



Herricks Public Schools Tri-State Consortium

Social Studies
April 27-29, 2022
District Overview

Board of Education

Henry Zanetti, President

Nancy Feinstein, Vice-President

Juleigh Chin, Trustee

James Gounaris, Trustee

Brian Hassan, Trustee



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Administration

Central Office

Dr. Fino Celano, Superintendent

K. Elizabeth Guercin, Assistant
Superintendent for Curriculum &
Instruction

Dina Maggiacomo, Assistant
Superintendent for Human Resources

Lisa Rutkoske, Assistant
Superintendent for Business



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Administration

Elementary Schools:

Center Street

Brennen Bierwiler, Principal

Denton Avenue

Dominick Tolipano, Principal

Beth Rosenman, Assistant Principal

Searingtown

Diana DeGiorgio, Principal

Herricks Middle School

Brian McConaghy, Principal

Gina Horton, Assistant Principal

Matt Hubbard, Assistant Principal

Herricks High School

Joan Keegan, Principal

Andrew Frisone, Assistant Principal

Bryan Hodge, Assistant Principal

Shelter Rock Academy

Allison Barshak, Director



Tri-State Steering Committee - Social Studies

Tony Cillis, Director of Social Studies K-12

Dominick Tolipano, Principal (D)

Alison Brita, Grade 5 (S)

Denise Bucher, Grade 7 (MS)

Jennifer Cleary, Grade 6 (MS)

Natina DiOrio, Grade 3 (D)

Tammy Eng, Grade 8 (MS)

Patricia Fruda, Grade 5 (S)

Pascale Gabriel, HS

Janine Gentile, Grade 5 (CS)

Donna Ilardo, Grade 5 (D)

John McManus, HS

Sarah Schubert, HS

Jill Veltre, Grade K, (CS)



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Mission Statement

The Herricks School District, a Community of Learners, through its educational programs, promotes intellectual curiosity and creative expression, values diversity, and measures success by one's personal development and contributions to society.



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About Herricks

- Herricks is located 20 miles east of Manhattan.
- The school district comprises parts of the villages of Albertson, Manhasset Hills, New Hyde Park, Roslyn, Roslyn Heights and Williston Park.
- There is no town of Herricks and thus, the schools are the heart of the community.



The Wide Cultural Diversity of Herricks

Forty-six languages other than English are spoken by Herricks students, and they represent 50 separate countries of origin from around the world. Diversity is our strength and Herricks students are truly global citizens.



Herricks at a Glance

- 2021-22 total enrollment: 4,174
- 7 District buildings:
 - 3 elementary schools (K-5), 1 middle school (6-8), 1 high school (9-12)
 - Shelter Rock Academy alternative school program*
 - Community Center building
- Numerous athletic fields and playgrounds
- Full-service cafeteria in each school; district-operated bus transportation
- Numerous summer programs for students at all levels
- Among the highest student achievement levels of any district on Long Island, NYS, and the nation
- One of the lowest per-pupil expenditure levels among our high-achieving comparator districts



***Shelter Rock Academy Philosophy**

The Shelter Rock Academy is an alternative high school & middle school program within the Herricks School District. It is an environment dedicated to developing individual and community commitment and responsibility. At its core, we value the pursuit of knowledge and utilize a teaching process that emphasizes cooperation and peer learning in an effort to foster respect for self and differing opinions. This program is designed to provide a smaller classroom environment that fosters the social, emotional, and academic growth of each student. The goal is to meet the needs of individual students and have them experience success.



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Herricks Points of Pride

- 99% graduation rate
- 97% of students enrolled in postsecondary education
- 88% of students earned Regents Diploma with Advanced Designation
- 9 students named as finalists in the 2022 National Merit Scholarship Competition
- 361 AP Scholars
- Ranked by U.S. News and World Report's National Ranking in the top 2% of High Schools in the U.S.
- Ranked #7 on Niche.com's Best School Districts in N.Y. State
- Providing opportunities and experiences for all students to reach their highest potential and best prepare them for their post-secondary experiences, including college and careers



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Honors Programs

In addition to its Advanced Placement program, Herricks offers 25 honors courses. Enrollment in these courses is also highly selective. Students must meet admission criteria of a B+ average or better in the discipline plus a teacher recommendation. The average class size is 25.

