STUDENT ASSESSMENT IN SCARSDALE SCHOOLS

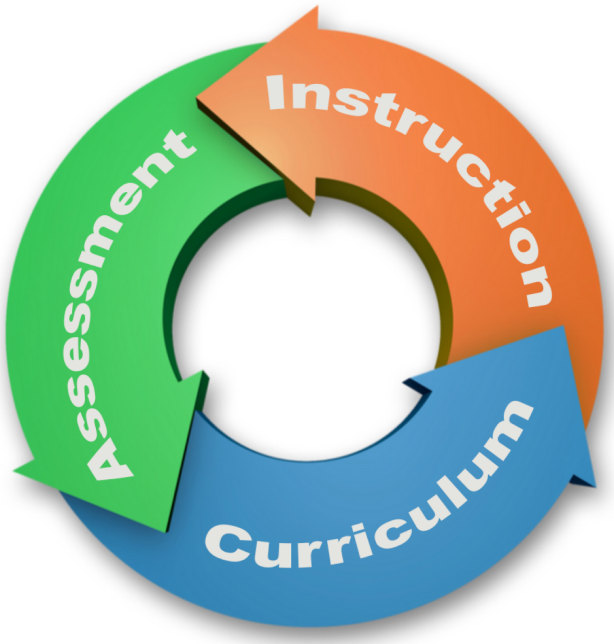
Scarsdale embraces the importance of student **assessment**. It is one of the three, integral facets of the teaching and learning cycle along with **curriculum** and **instruction**.

In terms of an organizing structure, the **curriculum** is written based on learning standards and desired student outcomes. It is the "what" we want students to learn. The teacher then delivers customized instruction to help students master the desired learning outcomes. This is "how" students learn content and develop deep, enduring understanding. Finally, the teacher assesses students to determine whether we were successful. While there are implications for individual students, the real purpose is to inform the teacher. If learning results are less than expected, the teacher uses the assessment data to adjust instruction to elicit more favorable results. Similarly, the assessment data may reveal a misalignment in the curriculum that needs revision. The three elements of curriculum, instruction, and assessment, then, work together to create an iterative learning cycle.

Curriculum: What do we want students to know and be able to do?

Instruction: How do we teach the curriculum?

Assessment: How do we measure student learning?



PART I:

Assessment Defined

This report contains information about two aspects of student assessment in the Scarsdale Schools: (1) Scarsdale's approach to student assessment, and (2) various assessment results.

Student assessment in the Scarsdale Schools includes both formal and informal classroom assessments and standardized testing. It is common for people to use "standardized testing" synonymously with "student assessment"; however, these are really not the same thing and do not serve the same purpose. Standardized testing is a snapshot in time of students performance on a given measure. Student assessment is much broader, encompassing a variety of ways to determine how students are progressing along a trajectory of learning over time.

In Scarsdale, student assessment includes authentically evaluating students' abilities, relative strengths and weaknesses, and their ability to apply knowledge to "the real world." It is an ongoing, iterative process in every classroom and critical to effective teaching and learning.

Standardized tests, on the other hand, provide summative and somewhat limited information that represent a single point in time. Although we don't place a lot of value on this for gauging individual student achievement, we recognize that it is important to view results over time and to include this, along with other performance indicators, in evaluating student, program, school, and District performance. Trend data particularly helps to inform our work as we engage in goal-setting and instructional decision-making for the future.

Scarsdale Assessments

Scarsdale teachers evaluate student progress both informally and formally, providing an array of qualitative and quantitative feedback to students and parents.

Purposes of Assessments

Assessment **[OF]** Learning: A summative measure of what a student has learned after instruction has ended, such as: unit test, mid-year exam, final exam.

Assessment **[AS]** Learning: An assessment is the learning activity, such as the 5th grade Capstone project, an activity or project designed to also be a measure of learning. These are also known as performance assessments and typically include a scoring rubric.

Assessment **[FOR]** Learning: A formative measure of what the student already knows and does not know so the teacher may plan future instruction accordingly. Some examples include a pretest on multiplying fractions and the STAR Reading and Math Assessments used as a universal screeners in Kindergarten through 5th grades to identify struggling learners.

Assessment **[FOR]** access: Our students take entrance exams that may impact their access to Universities and Colleges.

Types of Assessments

Teacher Informal Assessment

Our teachers evaluate students informally on a daily basis, observing their responses to questions, noting classroom contributions and interactions with other peers, evaluating the complexity of discourse, and identifying gaps in knowledge or understanding. The teacher uses these informal observations such as Observations, Questioning, Discussion, Exit/Admit Slips, Learning/Response Logs, Graphic Organizers, Peer/Self Assessments, Practice Presentations, Visual Representations, and Kinesthetic Assessments. These tools are used to answer questions such as: “Are the students learning specific skills?,” and “Have the students understood the concept I was trying to teach?” If the answer is “no,” the teacher looks for another way to illuminate the skill or concept, either for the whole class, identified groups, or individual students. If the answer is “yes,” then the teacher moves on to new material, content, and ideas.

Teacher Formal Assessment (Non-Standardized)

Teachers augment informal student assessments with more formal measures. This affirms and deepens the teachers’ understanding of their students’ skills and knowledge both individually and collectively.

Teachers use many types of formal assessment, including quizzes, exams, papers, essay questions, projects, math problems, science labs, and art or performance pieces, to name a few. Although formal assessments often mean a single measure, this is not always the case. An alternative type of assessment evaluates students using a variety of indicators and sources of evidence over time, for example:

- **Performance Assessment** is a teacher’s evaluation of the process students use to solve a problem or complete a project demonstrating their knowledge and skills, as well as the evaluation of the product they create.
- **Portfolio Assessment** involves teacher evaluation of a collection of samples of an individual student’s work showing progress over time.

Standardized Tests

A standardized test is one that is designed in such a way that the questions, conditions for administering, scoring procedures, and interpretations are consistent, and they are administered and scored in a predetermined, standard manner. When statistically valid and reliable, these allow students in Scarsdale to be compared with students regionally, statewide, and nationally. There are two types of standardized tests:

- Norm-referenced Tests (e.g., SATs): these provide a score that compares a student’s performance to that of students in a sample of peers. The goal is to rank students as being better or worse than other students based on the notion that this is a bell-shaped curve distribution of ability among students.

- Criterion-referenced Tests (e.g. NYS Regents exams): these provide a score that compares a student's performance to specific standards, or formal definitions of content, regardless of the scores of other examinees. These may also be described as standards-based assessments. Criterion-referenced score interpretations are concerned solely with whether or not this particular student's answer is correct. Under criterion-referenced systems, it is possible for all students to pass the test, or for all students to fail the test.
- The current state tests for New York students in grades three through eight create a hybrid of these types causing major concerns about the accuracy and value of this data.

Most of the standardized tests we administer to our students in Scarsdale are required by state mandate. These tests serve a variety of compliance and regulatory purposes. Even so, we understand that they may provide some informative data for our use:

- For teachers, parents, and students: this data can provide insight on students' progress with basic skills and mastery or recall of subject area content.
- For teachers: this may help to identify students in need of additional support or who have some specific skill deficiencies.
- For administrators and teachers: collective student performance can provide insight on appropriate curriculum and instruction resources, sequencing of instructional units, and appropriate scaffolding and other supports that may be needed.
- For the broad school community: this data may demonstrate how Scarsdale students perform relative to students in the region, state, and nation.

Limits of Standardized Tests

Caution must be used when interpreting standardized test scores. They should not be the sole evaluation of student achievement or an educational program because these tests are concerned only with certain basic skills and abilities and are not intended to measure total achievement for each subject and grade.

According to W. J. Popham (1999), uncritical use of standardized test scores to evaluate teacher and school performance is inappropriate because the students' scores are influenced by three things: what students learn in school, what students learn outside of school, and the students' innate intelligence. The school only has control over one of these three factors.

Value-added modeling (which is what our state tests purport to measure "teacher effectiveness") has been proposed to cope with this criticism by statistically controlling for innate ability and out-of-school contextual factors. In a value-added system of interpreting test scores, analysts estimate an expected score for each student, based on factors such as the student's own previous test scores, primary language, or socioeconomic status. The difference between the student's expected score and actual score is presumed to be due primarily to the

teacher's efforts. This results in student scores that have been mathematically altered through various algorithms further diluting individual and collective student scores.

Moreover, Education theorist, Bill Ayers (1993), has commented on the limitations of the standardized test saying, "Standardized tests can't measure initiative, creativity, imagination, conceptual thinking, curiosity, effort, irony, judgment, commitment, nuance, good will, ethical reflection, or a host of other valuable dispositions and attributes. What they can measure and count are isolated skills, specific facts and function, content knowledge, the least interesting and least significant aspects of learning."

Not only are these efforts often misplaced, but, “The overemphasis on standardized testing has caused considerable collateral damage in too many schools, including narrowing the curriculum, teaching to the test, reducing love of learning, pushing students out of school, driving excellent teachers out of the profession, and undermining school climate.” (Board of Education, 2013.)

Therefore, as a district, we believe that the best assessment of a student’s achievement is still classroom performance as judged by a teacher who sees the student’s work in a variety of situations over the course of a school year.

Part 2:

Scarsdale's Approach to Student Assessment

1. What are our goals?

We are a District where virtually every graduate goes to college, so we aim to provide an exceptional academic preparation. A handful of our graduates go directly to career training or careers, sometimes in workshop settings.

To succeed and to lead after they leave us, our graduates should also possess certain related skills and abilities. Among the most important are initiative, perseverance, resourcefulness, inventiveness, and an ability to work with others.

We also believe it's important for our graduates to realize their potential in a full range of human endeavors, to become fulfilled, contributing human beings who learn throughout their lives.

2. How do we know if we're successful?

First, we look at end results both in terms of college acceptances and on graduates' reports on their successes after they leave Scarsdale.

College acceptance results have always been excellent and have grown even stronger over the last two decades.

In 2018, 99% of graduates are attending college, 98% to 4 year colleges. 63% of graduates were accepted at colleges and universities ranked "most competitive" in the U.S. These statistics compare with 61% in 2010, and 57% in 2005.

We do not know of another comprehensive, non-selective, public school district whose students achieve stronger results.

Graduates are overwhelmingly positive about the quality of the academic preparation they received in Scarsdale.
In the most recent graduate survey conducted in 2018 by Futuristics Research, Inc., which surveyed the Classes of 2009, 2013 and 2017, 99.4 % of graduates reported that they either felt better prepared (68.4%) or as prepared (31.0%) as other students at that college while 0.6% felt not as well prepared.

