



## **K-12 Social Studies Curriculum Review Year 1 Self-Study**

West St. Paul - Mendota Heights - Eagan Area Schools  
School District 197

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August 15, 2022

## Background

The 2011 Minnesota K-12 Academic Standards in Social Studies set the statewide expectations for K-12 student achievement in the disciplines of citizenship and government, economics, geography and history (United States and world). The 2011 standards are guided by a vision of citizenship and college- and career-readiness. As required by law, the standards identify the academic knowledge and skills that prepare students for postsecondary education, work, and civic life in the 21st century (Minn. Stat. § 120B.021, Subd.4).

In order to meet this vision, the standards require students to understand the facts, concepts, principles and perspectives that shape the social studies disciplines. Students need deep knowledge of this information in order to make sense of their world. In addition to mastering a body of knowledge, students must be able to apply their understanding to complex situations and contexts, some of which are yet to be envisioned. To prepare for these future challenges, the standards also require students to think critically about important issues and communicate their findings, and engage in the processes of problem-solving and discipline-based inquiry.

The social studies standards represent the required social studies disciplines addressed in state statute (Minn. Stat. § 120B.021, Subd.1). Students must receive instruction in these four disciplines so that they are able to satisfactorily complete the state standards (and the benchmarks which supplement the standards). These four disciplines are identified below;

- Citizenship and government
- Economics
- Geography
- History

The 2011 Minnesota K-12 Academic Standards in Social Studies represent the minimum requirements that must be addressed by the school curriculum, rather than the curriculum in its entirety. Additional social studies disciplines not represented in the standards, such as psychology, sociology, archeology and anthropology, have strong traditions of instruction in Minnesota schools. Schools may choose to continue offering courses in these disciplines as local traditions, interest and school priorities dictate. The current standards in place in Minnesota in the area of social studies were adopted in 2012.

### **Graduation requirements:**

- State statute requires that all public school students in Minnesota satisfactorily complete all Social Studies standards and their corresponding benchmarks in order to graduate (Minn. Stat. § 120B.024, subd. 1(5)).
- Students are also required to satisfactorily complete three and one-half (3.5) credits of social studies, encompassing at least U.S. history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies.

- A one-half credit of economics taught in a school's agriculture education or business department may fulfill a one-half credit in social studies if the credit is sufficient to satisfy all of the academic standards in economics (Minn. Stat. § 120B.024, Subd. 2(a)).

### **Standards Organization:**

- Grade-specific benchmarks in grades K-8 are mandated by law. Thus, they must be addressed in the specific grade where they are assigned. The Social Studies Standards contain grade-specific standards for each of the four main disciplines.
- The high school social studies standards are banded and must be taught within the grade span of 9-12.
- At any grade level, the benchmarks from multiple disciplines can be combined to facilitate integrated, or interdisciplinary, learning experiences.

**Assessments:** Minnesota does not have a test in social studies. According to state statute, the Commissioner is forbidden to develop statewide assessments for academic standards in social studies, health and physical education, and the arts (Minn. Stat. § 120B.30, subd. 1a).

**Civics Test Requirement:** In 2016, the Minnesota Legislature passed a law requiring Minnesota students in public schools to pass a civics test. The test consists of 50 out of the 100 questions in the United States Custom and Immigration Services (USCIS) Naturalization Test. The 50 questions are selected by Learning Law and Democracy Foundation, in consultation with civics teachers, and are posted on the Minnesota's Legacy website. Schools or districts determine how to administer the test questions and the logistics for recording the results, which are not reported to the Minnesota Department of Education. Students must pass 30 of the 50 questions, and may be given the questions as often as necessary to pass. Passing this test is not required for graduation. Read the [Civics Test Questions Frequently Asked Questions \(FAQ\)](#) for more information.

### **State Social Studies Standards Review**

Minnesota's K-12 Academic Standards are statewide expectations for student learning in K-12 public schools. School districts and charter schools are required to teach these standards to ensure that all Minnesota students have access to high-quality content and instruction. An academic standard is a summary description of student learning in a content area and consists of one or more benchmarks. A benchmark supplements the standard and is the specific knowledge and/or skill that a student must master to meet part of an academic standard by the end of a grade level or grade band.

