



Assessment Defined

## Purposes of Assessment

- Assessment OF Learning
- Assessment FOR Learning
- Assessment AS Learning


## Types of Assessment

- Informal Assessment
- Formal Assessment


## Standardized Tests

# Two Types of Standardized Tests 

- Norm Referenced
- Criterion Referenced



## Standardized Tests

- Inform teachers, parents, and students about students' progress with basic skills.
- Provide data to identify students who need additional support.
- Inform our community about the performance of Scarsdale students relative to students in the region, state, and nation.


## Limitations of Standardized Tests

## Statement by the Scarsdale Board of Education

"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."
(Scarsdale Board of Education, 2013)

# Scarsdale's Approach to Student Assessment 



Scarsdale Graduates to College

| Year | Percent to <br> college | Percent to <br> 4-year <br> college |
| :---: | :---: | :---: |
| $2015-2016$ | $98 \%$ | $97 \%$ |
| $2014-2015$ | $99 \%$ | $97 \%$ |
| $2013-2014$ | $99 \%$ | $97 \%$ |
| $2012-2013$ | $99 \%$ | $98 \%$ |
| $2011-2012$ | $97 \%$ | $95 \%$ |
| $2010-2011$ | $99 \%$ | $98 \%$ |
| $2009-2010$ | $98 \%$ | $96 \%$ |
| $2008-2009$ | $98 \%$ | $96 \%$ |
| $2007-2008$ | $99 \%$ | $97 \%$ |
| $2006-2007$ | $99 \%$ | $97 \%$ |
| $2005-2006$ | $99 \%$ | $96 \%$ |
| $2004-2005$ | $97 \%$ | $94 \%$ |

Percent of Scarsdale graduates accepted to colleges and universities ranked "most competitive" in the U.S.

| Year | Percentage |
| :---: | :---: |
| $2015-2016$ | $63 \%$ |
| $2014-2015$ | $64 \%$ |
| $2013-2014$ | $68 \%$ |
| $2012-2013$ | $64 \%$ |
| $2011-2012$ | $59 \%$ |
| $2010-2011$ | $62 \%$ |
| $2009-2010$ | $61 \%$ |
| $2008-2009$ | $58 \%$ |
| $2007-2008$ | $58 \%$ |
| $2006-2007$ | $58 \%$ |
| $2005-2006$ | $55 \%$ |
| $2004-2005$ | $57 \%$ |
| $2003-2004$ | $55 \%$ |

## SAT Scores

## SAT Scores

- Scarsdale's Mean Combined SAT Score Results continue to be the highest among comparable districts in our region.

2015-2016 Mean Combined SAT Scores of Comparable Districts

| District | Scarsdale | Chappaqua | Blind Brook <br> (Rye Brook) | Bronxville | Byram <br> Hills | Rye | Great Neck <br> 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 |

2014-2015 Mean Combined SAT Scores of Comparable Districts

| District | Scarsdale Chappaqua | Bronxville | Blind Brook <br> (Rye Brook) | Byram <br> Hills | Edgemont | Rye | Great Neck <br> 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 |

2013-2014 Mean Combined SAT Scores of Comparable Districts

| District | Scarsdale | Chappaqua | Bronxville | Edgemont | Byram <br> Hills | Great Neck <br> South | Blind Brook <br> (Rye Brook) | Great Neck <br> 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 |

2012-2013 Mean Combined SAT Scores of Comparable Districts

| District | ScarsdaleBlind Brook <br> (Rye Brook) | Chappaqua | Byram <br> Hills | Edgemont | Bronxville | Ardsley | Hastings | Rye |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Crit Reading | 633 | 627 | 618 | 598 | 591 | 605 | 593 | 610 | 587 |
| Math | 656 | 645 | 641 | 634 | 633 | 601 | 607 | 587 | 600 |
| Writing | 646 | 639 | 634 | 620 | 615 | 615 | 612 | 611 | 608 |
| Total | 1935 | 1911 | 1893 | 1852 | 1839 | 1821 | 1812 | 1808 | 1795 |