Graduates also provided positive feedback about their readiness in non-cognitive areas.
The clear majority of respondents felt that they were able to pursue their passions in extracurricular activities (89.6%) The largest percentage of respondents felt that participation in extracurricular activities at SHS was impactful in the development of the areas of perseverance through challenges (46.4%), managing time (44.0%), pursuing passions (42.5%), and collaborating with others (42.4%).

You cannot have strong graduate outcomes without a strong K-12 system. Decades-worth of data illustrate that the system produces strong results.

SAT and AP Exams

Our students take Advanced Placement and SAT examinations in grades 11 and 12. Historically, Scarsdale's SAT results have been in the top 1% of the top 1% nationally. AP participation rates are not as high as in some comparable districts because Scarsdale does not have open enrollment in its college level high school courses. For the most part, these tests don't give us results that help us understand teaching and learning, but they do provide us an independent external benchmark, so we can understand how our students fare in relation to others. (See appendix p. 18 - 21)

In 2017-18, the most meaningful SAT and AP results were as follows:

- Scarsdale's Mean Combined SAT Score Results continue to be the highest among comparable districts in our region.
- The percent of students receiving scores of 3,4,5 on AP Exams is 93%, which has been consistent. (see appendix p. 21)

In 2017-18, the most meaningful ACT results were as follows:

	English	Math	Reading	Science	Composite
Scarsdale mean	31.2	29.1	30	28.6	29.9
NYS mean	24.2	24.2	24.9	24.2	24.5

Scarsdale Common Assessments

In addition to the assessments individual teachers develop for use in their classes, we have systematically developed "common" assessments of student growth in each grade/department/subject (See appendix p. 3, 4, & 6). In general, we are less interested in the numerical results of these measures than in the textured information they give us. It's how we understand what students are learning (or not) and how to improve curriculum and teaching.

In 2017-18, the five most important conclusions from these measures were:

- Students are strengthening their skills to collaborate to solve complex problems;
- Students are more apt to persevere when student choice is embedded in performance based assessments;
- Students benefit when teachers are able to monitor student progress closely and modify instruction immediately as needed;
- Students fosters deeper learning with timely feedback from assessments; and
- Students consistently demonstrate that the alignment of instruction to assessment is essential in measuring what is actually taught.

Again, the main value of these measures is that they help us to understand what our students are learning and how can continue to improve curriculum and teaching.

We also use some third party publishers' assessments, when they are appropriate and superior to measures we could produce on our own (e.g. STAR Assessment System, Lexia, and Fountas & Pinnell Benchmark Assessment System).

International Comparisons: Global Learning Alliance

The Global Learning Alliance (GLA) was co-founded in 2012 by the Scarsdale Public Schools, Teachers College at Columbia University, and Hwa Chong Institution (HCI) in Singapore .

Before that, in 2009, the Scarsdale Public Schools entered a partnership with a research team at Teachers College (TC) to explore what "world class" learning actually is. Prior to this endeavor, we could only speculate from our own anecdotal experience what the highest caliber student work in the world looks like, and how schools and teachers enable their students to produce it. To investigate this question in a systematic way, our research team identified core capacities that are important for students to acquire to be prepared for the challenges of the 21st century, and developed a research framework based on these capacities. Our interest in identifying global, exemplar student work led our TC research partners to arrange site visits to international schools that are acknowledged leaders in their countries, including Hwa Chong Institution.

The first GLA Summit hosted in Singapore in 2012 by HCI, brought together representatives from those schools and associated universities to consider the information/\ and findings gathered by the TCt researchers, and to gauge the level of interest in continuing our association beyond that meeting. The Summit was a great success, with much information shared by the participants, and there was indeed an outpouring of interest to support a second GLA Summit, which took place in Scarsdale in 2014. At this event participants provided an update of their work in fostering students' core capacities.

They also discussed developing a pilot assessment of students' ability to solve non-standard, complex, global problems in collaborative groups. The first such problem selected was "The Global Warming Challenge: Keeping global warming below 2°C." A review of the resulting global project was a highlight of the third GLA Summit in August, 2016, and is reflective of its theme: Educating Students for a Global Tomorrow. An overview, background, and list of participants in the GLA can be found in the Appendix pages 25-28.

This summer, Scarsdale took part in the fourth GLA Summit in Helsinki, Finland. This Summit had two primary features. The first was to discuss the outcomes of the collaborative, cross cultural project-based learning research study on Wellness and Human Well-Being. A group of Scarsdale students partnered with students from Singapore and Finland to present research studies on student wellness with proposed recommendations. The second was to explore educational policies and practices from around the world with a close-up view of the Finnish school system. Finnish educational researcher Pasi Sahlberg was an inspiring keynote speaker. His talk was followed by presentations by Finnish educators on teacher training and best practices, tours of Finnish classrooms, a visit to the innovative project-based learning center Me and My City, and seminars facilitated by a panel of international educators.

The 2020 GLA is in the planning phase.

Standardized Tests

We give standardized state assessments at each grade, 3-8, and in Regents courses at the High School. Testing results do not inform instruction as teachers get a score from the spring tests in the beginning of the next school year, too late to make any instructional changes. By then, students have moved on to new teachers.

Furthermore, the New York State assessments do not provide valuable information to allow districts to analyze trend lines because the state has changed the tests every few years. In fact, the 3-8 state tests were revised in 2010, 2013, and again in 2018.

A disclaimer on the NYS Education at a Glance Data Site data.nysed.gov reads, "Due to the State's new two-session test design and performance standards, the 2018 Grades 3-8 ELA and math results cannot be compared with prior-year results."

Prior to the early 2000's, Scarsdale administered other standardized tests (Educational Records Bureau [ERB]) that were more useful for evaluating what individual students knew and could do, that provided superior information for possible adaptations in curriculum and teaching, and that enabled the District to compare performance with performance in a universe of high-performing public schools and with selective independent schools. We discontinued use of these tests due to the number and intrusiveness of the state exams.

In 2017-18, an analysis of state test results led to the following main conclusions:

- Overall, school-to-school differences in elementary students' scores were not significant
- As in past years, Middle School scores inconsistently predicted student High School performance on Regents examinations, which continued to be strong
- Overall, test scores were among the strongest in New York State and in the same range as those in a selected group of comparable districts

The most important information is that which is gathered by teachers daily in the classroom, and how that information is used to drive instruction. Testing results do not inform instruction as teachers get a score from the spring tests in the beginning of the next school year, too late to make any instructional changes. By then, students have moved on to new teachers.

Non-Cognitive Areas

Finally, we use a number of measures to evaluate student achievement and/or growth in important non-cognitive areas. Of necessity, these are often proxy, as distinct from direct, measures. Data for the Class of 2017-2018:

- Percentage of total student enrollment involved in extracurricular activities other than athletics: approximately 75%

- Percent participation in athletics: Fall (526/1515 [34.7%]); Winter (417/1515 [27.5%]); Spring (444/1515 [29.3%]) = All three seasons without duplication (889/1515 [58.6%]).

Special Services

Special Education

We also specifically evaluate the performance of Scarsdale students in our special education programs and have delivered extensive reports on the results in the past. For the present, however, we report that as a group, special education students in Scarsdale outperformed the average American student in the regular education population, and that career preparation/placement for those not pursuing a college education was strong.

Academic Intervention Services (AIS) - Local Effort

Individual teachers monitor test score data for areas of concern with students. These students are brought to Child Study Team (CST) in each building where a group of professionals investigate all areas of a student's performance. Scarsdale's 2017 AIS plan was approved by the School Board in October, 2017. The 2018 version is currently being reviewed.

Recent Articles

The Test is Tricky: New York Times - Aug, 10, 2015

Test Scores Under Common Core Show That 'Proficient' Varies by State: New York Times - Oct, 6, 2015

Gov Cuomo Creates Committee to Review Common Core and the Tests: September 28, 2015 - Albany, NY

The Opt Out Movement in Numbers: New York Times - Aug 12, 2015

Inflated Test Scores: Measuring Up: What Educational Testing Really Tells Us by Daniel Koretz - Ch. 10

Appendix
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Standardized Testing in Scarsdale

Test	TO EVALUATE	GRADE	TEST GIVEN	RESULTS AVAILABLE
NYS Tests	ELA, Math Science	Grades 3-8 Grades 4 & 8	April, May & June	August
NYS Regents	Algebra, English, U.S. History & Gov't., Global History, Living Environment	Grades 8-11	August, January & June	August, January & June
*PSAT	Critical Reading & Math	Primarily Grade 11 (with a few 10s)	October	December
*ACT or SAT	Critical Reading, Math & Writing	Grades 11-12	Throughout the year	Two to four weeks after the student takes the test
*SAT Subject Tests	Academic Subjects	Grades 9-12	Throughout the year	Two to four weeks after the student takes the test
*Advanced Placement Test (AP)	Academic Subjects	Grades 9-12	Throughout the year	Two to four weeks after the student takes the test
**NYSESLAT	English Proficiency	K-12	April-May	Late summer
**NYSITELL	English Proficiency Diagnostic for Course Placement	K-12	Upon the ELL student's entry into the district	Shortly after completion of the exam

*** Students have the opportunity to take these standardized tests depending on their particular experiences and educational plans**

** **Limited English Proficiency (LEP) only.**

Overview of K-5 Assessments

	ELA					MATH					SCIENCE		SOCIAL STUDIES	
	F&P Benchmark Assessment	Narrative Assessments*	Informational On Demand Assessment*	STAR Reading	NYS ELA	STAR Math	NYS Math	1st Trimester	2nd Trimester	3rd Trimester				
K	Fall & Spring	Fall	Spring	Sept. Jan. May		Sept. Jan. May		Nov.	March	June	Assessments are embedded within the three Science 21 Units		**Fall** Assessment to be completed by end of second marking period. **Spring** Assessment - June	
1								Nov.	March	June	Assessments are embedded within the three Science 21 Units		**Fall** Assessment to be completed by end of second marking period. **Spring** Assessment - June	
2								"Open Style" Tasks Nov. - Numeration Dec. - Measurement Feb. - Multiplication May - Fractions			Adaptations Unit- (Embedded in Animal units throughout the year) October - May		**Fall** Assessment to be completed by end of second marking period. **Spring** Assessment - June	
3					April		May	Nov.	Jan. - Multiplication Feb. - Fractions	June	Plants Unit May/June		**Fall** Assessment to be completed by end of first marking period. **Spring** Assessment - June	
4					April		May	Nov.	Jan - Fractions March - Area & Perimeter	June	Ecosystems - (Embedded assessments throughout year)	NYS Science **Performance** May - June **Written** - June	**Fall** Explorers Assessment to be completed by the end of second marking period. **Spring** Assessment - June	
5					April		May	"Open Style" Tasks Jan - Fraction March - Volume			Effervescent Launchers Unit and Mixtures and Solutions Unit (use Process Skills rubric)		**Fall** Assessment to be completed by the end of the first marking period	**Spring** Capstone Project April - June

* Genre assessment determined by school curriculum calendar

SMS Overview of Grades 6 – 8 Assessments (Common/N.Y.S.)