Academic standards are not curriculum. Curriculum are the resources, assessments, learning experiences and plans that educators use at the local level to instruct students on the content of the academic standards. By statute (Minn. Stat. 120B.021, subd. 2(b)), Minnesota academic standards do not require a specific curriculum. Districts, schools and educators make curriculum and instruction decisions to support the teaching and student mastery of standards. As a result, local school districts, schools and educators choose what curriculum is used and what classes are taught in their schools to ensure that students meet the academic standards. Ultimately, local educators make the decisions about how to deliver instruction to meet the rigorous learning expectations of the academic standards.

The Minnesota K-12 Academic Standards in Social Studies committee has 36 members, and includes K-12 teachers, administrators, college faculty, informal educators and community members. Minnesota Statutes outline who must be represented on the committee, including parents, currently licensed and in the classroom teachers, licensed school administrators, school board members, post-secondary institution faculty teaching core subjects and business community members.

The social studies content-area empowers learners to become inquisitive, informed, and engaged members of society who use critical thinking, inquiry, and literacy to prepare for civic life, college and careers. The review process centers on making revisions to the standards in social studies that will help prepare Minnesota students to learn, live, work and thrive in local and global societies.

The Standards have been submitted for the rulemaking process. The statutory rulemaking process for the Minnesota K-12 Academic Standards in Social Studies is not complete until the Notice of Adoption is published in the State Register. Each content area includes an implementation date in the adopted rule language. If adopted, the proposed K-12 academic standards in social studies will be implemented in the 2026-27 school year.

Once approved, the academic standards and their supporting benchmarks will be organized into five strands: Citizenship and Government, Economics, Geography, U.S. and World History, and Ethnic Studies. The contributions of Minnesota's American Indian tribes and communities are integrated into each strand and all standards. Each of the strands have between three and six standards.

As the team reviewed the most recent and published drafts of the social studies standards, they were asked to reflect on how they are similar or different with the current set of standards which are set to sunset in 2025-2026. Two frequently mentioned insights from this review are summarized below.

- Some grades are somewhat similar, and some have changed quite a bit, such as 8th grade content. However, the changes most often have led to improvements in focus or adding in missing content.
- There are several ways in which the new standards address inclusivity, including but not limited to the straightforward addition of ethnic studies as one of the strands across all of K-12.

#### **Social Studies standards expectations from MDE**

1. The standards must be grounded in current research. The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History will be used in revising the standards.
2. The revised standards will include literacy in social studies.
3. The standards will include personal finance and/or financial literacy.
4. The committee must take into account:
  - a. Designing standards that ensure opportunities for students to demonstrate an understanding of ideas, concepts, theories, and principles from the social studies disciplines by using them to interpret and explain specific, concrete information or events.
  - b. Designing standards that represent diverse points of view, experiences, and approaches to problem-solving.

- c. Designing standards using language that promotes culturally sustaining learning and that reflect students' cultural backgrounds.
  - d. Designing standards that provide students with multiple ways of demonstrating competence in social studies.
5. K-12 standards will be identified in each of five core social studies disciplines. At the high school level, students must earn 3.5 social studies credits (Minnesota Statutes, section 120B.024, subdivision 1). Therefore, the amount of content specified in the revised standards will not exceed what can be reasonably taught in 3 ½ years of social studies courses.
- a. Credit: the determination by the local school district that a student has successfully completed an academic year of study or mastered the applicable subject matter. (Minnesota Statutes, section 120B.018, subdivision 4).

## Summary

A review team (Appendix A) was put together including a representative K-12 group of teachers, as well as building and district administrators to evaluate the social studies curriculum. As a part of the review process in year one, our entire K-12 committee:

- performed an environmental scan,
- developed Core Beliefs and Outcomes that Matter to All,
- surveyed students, staff and families,
- conducted a Strengths and Weaknesses Analysis,
- reviewed the proposed state changes for social studies requirements and standards,
- and reviewed a variety of achievement measures in social studies.