## Scarsdale High School SAT Score Results




SAT Subject Test Mean Scores

| Test | $\mathbf{2 0 1 6}$ | $\mathbf{2 0 1 5}$ | $\mathbf{2 0 1 4}$ | $\mathbf{2 0 1 3}$ | $\mathbf{2 0 1 2}$ | $\mathbf{2 0 1 1}$ | $\mathbf{2 0 1 0}$ | $\mathbf{2 0 0 9}$ |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math Level 1 | 684 | 669 | 686 | 671 | 688 | 670 | 675 | 682 |
| Math Level 2 | 748 | 728 | 748 | 744 | 732 | 737 | 735 | 726 |
| U.S History | 694 | 703 | 689 | 702 | 725 | 692 | 684 | 703 |
| French | 699 | 692 | 723 | 748 | 730 | 713 | 732 | 758 |
| Spanish | 711 | 684 | 716 | 671 | 698 | 684 |  | 620 |
| Chemistry | 725 | 720 | 728 | 722 | 731 | 718 | 723 | 696 |
| Biology-E | 714 | 703 | 673 | 697 | 682 | 712 | 659 | 657 |
| Biology-M | 713 | 718 | 709 | 704 | 683 | 711 | 674 | 673 |
| Physics | 714 | 704 | 711 | 728 | 710 | 719 | 739 | 721 |
| Literature | 687 | 688 | 663 | 708 | 679 | 685 | 676 | 678 |
| World History | 608 | 684 | 643 | 665 | 646 | 706 | 700 | 749 |
| Japanese |  |  | 702 |  | 708 |  | 765 |  |

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



# Advanced Placement Exams 

## AP Exams

- The percent of students receiving scores of 3,4 , or 5 on AP Exams is $98 \%$, continuing the trend from 2002.

Scarsdale High School Advanced Placement Exam Score Results

| Year | Total Exams | Mean <br> Test Score | $\mathbf{\%}$ Exam Scores <br> $\mathbf{4 , 5}$ | \% Exam Scores <br> $\mathbf{3 , 4 , 5}$ |
| :---: | :---: | :---: | :---: | :---: |
| $2015-2016$ | 392 | 4.41 | $85 \%$ | $98 \%$ |
| $2014-2015$ | 356 | 4.31 | $81 \%$ | $97 \%$ |
| $2013-2014$ | 428 | 4.35 | $83 \%$ | $97 \%$ |
| $2012-2013$ | 375 | 4.36 | $82 \%$ | $94 \%$ |
| $2011-2012$ | 428 | 4.42 | $86 \%$ | $98 \%$ |
| $2010-2011$ | 509 | 4.28 | $81 \%$ | $97 \%$ |
| $2009-2010$ | 515 | 4.23 | $81 \%$ | $94 \%$ |
| $2008-2009$ | 566 | 4.17 | $78 \%$ | $94 \%$ |
| $2007-2008$ | 650 | 4.12 | $76 \%$ | $94 \%$ |
| $2006-2007$ | 856 | 3.98 | $71 \%$ | $90 \%$ |
| $2005-2006$ | 841 | 4.06 | $72 \%$ | $93 \%$ |
| $2004-2005$ | 731 | 3.8 | $63 \%$ | $89 \%$ |
| $2003-2004$ | 756 | 3.89 | $67 \%$ | $89 \%$ |
| $2002-2003$ | 733 | 3.8 | $61 \%$ | $86 \%$ |
| $2001-2002$ | 694 | 3.77 | $62 \%$ | $89 \%$ |

## Common Assessments

Overview of K-5 Assessments

| $\because: ~ \because: ~ \% ~$ | ELA |  |  |  | MATH |  |  |  |  | SCIENCE |  | SOCIAL STUDIES |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Narrative Assessments* | Informational On Demand Assessment* | STAR <br> Reading | $\begin{aligned} & \text { NYS } \\ & \text { ELA } \end{aligned}$ | STAR <br> Math | NYS <br> Math | 1st <br> Trimester | 2nd <br> Trimester | 3rd <br> Trimester | One rubric can be applied to all units to measure growth |  |  |  |
| K | Fall | Spring | Sept. | $\square$ | Sept. | $\because$ | Nov. | March | June |  |  |  |  |
|  |  |  | Jan. May |  | Jan. May | 淮: |  |  |  |  |  | Fall Assessment to be <br> completed by end of second <br> marking period. Spring <br> Assessment - June |  |
| 1 |  |  |  |  | ي |  | Nov. | March | June | Plants unit rub Chicks unit April/May | bric-fall ubric- | Fall Assessment to completed by end marking period. Assessment - June | be of second Spring |
| 2 |  |  |  |  |  |  | "Op <br> Nov Dec. Feb. M | en Style" T <br> . - Numera <br> - Measure <br> - Multipli <br> ay - Fractio | asks ment ation ns | Adaptations (Embedded in throughout th October - Ma | Unitn Animal units he year) y | Fall Assessment to completed by end marking period. Assessment - June | be of second Spring |
| 3 |  |  |  | March |  | May | Nov. |  | June | Plants Unit May/June |  | Fall Assessment to completed by end marking period. Spring Assessment | be of first t - June |
| 4 |  |  |  | March |  | May | Nov. | Jan - <br> Fractions <br> March - <br>  <br> Perimeter | June | Ecosystems (Embedded assessments throughout year) | NYS Science <br> Performance <br> May - June Written June | Fall Explorers Ass be completed by th second marking pe Spring Assessment | essment to e end of riod. <br> - June |
| 5 |  |  |  | March |  | May |  | en Style" T <br> - Fractio arch - Volu |  | Effervescent and Mixtures Unit (use Pro rubric) | Launchers Unit and Solutions ocess Skills | Fall Assessment to be completed by the end of the first marking period | Spring <br> Capstone <br> Project <br> April - <br> June |