	English			Math			Science		
	Grade 6	Grade 7	Grade 8	Grade 6	Grade 7	Grade 8	Grade 6	Grade 7	Grade 8
September	pre-assessment benchmark		grammar pre-test	Inventory				Scientific Method Lab	Density Cube Lab
October	Character trait paragraph	Poetry (ongoing throughout the school year)	Literary essay (ongoing throughout the year)						Periodic Table Lab
November		Literary essay (ongoing throughout the year)					Scientific Method/Measurement Assessment		Demo Days
December									Moon Phases
January	Writing about conflict (time of year varies by house)							Mid-year assessment	Angle of Insolation lab
February									
March		Speech Unit	Speech Unit; Romeo & Juliet/benchmark essay						Sling Psychrometer
April	theme essay NYS ELA	NYS ELA	NYS ELA					Flower Forensics Lab	Solar Home Stem Project
May				Cumulative Assessment NYS Math	NYS Math	NYS Math		Natural Selection Simulation	NYS Performance
June	Writing Benchmark Speeches	Julius Caesar benchmark essay	8th grade end of the year project grammar post-test		Final Exam	Gr. 8 Final Exam Algebra Regents	Biosphere in a bottle extended lab	Final Exam	NYS Written 8th grade end of the year project

SMS Overview of Grades 6 – 8 Assessments (Common/N.Y.S.)

	Social Studies			World Language		
	Grade 6	Grade 7	Grade 8	Grade 6	Grade 7	Grade 8
September	Inventory Geography Project			Spanish 6 common diagnostic	Common Diagnostic	Common Diagnostic Pobre Ana, Pauvre Anne
October		Empire	Primary Source Document Analysis Skills	Sp 6 aural/oral Fr 6 introductory topics	Sp 7 Chapter 3 Fr 7 Chapter 1, 2	Sp 8 Chapter 9 Fr 8 Chapters 9, 10
November				Sp 6 Mini Unit 1 Fr 6 Classroom and Useful expressions	Sp 7 Chapter 4 Fr 7 Chapter 3	Fr 8 Chapter 11
December		Revolution "Debates"		Sp 6 Mini Unit 2 Fr 6 Residence, Numbers, weather	Sp 7 Chapter 5 Fr 7 Chapter 4	Sp 8 Chapter 10 Fr 8 Chapter 13
January		Human Rights e-portfolio and PSA		Sp 6 Mini Unit 3 Fr 6 Classroom, time, colors	Sp 7 Chapter 6 Fr 7 Human Rights Project	Sp 8 Chapter 11 Fr 8 Chapter 12, Human Rights project
February				Sp 6 Mini Unit 4 Fr 6 Café and Jardin	Sp 7 Capítulo Puente French 7, Chapter 5, Country Project	Sp 8 Chapter 12, Madrid Project Fr 8 Chapter 17
March		Presidential Powers DBQ		Sp 6 Mini Units 5,6 Fr 6 Shopping and the market	Sp 7 Chapter 7, Country Project Fr 7 Chapter 6	Sp 8 Unidad 1 Etapa 1, Sp 8 Unidad 1 Etapa 2 Fr 8 Chapter 14, Paris Project
April				Sp 6 Mini Unit 7 Fr 6 Sports		Sp 8 Unidad 1 Etapa 3 Fr 8 Chapter 15
May	Current Events Assessment		Research Project and Annotated Bibliography	Sp 6 Mini Unit 8 Fr 6 Likes and Dislikes	Sp 7 Chapter 8 Fr 7 Chapter 8	Sp 8 Intro to Imperfect. Fr 8 Chapter 16, 17, Fr 8 Chapter 18
June	Inventory Ideal Civilization Project	Civil War Museum	8th grade end of the year project	Aural/Oral Assessment	Final Exam	Final Exam

Scarsdale High School Common Assessments, 2018-2019

Members of each department at Scarsdale High School work together to establish common course goals, devise approaches to teaching material, and create final assessments. The following table identifies each department's common assessments.

Arts

Ninth grade art classes participate in a Cooper Hewitt Museum project and a required final art project, which is posted on Schoolwires.

English

Ninth grade: Shakespeare Festival; essays of literary analysis

Tenth grade: essays of literary analysis; digital argumentation

Eleventh grade: literary research paper; essays of literary analysis; New York State Regents Exam

Twelfth grade: research paper; essays of literary analysis

Health

Two common assessments in the Health 10 course include a current events assessment and the Health Fair.

The current events assessment is the first major task of the quarter when students choose two different health topics and conduct an in-depth investigation by researching and analyzing reliable current events articles. As consumers, students need to decipher what information is truthful and what is not.

The Health 10 course concludes with the Health Fair, which includes small group research projects (various topics & current trends) culminating with multigenre presentations. This experience is an application of several developmental personal and social skills which, when mastered, enable our students to enhance their personal, family, and community health and safety.

Mathematics

Grades 9-12: At monthly course meetings, teachers share lessons, unit tests and quarterly tests with each other, so the assessments are not **exactly** the same, but the formats and questions are similar. Each course culminates in a common final exam.

AT Statistics: Juniors in AT Statistics do a year-end project for which the requirements and grading rubric are common to all sections of the course. The students formulate and analyze a research question using the Adolescent Heath Database from the University of North Carolina Population Center. This project is funded by the National Science Foundation, and students use Google Hangouts to communicate with Wesleyan University students who help students to learn the software program "R" and develop techniques for analyzing their data. This project is in addition to a common final exam.

Performing Arts

Assessments for performing ensembles include individual evaluations of prepared selections, live or recorded performances, and winter and spring concerts or performances. In academic music classes, such as AT Music Theory, Digital Music, and Music Appreciation, final assessments include the composition of a piece with set criteria, music for a film clip or make presentations in which they connect aural and multi-media materials to an issue, style, or concept.

Physical Education

During each quarter students participate in skills performance assessments, often in both of the two units that are covered. Assessments can be live action viewing, video playback self-assessment, peer-assessment, or teacher-assessment. Each has its own rubric. A quarterly cognitive assessment piece takes the form of either a formal written test or a variety of writing assignments developed by the department (i.e., a review of a fitness-based app, a self-designed workout plan for a specific fitness goal, etc.).

Science

All ninth-graders take the New York State Living Environment Regents exam. Chemistry 513 students take the New York State Chemistry Regents exam. All other students take a local final exam that grows out of collaborations among teachers of each course. Environmental Science concludes with presentations of research or culminating projects.

Social Studies

Ninth Grade World History: World Cities/Global Trade Project

Tenth Grade World History

- multi-step, process-oriented research paper project
- New York State Regents Exam in Global History

Eleventh Grade

- multi-step, process-oriented research paper project
- New York State Regents Exam in United States History

Twelfth Grade

- multi-step, process-oriented research paper project

Advanced Topics courses

- Advanced Topics U.S. History, Advanced Topics U.S. Constitutional Law, Advanced Topics American Government, Advanced Topics International Politics, Advanced Topics Macroeconomics: common final exam in each course
- Advanced Topics Psychology: multi-step, process-oriented research project/study

World Languages

Common assessments in World Languages are designed by the teachers within each course team (e.g., Spanish 323, French 344, etc.). All common assessments evaluate the four skills of language. In Spanish AT Language & Culture, a portfolio of student work serves as the final assessment.

ELA

NYS ELA Proficiency Rate (Level 3 and 4) 2007-2018

Historical Comparison of Scarsdale's Proficiency Rate

Grade Level	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
3	91%	96%	95%	78%	88%	87%	64%	70%	58%	87%	87%	88%
4	93%	93%	97%	85%	89%	87%	66%	55%	70%	83%	78%	89%
5	94%	99%	95%	81%	82%	90%	73%	69%	55%	71%	74%	84%
6	94%	95%	97%	86%	87%	88%	74%	60%	63%	56%	65%	88%
7	90%	93%	98%	87%	88%	85%	67%	64%	65%	66%	67%	82%
8	95%	92%	93%	88%	87%	88%	70%	75%	72%	80%	74%	71%
Avg 3-8	93%	95%	96%	84%	87%	87%	69%	66%	64%	74%	74%	84%

Edgewood

Grade	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
3	98%	100%	85%	96%	77%	66%	62%	65%	83%	88%	89%
4	91%	95%	86%	91%	85%	63%	51%	62%	84%	76%	88%
5	100%	93%	72%	77%	91%	65%	66%	59%	63%	67%	89%
Avg	96%	96%	81%	88%	84%	65%	60%	62%	77%	77%	88%

Fox Meadow

Grade	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
3	95%	99%	79%	92%	93%	59%	65%	52%	96%	90%	89%
4	97%	93%	91%	93%	97%	73%	46%	69%	84%	77%	94%
5	99%	96%	83%	90%	90%	80%	72%	45%	67%	63%	84%
Avg	97%	96%	85%	92%	93%	71%	61%	56%	82%	77%	89%

Greenacres

Grade	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
3	97%	89%	88%	93%	89%	71%	63%	46%	74%	87%	78%
4	88%	100%	77%	96%	86%	75%	50%	77%	78%	72%	88%
5	100%	91%	90%	72%	94%	77%	79%	60%	80%	73%	85%
Avg	95%	93%	85%	87%	90%	74%	64%	61%	77%	77%	84%

Heathcote

Grade	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
3	94%	97%	67%	78%	86%	58%	76%	63%	100%	84%	94%
4	95%	97%	84%	77%	88%	59%	72%	74%	78%	95%	83%
5	95%	99%	78%	85%	82%	70%	71%	60%	72%	86%	87%
Avg	94%	97%	76%	80%	85%	62%	73%	66%	83%	88%	87%

Quaker Ridge

Grade	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
3	97%	92%	70%	81%	88%	65%	82%	68%	82%	87%	89%
4	94%	100%	86%	90%	80%	59%	55%	70%	91%	77%	92%
5	100%	96%	86%	83%	92%	72%	56%	57%	71%	81%	78%
Avg	97%	96%	80%	85%	87%	65%	64%	65%	81%	81%	86%

Middle School

Grade	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
6	95%	97%	86%	87%	88%	74%	60%	63%	56%	65%	88%
7	93%	98%	88%	88%	85%	67%	64%	65%	66%	67%	82%
8	93%	94%	88%	87%	88%	70%	75%	72%	80%	74%	72%
Avg	93%	96%	87%	87%	87%	70%	66%	67%	67%	69%	81%

