

Assessment
Presentation

Oct 26, 2022

## Supporting Documentation

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|  | ELA |  |  |  |  | MATH |  |  |  |  | SCIENCE | $\begin{aligned} & \text { SOCIAL } \\ & \text { STUDIES } \end{aligned}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | F\&P <br> Benchmark Assessment | Narrative Assessments* | Informational On Demand Assessment* | Star <br> Reading | $\begin{aligned} & \text { NYS } \\ & \text { ELA } \end{aligned}$ | Star <br> Math | NYS <br> Math | $\begin{gathered} \text { 1st } \\ \text { Trimester } \end{gathered}$ | 2nd <br> Trimester | 3rd <br> Trimester |  |  |  |
| K | Fall \& Spring $\square$ | Fall | Spring | Winter \& Spring Only |  | Winter \& Spring Only |  | K students assessmen Reveal Ma reflect the Standards | will be give s in alignm hematics w Next Gener | common <br> nt with <br> hich <br> tion Math | Assessments are embedded within the three Science 21 Units | Fall Assessme completed by second marki <br> Spring Assess | nt to be end of ing period. <br> ment - June |
| 1 |  |  |  | Fall, Winter, Spring |  | Fall, <br> Winter, <br> Spring |  | Grade 1 st common alignment Mathematics Next Gene | dents will sessments with Reveal which re ation Math | given <br> lect the <br> Standards | Assessments are embedded within the three Science 21 Units | Fall Assessme completed by second marki <br> Spring Assess | nt to be end of ng period. <br> ment - June |
| 2 |  |  |  |  |  |  |  | Grade 2 st common alignment Mathematics Next Gene | dents will sessments with Reveal which re ation Math | given <br> lect the <br> Standards | Assessments are embedded within the three Science 21 Units | Fall Assessme completed by second markin <br> Spring Assess | nt to be end of ing period. <br> ment - June |
| 3 |  |  |  |  | Spring |  | Spring | Grade 3 st common alignment Mathemat Next Gene | dents will sessments with Reveal which re ation Math | given <br> lect the <br> Standards | Assessments are embedded within the four Science 21 Units | Fall Assessme completed by marking period <br> Spring Assess | nt to be end of first d. <br> ment - June |
| 4 |  |  |  |  | Spring |  | Spring | Grade 5 st common alignment Mathemat Next Gene | dents will sessments with Reveal ics which re ation Math | given <br> lect the <br> Standards | Assessments are embedded within the four Smithsonian Science Units | Fall Explorers to be comple end of second period. <br> Spring Assess | Assessment ted by the d marking <br> ment - June |
| 5 |  |  |  |  | Spring |  | Spring |  | $\begin{aligned} & \text { en Style" } \\ & \text { an - Fractic } \\ & \text { arch - Volu } \end{aligned}$ |  | Assessments are embedded within the two Science 21 Units and two Smithsonian Science Units | Fall <br> Assessment completed by end of first marking period | Spring <br> Capstone <br> Project <br> April - June |