[^0]SMS Overview of Grades 6-8 Assessments (Common/N.Y.S.)

| September | English |  |  | Math |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Grade 6 | Grade 7 | Grade 8 | Grade 6 | Grade 7 | Grade 8 |
|  | preassessment benchmark |  | grammar pre-test | Inventory |  |  |
| October | Character trait paragraph |  | Literary essay (ongoing throughout the year) |  |  |  |
| November |  | Literary essay (ongoing throughout the year) |  |  |  |  |
| December |  |  |  |  |  |  |
| January | Writing about conflict (time of year varies by house) |  |  |  |  |  |
| February |  |  |  |  |  |  |
| March | NYS ELA | Speech Unit <br> NYS ELA | Speech Unit; Romeo \& Juliet/benchmark essay <br> NYS ELA |  |  |  |
| April | theme essay |  |  |  |  |  |
| May |  |  |  | Cumulative Assessment NYS Math | NYS Math | NYS Math |
| June | Writing Benchmark <br> Speeches | Julius Caesar benchmark essay | 8th grade end of the year project <br> grammar post-test |  | Final Exam | Gr. 8 Final Exam <br> Algebra Regents |

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


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

| World Language |  |  |
| :---: | :---: | :---: |
| Grade 6 | Grade 7 | Grade 8 |
| Spanish 6 common diagnostic | Common Diagnostic | Common Diagnostic |
| Sp 6 aural/oral <br> Fr 6 introductory topics | Sp 7 Chapter 3 <br> Fr 7 Chapter 1, 2 | Sp 8 Chapter 9 <br> Fr 8 Chapters 9, 10 |
| Sp 6 Mini Unit 1 <br> Fr 6 Classroom and Useful expressions | Sp 7 Chapter 4 <br> Fr 7 Chapter 3 | Fr 8 Chapter 11 |
| Sp 6 Mini Unit 2 <br> Fr 6 Residence, Numbers, weather | Sp 7 Chapter 5 <br> Fr 7 Chapter 4 | Sp 8 Chapter 10 <br> Fr 8 Chapter 13 |
| Sp 6 Mini Unit 4 <br> Fr 6 Classroom, time, colors | Sp 7 Chapter 6 <br> Fr 7 Human Rights Project | Sp 8 Chapter 11 <br> Fr 8 Chapter 12, Human Rights project |
| Sp 6 Mini Unit 4 <br> Fr 6 Café and Jardin | Sp 7 Capítulo Puente <br> French 7, Chapter <br> 5, Country Project | Sp 8 Chapter 12, Madrid Project Fr 8 Chapter 17 |
| Sp 6 Mini Units 5,6 <br> Fr 6 Shopping and the market | Sp 7 Chapter 7, Country Project <br> Fr 7 Chapter 6 | Sp 8 Unidad 1 Etapa 2 <br> Fr 8 Chapter 14, Paris Project |
| Sp 6 Mini Unit 7 <br> Fr 6 Sports |  | Sp 8 unidad 1 Etapa 3 Fr 8 Chapter 15 |
| Sp 6 Mini Unit 8 <br> Fr 6 Likes and Dislikes | Sp 7 Chapter 8 <br> Fr 7 Chapter 8 | Sp 8 Intro to Imperfect. <br> Fr 8 Chapter 16, 17 |
| Aural/Oral Assessment | Final Exam | Final Exam |

## Scarsdale High School Common Assessments, 2016-17

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

## 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, students may compose a piece or write 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 selfassessment, 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. For the last two or three years, Environmental Science has concluded with presentations of research or culminating projects.