Math

NYS MATH Proficiency Rate (Level 3 and 4) 2007-2018

Historical Comparison of Scarsdale's Proficiency Rate

Grade Level	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
3	96%	98%	99%	83%	91%	89%	65%	78%	72%	83%	89%	92%
4	96%	97%	98%	93%	92%	95%	75%	73%	80%	84%	86%	92%
5	97%	97%	97%	87%	93%	95%	69%	79%	73%	80%	83%	88%
6	88%	96%	94%	83%	89%	92%	75%	73%	80%	76%	83%	88%
7	87%	93%	97%	78%	90%	94%	63%	68%	73%	78%	78%	88%
8	90%	91%	96%	80%	92%	95%	61%	59%	71%	81%	74%	79%
Avg 3-8	93%	95%	97%	84%	91%	93%	68%	72%	75%	80%	82%	88%

Edgewood

Grade	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
3	99%	100%	94%	92%	86%	75%	78%	72%	77%	89%	95%
4	100%	99%	97%	94%	98%	64%	76%	81%	82%	91%	96%
5	93%	100%	92%	95%	99%	70%	72%	74%	79%	77%	86%
Avg	97%	100%	95%	94%	94%	70%	75%	76%	79%	86%	93%

Fox Meadow

Grade	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
3	99%	100%	94%	92%	86%	75%	78%	72%	97%	94%	93%
4	100%	99%	97%	94%	98%	64%	76%	81%	89%	83%	98%
5	93%	100%	92%	95%	99%	70%	72%	74%	79%	83%	93%
Avg	97%	100%	95%	94%	94%	70%	75%	76%	88%	87%	94%

Greenacres

Grade	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
3	100%	98%	89%	93%	90%	66%	68%	69%	67%	85%	85%
4	90%	100%	85%	97%	97%	89%	74%	94%	80%	82%	88%
5	100%	92%	87%	84%	97%	77%	91%	82%	88%	81%	90%
Avg	97%	96%	87%	91%	95%	77%	78%	82%	78%	83%	88%

Heathcote

Grade	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
3	94%	98%	65%	89%	94%	60%	86%	64%	89%	81%	95%
4	99%	92%	93%	77%	91%	79%	74%	78%	80%	88%	84%
5	96%	99%	84%	94%	87%	68%	78%	74%	78%	89%	88%
Avg	96%	96%	81%	87%	91%	69%	79%	72%	82%	85%	89%

Quaker Ridge

Grade	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
3	99%	100%	74%	83%	83%	57%	81%	81%	85%	97%	90%
4	100%	100%	94%	96%	93%	69%	78%	77%	91%	88%	92%
5	98%	100%	82%	95%	93%	56%	65%	78%	75%	85%	86%
Avg	99%	100%	83%	91%	90%	61%	75%	78%	83%	89%	90%

Middle School

Grade	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
6	96%	94%	83%	89%	92%	75%	73%	80%	76%	83%	88%
7	92%	97%	78%	90%	94%	63%	68%	73%	78%	78%	88%
8	91%	96%	80%	93%	95%	61%	59%	71%	81%	74%	80%
Avg	93%	96%	80%	91%	94%	66%	67%	75%	79%	78%	85%

Percent Proficient (Level 3 and 4)

Elementary ELA

2018 ELA Performance of Comparable Districts

Gr	Scarsdale	Bronxville	Chappaqua	Edgemont	Rye City	Great Neck	Blind Brook-Rye	Ardsley	Mam'k	Byram Hills
3	88	86	88	84	85	82	81	80	72	73
4	89	91	82	79	82	80	72	78	72	68
5	84	74	72	76	66	70	62	56	65	64
Avg	87	84	81	80	78	77	72	71	70	68

2017 ELA Performance of Comparable Districts

Gr	Bronxville	Scarsdale	Edgemont	Great Neck	Chappaqua	Rye City	Blind Brook-Rye	Ardsley	Mam'k	Byram Hills
3	82	87	83	76	79	80	80	72	62	63
4	84	78	75	79	78	67	63	68	70	69
5	78	74	70	73	69	57	57	56	64	56
Avg	81	80	76	76	75	68	67	65	65	63

2016 ELA Performance of Comparable Districts

Gr	Scarsdale	Edgemont	Bronxville	Great Neck	Chappaqua	Rye City	Mam'k	Byram Hills	Ardsley	Blind Brook-Rye
3	87	84	87	76	82	74	65	62	71	70
4	83	72	79	81	76	67	69	68	63	65
5	70	78	64	66	60	56	62	63	47	44
Avg	80	78	77	74	73	66	65	64	60	60

2015 ELA Performance of Comparable Districts

Gr	Edgemont	Bronxville	Chappaqua	Great Neck	Scarsdale	Byram Hills	Mam'k	Rye City	Ardsley	Blind Brook-Rye
3	61	66	60	65	58	58	59	52	44	44
4	77	68	71	63	70	65	61	53	48	48
5	71	60	60	59	55	59	58	49	45	45
Avg	70	65	64	62	61	61	59	51	46	46

2014 ELA Performance of Comparable Districts

Gr	Bronxville	Chappaqua	Scarsdale	Byram Hills	Edgemont	Mam'k	Great Neck	Rye City	Blind Brook-Rye	Ardsley
3	78	73	70	65	74	59	66	57	55	49
4	67	74	54	58	56	62	57	48	54	45
5	73	62	69	68	59	63	57	60	50	49
Avg	73	70	64	64	63	61	60	55	53	48

2013 ELA Performance of Comparable Districts

Gr	Bronxville	Chappaqua	Scarsdale	Rye City	Blind Brook-Rye	Edgemont	Great Neck	Mam'k	Ardsley	Byram Hills
3	72	75	64	55	80	61	63	67	53	53
4	75	66	65	68	60	56	61	53	65	60
5	65	71	73	71	51	73	61	59	55	54
Avg	71	71	67	65	64	63	62	60	58	56

Percent Proficient (Level 3 and 4)

Elementary MATH

2018 MATH Performance of Comparable Districts

Gr	Scarsdale	Bronxville	Blind Brook-Rye	Chappaqua	Great Neck	Edgemont	Rye City	Byram Hills	Ardsley	Mam'k
3	92	87	87	85	79	85	83	85	79	79
4	92	88	81	80	82	72	80	69	66	66
5	88	90	77	77	81	83	78	75	80	74
Avg	91	88	82	81	81	80	80	76	75	73

2017 MATH Performance of Comparable Districts

Gr	Bronxville	Scarsdale	Blind Brook-Rye	Great Neck	Edgemont	Chappaqua	Rye City	Ardsley	Byram Hills	Mam'k
3	85	89	87	81	82	82	74	69	68	66
4	94	86	79	77	76	81	70	65	71	66
5	83	83	81	86	81	70	74	75	70	74
Avg	88	86	82	81	80	78	73	70	70	68

2016 MATH Performance of Comparable Districts

Gr	Bronxville	Scarsdale	Great Neck	Edgemont	Blind Brook-Rye	Chappaqua	Mam'k	Byram Hills	Ardsley	Rye City
3	87	83	79	80	81	74	70	63	69	65
4	85	84	87	80	79	75	75	78	66	66
5	82	79	79	83	61	71	67	70	71	74
Avg	85	82	82	81	74	73	71	70	69	68

2015 MATH Performance of Comparable Districts

Gr	Bronxville	Edgemont	Great Neck	Scarsdale	Blind Brook-Rye	Chappaqua	Byram Hills	Mam'k	Rye City	Ardsley
3	81	78	77	72	77	71	74	71	56	66
4	84	83	74	80	70	74	74	70	78	65
5	71	71	77	73	78	76	68	75	67	68
Avg	79	77	76	75	75	74	72	72	67	66

2014 MATH Performance of Comparable Districts

Gr	Bronxville	Scarsdale	Edgemont	Great Neck	Mam'k	Chappaqua	Byram Hills	Blind Brook-Rye	Rye City	Ardsley
3	89	79	77	70	73	75	76	74	66	63
4	72	72	70	72	71	74	66	72	59	53
5	78	79	72	76	73	68	73	68	74	76
Avg	80	77	73	73	72	72	72	71	66	64

2013 MATH Performance of Comparable Districts

Gr	Bronxville	Rye City	Scarsdale	Blind Brook-Rye	Edgemont	Great Neck	Mam'k	Chappaqua	Byram Hills	Ardsley
3	65	63	66	87	60	69	67	66	56	44
4	82	74	75	68	68	70	71	65	72	66
5	66	76	70	52	76	61	56	64	65	66
Avg	71	71	70	69	68	67	65	65	64	59

Percent Proficient (Level 3 and 4)

Middle School ELA

2018 ELA Performance of Comparable Districts

Gr	Byram Hills	Chappaqua	Edgemont	Scarsdale	Great Neck	Bronxville	Rye City	Mam'k	Ardsley	Blind Brook-Rye
6	90	88	87	**88**	82	89	80	74	73	85
7	81	78	79	**82**	74	74	70	68	67	60
8	83	81	76	**71**	79	70	71	76	72	52
avg 6-8	85	83	81	**80**	79	77	74	72	71	66

2017 ELA Performance of Comparable Districts

Gr	Byram Hills	Chappaqua	Great Neck	Rye City	Bronxville	Scarsdale	Ardsley	Edgemont	Mam'k	Blind Brook-Rye
6	70	69	63	60	65	**65**	62	72	51	35
7	80	80	75	75	68	**67**	74	71	73	58
8	73	76	83	81	80	**74**	68	68	65	65
avg 6-8	75	75	73	72	71	**69**	68	68	63	51

2016 ELA Performance of Comparable Districts

Gr	Byram Hills	Edgemont	Great Neck	Chappaqua	Bronxville	Scarsdale	Ardsley	Mam'k	Rye City	Blind Brook-Rye
6	87	69	62	64	65	**56**	69	64	62	52
7	71	63	73	69	66	**66**	60	65	62	59
8	67	83	80	80	74	**80**	73	65	68	56
avg 6-8	75	72	72	71	68	**67**	67	65	64	56

2015 ELA Performance of Comparable Districts

Gr	Byram Hills	Chappaqua	Scarsdale	Bronxville	Rye City	Great Neck	Edgemont	Mam'k	Ardsley	Blind Brook-Rye
6	76	58	**63**	68	64	63	64	57	58	49
7	56	68	**65**	62	66	66	70	60	45	46
8	83	77	**72**	71	71	70	58	68	57	62
avg 6-8	72	68	**67**	67	67	66	64	62	53	52

