)	579	46.48	78	595	48.57	81	576	47.4	79	<i>Discontinued</i>					
<i>Research (5)</i>										502	3.67	294/58.5	554	4.18	436/77
<b>Roots of Modern America</b>															
Test (60) <i>(50)</i>	581	46.8	78	591	48.57	81	569	47.39	79	541	40.79	81.6	540	41.17	82

<p>Test—Average score 80%  N—10/1/200_ enrollment  <i>Italics – UBD revisions &amp; results</i></p>
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**TABLE 7  
GRADE 9 WORLD THEMES**

<b>Geography (112/122 only)</b>	<b>2002-03</b>		<b>2003-04</b>		<b>2004-05</b>		<b>2005-06</b>		<b>2006-07</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>Pre</b>					304	74.5	264	71.4	303	70.7
<b>Post</b>					251	78.8	217	78.6	278	77.6
<b>Concepts (all levels)</b>										
<b>Pre</b>	587	51.5	623	53.8	620	53.9	634	52	615	49.8
<b>Post</b>	525	70.5	564	71.8	582	70.3	568	66.2	585	65

<b>CAPT Dept.</b>							
<b>2005-06 (2-12)</b>	<b>#</b>	<b>Ave</b>	<b>#/%A (11-12)</b>	<b>#/%M (9-10)</b>	<b>#/%P (7-8)</b>	<b>#/%B (5-6)</b>	<b>#/%BB (2-4)</b>
<b>Total – all levels</b>	<b>580</b>	<b>8.43</b>	<b>71/12</b>	<b>204/35</b>	<b>181/31</b>	<b>89/15</b>	<b>53/6</b>
<b>CAPT Dept.</b>							
<b>2006-07 (2-12)</b>	<b>#</b>	<b>Ave</b>	<b>#/%A (11-12)</b>	<b>#/%M (9-10)</b>	<b>#/%P (7-8)</b>	<b>#/%B (5-6)</b>	<b>#/%BB (2-4)</b>
<b>Total – all levels</b>	<b>591</b>	<b>7.41</b>	<b>23/4</b>	<b>141/24</b>	<b>207/35</b>	<b>156/26</b>	<b>64/11</b>

**TABLE 8  
GRADE 10 AMERICAN HISTORY**

Geography Excellence	2002-03			2003-04			2004-05			2005-06			2006-07		
	N	Score	%	N	Score	%	N	Score	%	N	Score	%	N	Score	%
<b>Pre-Total</b>	482	19.88	60.3	536	19.56	59.3	534	19.25	58.3	556	19.34	58.6	548	20.16	61.1
<b>Post-Total</b>	408	20.75	62.9	459	20.81	63.1	523	20.69	62.7	521	20.38	61.8	495	20.54	62.3

**GRADE 10 CAPT PRACTICES**

<b>CAPT Departmental 2005-06</b>							
	#	Score (1-6)	#!/%A (5.5-6)	#!/%M (4.5-5)	#!/%P (3.5-4)	#!/%B (2.5-3)	#!/%BB (1-2)
<b>Total</b>	<b>527</b>	<b>4.65</b>	<b>103/20</b>	<b>206/39</b>	<b>142/27</b>	<b>58/11</b>	<b>18/3</b>
<b>CAPT Departmental 2006-07</b>							
	#	Score (1-6)	#!/%A (5.5-6)	#!/%M (4.5-5)	#!/%P (3.5-4)	#!/%B (2.5-3)	#!/%BB (1-2)
<b>Total</b>	<b>534</b>	<b>4.47</b>	<b>87/16</b>	<b>197/37</b>	<b>165/31</b>	<b>61/11</b>	<b>24/5</b>

**GRADE 10 SOPHOMORE RESEARCH PAPER**

<b>Performance on 2004-05 Sophomore Research Paper Based on Departmental Rubric</b>							
Course	Total #	#!/% Advanced	Mastery	Proficient	Basic	Below Basic	Not Completed
<b>Total</b>	<b>540</b>	<b>102/19</b>	<b>205/38</b>	<b>200/37</b>	<b>12/2</b>	<b>1/0</b>	<b>20/4</b>
<b>Performance on 2005-06 Sophomore Research Paper Based on Departmental Rubric</b>							
Course	Total #	#!/% Advanced	Mastery	Proficient	Basic	Below Basic	Not Completed
<b>Total</b>	<b>573</b>	<b>109/19</b>	<b>216/38</b>	<b>210/37</b>	<b>28/5</b>		<b>10/2</b>
<b>Performance on 2006-07 Sophomore Research Paper Based on Departmental Rubric</b>							
Course	Total #	#!/% Advanced	Mastery	Proficient	Basic	Below Basic	Not Completed
<b>Total</b>	<b>562</b>	<b>81/14</b>	<b>226/40</b>	<b>227/40</b>	<b>16/3</b>		<b>12/2</b>