## Social Studies

9th Grade World History: World Cities Project
10th Grade World History

- document-based question on globalization
- 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 (AT U.S. History, AT U.S. Constitutional Law, AT American Government, AT International Politics, AT Psychology, AT Macroeconomics): common final exam in each course

## 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.

## Third Party Assessments to Provide Additional Information

- STAR
- DRA
- LEXIA
- FOUNTAS \& PINNELL



# New York State Standardized Tests 

| ELA | NYS ELA Proficiency Rate (Level 3 and 4) 2006-2016 |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Historical Comparison of Scarsdale's Proficiency Rate |  |  |  |  |  |  |  |  |  |  |  |
| Grade |  |  |  |  |  |  |  |  |  |  |  |
| Level | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| 3 | 92\% | 91\% | 96\% | 95\% | 78\% | 88\% | 87\% | 64\% | 70\% | 58\% | 87\% |
| 4 | 96\% | 93\% | 93\% | 97\% | 85\% | 89\% | 87\% | 66\% | 55\% | 70\% | 83\% |
| 5 | 97\% | 94\% | 99\% | 95\% | 81\% | 82\% | 90\% | 73\% | 69\% | 55\% | 71\% |
| 6 | 91\% | 94\% | 95\% | 97\% | 86\% | 87\% | 88\% | 74\% | 60\% | 63\% | 56\% |
| 7 | 94\% | 90\% | 93\% | 98\% | 87\% | 88\% | 85\% | 67\% | 64\% | 65\% | 66\% |
| 8 | 86\% | 95\% | 92\% | 93\% | 88\% | 87\% | 88\% | 70\% | 75\% | 72\% | 80\% |
| Avg 3-8 | 93\% | 93\% | 95\% | 96\% | 84\% | 87\% | 87\% | 69\% | 66\% | 64\% | 74\% |


| Edgewood |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| 3 | 98\% | 100\% | 85\% | 96\% | 77\% | 66\% | 62\% | 65\% | 83\% |
| 4 | 91\% | 95\% | 86\% | 91\% | 85\% | 63\% | 51\% | 62\% | 84\% |
| 5 | 100\% | 93\% | 72\% | 77\% | 91\% | 65\% | 66\% | 59\% | 63\% |
| Avg | 96\% | 96\% | 81\% | 88\% | 84\% | 65\% | 60\% | 62\% | 77\% |
| Fox Meadow |  |  |  |  |  |  |  |  |  |
| Grade | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| 3 | 95\% | 99\% | 79\% | 92\% | 93\% | 59\% | 65\% | 52\% | 96\% |
| 4 | 97\% | 93\% | 91\% | 93\% | 97\% | 73\% | 46\% | 69\% | 84\% |
| 5 | 99\% | 96\% | 83\% | 90\% | 90\% | 80\% | 72\% | 45\% | 67\% |
| Avg | 97\% | 96\% | 85\% | 92\% | 93\% | 71\% | 61\% | 56\% | 82\% |
| Greenacres |  |  |  |  |  |  |  |  |  |
| Grade | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| 3 | 97\% | 89\% | 88\% | 93\% | 89\% | 71\% | 63\% | 46\% | 74\% |
| 4 | 88\% | 100\% | 77\% | 96\% | 86\% | 75\% | 50\% | 77\% | 78\% |
| 5 | 100\% | 91\% | 90\% | 72\% | 94\% | 77\% | 79\% | 60\% | 80\% |
| Avg | 95\% | 93\% | 85\% | 87\% | 90\% | 74\% | 64\% | 61\% | 77\% |
| Heathcote |  |  |  |  |  |  |  |  |  |
| Grade | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| 3 | 94\% | 97\% | 67\% | 78\% | 86\% | 58\% | 76\% | 63\% | 100\% |
| 4 | 95\% | 97\% | 84\% | 77\% | 88\% | 59\% | 72\% | 74\% | 78\% |
| 5 | 95\% | 99\% | 78\% | 85\% | 82\% | 70\% | 71\% | 60\% | 72\% |
| Avg | 94\% | 97\% | 76\% | 80\% | 85\% | 62\% | 73\% | 66\% | 83\% |
| Quaker Ridge |  |  |  |  |  |  |  |  |  |
| Grade | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| 3 | 97\% | 92\% | 70\% | 81\% | 88\% | 65\% | 82\% | 68\% | 82\% |
| 4 | 94\% | 100\% | 86\% | 90\% | 80\% | 59\% | 55\% | 70\% | 91\% |
| 5 | 100\% | 96\% | 86\% | 83\% | 92\% | 72\% | 56\% | 57\% | 71\% |
|  | 97\% | 96\% | 80\% | 85\% | 87\% | 65\% | 64\% | 65\% | 81\% |
| Middle School |  |  |  |  |  |  |  |  |  |
| Grade | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| 6 | 95\% | 97\% | 86\% | 87\% | 88\% | 74\% | 60\% | 63\% | 56\% |
| 7 | 93\% | 98\% | 88\% | 88\% | 85\% | 67\% | 64\% | 65\% | 66\% |
| 8 | 93\% | 94\% | 88\% | 87\% | 88\% | 70\% | 75\% | 72\% | 80\% |
| Avg | 93\% | 96\% | 87\% | 87\% | 87\% | 70\% | 66\% | 67\% | 67\% |