2014 ELA Performance of Comparable Districts

Gr	Bronxville	Chappaqua	Scarsdale	Rye City	Byram Hills	Mam'k	Edgemont	Great Neck	Ardsley	Blind Brook-Rye
6	n/a	75	**60**	62	67	57	68	54	46	37
7	67	73	**63**	66	57	65	58	54	56	39
8	74	65	**75**	71	72	64	59	63	68	68
avg 6-8	71	71	**66**	66	65	62	62	57	57	48

2013 ELA Performance of Comparable Districts

Gr	Scarsdale	Chappaqua	Byram Hills	Rye City	Edgemont	Bronxville	Ardsley	Blind Brook-Rye	Great Neck	Mam'k
6	**75**	68	76	71	72	69	57	50	61	58
7	**68**	70	61	69	66	64	71	61	59	58
8	**70**	72	74	63	62	66	67	71	64	61
avg 6-8	**71**	70	70	68	67	66	65	61	61	59

Percent Proficient (Level 3 and 4)

Middle School MATH

2018 MATH Performance of Comparable Districts

Gr	Chappaqua	Scarsdale	Edgemont	Blind Brook-Rye	Byram Hills	Great Neck	Rye City	Bronxville	Ardsley
6	88	**88**	90	80	87	85	78	79	71
7	88	**88**	78	79	84	79	80	79	78
8	87	**79**	82	78	63	65	69	67	68
avg 6-8	88	**85**	83	79	78	76	76	75	72

2017 MATH Performance of Comparable Districts

Gr	Chappaqua	Edgemont	Byram Hills	Scarsdale	Great Neck	Bronxville	Rye City	Ardsley	Blind Brook-Rye
6	88	92	85	**83**	76	72	70	74	75
7	80	74	84	**78**	79	77	81	72	70
8	91	79	49	**74**	58	71	67	61	59
avg 6-8	87	81	80	**78**	74	73	73	70	69

2016 MATH Performance of Comparable Districts

Gr	Chappaqua	Edgemont	Scarsdale	Bronxville	Great Neck	Ardsley	Byram Hills	Rye City	Blind Brook-Rye
6	89	84	**76**	69	75	72	88	70	63
7	83	69	**78**	84	85	74	83	81	71
8	88	84	**81**	62	57	67	43	61	73
avg 6-8	87	79	**78**	72	72	71	71	71	69

2015 MATH Performance of Comparable Districts

Gr	Chappaqua	Scarsdale	Edgemont	Rye City	Bronxville	Byram Hills	Ardsley	Great Neck	Blind Brook-Rye
6	82	**80**	78	75	78	86	80	80	58
7	82	**73**	78	79	69	77	71	73	66
8	83	**71**	66	67	70	52	59	53	63
avg 6-8	82	**75**	74	74	72	72	70	69	62

2014 MATH Performance of Comparable Districts

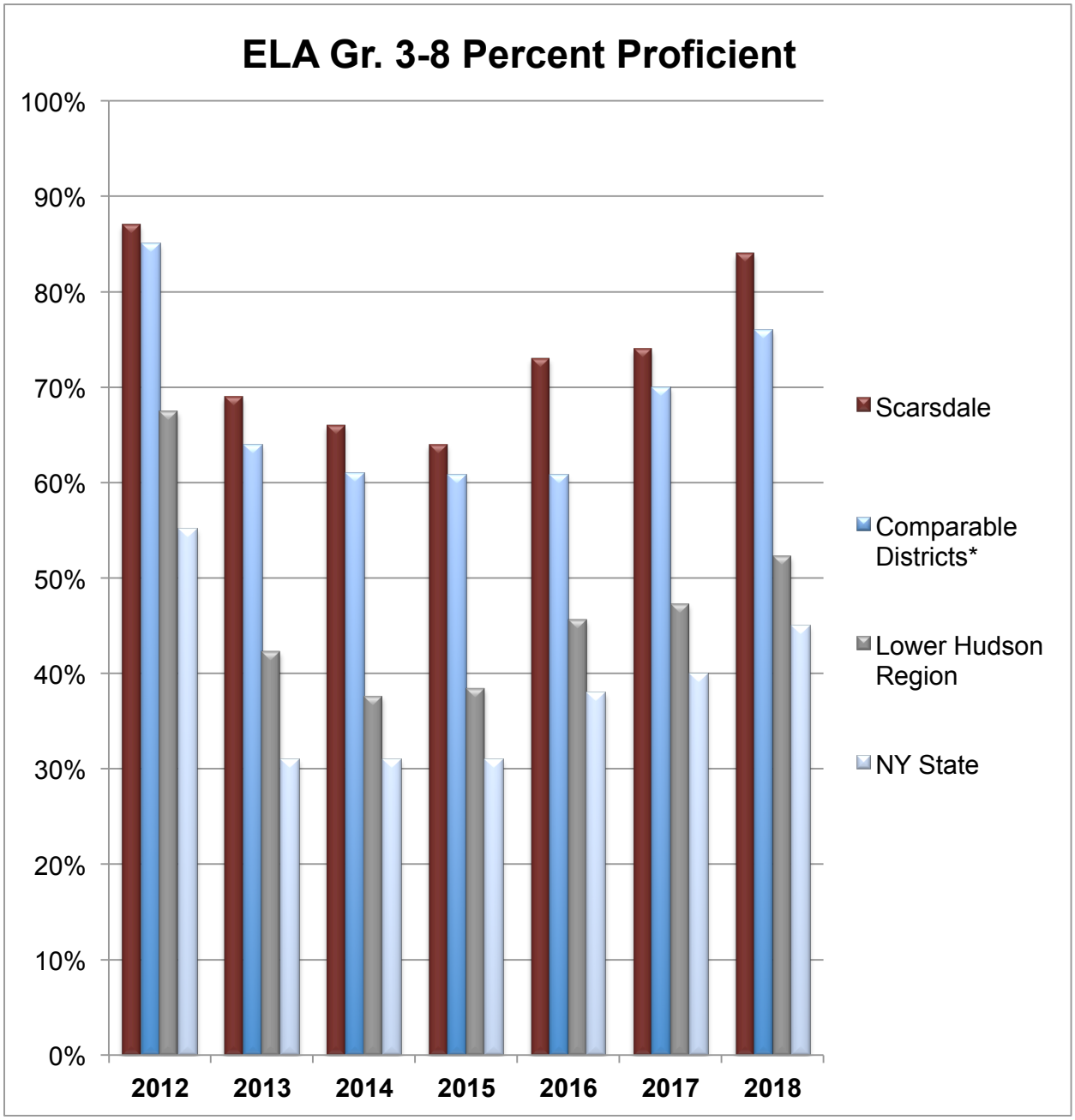
Gr	Chappaqua	Rye City	Byram Hills	Edgemont	Great Neck	Scarsdale	Ardsley	Bronxville	Mamaroneck
6	91	75	83	83	74	**72**	69	61	70
7	79	68	76	68	74	**68**	70	66	69
8	81	73	48	57	57	**59**	60	66	33
avg 6-8	84	72	69	69	68	**66**	66	64	57

2013 MATH Performance of Comparable Districts

Gr	Chappaqua	Rye City	Byram Hills	Ardsley	Scarsdale	Great Neck	Edgemont	Blind Brook-Rye	Mamaroneck
6	83	80	78	73	**75**	67	70	49	59
7	71	78	71	70	**62**	61	66	61	62
8	75	59	68	61	**61**	59	48	70	55
avg 6-8	76	72	72	68	**66**	62	61	60	59

Percent Proficient (Levels 3 and 4)

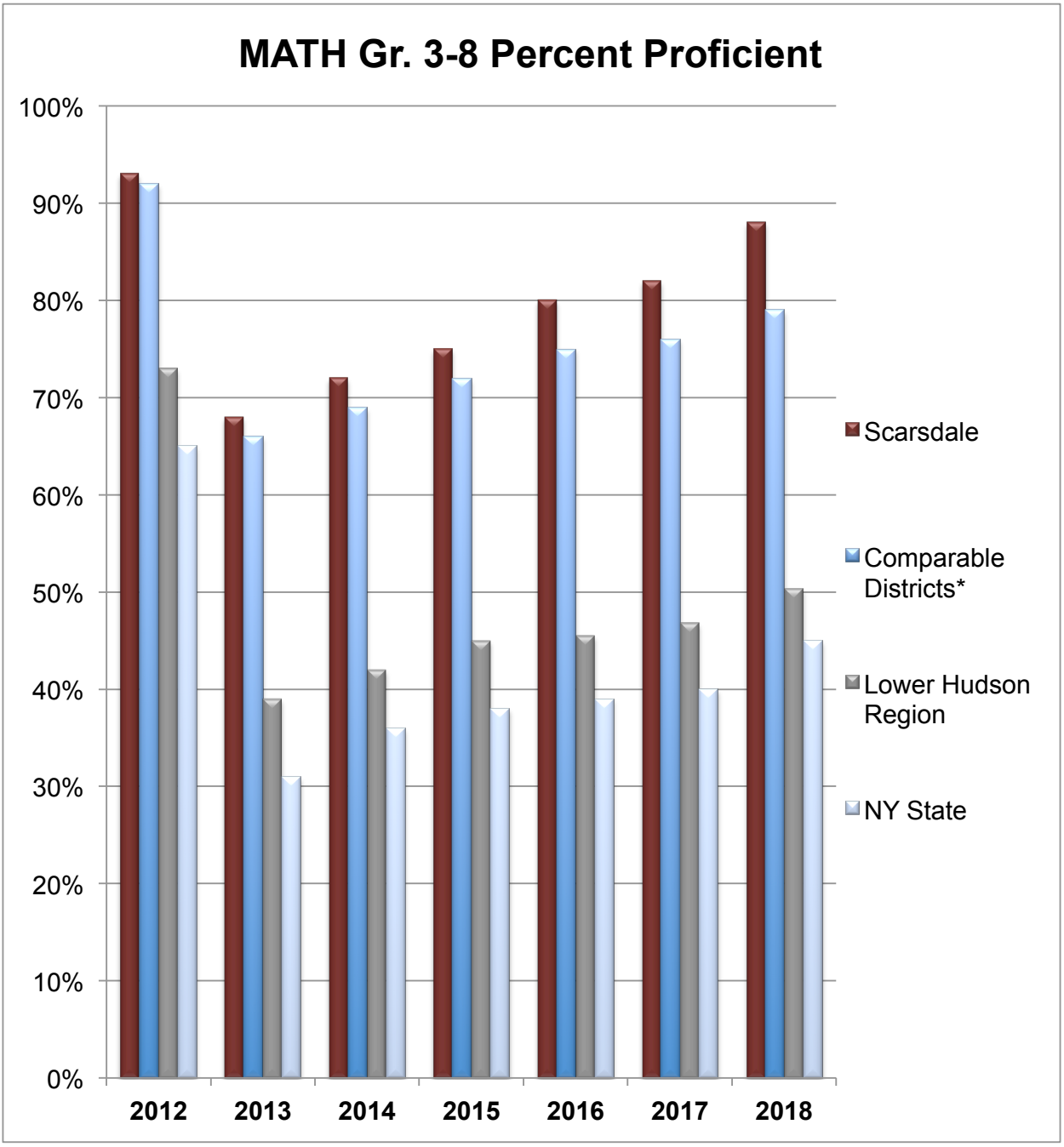
ELA grades 3-8	2012	2013	2014	2015	2016	2017	2018
Scarsdale	87%	69%	66%	64%	73%	74%	84%
Comparable Districts*	85%	64%	61%	61%	60%	70%	76%
Lower Hudson Region	68%	42%	38%	39%	46%	47%	52%
NY State	55%	31%	31%	31%	38%	40%	45%
Scarsdale vs State difference	32%	38%	35%	33%	35%	34%	39%
Scarsdale vs LHR difference	20%	27%	28%	26%	27%	27%	32%
Scarsdale vs Comp Dist diff	2%	5%	5%	3%	13%	4%	8%