A summary and applicable insights for each element listed above can be found in the following report.

The team had originally planned on meeting in-person three times during the school year, however, due to a shortage in substitute teachers and difficulties in having our teachers away from students in general at a time when students relied on their teachers for so much, we made the decision to adjust our meeting plans. Instead of three in-person meetings, we held two; one in the fall to kick off the work, and one in the spring to wrap up the review. In order to complete the necessary work, our team agreed to work asynchronously for one session. During this asynchronous work time, the team worked on reviewing survey results and achievement and participation trends, developing preliminary strengths and weaknesses, and drafting a set of outcomes that matter to all. The work in the spring was to make sense of each individual's contributions to these areas as a whole group.

## Environmental Scan

In order to get a broad sense of what students' social studies experience looks like across the district, our curriculum review team conducted an environmental scan of social studies instruction. Review members worked in grade and/or course-like groups to identify responses for a variety of questions, including, but not limited to, the examples below, and captured them on posters that they then were able to share.

- How much time do we have dedicated to social studies instruction at each grade and site?
- What does instruction during this time look like (whole group, small group, independent practice, etc.)
- What are the expected instructional practices or strategies used in social studies?
- What instructional materials do we utilize to teach studies?

The product of these discussions were very helpful as a lead-in activity when the team started to identify our strengths and weaknesses for social studies instruction. Below are a few examples of insights drawn from the environmental scan.

- Having a commonly developed curriculum plan, and having updated instructional materials will be a top priority
- Finding a way to continue with department-wide discussions is important beyond curriculum review

- The effects of COVID, both short and long term, have already, and will continue to, impact student learning
- Whatever is established as the curriculum needs to be flexible
- There will need to be rewording of state standards so that they are comprehensible for all students and families
- Teacher training and collaboration across all grades and schools, particularly elementary, will be essential
- There is limited time in the elementary for social studies, so we need to be intentional about what to teach

## Core Beliefs and Outcomes that Matter to All

As a team we continue to come back to our School District 197 Strategic Framework. The core beliefs lead us in all of the work that we do. You will find below our core beliefs our Outcomes that Matter to All that are specific to K-12 Social Studies. Both of these sets of statements in addition to our 4-way equity test guide all of the work we do in pursuit of a guaranteed and viable social studies curriculum.

### Core Beliefs

We believe...

- People thrive when they feel connected, trusted and affirmed.
- Communication and collaboration strengthen school, family and community relationships.
- Our diversity makes us stronger.
- Seeking to understand each other strengthens the individual and community.
- We are all accountable for removing barriers and creating equitable systems.
- High explanations and personalized support are critical for student success.
- Innovative environments promote curiosity, creativity and courageous action.
- Everyone has the ability to continually grow.

### Outcomes that Matter to All for K-12 Social Studies

Students will engage in the civic process at the state, national and local community level.

Students will engage in civil discourse with people with whom they disagree.

Students will use evidence-based inquiry to analyze, problem-solve, and take action to influence change.

Students will be able to evaluate primary and secondary sources to support a claim.

Students will use historical context to evaluate current events to make inferences about possible outcomes.

Students will be able to evaluate the composition of data and narratives to understand the validity and perspective.

Students will learn from diverse perspectives.

Students will be able to communicate their thoughts and opinions verbally and in writing.

## Strengths and Weaknesses

The curriculum review team dedicated time across the year to discuss what they believed to be the strengths and weaknesses of social studies education in School District 197. As the team completed the various tasks associated with curriculum review, items were added or modified to reflect the team’s most current findings. A summary of what the committee identified as strengths and weaknesses within social studies instruction are included in the table below.