| Math | NYS MATH Proficiency Rate (Level 3 and 4) 2006-2016 |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Historical Comparison of Scarsdale's Proficiency Rate |  |  |  |  |  |  |  |  |  |  |
| Grade |  |  |  |  |  |  |  |  |  |  |  |
| Level | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| 3 | 96\% | 96\% | 98\% | 99\% | 83\% | 91\% | 89\% | 65\% | 78\% | 72\% | 83\% |
| 4 | 98\% | 96\% | 97\% | 98\% | 93\% | 92\% | 95\% | 75\% | 73\% | 80\% | 84\% |
| 5 | 93\% | 97\% | 97\% | 97\% | 87\% | 93\% | 95\% | 69\% | 79\% | 73\% | 80\% |
| 6 | 89\% | 88\% | 96\% | 94\% | 83\% | 89\% | 92\% | 75\% | 73\% | 80\% | 76\% |
| 7 | 87\% | 87\% | 93\% | 97\% | 78\% | 90\% | 94\% | 63\% | 68\% | 73\% | 78\% |
| 8 | 93\% | 90\% | 91\% | 96\% | 80\% | 92\% | 95\% | 61\% | 59\% | 71\% | 81\% |
| Avg 3-8 | 93\% | 93\% | 95\% | 97\% | 84\% | 91\% | 93\% | 68\% | 72\% | 75\% | 80\% |


| Edgewood |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| 3 | 99\% | 100\% | 94\% | 92\% | 86\% | 75\% | 78\% | 72\% | 77\% |
| 4 | 100\% | 99\% | 97\% | 94\% | 98\% | 64\% | 76\% | 81\% | 82\% |
| 5 | 93\% | 100\% | 92\% | 95\% | 99\% | 70\% | 72\% | 74\% | 79\% |
| Avg | 97\% | 100\% | 95\% | 94\% | 94\% | 70\% | 75\% | 76\% | 79\% |
| Fox Meadow |  |  |  |  |  |  |  |  |  |
| Grade | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| 3 | 99\% | 100\% | 94\% | 92\% | 86\% | 75\% | 78\% | 72\% | 97\% |
| 4 | 100\% | 99\% | 97\% | 94\% | 98\% | 64\% | 76\% | 81\% | 89\% |
| 5 | 93\% | 100\% | 92\% | 95\% | 99\% | 70\% | 72\% | 74\% | 79\% |
| Avg | 97\% | 100\% | 95\% | 94\% | 94\% | 70\% | 75\% | 76\% | 88\% |
| Greenacres |  |  |  |  |  |  |  |  |  |
| Grade | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| 3 | 100\% | 98\% | 89\% | 93\% | 90\% | 66\% | 68\% | 69\% | 67\% |
| 4 | 90\% | 100\% | 85\% | 97\% | 97\% | 89\% | 74\% | 94\% | 80\% |
| 5 | 100\% | 92\% | 87\% | 84\% | 97\% | 77\% | 91\% | 82\% | 88\% |
| Avg | 97\% | 96\% | 87\% | 91\% | 95\% | 77\% | 78\% | 82\% | 78\% |
| Heathcote |  |  |  |  |  |  |  |  |  |
| Grade | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| 3 | 94\% | 98\% | 65\% | 89\% | 94\% | 60\% | 86\% | 64\% | 89\% |
| 4 | 99\% | 92\% | 93\% | 77\% | 91\% | 79\% | 74\% | 78\% | 80\% |
| 5 | 96\% | 99\% | 84\% | 94\% | 87\% | 68\% | 78\% | 74\% | 78\% |
| Avg | 96\% | 96\% | 81\% | 87\% | 91\% | 69\% | 79\% | 72\% | 82\% |
| Quaker Ridge |  |  |  |  |  |  |  |  |  |
| Grade | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| 3 | 99\% | 100\% | 74\% | 83\% | 83\% | 57\% | 81\% | 81\% | 85\% |
| 4 | 100\% | 100\% | 94\% | 96\% | 93\% | 69\% | 78\% | 77\% | 91\% |
| 5 | 98\% | 100\% | 82\% | 95\% | 93\% | 56\% | 65\% | 78\% | 75\% |
| Avg | 99\% | 100\% | 83\% | 91\% | 90\% | 61\% | 75\% | 78\% | 83\% |
| Middle School |  |  |  |  |  |  |  |  |  |
| Grade | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| 6 | 96\% | 94\% | 83\% | 89\% | 92\% | 75\% | 73\% | 80\% | 76\% |
| 7 | 92\% | 97\% | 78\% | 90\% | 94\% | 63\% | 68\% | 73\% | 78\% |
| 8 | 91\% | 96\% | 80\% | 93\% | 95\% | 61\% | 59\% | 71\% | 81\% |
| Avg | 93\% | 96\% | 80\% | 91\% | 94\% | 66\% | 67\% | 75\% | 79\% |