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

|  | English |  |  | Math |  |  | Science |  |  | Social Studies |  |  | World Language |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Grade 6 | Grade 7 | Grade 8 | Grade 6 | Grade 7 | Grade 8 | 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 | Benchmark | Benchmark | Benchmark | $\begin{gathered} \text { pre-assessme } \\ \text { nt } \end{gathered}$ | Experimenta I Design Lab-Ball \& Ramp | Density Cube Lab | Inventory | Current <br> Events <br> Upfront |  | Spanish 6 common diagnostic | Spanish 7 common diagnostic | Common Diagnostic |
|  |  |  |  |  |  |  |  |  |  | Geography Project (Not in 2020) |  |  |  |  | Pobre Ana |
| October | Character trait paragraph | Poetry (ongoing throughout the school year) Memoir | Literary essay (ongoing throughout the year) |  |  |  | Experimental <br> Design: <br> Students <br> design and <br> apply <br> scientific <br> method to <br> solve a <br> scientific <br> problem | $\begin{aligned} & \text { Microscope } \\ & \text { Lab } \end{aligned}$ | Phase Change Lab |  | Power of Protest in the Revolution and Today | Primary Source Document Analysis Skills | Sp 6 aural/oral | 6th grade Review Period \& Sp 7 Chapter 3 | Sp 8 Chapter 9 |
|  |  |  |  |  |  |  | Trout in the classroom begins and runs through May |  |  |  |  |  | Fr 6 intro topics (greetings, alphabet) | Fr 7 Chapter 1, 2 | Fr 8 Chapters 9 |
| November |  | Literary essay (ongoing throughout the year) |  |  |  |  | Density Activities: Labs and demos assessing application and manipulation of density and scientific measurement | Observing Cells lab | $\begin{aligned} & \text { Periodic Table } \\ & \text { lab } \end{aligned}$ | Human Rights Unit |  |  | Sp 6 aural/oral | Sp 7 Chapter 3 |  |
|  |  |  |  |  |  |  | Metric Measurement hands-on lab practical |  |  |  |  |  | Fr 6 calendar, numbers 1-60 | Fr 7 Chapter 3 | Fr 8 Chapters 10, 11 |
|  |  |  |  |  |  |  |  |  | Moon Phases |  |  |  | Sp 6 Mini Unit 1 | Sp 7 Chapter 4 | Sp 8 Chapter 10 |
| December |  |  |  |  |  |  | Graphing Assignment: Data sets used to graph and interpret relationships between variables |  |  |  |  |  | Fr 6 Useful expressions/ commands | Fr 7 Chapter 4 | Fr 8 Chapter 13 |
| January | Writing about conflict (time of year varies by house) |  |  |  |  |  |  | Building a DNA Model | Angle of Insolation lab |  | Constitution Project |  | Sp 6 Mini Units 1,2 | Sp 7 Chapter 5 | Sp 8 Chapter 11 |
|  |  |  |  |  |  |  |  |  |  |  |  |  | Fr 6 Paris, 3rd person Q\&A | Fr 7 Human Rights Project | Fr 8 Chapter 12 |
| February |  | Persuasive writing | Shakespeare essay (time of year varies by house) |  |  |  |  |  | Angle of Insolation lab |  |  |  | Sp 6 Mini Units 2,3 | Sp 7 Chapter 5 | Sp 8 Chapter 12, Madrid Project |
|  |  |  |  |  |  |  |  |  |  | Breakout EDU for Egypt |  |  | Fr 6 Classroom objects, colors | French 7, Chapter 5, Country Project | Fr 8 Chapter 14 |
| March |  | Speech Unit | Speech Unit |  |  |  | Gizmo <br> Simulation Growing Plants: Lab used for data collection, interpretation, and application of concepts |  | Sling Psychrometer | Nearpod for units in Ancient China \& India |  |  | Sp 6 Mini Units 2,3 | Sp 7 Chapter 6 | Sp 8 Unidad 1 Etapa 1, Sp 8 Unidad 1 Etapa 2 |
|  |  |  |  |  |  |  |  |  |  |  |  |  | Fr 6 time, weather | Fr 7 Chapter 6 | Fr 8 Chapter 17 |


|  | English |  |  | Math |  |  | Science |  |  | Social Studies |  |  | World Language |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Grade 6 | Grade 7 | Grade 8 | Grade 6 | Grade 7 | Grade 8 | Grade 6 | Grade 7 | Grade 8 | Grade 6 | Grade 7 | Grade 8 | Grade 6 | Grade 7 | Grade 8 |
| April | theme essay |  |  |  |  |  |  | $\begin{gathered} \hline \text { Flower } \\ \text { Forensics } \\ \text { Lab } \end{gathered}$ | Solar Home Stem Project | Breakout EDU for China |  |  | Sp 6 Mini Units 3, 4 | Sp 7 Chapter 7, Country Project | Sp 8 Unidad 1 Etapa 3 |
|  | NYS ELA | NYS ELA | NYS ELA |  |  |  |  |  |  |  |  |  | Fr 6 market, café |  | Fr 8 Chapter 15 , Paris Project |
| May |  |  |  |  |  |  |  | Natural Selection Simulation | $\underset{\substack{\text { NYS } \\ \text { Performance }}}{\text { and }}$ | Current Events Assessment | Civil War Assessment | Research <br> Project and <br> Anotated <br> Bibliography | Sp 6 Mini Units 5, 6 | Sp 7 Chapter 8 | Sp 8 Intro to Imperfect. |
|  |  |  |  | NYS Math | NYS Math | NYS Math |  |  |  |  |  |  | $\begin{aligned} & \hline \text { Fr } 6 \text { Likes and } \\ & \text { Dislikes } \end{aligned}$ | Fr 7 Chapter 8 | Fr 8 Chapter 16, 18 |
| June | $\begin{gathered} \text { Writing } \\ \text { Benchmark } \end{gathered}$ | Julius Caesar culminating project |  | Cumulative Assessment | Final Exam | $\text { Gr. } 8 \text { Final }$ Exam | Science Inventory |  | NYS Written | $\begin{gathered} \text { Final } \\ \text { Inventory } \end{gathered}$ | Primary Museum |  | Sp 6 Mini Units 6, 7 | Sp 7 Chapter 8 | Sp 8 Intro to Imperfect. |
|  | Speeches |  | grammar post-test |  |  | Algebra Regents |  |  | 8th grade end of the year project | $\begin{array}{\|c} \text { Ideal } \\ \text { Civilization } \\ \text { Project (Not } \\ \text { in 2020) } \end{array}$ |  | 8th grade end of the year project | Aural/Oral Assessment | Final Exam | Final Exam |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