Algebra Honors

Algebra 2 Honors

Chamber Choir

Chamber Orchestra

Chemistry Honors

English Scholars Program 9,10,11,12

French 4 Honors

Geometry Honors

Independent Research in Social Studies I,
II, III, IV ***Open Enrollment**

Italian 4 Honors

Living Environment Honors

Model United Nations / International Studies
1,2,3 *** Open Enrollment**

Precalculus Honors

Science Research: Senior Independent
Research

Spanish 4 Honors

Wind Ensemble



Honors Social Studies Research

This program is designed for students who wish to pursue independent research in social studies. Students in this course will collaborate with graduate students from New York University's School of Global Affairs on international issues. They will be partnered with mentors to guide them through their research. The students will make scholarly presentations of their work to professors at the university.



National History Day

The National History Day Program engages students in the process of discovery and interpretation of historical topics for a full year. Students produce dramatic performances, imaginative exhibits, multimedia documentaries and research papers based on research related to an annual theme. These projects are evaluated at local, state and national competitions. The National History Day Program culminates in a national contest every June. Herricks students have advanced to compete at state and national levels.



Portrait of the Graduate

The 6Cs:

- Collaboration
- Communication
- Critical Thinking
- Creative Innovation
- Compassion
- Confidence



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Essential Questions:

- 1. To what extent does the Herricks K-12 Social Studies curriculum reflect the department's goals/philosophy?*
- 2. To what extent and in what ways is the K-12 Social Studies curriculum aligned vertically and horizontally in Herricks?*
- 3. To what extent does our social studies program support the needs and celebrate the cultural diversity of all Herricks' students?*



Indicator #4 Curriculum and Instruction

Teachers and administrators collaborate to develop an articulated and aligned curriculum

11-hours of District Professional Development Hours: The district provides 11 hours of after-school targeted professional development and learning to every teacher and teaching assistant.

Summer Curriculum Workshops: The district professional staff is invited to propose curriculum development workshops each year. These workshops focus on specific areas of curriculum development and are generally scheduled during the summer vacation period. Funding is provided in the operational budget and the subjects of these workshops are related to areas of curriculum concern based on local and national learning standards, and the specific needs of the district.

Ex. COMPUTER SCIENCE AND DIGITAL FLUENCY LEARNING STANDARDS

CURRICULUM-The purpose of this curriculum writing workshop is to address the recent adoption of the computer science and digital fluency learning standards. As a district, we want to ensure that we are in compliance with such standards and provide the tools to successfully implement them. The purpose is not only to focus on the aforementioned technology-related standards, but how it is being used and addressed in other teaching areas as well.



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About



Computer Science and Digital Fluency Learning Standards

The NYS K12 Computer Science and Digital Fluency Learning Standards were adopted by the Board of Regents in December 2020.



The new standards focus on 5 key concepts:

1. **Impacts of Computing**
2. **Computational Thinking**
3. **Networks and Systems Design**
4. **Cybersecurity**
5. **Digital Literacy**

Indicator #4 Curriculum and Instruction

Teachers and administrators collaborate to develop an articulated and aligned curriculum

- Vertical/Horizontal alignment
 - K-5 facilitators that focus on one content area
 - Cross building meetings/conversations
 - Vertical teams in some disciplines
 - Curriculum scope and sequence developed
- Language Immersion program
 - Spanish teacher paired with English speaking teachers
- Comprehensive Curriculum Review Process to examine each department (such as Math) and/or program (such as Shelter Rock Academy)

*For a list of all curriculum reviews please visit [Presentations](#) on the Curriculum & Instruction webpage



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Social Studies Goals

The goals of the Social Studies Department are to develop a student body which thinks critically and which:

- raises vital questions and problems, formulating them clearly and precisely;
- gathers and assesses relevant information, using abstract ideas to interpret effectively;
- comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards;
- thinks open-mindedly and critically within alternative systems of thought, recognizing and assessing, as need be, their assumptions, implications, and practical consequences; and communicates effectively with others in creating solutions to complex problems.