Percent Proficient (Level 3 and 4)

| Elementary ELA |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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 <br> Neck | Scarsdale | Byram <br> Hills | Mam'k | Rye <br> City | Ardsley | Blind Brook- <br> 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 <br> Hills | Edgemont | Mam'k | Great <br> Neck | Rye <br> City | Blind Brook- <br> 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

| $\mathbf{G r}$ | Bronxville | Chappaqua | Scarsdale | Rye <br> City | Blind Brook- <br> Rye | Edgemont | Great <br> Neck | Mam'k | Ardsley | Byram <br> Hills |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3 | 72 | 75 | $\mathbf{6 4}$ | 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 |

2012 ELA Performance of Comparable Districts

| Gr | Bronxville | Blind Brook <br> Rye | Rye <br> City | Chappaqua | Scarsdale | Edgemont | Byram <br> Hills | Mam'k | Ardsley | Great <br> Neck |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3 | 93 | 92 | 90 | 83 | $\mathbf{8 7}$ | 80 | 82 | 81 | 83 | 83 |
| 4 | 92 | 87 | 91 | 91 | 86 | 88 | 86 | 86 | 82 | 78 |
| 5 | 94 | 86 | 84 | 89 | 89 | 89 | 85 | 83 | 81 | 83 |
| Avg | 93 | 88 | 88 | 88 | 87 | 86 | 84 | 83 | 82 | 81 |

Elementary MATH

| $\mathbf{G r}$ | Bronxville | Scarsdale |
| :---: | :---: | :---: |
| 3 | 87 | $\mathbf{8 3}$ |
| 4 | 85 | $\mathbf{8 4}$ |
| 5 | 82 | $\mathbf{7 9}$ |
| Avg | 85 | $\mathbf{8 2}$ |

2016 MATH Performance of Comparable Districts

| Great <br> Neck | Edgemont | Blind Brook <br> Rye | Chappaqua | Mam'k | Byram <br> Hills | Ardsley | Rye <br> City |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 79 | 80 | 81 | 74 | 70 | 63 | 69 | 65 |
| 87 | 80 | 79 | 75 | 75 | 78 | 66 | 66 |
| 79 | 83 | 61 | 71 | 67 | 70 | 71 | 74 |
| 82 | 81 | 74 | 73 | 71 | 70 | 69 | 68 |


| 2015 MATH Performance of Comparable Districts |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Gr | Bronxville | Edgemont | Great <br> Neck | Scarsdale | Blind Brook Rye | Chappaqua | Byram Hills | Mam'k | $\begin{aligned} & \text { Rye } \\ & \text { City } \end{aligned}$ | 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

| $\mathbf{G r}$ | Bronxville | Scarsdale | E |
| :---: | :---: | :---: | :---: |
| 3 | 89 | $\mathbf{7 9}$ |  |
| 4 | 72 | $\mathbf{7 2}$ |  |
| 5 | 78 | $\mathbf{7 9}$ |  |
| Avg | 80 | $\mathbf{7 7}$ |  |


| Edgemont | Great Neck | Mam'k | Chappaqua | Byram <br> Hills | Blind Brook- <br> Rye | Rye <br> City | Ardsley |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 77 | 70 | 73 | 75 | 76 | 74 | 66 | 63 |
| 70 | 72 | 71 | 74 | 66 | 72 | 59 | 53 |
| 72 | 76 | 73 | 68 | 73 | 68 | 74 | 76 |
| 73 | 73 | 72 | 72 | 72 | 71 | 66 | 64 |


| Gr | Bronxville | Rye City |
| :---: | :---: | :---: |
| 3 | 65 | 63 |
| 4 | 82 | 74 |
| 5 | 66 | 76 |
| Avg | 71 | 71 |