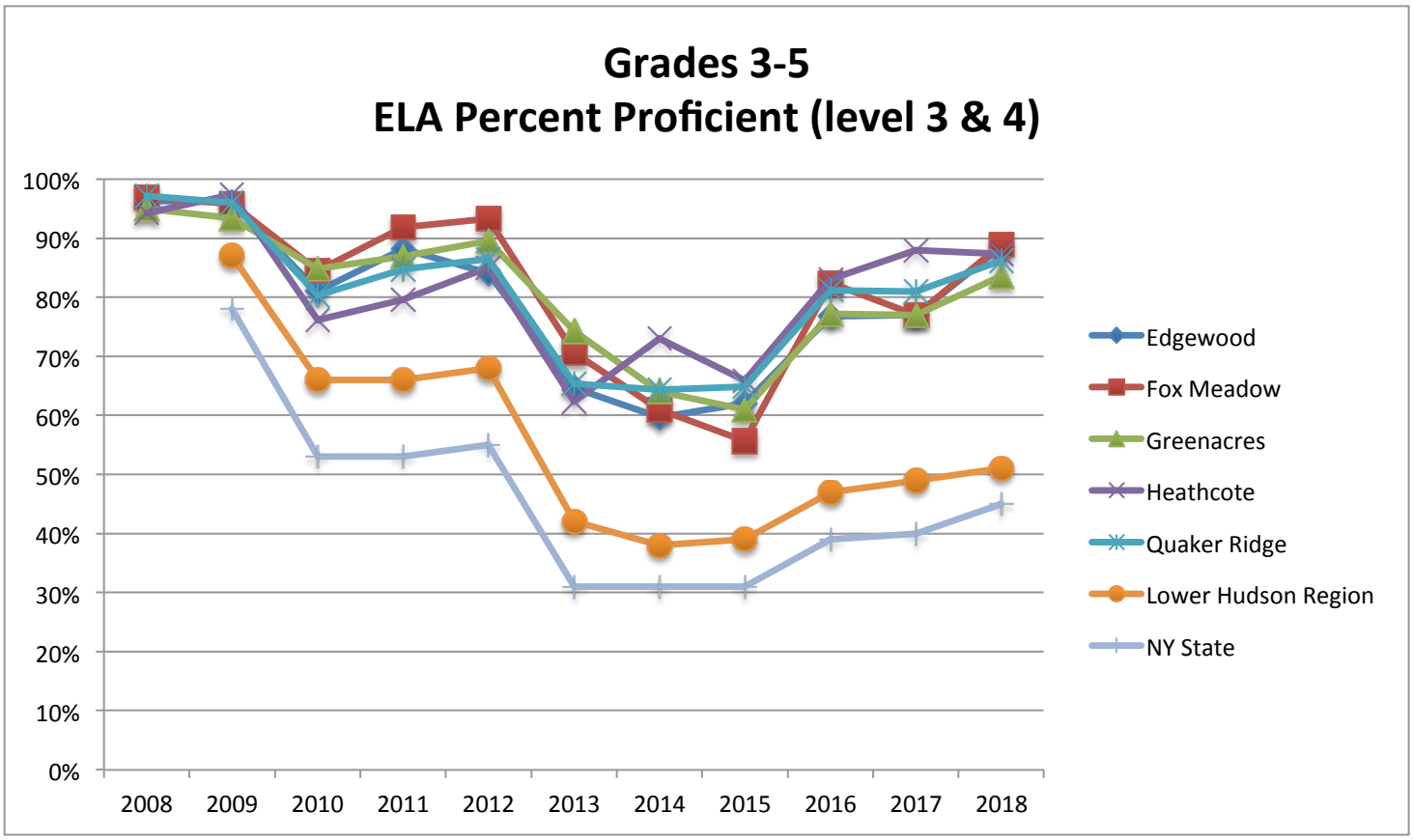
* Ardsley, Blind Brook-Rye, Bronxville, Byram Hills, Chappaqua, Edgemont, Great Neck, Mamaroneck, and Rye City

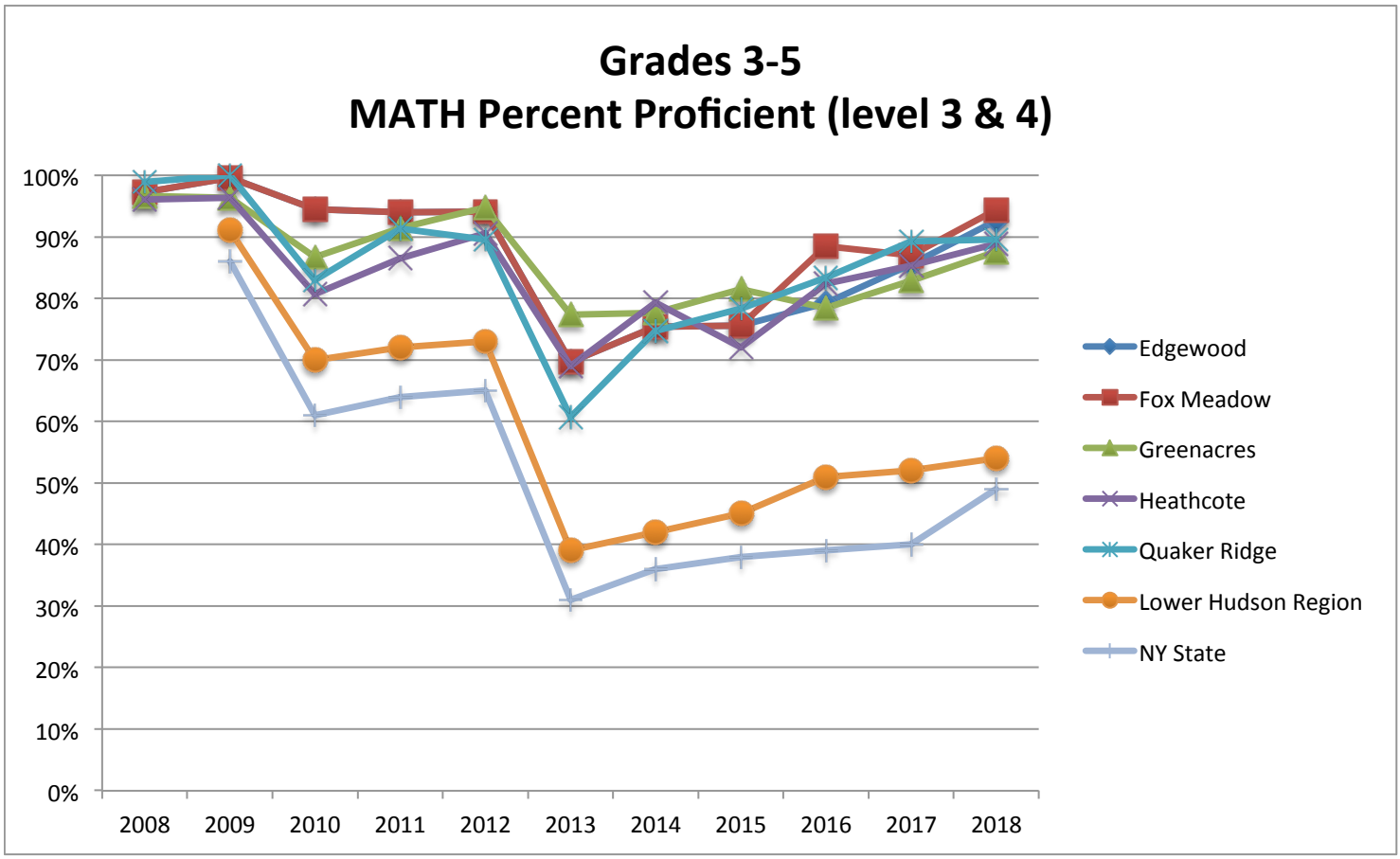
Percent Proficient (Levels 3 and 4)

MATH grades 3-8	2012	2013	2014	2015	2016	2017	2018
Scarsdale	93%	68%	72%	75%	80%	82%	88%
Comparable Districts*	92%	66%	69%	72%	75%	76%	79%
Lower Hudson Region	73%	39%	42%	45%	46%	47%	50%
NY State	65%	31%	36%	38%	39%	40%	45%
Scarsdale vs State difference	28%	37%	36%	37%	41%	42%	43%
Scarsdale vs LHR difference	20%	29%	30%	30%	35%	35%	38%
Scarsdale vs Comp Dist diff	1%	2%	3%	3%	5%	6%	9%



* Ardsley, Blind Brook-Rye, Bronxville, Byram Hills, Chappaqua, Edgemont, Great Neck, Mamaroneck, and Rye City


Grades 3-5
ELA Percent Proficient (level 3 & 4)
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2008
2009
2010
2011
2012
2013
2014
2015
2016
2017
2018
Edgewood
Fox Meadow
Greenacres
Heathcote
Quaker Ridge
Lower Hudson Region
NY State


Grades 3-5
MATH Percent Proficient (level 3 & 4)
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2008
2009
2010
2011
2012
2013
2014
2015
2016
2017
2018
Edgewood
Fox Meadow
Greenacres
Heathcote
Quaker Ridge
Lower Hudson Region
NY State

2018 Median Scale Scores Between Level 2 and Level 3

Academic Intervention Services (AIS)

Students who score below the median scale score between level 2 and level 3 (see shaded column in charts below) or referred by their teacher or parent are reviewed by the school Child Study Team (CST).