HERRICKS SECONDARY SOCIAL STUDIES



GRADE 9	GRADE 10	GRADE 11	GRADE 12	ELECTIVES
1 Credit	1 Credit	1 Credit	$\frac{1}{2}$ Credit in Economics $\frac{1}{2}$ Credit in Participation in Government	Independent Research in Social Studies I A, A, ** Independent Research in Social Studies II A, A, ** Independent Research in Social Studies III A, A, ** Independent Research in Social Studies IV A, A, ** Psychology A, A, * Model United Nations/ International Studies 1 A, A, A Model United Nations/ International Studies 2 A, A, A Model United Nations/ International Studies 3 A, A, A Model United Nations/ International Studies 4 A, A, A History through Film A, A, A Philosophy I A, A, A Program Excel*** Psychology AP* World History Workshop** Human Geography AP* Philosophy II* News Literacy A, A, A Racial Literacy in Society A, A, A Racial Literacy in Society II A, A, A Racial Literacy in Society III A, A, A
World History 9	Global History & Geography 10	U.S. History & Government 11	The following fulfills the Participation in Government requirement:	
OR	OR	OR	Criminal Justice Man's Inhumanity Sociology U.S. Gov't. & Politics AP*	
Global Studies 9(IG) ¹	World History 10	American History 11	AND	
	OR	OR	The following fulfills the Economics requirement:	
	Global Studies 10(IG) ¹	U.S. History 11(IG) ¹	Economics AP Macroeconomics** AP Economics*	
			OR	
			The following fulfills both the Participation in Gov't. and Economics requirement:	
			Participation in Gov't. & Economics*	
			OR	
			Gov't. & Economics ¹	If Government and Economics requirements have been met, the following may be taken as electives:
				Criminal Justice A, A, A Man's Inhumanity A, A, A Sociology A, A, A

¹ CSE Recommendation

***Teacher Recommendation

*Full Year Course

**Full Year Course/
meets every other day

A, A, Pass/Fail

Option Available

Indicator #5 Professional Learning

- The district's professional learning plan is based on current student and teacher needs linked to district goals. Professional learning is embedded, collaborative and reflective. For the full PD and Learning Plan see [LINK](#)

Instructional Tech PD Elementary



Main Focus for Elementary PD:

Transforming the way we give information
and how students interact with it.

Chromebook Initiative

- Created and provided an elementary-friendly usage guide
- Model accessibility features so ALL learners can access new information

Grade Level Meetings

- Introduce programs such as Nearpod and First in Math
- Showcase best practices in technology
- Tailored and targeted to what each grade level needs

New Teacher Support

- ClassLink
- ThinkCentral
- My Learning Plan
- Google Suite
- Go Guardian

Instructional Tech PD Secondary



Team Meetings at Middle School

- Small groups of teachers for more specific support
- Organized by grade and subject for teachers to get support customized to their needs
- Teachers are able to test new technology with live help

Department Meetings at High School

- Opportunity to push information out to teachers
- Provides ideas for technology usage in daily practice
- Review new programs, best practices, and effective strategies with the chromebooks

Workshop Appointments

- Work with teachers in small groups or one on one
- Provide teachers with place to ask questions and troubleshoot
- Allows them to familiarize themselves with technology tools for the classroom



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Indicator #5 Professional Learning

- **District Professional Development Hours:** The district provides 11 hours of after-school targeted professional development and learning to every teacher and teaching assistant. These professional development opportunities are developed by the administrators and the Assistant Superintendent for Instruction. Among the areas of focus are:
 - Implementation of programs and resources such as Teachers College Reading and Writing Project for K-12 teachers
 - Instructional approaches and strategies including supporting ELLs, developing K-5 math assessments, cultural sensitivity and responsiveness, and technology integration
 - Compliance, health and safety
 - Social emotional learning and mindfulness practices