	Strengths	Weaknesses
<b>Topics which were identified the most</b>	<p>Well-rounded course offerings with opportunities for choice and rigor</p> <p>Engaged and invested staff</p> <p>Well-prepared students</p>	<p>Guaranteed, viable, and cohesive K-12 SS program.</p> <p>Significant need for updated and consistent instructional materials.</p> <p>Communication (internally and externally)</p> <p>While the disparities in enrollment patterns for advanced courses based on race and gender are smaller in social studies than other areas, work can be done to further reduce those disparities</p> <p>The short, and long-term impact of COVID on students’ learning experiences overall, including social studies concepts</p> <p>How to approach complex and potentially controversial topics with students in classrooms</p> <p>There are multiple ways in which we can improve the transition between the three levels.</p>
<b>Additional topics with multiple references</b>	<p>Teachers develop authentic relationships with students which drive the motivation to see the value of a social studies education.</p>	<p>Bringing a contemporary perspective to all that students are learning about in social studies.</p>

It is evident that our largest strengths in social studies programming is found in our caring and hard-working staff. Teachers are committed to doing the work necessary to bring relevant, authentic, and important topics in social studies to their students. Staff do this in a variety of ways, such as by having important social studies topics through the lens of authentic relationships with their students. With skilled and caring teachers providing powerful instruction, it comes as no surprise then how well-prepared our students are.

Another strength area noted by our staff, students, and families is that our high school currently offers a robust slate of advanced coursework opportunities in social studies. Courses range from offering Advanced Placement (AP) Human Geography starting in 9th grade, to AP Microeconomics and AP Macroeconomics for our older students. As staff reviewed these options, they even further identified more advanced level course offerings for future consideration, such as AP Government and Politics.

The team did note several areas in which social studies programming could improve as well. The largest area for improvement is by intentionally creating a more cohesive and unified program overall in social studies across the district. Two of the largest needs to address include; creating and implementing a commonly developed curriculum plan across schools and grades/courses and supporting those curriculum plans with engaging, relevant and authentic instructional resources.

## Survey Data

Surveys were developed for teachers, students and families to complete in regards to social studies curriculum and instruction in our school district. The surveys were sent to families electronically and were made available on paper in English and Spanish in a variety of ways. Students in Grades 3 through 12 were asked to complete the survey during their social studies classes. Below are highlights from the response rates of the survey.

- ~1900 students responded (nearly identical to the response rates in science and language arts in previous years)
- Over 900 individual responses were collected (of which nearly 99% were unique in their identifier, which helped to highlight multiple replies from single responders)
- Of the over 900 family responses, more than 350 families provided demographic information
- 36% of the 350+ family responses were from families who identified themselves as families of color
- 5% of the families reported that their student current receives ELL services
- 18% of the families reported that their student has an IEP
- >110 staff completed the survey, which is more than any survey that has been conducted in curriculum review

This was the first year in which we were able to collect self-reported data during curriculum review on demographic details such as race, language, and special education status. The team was pleased to see that the response rates were somewhat close to the demographic composition of our community. A demographically-comparable set of data helps to better inform the insights and recommendations made from surveying our students, staff and families.

The recurring themes from the surveys were integrated into the strengths and weaknesses in the previous section. The questions on the survey can be found in Appendix B.

The curriculum team reviewed several types of data to help identify patterns in achievement and high school course enrollment. The data can be found in Appendix C. Specifically, the team reviewed these areas;

### Performance Measures

- Advanced Placement (AP) Test scores
- High School Civics Test results

Participation Measures: Enrollment trends in advanced courses at the high school, including but not limited to Advanced Placement courses in social studies.

All measures were reviewed in multiple ways, including by race/ethnicity, gender (male/female only due to how that data is collected by local, state and national organizations), IEP status, and/or ELL services provided.

While many of the recurring themes found in the team's review of this data are integrated into the overall strengths and weaknesses, there are a few that are worth highlighting in isolation, and they are noted below.

- We need to find ways in which to continue to encourage all students, and specifically our students of color, to enroll in advanced courses and then to provide the necessary support for them to be successful.
- While we move forward as a department, we need to keep in mind the collective impact that the pandemic had on what students learned in social studies, and how that may have continued impact on their performance and enrollment in future years as well.

Throughout the entire curriculum review process, the team was charged with routinely asking how the questions included in the Four Way Equity Test could be used to address findings from each particular stage in the review process. Examples for how this work was integrated throughout the process are noted below.