## Scarsdale High School Common Assessments

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 museum project where students visit a museum of their choosing from a department list.

## 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, Each course culminates in a common final exam. Final assessments are formatted uniformly and all other assessments are similar with an emphasis on appropriate rigor.

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 performance 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, Basic Music Theory, Digital Music, and Listening to Music (formerly Music Appreciation), final assessments may include: a) a composition or arrangement of a piece with set criteria; b) score analysis and interpretation of a musical work or excerpt; c) underscore music for a film clip; and/or d) presentations which demonstrate connections of aural and multimedia materials with 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. 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

- Common format for 9th grade final assessment. All classes engage in collaborative, research-based projects in the second semester. Topics may vary.

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: multi-step, process-oriented research project/study
- Advanced Topics Macroeconomics: final exam
- 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 (Levels 3 \& 4) 2016-2022* |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Historical Comparison of Scarsdale's Proficiency Rate |  |  |  |  |  |
| Grade Level | 2016 | 2017 | 2018 | 2019 | 2022 |
| 3 | 87\% | 87\% | 88\% | 91\% | 93\% |
| 4 | 83\% | 78\% | 89\% | 87\% | 84\% |
| 5 | 71\% | 74\% | 84\% | 82\% | 85\% |
| 6 | 56\% | 65\% | 88\% | 86\% | 89\% |
| 7 | 66\% | 67\% | 82\% | 79\% | 81\% |
| 8 | 80\% | 74\% | 71\% | 86\% | 80\% |
| 3-8 | 74\% | 74\% | 84\% | 85\% | 85\% |
| Edgewood |  |  |  |  |  |
| Grade | 2016 | 2017 | 2018 | 2019 | 2022 |
| 3 | 83\% | 88\% | 89\% | 94\% | 93\% |
| 4 | 84\% | 76\% | 88\% | 90\% | 92\% |
| 5 | 63\% | 67\% | 89\% | 81\% | 81\% |
| 3-5 | 77\% | 77\% | 88\% | 88\% | 84\% |
| Fox Meadow |  |  |  |  |  |
| Grade | 2016 | 2017 | 2018 | 2019 | 2022 |
| 3 | 96\% | 90\% | 89\% | 90\% | 91\% |
| 4 | 84\% | 77\% | 94\% | 85\% | 89\% |
| 5 | 67\% | 63\% | 84\% | 87\% | 82\% |
| 3-5 | 82\% | 77\% | 89\% | 87\% | 87\% |
| Greenacres |  |  |  |  |  |
| Grade | 2016 | 2017 | 2018 | 2019 | 2022 |
| 3 | 74\% | 87\% | 78\% | 94\% | 98\% |
| 4 | 78\% | 72\% | 88\% | 87\% | 91\% |
| 5 | 80\% | 73\% | 85\% | 75\% | 87\% |
| 3-5 | 77\% | 77\% | 84\% | 85\% | 92\% |
| Heathcote |  |  |  |  |  |
| Grade | 2016 | 2017 | 2018 | 2019 | 2022 |
| 3 | 100\% | 84\% | 94\% | 89\% | 94\% |
| 4 | 78\% | 95\% | 83\% | 85\% | 75\% |
| 5 | 72\% | 86\% | 87\% | 86\% | 95\% |
| 3-5 | 83\% | 88\% | 87\% | 87\% | 87\% |
| Quaker Ridge |  |  |  |  |  |
| Grade | 2016 | 2017 | 2018 | 2019 | 2022 |
| 3 | 82\% | 87\% | 89\% | 91\% | 91\% |
| 4 | 91\% | 77\% | 92\% | 89\% | 85\% |
| 5 | 71\% | 81\% | 78\% | 80\% | 81\% |
| 3-5 | 81\% | 81\% | 86\% | 87\% | 86\% |
| Middle School |  |  |  |  |  |
| Grade | 2016 | 2017 | 2018 | 2019 | 2022 |
| 6 | 56\% | 65\% | 88\% | 86\% | 89\% |
| 7 | 66\% | 67\% | 82\% | 79\% | 81\% |
| 8 | 80\% | 74\% | 72\% | 86\% | 80\% |
| 3-5 | 67\% | 69\% | 81\% | 84\% | 84\% |