Grades 3-8 ELA Scale Score Ranges by Performance Level and Median Scale Score between Level 2 and Level 3

Grade	NYS Level 1	NYS Level 2	NYS Level 3	NYS Level 4	Median Scale Score between Level 2 and Level 3
3	530-582	583-601	602-628	629-655	592
4	532-583	584-602	603-618	619-654	593
5	509-593	594-608	609-621	622-661	601
6	514-589	590-601	602-613	614-657	596
7	511-590	591-606	607-622	623-654	599
8	507-583	584-602	603-616	617-651	593

Grades 3-8 Mathematics Scale Score Ranges by Performance Level and Median Scale Score between Level 2 and Level 3

Grade	NYS Level 1	NYS Level 2	NYS Level 3	NYS Level 4	Median Scale Score between Level 2 and Level 3
3	526-586	587-599	600-614	615-646	593
4	525-587	588-601	602-613	614-650	595
5	527-591	592-603	604-615	616-654	598
6	528-591	592-603	604-615	616-656	598
7	524-592	593-605	606-617	618-644	599
8	527-595	596-609	610-621	622-651	603

Scarsdale High School SAT Score Results

	Scarsdale High School					National			
	ERW (mean)	**Math (mean)**		**Total (mean)**		**ERW (mean)**	**Math (mean)**		**Total (mean)**
2018	668	689		1357		Not reported in time for this report			
2017*	663	674		1337		538	533		1060
	Crit. Reading (mean)	**Math (mean)**	**Writing (mean)**	**Total (mean)**		**Crit. Reading (mean)**	**Math (mean)**	**Writing (mean)**	**Total (mean)**
2016	634	658	649	1941		494	508	482	1484
2015	637	657	652	1946		495	511	484	1490
2014	636	663	659	1958		497	513	487	1497
2013	633	656	648	1937		496	514	488	1498
2012	632	651	643	1926		497	514	498	1509
2011	634	651	650	1935		497	514	489	1500
2010	611	650	643	1904		501	516	492	1509
2009	628	656	641	1925		501	515	493	1509
2008	617	655	644	1916		502	515	494	1511
2007	617	639	636	1892		502	515	494	1511
2006	613	643	634	1890		503	518	497	1518
	Verbal	**Math**		**Total**		**Verbal**	**Math**		**Total**
2005	623	652		1275		508	520		1028
2004	611	640		1251		508	518		1026
2003	614	648		1262		507	519		1026
2002	600	630		1230		504	506		1010

*The College Board made content, format, and scoring changes to the SAT prior to 2017. The redesigned SAT test prioritizes content that reflects the kind of reading and math students will encounter in college and their future work lives.

	Old SAT	New SAT
Scoring	600 - 2400	400 - 1600 Subscore and Cross-test Scores available
Sections	• Critical Reading: 200-800 • Writing: 200-800 • Math: 200-800 •Essay (included in Writing score)	• Evidence-Based Reading and Writing: 200-800 • Math: 200-800 • Optional Essay (separately scored)

Mean Combined SAT Scores of Comparable Districts

2018 Mean Combined SAT Scores of Comparable Districts

	Scarsdale	Edgemont	Bronxville	Chappaqua	Great Neck South	Blind Brook (Rye Brook)	Great Neck North
ERW	668	664	669	661	634	653	604
Math	689	693	676	676	678	651	627
Total	1357	1357	1345	1337	1312	1304	1231

2017 Mean Combined SAT Scores of Comparable Districts

	Scarsdale	Chappaqua	Edgemont	Bronxville	Blind Brook (Rye Brook)	Byram Hills	Rye	Great Neck North
ERW	663	659	658	654	623	632	627	607
Math	674	674	672	655	653	630	618	629
Total	1337	1333	1330	1309	1276	1262	1245	1236

2016 Mean Combined SAT Scores of Comparable Districts

	Scarsdale	Chappaqua	Blind Brook (Rye Brook)	Bronxville	Byram Hills	Rye	Great Neck North	Edgemont
Crit Reading	634	627	623	607	599	592	583	494
Math	658	637	638	635	638	614	630	508
Writing	649	649	634	613	601	618	590	482
Total	1941	1913	1895	1855	1838	1824	1803	1484

2015 Mean Combined SAT Scores of Comparable Districts

	Scarsdale	Chappaqua	Bronxville	Blind Brook (Rye Brook)	Byram Hills	Edgemont	Rye	Great Neck North
Crit Reading	637	618	612	624	602	595	603	566
Math	657	633	630	612	623	623	602	596
Writing	652	636	623	617	608	606	613	583
Total	1946	1887	1865	1853	1833	1824	1818	1745

2014 Mean Combined SAT Scores of Comparable Districts

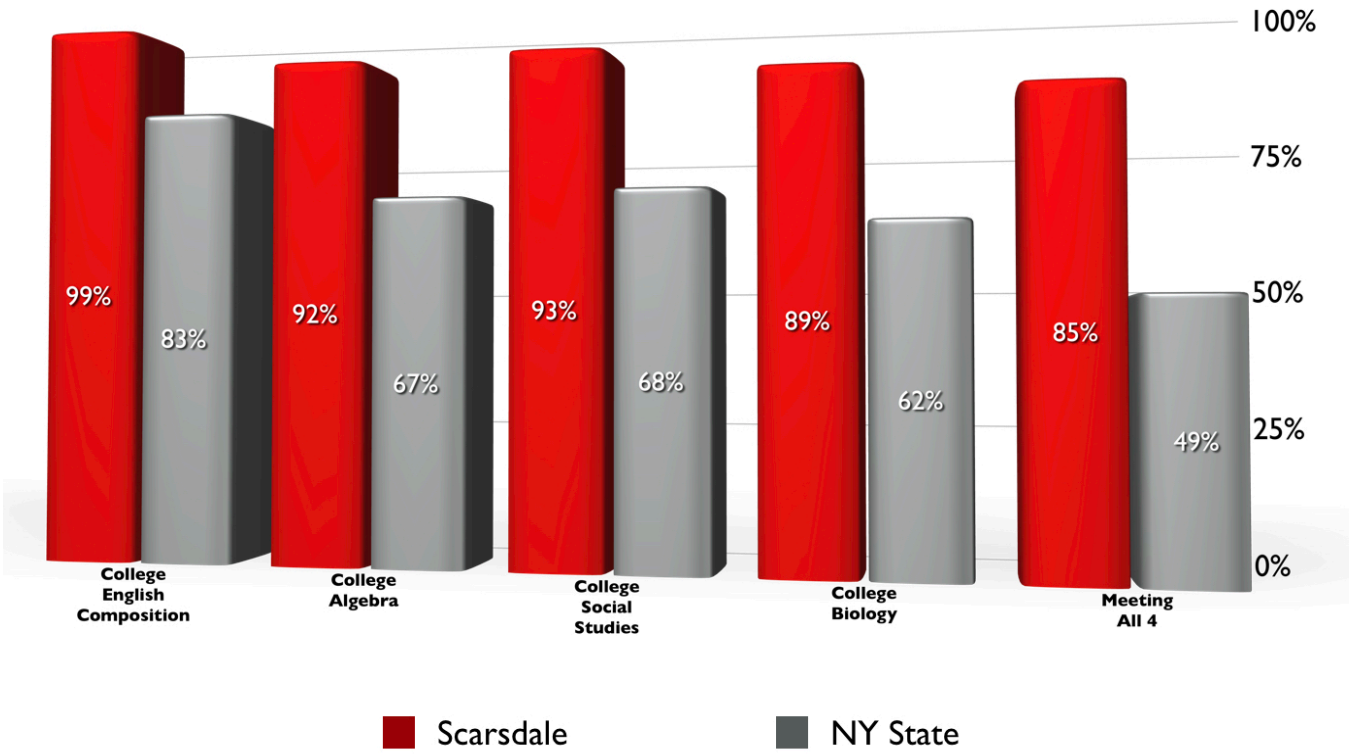
	Scarsdale	Chappaqua	Bronxville	Edgemont	Byram Hills	Great Neck South	Blind Brook (Rye Brook)	Great Neck North
Crit Reading	636	618	618	608	600	593	595	557
Math	663	641	626	631	625	635	594	599
Writing	659	634	633	626	624	620	604	588
Total	1958	1893	1877	1865	1849	1848	1793	1744

2011-2018 ACT Report

Scarsdale School District Average ACT Scores					
	English	Math	Reading	Science	Composite
2018	31.2	29.1	30	28.6	29.9
2017	30	28.6	29.5	28.6	29.3
2016	29.9	28.5	29.2	28.6	29.2
2015	29.1	27.8	28	27.3	28.2
2014	29.2	28.3	28.3	27	28.3
2013	28.4	28.3	27.4	26.3	27.7
2012	28.9	28.9	27.7	26.9	28.3
2011	29.1	29	28	26.9	28.4