For reference, the Four Way Equity Test questions are provided below as well:

1. Does this help to provide opportunities for students who have historically been underserved, underrepresented, or disadvantaged by the current system?
2. Does this help to ensure equitable access for all?
3. Does this help to eliminate barriers based on gender, race/ethnicity, national origin, color, disability, age or other protected group?
4. Does this ensure the same rigorous standards for academic performance exist for all students?

### **Environmental Scan and Strengths and Weaknesses**

- Having a commonly developed curriculum plan, and having updated instructional materials will be a top priority. Updated materials include resources which are contemporary, relevant, and engaging, and authentically represent the people and content within them.
- The effects of COVID, both short and long term, have already, and will continue to, impact student learning, particularly our students who were most disproportionately impacted by the pandemic academically.
- Teacher training and collaboration across all grades and schools, particularly elementary, will be essential, particularly as it relates to topics that are found in the Ethnic Studies strand.
- There is limited time in the elementary for social studies, so we need to be intentional about what to teach, and these topics must be importantly chosen so that all students and their cultures, perspectives, and backgrounds are included.

### **Staff, student, and family surveys**

- In general, teachers were clear about the need for updated resources, including materials to match their students' needs, backgrounds, and interests. This finding confirms our previous findings from multiple elements within the review process.
- We need to find ways in which to continue to encourage all students, and specifically our students of color, to enroll in advanced courses and then to provide the necessary support for them to be successful.

### **Data Analysis**

- We need to find ways in which to continue to encourage all students, and specifically students of color, to enroll in advanced courses and then to provide the necessary support for them to be successful.



## Next Steps

In year two of curriculum review we will

- Unpack benchmarks into grade level learning targets (K-12).
- Conduct an instructional materials review process, ideally to be completed by spring 2023 (K-12).
- As needed, conduct any program exploration necessary to help make determinations on instructional resources.
- Develop a plan to meet implementation expectations for 2026-2027 (K-12).
- Identify professional development needs for providing instruction in updated standards, including but not limited to how to approach the Ethnic Studies content (K-12).
- Review implementation of Digital Citizenship curriculum in grades 7 and 8, as well as 10-12 and consider how it will be integrated into the new scope and sequences for those courses while addressing the updated standards (MS/HS).
- Design the high school course sequence (HS).
- Complete the steps necessary to introduce new courses such as AP Government and Politics, as well as whether or not to remove any current courses that do not need to be offered any longer, during the new course proposal process in fall 2022 (HS).
- Explore post-secondary opportunities for college and career coursework

## Appendix A: Science Review Team

Team Member	Title	Site
Emily Paper	Grade K teacher	Mendota Elementary
Megan Colon	Grade 1 teacher	Pilot Knob Elementary
Deborah Weum	Grade 2 teacher	Moreland Elementary
Shannon Lawson	Grade 3 teacher	Garlough Elementary
Megan Tulia	Grade 4 teacher	Somerset Elementary
Fran Foster	Grade 5 teacher	Heritage E-STEM Middle School
Rachel Cafferty	Grade 6 teacher	Friendly Hills Middle School
Phil Hayes	Grade 7 teacher	Friendly Hills Middle School
Sara Mercado	Grade 8 teacher	Heritage E-STEM Middle School
Stephen Meuer	Instructional Coach	Heritage E-STEM Middle School
Matt Malmberg	Two Rivers special education teacher	Two Rivers High School
Dan Sebastian	Two Rivers teacher	Two Rivers High School
Ben Geiger	Two Rivers teacher	Two Rivers High School
Charlie Skemp	Two Rivers teacher	Two Rivers High School
Sarah Lund	Two Rivers teacher	Two Rivers High School
Andrea Saenz	Two Rivers High School teacher / ELL Coordinator	Two Rivers High School
Mandi Hainline	Assistant Principal	Heritage E-STEM Middle School
Scott Karlen	Associate Principal	Two Rivers High School
Kate Skappel	Elementary Curriculum Coordinator	District Office
Miles Lawson	Secondary Curriculum Coordinator	District Office

## Appendix B: Survey Questions

The review committee drafted the following questions for the curriculum review survey. The questions are similar in nature to other areas of curriculum that have gone under review in the past. In addition to the questions listed below we also asked some general demographic questions to help us disaggregate the data.