**TABLE 9  
ADVANCED PLACEMENT COURSES**

2002-03							2003-04						
#	#/%					Mean	#	#/%					Mean
	5	4	3	2	1			5	4	3	2	1	
34	17/50	13/38	4/12			4.38	49	25/51	22/45	2/4			4.47
54	10/19	15/28	23/42	5/9	1/2	3.52	37	13/35	8/22	11/30	1/3	4/11	3.68
61	9/15	26/43	19/31	6/10	1/2	3.59	64	14/22	23/36	11/27	6/9	4/6	3.27
80	31/39	29/36	11/14	6/8	3/4	3.99	93	28/30	46/49	13/14	5/5	1/1	4.02

**Total 229**

**Total 3 ↑ 207/90.4%**

**Total 243**

**Total 3 ↑ 222/91.4%**

COURSE	2004-05							2005-06							2006-07						
	#	#/%					Mean	#	#/%					Mean	#	#/%					Mean
		5	4	3	2	1			5	4	3	2	1			5	4	3	2	1	
APAH	50	31/62	14/28	4/8	1/2		4.5	62	46/74	15/24	1/2			4.73	64	51/80	12/19	1/1			4.78
APWC	59	15/25	14/24	16/27	6/10	8/14	3.37	38	15/39	13/34	10/26			3.87	43	14/32.5	13/30	14/32.5	2/5		3.91
AP GOV'T	118	14/12	41/35	37/31	25/21	1/1	3.36	112	20/18	40/36	33/29	19/17		3.54	87	17/20	30/34	28/32	12/14		3.60
AP PSYCH	111	41/37	48/43	17/15	2/2	3/3	4.10	100	48/48	35/35	9/9	6/6	2/2	4.21	145	64/44	48/33	23/16	7/5	3/2	4.12

**Total: 338**

**Total 3↑: 292/86%**

**Total: 312**

**Total 3↑: 285/91%**

**Total: 339**

**Total 3↑: 315/93%**

**TABLE 10 - CAPT INTEGRATED WRITING: PERFORMANCE BY LEVEL**

	2002-03	2003-04	2004-05	2005-06	2006-07
<b>AP</b>					
#	35	45	51	60	
#/% Advanced	25/71%	35/78%	42/82%	47/78%	
#/% Goal	35/100%	44/98%	9/100%	12/98%	
#/% Proficiency		1/2%		1/2%	
#/% Basic					
#/% Below Basic					
<b>213/223</b>					
#	190	217	243	235	
#/% Advanced	116/61%	165/76%	169/69.5%	132/56%	
#/% Goal	185/97%	214/99%	72/99%	88/94%	
#/% Proficiency	5/3%	3/1%	2/1%	14/6%	
#/% Basic				1/5%	
#/% Below Basic					
<b>212/222</b>					
#	287	295	311	291	
#/% Advanced	45/16%	65/22%	76/24%	51/18%	
#/% Goal	176/61%	190/64%	146/71%	125/60%	
#/% Proficiency	91/32%	93/32%	72/23%	98/34%	
#/% Basic	17/6%	11/4%	13/4%	12/4%	
#/% Below Basic	3/1%	1/1%	4/1%	5/2%	
<b>211/221</b>					
#	17	38	44	39	
#/% Advanced		1/3%	1/2%		
#/% Goal	1/6%	6/15%	4/11%	3/8%	
#/% Proficiency	13/76%	18/47%	24/54.5%	23/60%	
#/% Basic	3/18%	12/32%	13/29.5%	11/28%	
#/% Below Basic		2/5%	2/4.5%	2/5%	
<b>TOTAL</b>					
#	529	595	649	625	
#/% Advanced	35	45%	44%	37%	44%
#/% Goal	75	76%	80%	73%	77%
#/% Proficiency	96	95%	95%	95%	93%
#/% Basic	100	99%	99%	99%	97%
#/% Below Basic	-	-	-	-	-

These numbers include only those sophomores assigned to mainstream classes.

- + 76% of these students are AP/213
- ° 75% of these students are in AP/213
- x 73% of these students are in AP/213
- ~ 77% of these students are in AP/213