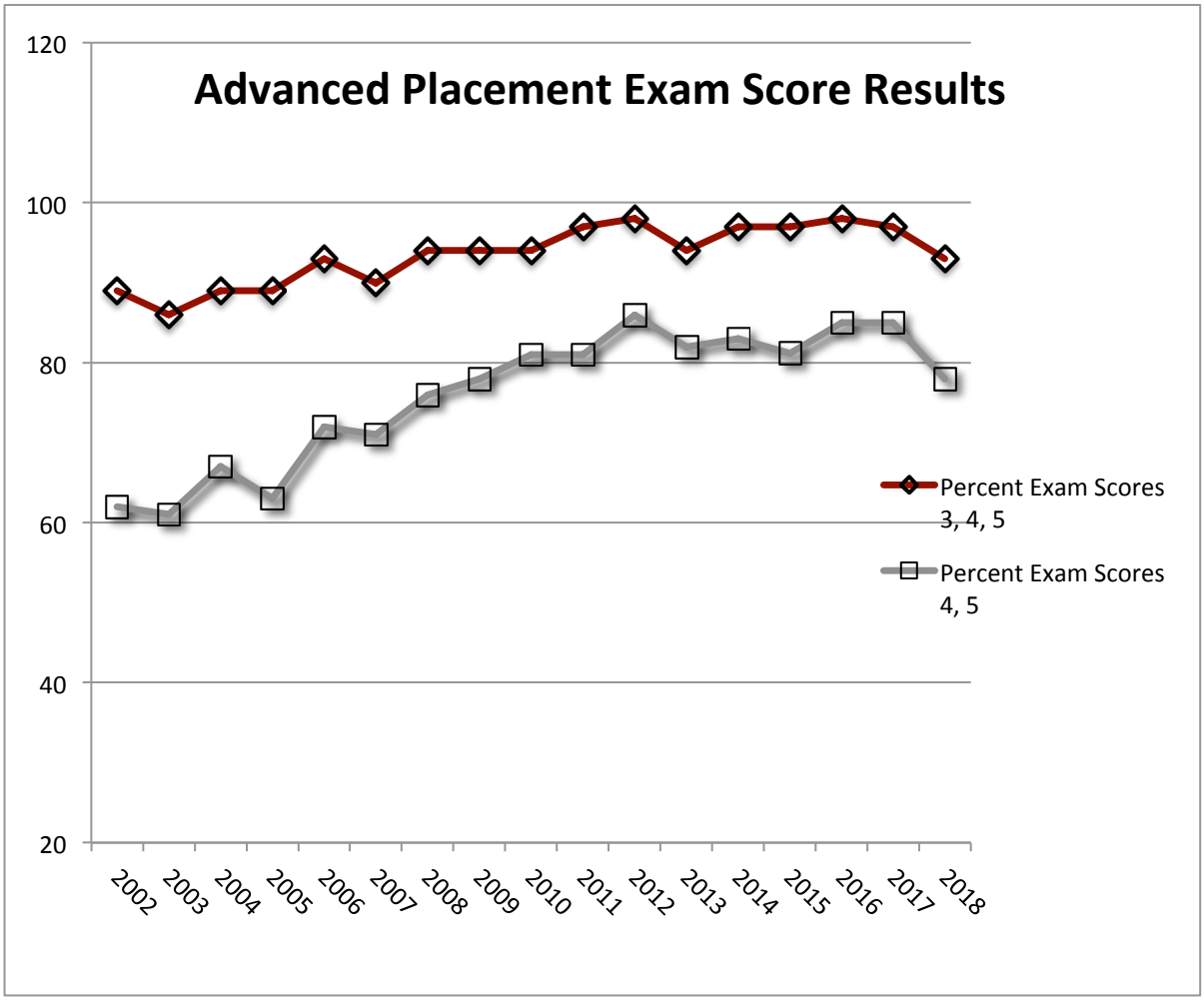
NYS Average ACT Scores					
	English	Math	Reading	Science	Composite
2018	24.2	24.2	24.9	24.2	24.5
2017	23.8	24	24.6	23.9	24.2
2016	23.2	23.9	24.4	23.7	23.9
2015	23	23.8	23.9	23.5	23.7
2014	22.7	23.8	23.6	23.2	23.4
2013	22.6	23.8	23.7	23.1	23.4
2012	22.7	23.7	23.4	23.1	23.3
2011	22.7	23.8	23.5	23	23.4

Percent of ACT-Tested Students Ready for College-Level Coursework



Scarsdale High School Advanced Placement Exam Score Results

Year	Total Exams	Mean Test Score	% Exam Scores 4, 5	% Exam Scores 3, 4, 5
2018	491	4.19	78%	93%
2017	419	4.31	85%	97%
2016	392	4.41	85%	98%
2015	356	4.31	81%	97%
2014	428	4.35	83%	97%
2013	375	4.36	82%	94%
2012	428	4.42	86%	98%
2011	509	4.28	81%	97%
2010	515	4.23	81%	94%
2009	566	4.17	78%	94%
2008	650	4.12	76%	94%
2007	856	3.98	71%	90%
2006	841	4.06	72%	93%
2005	731	3.8	63%	89%
2004	756	3.89	67%	89%
2003	733	3.8	61%	86%
2002	694	3.77	62%	89%



Scarsdale High School Regents Report

Annual Percentage of Students Scoring 65-100%[1]								
Regents Exam	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**
Integrated Algebra I	99%[2]	99%[2]	99%[2]	99%[2]	88%[3]	84%[3]	not offered	not offered
Common Core Algebra	not offered	not offered	not offered	97%[2]	95%[2]	100%[2]	99%[2]	98%[2]
Common Core ELA	not offered	not offered	not offered	not offered	not offered	100%	99%	97%
Comprehensive English	99%	97%	98%	100%	99%	82%[4]	not offered	not offered
Living Environment (Biology)	99%	100%	99%	99%	99%	98%	99%	100%
Global History	97%	99%	99%	99%	98%	98%	99%	99%
U.S. History and Government	99%	99%	99%	100%	99%	100%	99%	99%

[1] Between 330 and 420 students took each exam, with the exception of

- The 2015 and 2016 Algebra I exams (34 students and 6 students, respectively)
- The 2016 Comprehensive English exam (17 students)

For each of these exams in each of these years, a handful of students classified by the Committee on Special Education passed with scores in the 55% to 64% range. The figures above do not include that population, since the LHRIC report on passing rates does not differentiate between classified and non-classified students who scored below 65%.

[2] Includes all Scarsdale Middle School and Scarsdale High School students who took these exams.

[3] This exam was taken only by Scarsdale High School students - those who did not take algebra while students in in the Middle School. The exam is no longer offered.

[4] 2015-16 was the final year in which the Comprehensive English Regents was offered, and only to students who entered high school prior to 2013.

- At Scarsdale High School in 2016, 17 students qualified to take the Comprehensive English exam, and 14 of them (82%) earned passing scores.
- Those students took it because they had either failed it in the past or were classified students who passed it with a score under 65% but wanted to try for a score higher than 65, so that they could earn a Regents diploma rather than a local diploma.
- All other students (approximately 375) who took a Regents exam in English during 2016 took the Common Core English Regents (our first administration of that exam), and 100% of them passed it.

Scarsdale Graduates to College

Year	Percent to college	Percent to 4-year college
2018	99%	98%
2017	98%	97%
2016	98%	97%
2015	99%	97%
2014	99%	97%
2013	99%	98%
2012	97%	95%
2011	99%	98%
2010	98%	96%
2009	98%	96%
2008	99%	97%
2007	99%	97%
2006	99%	96%
2005	97%	94%

Percent Accepted to Most Selective Colleges (According to Barron's Guide)

Year	Percentage
2018	63%
2017	59%
2016	63%
2015	64%
2014	68%
2013	64%
2012	59%
2011	62%
2010	61%
2009	58%
2008	58%
2007	58%
2006	55%
2005	57%
2004	55%

National Merit Scholars

Year	Number of Students named National Merit Semifinalists	Percent of Students named National Merit Semifinalists	Number of Students named National Merit Finalists	Percent of Students named National Merit Finalists
2018	20	5%		
2017	13	3%	9	2%
2016	26	7%	20	5%
2015	16	4%	13	3%
2014	23	6%	20	5%
2013	27	7%	24	8%
2012	19	6%	19	5%
2011	22	6%	22	6%
2010	22	6%	21	6%
2009	15	4%	14	4%
2008	21	6%		
2007	20	5%		
2006	28	8%		
2005	21	6%		

Students Who Received ***National Merit Letters of Commendation***

Year	Number of Students	Percent of Students
2018	32	9%
2017	27	7%
2016	34	9%
2015	52	14%
2014	41	10%
2013	44	12%
2012	34	10%
2011	34	11%
2010	62	16%
2009	66	18%
2008	43	12%
2007	35	9%
2006	45	13%
2005	30	9%

The Global Learning Alliance
A School and University Partnership
for High International Standards and Deep Learning

Overview

The Global Learning Alliance is a professional community with three goals:

- To promote transformative teaching and learning;
- To empower youth to meet the challenges of their century;
- To realize the benefits of these efforts for children and youth around the world.

We believe that individuals, schools and nations each grow and prosper when all do. We hope to support the transition from today's world of international competition to a tomorrow in which human beings contribute to and participate in the good of a global community.

A partnership among schools and universities in Asia and Australia, the Americas and Europe, the Alliance supports leading edge research and builds knowledge about how to promote the best learning in the world. Through real and virtual contacts, partners examine student work and teaching materials that meet a high international standard in measurable terms. As a result, they promote exemplary methods and foster individual and institutional growth. They are mindful of the need to reproduce effective practices in a broad cross-section of schools, world-wide.

Background

Those who graduate from school in the 2000's must become contributing world citizens who think critically and creatively, who solve problems that transcend traditional boundaries, and who are grounded by an ethical concern for global issues.

Today, however, neither government policies nor school-based initiatives adequately address the challenges involved in fostering global citizens. National and state reforms fail to recognize differences among schools and promote changes that may be replicable but are shallow and often counterproductive. Meanwhile, individual schools and districts pursue improvement strategies whose benefits fail to transfer consistently or effectively.

Terms like "world class learning" and "Twenty-first Century learning" are clichés, furthermore, nobody really knows what they mean. International measures are limited to tests like PISA and to programs like the IB or Cambridge Pre-U. Some set a bar without helping students or teachers understand how to reach it. Others mandate a specific curriculum that may or may not represent the best student work in the world's top performing nations. Additionally, current measures don't effectively assess a number of capacities that will be important in the future.

Meanwhile, existing international school networks typically lack a sustained focus on international benchmarks, measurement, curriculum or instruction. Neither do they have the benefits of robust school-university linkages

nor are they structured to promote collaborative work on improving institutional and individual capacity. The Global Learning Alliance moves beyond these problems by modeling world class learning and practice and by providing a structured process for their replication.

The Alliance sponsors future contributors, citizens and leaders through:

- Organic professional exchanges through which educators understand and create Twenty-first century curriculum, instruction and assessment;
- Innovative and original research and practices that lead thinking and action in the field;
- Efforts to adapt or replicate effective practices that intentionally improve teaching and learning.

Additional Information

The links below provide more detailed information about the Global Learning Alliance.

GLA Timeline 2009 - 2016

GLA Summit 2012 Global Capacities Framework

Scarsdale Presentation GLA 2012

GLA Status Report November, 2012

Why Cross Border Collaboration is More than PISA

Pilot Assessment 2016

- Research Proposal
- Coding Framework

2016 Summit III Brochure

2018 GLA Summit Brochure

2018 GLA Project on Wellness and Human Well-being

Founding GLA PArtners

Response to Intervention

What is RTI?

Effective July 1, 2012, every school district in New York State is required to implement a **Response to Intervention** model in the elementary school grades.

Response to Intervention (RTI) functions as a significant educational strategy or framework designed to identify students who may be at-risk in their academic performance. The overall purpose of RTI in the Scarsdale Union Free School District is to provide those students who are struggling to meet the demands of the curricula in English Language Arts and mathematics with interventions targeted to their learning needs.

Scarsdale's Model

RTI serves as a multi-tiered intervention framework with increasing levels or tiers of instructional support. Using Scarsdale's Local Effort Service model, a three-tiered framework has been designed. The graphic presented below provides a visual illustration of the district's RTI model. It is important to note that the instruction a child receives in RTI is supplemental in nature. That is, the instruction is in addition to, and not in place of core instruction students receive in the classroom.