### Teacher Survey

1. What grade level(s)/course(s) do you teach?
2. How often do you use technology?  
5 Pt Rating Scale --- Rarely if ever → It is an integral part of all we do
3. I am able to get through the social studies standards at my level in a school year.  
5 Pt Rating Scale --- Strongly Disagree → Strongly Agree
4. I am able to adapt activities to meet the needs of my students with the resources I have.  
5 Pt Rating Scale --- Strongly Disagree → Strongly Agree
5. I feel the Social Studies curriculum I am currently using is aligned to the proposed 2022 standards ([click here to preview the third draft](#)).  
5 Pt Rating Scale --- Strongly Disagree → Strongly Agree
6. The curriculum affords opportunities for for home to school connections.  
5 Pt Rating Scale --- Strongly Disagree → Strongly Agree
7. I have the technology to support my curriculum.  
5 Pt Rating Scale --- Strongly Disagree → Strongly Agree
8. How comfortable are you with providing instruction using the [2011 standards](#) at your grade/course level?  
5 Pt Rating Scale --- Strongly Disagree → Strongly Agree
9. How comfortable are you with providing instruction using the [2022 standards](#) at your grade/course level?  
5 Pt Rating Scale --- Strongly Disagree → Strongly Agree
10. What do you feel the strengths of the current Social Studies curriculum at your level? Please be sure to include all levels you teach in your response.
11. What do you feel are weaknesses of the current Social Studies curriculum at your level? Please be sure to include all levels you teach in your responses.
12. Do you feel supported by your administration when teaching the standards?  
5 Pt Rating Scale --- Strongly Disagree → Strongly Agree
13. Do you feel you have adequate resources to meet the needs of all students? If not, what resources are needed for you to meet the needs of all students? *Open ended question*
14. What professional development do you feel is needed to support Social Studies delivery at your level?  
*Open ended question*

### Student Survey

1. What school do you attend?
2. What grade are you in currently?
3. Generally speaking, I enjoy what I am learning in Social Studies. Rating Scale --- 1 (strongly disagree).....5 (strongly agree)
4. Do you think that what you learn in social studies helps you understand your community and the world

today? Rating Scale --- 1 (not at all).....5 (very much)

5. What could Social Studies teachers do to help you understand your community and the world today?  
(open-ended, optional)
6. Do you think social studies helps you understand your own history and heritage? Rating Scale --- 1 (not at all).....5 (very much)
7. What could Social Studies teachers do to help you understand your own history and heritage?  
(open-ended, optional, grades 4-12)
8. How do you best learn in social studies?
  - a. Worksheets
  - b. Partner/Group work
  - c. Computer/iPad
  - d. Review games
  - e. Discussion
  - f. Projects
  - g. Presentations
  - h. Quizzes and Tests
  - i. Writing Essays
9. What would make your social studies classes more enjoyable?
  - a. More group projects
  - b. More independent projects
  - c. More games
  - d. More field trips
  - e. More guest speakers
  - f. More choice of topics

### **Parent/Family Survey**

- What grades do you currently have students in?
- Please share which language is mainly spoken in your home.
- Rate your current satisfaction level with the following components of social studies instruction for your elementary, middle or high school student.
  - Curriculum resources
  - Information for parents/guardians
  - Amount of homework
  - Content of homework
  - Additional support for students outside of class.
- Please provide additional comments about the ratings above.
- Rate how comfortable you are helping your child with social studies at home.
- Please provide your opinion on the question below only if you have had a student graduate high school in the past four years.
- Please share with us why you chose your answer for the question above related to college and career readiness.
- What comments do you have for our curriculum review committee as we look at social studies curricular resources?



## Performance Data - Civics Test

How well do our students perform on the Civics test that was administered previously in 9th Grade? Below is the percentage of students who earned a passing grade (60% or higher) on the Civics test for each year, disaggregated by race, gender, EL and/or IEP status.