## 2013 MATH Performance of Comparable Districts

| Scarsdale | Blind Brook- <br> Rye | Edgemont | Great <br> Neck | Mam'k | Chappaqua | Byram <br> Hills | Ardsley |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\mathbf{6 6}$ | 87 | 60 | 69 | 67 | 66 | 56 | 44 |
| 75 | 68 | 68 | 70 | 71 | 65 | 72 | 66 |
| 70 | 52 | 76 | 61 | 56 | 64 | 65 | 66 |
| 70 | 69 | 68 | 67 | 65 | 65 | 64 | 59 |


| Gr | Bronxville | Rye City | Scarsdale | Byram <br> Hills | Mam'k | Chappaqua | Great <br> Neck | Blind Brook- <br> Rye | Edgemont | Ardsley |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3 | 96 | 93 | 89 | 88 | 85 | 82 | 88 | 91 | 83 | 85 |
| 4 | 97 | 95 | 96 | 90 | 92 | 97 | 91 | 89 | 96 | 90 |
| 5 | 93 | 97 | 95 | 95 | 93 | 91 | 90 | 91 | 89 | 90 |
| Avg | 95 | 95 | 93 | 91 | 90 | 90 | 90 | 90 | 89 | 88 |

## 2012 MATH Performance of Comparable Districts

## Percent Proficient (Level 3 and 4)

Middle School ELA
2016 Performance of Comparable Districts

| Gr | Byram <br> Hills | Edgemont | Great <br> Neck | Chappaqua | Bronxville | Scarsdale | Ardsley | Mam'k | Rye <br> City | Blind Brook- <br> 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 Performance of Comparable Districts |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\mathbf{G r}$ | Byram <br> Hills | Chappaqua | Scarsdale | Bronxville | Rye <br> City | Great <br> Neck | Edgemont | Mam'k | Ardsley | Blind Brook- <br> 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 <br> City | Byram <br> Hills | Mam'k | Edgemont | Great <br> Neck | Ardsley | Blind Brook- <br> Rye |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 6 | $\mathrm{n} / \mathrm{a}$ | 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 BrookRye | Great <br> 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 |

2012 ELA Performance of Comparable Districts

| Gr | Rye <br> City | Scarsdale | Byram Hills | Bronxville | Chappaqua | Edgemont | Ardsley | Blind Brook- <br> Rye | Great <br> Neck | Mam'k |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 6 | 90 | $\mathbf{8 7}$ | 90 | 88 | 85 | 88 | 81 | 79 | 80 | 81 |
| 7 | 91 | 86 | 81 | 83 | 86 | 84 | 85 | 79 | 78 | 77 |
| 8 | 84 | 89 | 89 | 89 | 86 | 85 | 85 | 84 | 78 | 73 |
| avg 6-8 | 88 | 87 | 87 | 87 | 86 | 86 | 84 | 81 | 79 | 77 |

Middle School MATH
2016 MATH Performance of Comparable Districts

| Gr | Chappaqua | Edgemont | Scarsdale | Bronxville | Great <br> Neck | Ardsley | Byram <br> Hills | Rye <br> City | Blind Brook- <br> Rye |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 6 | 89 | 84 | $\mathbf{7 6}$ | 69 | 75 | 72 | 88 | 70 | 63 |
| 7 | 83 | 69 | $\mathbf{7 8}$ | 84 | 85 | 74 | 83 | 81 | 71 |
| 8 | 88 | 84 | $\mathbf{8 1}$ | 62 | 57 | 67 | 43 | 61 | 73 |
| avg 6-8 | 87 | 79 | $\mathbf{7 8}$ | 72 | 72 | 71 | 71 | 71 | 69 |