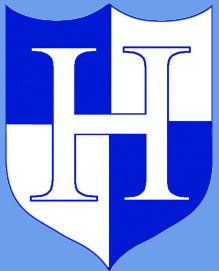
Indicator #5 Professional Learning

- **District-led Faculty and Department Meetings for CTLE hours:** Every teacher and teaching assistant participates in monthly district-led faculty and/or department meetings. The meetings, besides the dissemination of information, provide professional development, insight into important district initiatives, enhance building or department goals, teaching, and learning and build collegiality. Among the varied topics, the meeting agendas may highlight best practices, including the examination of student work, interventions and resources, and data analysis.
- **Self-Design Professional Development Hours:** Every teacher in the district engages in 8 hours of professional development that the teacher, in conjunction with his/her department chair and/or principal, designs to support a particular area of study of importance to the teacher.



Indicator #6

Equitable Support for Student Needs



Indicator #6 Equitable Support for Student Needs

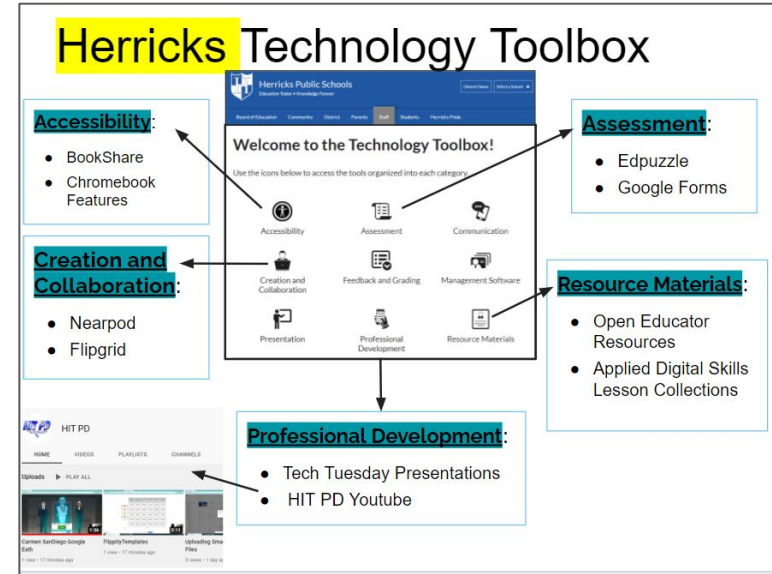
Processes and practices are in place that identify and address students' academic and non-academic needs.

- Continuum of services for students with disabilities, include
 - Integrated co-teach model
 - Resource room
- ENL co-teach
- Multi-tiered System of Supports (MTSS)
- Step It Up before school AIS program for grades 3-6
- Gemini gifted program for Grades 4-7 and Enrichment for All Grades K-8
- Elementary Standards Based Report Card
- Clubs



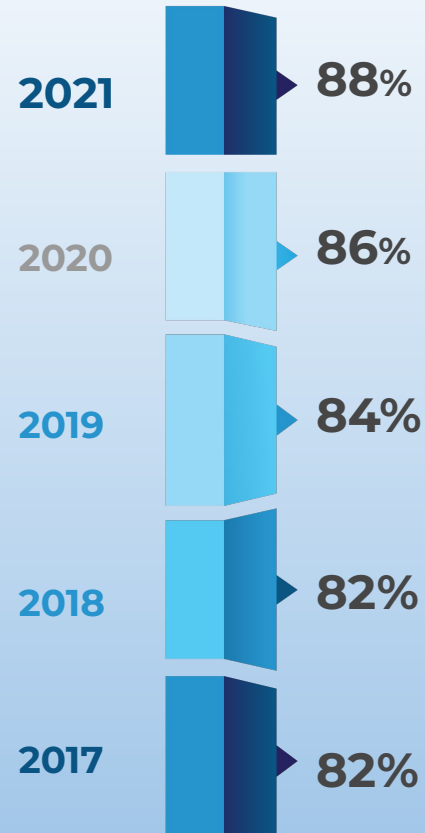
Indicator #6 Equitable Support for Student Needs

Processes and practices are in place that identify and address students' academic and non-academic needs.