	American Indian	Asian/PI	Hispanic	Black	White	Multi-Racial	Male	Female	Is an EL student	Has an IEP
2019 - 2020	Cell Size Limitation for Public Display	Cell Size Limitation for Public Display	99.5%	Cell Size Limitation for Public Display	99.2%	Cell Size Limitation for Public Display	99.7%	99.9%	75%	99.4%
2020 - 2021	Cell Size Limitation for Public Display	Cell Size Limitation for Public Display	99.8%	100%	99.9%	100%	99.9%	99.9%	82%	99.6%



## Performance Data - Civics Test

How well do our students perform on the Civics test that was administered previously in 9th Grade? Below is the average score for each student group as well as how many students were included in that average for that group.

	American Ind.	Asian/PI	Hispanic	Black	White	Multi-Racial
2019 - 2020	Cell Size Limitation for Public Display	Cell Size Limitation for Public Display	82% (n=44)	Cell Size Limitation for Public Display	91% (n=110)	Cell Size Limitation for Public Display
2020 - 2021	Cell Size Limitation for Public Display	Cell Size Limitation for Public Display	88% (n=58)	91% (n=29)	94% (n=170)	91% (n=22)



# Performance Data - AP Courses

## AP Score Scale Table

### How are AP Tests Scored?

This table shows the recommendation that each AP score offers about how qualified you are to receive college credit and placement if you earn that score. It also shows the equivalent college course grade for each score.

AP Exam Score	Recommendation	College Course Grade Equivalent
5	Extremely well qualified	A+ or A
4	Very well qualified	A-, B+, or B
3	Qualified	B-, C+, or C
2	Possibly qualified	---
1	No recommendation	---



# Performance Data - AP Courses

## 2021 National AP Score Distributions

See how all AP students performed on the most recent exams. The score distribution table shows the percentages of 1s, 2s, 3s, 4s, and 5s for each AP subject in history and social science for 2021.

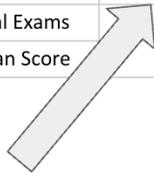
Exam	5	4	3	2	1
AP Comparative Government and Politics	16.6%	24.5%	30.7%	14.9%	13.3%
AP European History	10.6%	19.4%	24.7%	32.5%	12.9%
AP Human Geography	14.4%	19.7%	18.3%	15.1%	32.4%
AP Macroeconomics	18.0%	19.6%	13.7%	15.7%	32.9%
AP Microeconomics	18.5%	24.0%	16.6%	17.0%	23.9%
AP Psychology	14.1%	21.2%	18.0%	15.2%	31.5%
AP United States Government and Politics	12.0%	11.6%	26.9%	25.8%	23.8%
AP United States History	10.1%	15.9%	21.2%	21.6%	31.2%
AP World History	9.7%	18.5%	24.0%	28.9%	19.0%



## Performance Data - AP Courses

How well do our students perform on AP Courses over the last five years?

Subject	Score Level	2017	2018	2019	2020	2021
United States History	1	18	14	5	6	30
United States History	2	25	16	17	19	16
United States History	3	19	16	12	8	11
United States History	4	14	12	12	7	5
United States History	5	2	2	2	3	
United States History	Total Exams	78	60	48	43	62
United States History	Mean Score	2.45	2.53	2.77	2.58	1.85



**Number of students in this course who scored at that level in this given year. For example, 2 students in 2017 scored a 5 on the test.**



## Performance Data - AP Courses

How well do our students perform on AP Courses over the last five years?

Subject	Score Level	2017	2018	2019	2020	2021
World History: Modern	1	3		4	7	11
World History: Modern	2	12	8	17	29	28
World History: Modern	3	24	24	26	23	17
World History: Modern	4	16	14	17	18	6
World History: Modern	5	3	3	3	1	3
World History: Modern	Total Exams	58	49	67	78	65
World History: Modern	Mean Score	3.07	3.24	2.97	2.71	2.42



## Performance Data - AP Courses

How well do our students perform on AP Courses over the last five years? [UPDATE](#)

Subject	Score Level	2017	2018	2019	2020	2021
Macroeconomics	1	1				2
Macroeconomics	2	2		5	1	7
Macroeconomics	3	3		4	3	3
Macroeconomics	4	5		8	7	2
Macroeconomics	5	9		6	5	1
Macroeconomics	Total Exams	20		23	16	15
Macroeconomics	Mean Score	3.95		3.65	4	2.53



## Performance Data - AP Courses

How well do our students perform on AP Courses over the last five years?