2015 MATH Performance of Comparable Districts

| 2015 MATH Performance of Comparable Districts |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Gr | Chappaqua | Scarsdale | Edgemont | Rye <br> City | Bronxville | Byram <br> Hills | Ardsley | Great <br> Neck | Blind Brook- <br> Rye |
| 6 | 82 | $\mathbf{8 0}$ | 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 <br> City | Byram <br> Hills | Edgemont | Great <br> 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

| 2013 MATH Performance of Comparable Districts |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Gr | Chappaqua | Rye <br> City | Byram <br> Hills | Ardsley | Scarsdale | Great <br> Neck | Edgemont | Blind Brook- <br> Rye | Mamaroneck |
| 6 | 83 | 80 | 78 | 73 | $\mathbf{7 5}$ | 67 | 70 | 49 | 59 |
| 7 | 71 | 78 | 71 | 70 | 62 | 61 | 66 | 61 | 62 |
| 8 | 75 | 59 | 68 | 61 | $\mathbf{6 1}$ | 59 | 48 | 70 | 55 |
| avg 6-8 | 76 | 72 | 72 | 68 | 66 | 62 | 61 | 60 | 59 |

2012 MATH Performance of Comparable Districts

| Gr | Ardsley | Scarsdale | Byram <br> Hills | Chappaqua | Rye <br> City | Blind Brook- <br> Rye | Bronxville | Edgemont | Great <br> Neck |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 6 | 96 | 92 | 95 | 93 | 94 | 94 | 90 | 93 | 91 |
| 7 | 93 | 94 | 91 | 92 | 94 | 93 | 95 | 89 | 92 |
| 8 | 96 | 95 | 96 | 96 | 95 | 95 | 91 | 93 | 89 |
| avg 6-8 | 95 | 94 | 94 | 94 | 94 | 94 | 92 | 92 | 91 |



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

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




## Scarsdale High School Regents Report

Annual Percentage of Students Scoring 65-100\%

| Regents Exam | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Integrated Algebra I | $99 \%^{1}$ | $99 \%^{1}$ | $99 \%^{1}$ | $99 \%^{1}$ | $88 \%^{2}$ | $84 \%^{2}$ |
| Common Core Algebra | not offered | not offered | not offered | $97 \%^{1}$ | $95 \%^{1}$ | $100 \%^{1}$ |
| Common Core ELA | not offered | not offered | not offered | not offered | not offered | $100 \%$ |
| Comprehensive English | $99 \%$ | $97 \%$ | $98 \%$ | $100 \%$ | $99 \%$ | $82 \%^{3}$ |
| Living Environment (Biology) | $99 \%$ | $100 \%$ | $99 \%$ | $99 \%$ | $99 \%$ | $98 \%$ |
| Global History | $97 \%$ | $99 \%$ | $99 \%$ | $99 \%$ | $98 \%$ | $98 \%$ |
| U.S. History and Government | $99 \%$ | $99 \%$ | $99 \%$ | $100 \%$ | $99 \%$ | $100 \%$ |

Between 330 and 420 students took each exam, with the exception of the 2014-15 and 2015-16 Algebra I exams ( 34 students and 6 students, respectively) and the 2015-16 Comprehensive English exam (17 students). The Algebra I exam is no longer being offered by NYSED. 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\%.
${ }^{1}$ Includes all Scarsdale Middle School and Scarsdale High School students who took these exams.
${ }^{2}$ This exam was taken only by Scarsdale High School students--those who did not take algebra while students in the Middle School.
${ }^{3}$ 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 2015-2016, 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 2015-16 took the Common Core English Regents (our first administration of that exam), and $100 \%$ of them passed it.

## In 2016, an analysis of state test results led to the following conclusions:

- Overall, school-to-school differences in elementary students' scores were not significant.
- 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.


## Non-Academic Data: Extracurricular Activities

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


## Percent Participation in Athletics

- Fall 50I/I525 (33\%)
- Winter 374/I525 (25\%)
- Spring 450/I525 (27\%)
- Totals 867/I525 (57\%)


## Concluding Thoughts... on Measuring our Students



The most important information is gathered by teachers, each day, in the classroom. This information is used to inform instruction.


Best practices show that multiple measures of student progress provide the clearest assessment of student learning.


We value assessment and continue to explore ways to use data to inform instruction.


Decades-worth of assessments illustrate that our educational program produces strong results.


You cannot have strong graduate outcomes without a strong K-I2 system.


Despite our strong performance, we are committed to continuous improvement.


What ultimately matters are the deep, rich learning experiences that are the hallmark of a Scarsdale education.



[^0]:    * Genre assessment determined by school curriculum calendar