Longitudinal Regents Data

% Regents Diploma
with Advanced
Designation



Longitudinal AP Data (as of 8/25/2021)

	2017	2018	2019	2020	2021
Total AP Students	730	750	759	781	766
Total Exams	1812	1892	1882	2057	2093
AP Students with Scores 3+	522	586	585	677	591
% AP Students with Scores 3+	71.5	78.0	77.1	86.8	77.2
% All HHS Graduates w/Scores 3+ (at some point)	67.7	63.2	72.7	76.3	86.8
Scholars (Total)	267	293	327	349	361
Scholars	122	134	126	134	171
Scholars with Honors	42	49	52	64	51
Scholars with Distinction	108	110	118	151	139
National Scholar	28	36	31	33	N/A No longer provided by CB

2021 AP Summary

- 766 enrolled in AP courses at HHS
- 2093 AP exams were administered in 2021
- 77% of students received a score of 3 or higher
- 28% received a score of 3
- 23% received a score of 4
- 16% received a score of 5



Advanced Placement Program

In the Class of 2021, 77% of the students took 1 or more AP courses. In the Class of 2020, 69% of the students took 1 or more AP courses. In the Class of 2019, 79% of students took 1 or more AP courses.

AP Course	# Enrolled 2019	% 3+	# Enrolled 2020	% 3+	# Enrolled 2021	% 3+	# Digital Exams Taken 2021
Biology	66	97%	83	94%	96	90%	11
Calculus AB	106	59%	84	82%	103	41%	4
Calculus BC	53	98%	55	96%	64	92%	0
Chemistry	27	96%	34	97%	52	75%	4
Chinese	23	87%	18	89%	31	71%	0
Comp Sci A	41	95%	56	96%	50	90%	7
CS Principles	56	96%	38	89%	42	88%	19
Eng Lang	200	73%	240	81%	210	82%	39
Eng Lit	65	63%	65	78%	67	69%	18
Env Science	33	58%	34	68%	39	39%	10
French	10	70%	14	79%	16	69%	0
Human Geo	34	94%	53	91%	35	83%	18
Italian	4	100%	5	60%	7	71%	0
Macroeconomic	148	44%	164	63%	133	38%	41
Microeconomics	28	64%	41	66%	55	51%	16

AP Course	# Enrolled 2019	% 3+	# Enrolled 2020	% 3+	# Enrolled 2021	% 3+	# Digital Exams Taken 2021
Music Theory	4	100%	0	NA	8	100%	0
Physics 1	136	54%	178	66%	149	38%	3
Physics 2	10	100%	29	77%	20	55%	1
Physics C: E/M	15	93%	21	62%	24	58%	0
Physics C: M	33	94%	37	84%	35	80%	0
Psychology	202	78%	121	81%	218	70%	60
Spanish	54	94%	80	94%	70	87%	0
Statistics	24	75%	71	89%	56	80%	9
Art: Drawing	8	100%	1	100%	1	100%	0
Studio Art: 2D	8	100%	27	96%	26	85%	0
U.S. Gov't/Pol.	27	85%	29	76%	44	66%	17
U.S. History	215	66%	247	74%	248	55%	56
World History	251	66%	231	72%	198	71%	32
Total Enrollment	1,882		2,058	2,097			365/2097 Exams 17%

Indicator #7 Shared Vision/Environment for Change

- Shared vision and goals focused on student performance have been developed with the staff and community, are well articulated, clearly communicated, consistently pursued throughout the district and school community, and include student voice.
 - Portrait of the Graduate
 - Superintendent's District Goals [presentation](#)
- Council of PTAs
- Site-Based and Shared Decision Making [Plan](#)
 - Includes building level decision making
 - Parent involvement in Federal/State Grant applications
- Curriculum Council



Indicator #8 Parent and Community Support

The district actively involves parents and community constituent groups in ongoing two-way communication to advance student learning.

- Infinite Campus/Parent Portal
- Building Newsletters, for example, Herricks HS [This is Us!](#)
- MS and HS regularly scheduled open hour with the Principal
- Council and Building PTAs, SEPTA, and Parent Groups, such as the Herricks Muslim Families
- Booster Clubs
- Committee involvement including Interview, Report Card, and Portrait of the Graduate