Subject	Score Level	2017	2018	2019	2020	2021
Microeconomics	1	1			3	2
Microeconomics	2	3		3	1	4
Microeconomics	3	2		9	1	4
Microeconomics	4	7		6	5	5
Microeconomics	5	8		7	7	
Microeconomics	Total Exams	21		25	17	15
Microeconomics	Mean Score	3.86		3.68	3.71	2.8



## Performance Data - AP Courses

How well do our students perform on AP Courses over the last five years?

Subject	Score Level	2017	2018	2019	2020	2021
Psychology	1	6	12	9	4	17
Psychology	2	5	14	7	8	9
Psychology	3	11	15	17	18	15
Psychology	4	25	10	30	15	7
Psychology	5	32	4	17	4	3
Psychology	Total Exams	79	55	80	49	51
Psychology	Mean Score	3.91	2.64	3.49	3.14	2.41



## Performance Data - AP Courses

How well do our students perform on AP Courses over the last five years ↻ UPDATE

Subject	Score Level	2017	2018	2019	2020	2021
United States Government and Politics	1					
United States Government and Politics	2	1		1		
United States Government and Politics	3		1		1	
United States Government and Politics	4					
United States Government and Politics	5		1			
United States Government and Politics	Total Exams	1	2	1	1	
United States Government and Politics	Mean Score	2	4	2	3	



## Participation Data - Gender

### Gender by Course 2020

Row Labels	F	M
Adv US History 053_0235	52.38%	47.62%
Adv World HB 053_0213	50.00%	50.00%
AP Econ Macro 053_0284	19.23%	80.77%
AP Econ Micro 053_0283	18.75%	81.25%
AP Psychology 053_0229	62.71%	37.29%
AP US History 053_0237	51.52%	48.48%
AP World Hist 053_0209	49.35%	50.65%
PreAP Geo/Gov 053_0295	53.85%	46.15%

Row Labels	F	M
Economics 053_0220	54.66%	45.34%
Geography 9 053_0290	50.73%	49.27%
Government 053_0292	49.48%	50.52%
LifeSkills Social 053_0215	20.00%	80.00%
Political Sci 053_0223	41.38%	58.62%
Psychology 053_0227	47.37%	52.63%
Sociology 053_0222	56.14%	43.86%
US History 053_0233	38.52%	61.48%
World History 053_0211	44.12%	55.88%



## Participation Data - Gender

### Gender by Course 2021

Row Labels	F	M
Adv US History 0235	57.95%	42.05%
Adv World HB 0213	59.79%	40.21%
AP Econ Macro 0284	23.08%	76.92%
AP Econ Micro	25.00%	75.00%
AP Human Geography 0287	47.30%	52.70%
AP Psychology 0229	62.00%	38.00%
AP US History 0237	40.38%	59.62%
AP World Hist 0209	51.72%	48.28%

Row Labels	F	M
Economics 0220	45.78%	54.22%
Geography 9 0290	45.15%	54.85%
LifeSkills Social 0215	16.67%	83.33%
Political Sci 0223	33.33%	66.67%
Psychology 0227	49.69%	50.31%
Sociology 0222	48.15%	51.85%
US History 0233	47.90%	52.10%
World History 0211	45.45%	54.55%



## Social Studies

	Fall 2021	Fall 2022	Difference
AP Human Geo	34.7%	48%	+13.3%
Adv. World History	28.3%	48%	+19.7%
AP World History	13.2%	30.4%	+17.2%
Adv. US History	46.2%	37.4%	-8.9%
AP US History	13.2%	30.4%	+17.2%
AP Econ Macro	26.7%	28.7%	+2%
AP Econ Micro	26.7%	25.2%	-1.5%
AP Psychology	22.2%	39.6%	+17.4%