[^1]| Math | NYS MATH Proficiency Rate (Levels 3 \& 4) 2016-2022* |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Historical Comparison of Scarsdale's Proficiency Rate |  |  |  |  |  |
| Grade Level | 2016 | 2017 | 2018 | 2019 | 2022 |
| 3 | 83\% | 89\% | 92\% | 92\% | 92\% |
| 4 | 84\% | 86\% | 92\% | 90\% | 91\% |
| 5 | 80\% | 83\% | 88\% | 90\% | 88\% |
| 6 | 76\% | 83\% | 88\% | 86\% | 87\% |
| 7 | 78\% | 78\% | 88\% | 85\% | 79\% |
| 8 | 81\% | 74\% | 79\% | 86\% | 86\% |
| 3-8 | 80\% | 82\% | 88\% | 88\% | 87\% |
| Edgewood |  |  |  |  |  |
| Grade | 2016 | 2017 | 2018 | 2019 | 2022 |
| 3 | 77\% | 89\% | 95\% | 91\% | 96\% |
| 4 | 82\% | 91\% | 96\% | 94\% | 81\% |
| 5 | 79\% | 77\% | 86\% | 95\% | 84\% |
| 3-5 | 79\% | 86\% | 93\% | 93\% | 86\% |
| Fox Meadow |  |  |  |  |  |
| Grade | 2016 | 2017 | 2018 | 2019 | 2022 |
| 3 | 97\% | 94\% | 93\% | 94\% | 98\% |
| 4 | 89\% | 83\% | 98\% | 88\% | 92\% |
| 5 | 79\% | 83\% | 93\% | 90\% | 93\% |
| 3-5 | 88\% | 87\% | 94\% | 91\% | 94\% |
| Greenacres |  |  |  |  |  |
| Grade | 2016 | 2017 | 2018 | 2019 | 2022 |
| 3 | 67\% | 85\% | 85\% | 92\% | 96\% |
| 4 | 80\% | 82\% | 88\% | 87\% | 95\% |
| 5 | 88\% | 81\% | 90\% | 84\% | 87\% |
| 3-5 | 78\% | 83\% | 88\% | 88\% | 93\% |
| Heathcote |  |  |  |  |  |
| Grade | 2016 | 2017 | 2018 | 2019 | 2022 |
| 3 | 89\% | 81\% | 95\% | 95\% | 95\% |
| 4 | 80\% | 88\% | 84\% | 93\% | 90\% |
| 5 | 78\% | 89\% | 88\% | 89\% | 91\% |
| 3-5 | 82\% | 85\% | 89\% | 92\% | 91\% |
| Quaker Ridge |  |  |  |  |  |
| Grade | 2016 | 2017 | 2018 | 2019 | 2022 |
| 3 | 85\% | 97\% | 90\% | 90\% | 83\% |
| 4 | 91\% | 88\% | 92\% | 90\% | 95\% |
| 5 | 75\% | 85\% | 86\% | 90\% | 84\% |
| 3-5 | 83\% | 89\% | 90\% | 90\% | 88\% |
| Middle School |  |  |  |  |  |
| Grade | 2016 | 2017 | 2018 | 2019 | 2022 |
| 6 | 76\% | 83\% | 88\% | 86\% | 87\% |
| 7 | 78\% | 78\% | 88\% | 85\% | 79\% |
| 8 | 81\% | 74\% | 80\% | 86\% | 86\% |
| 3-5 | 79\% | 78\% | 85\% | 86\% | 84\% |

*2020 \& 2021 omitted due to COVID-19 cancellation (2020) and 2021 version that cannot be compared to other years

## ELA Gr 3-5 Percent Proficient (Levels 3 \& 4)

| Elementary ELA |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2022 ELA Performance of Comparable Districts |  |  |  |  |  |  |  |  |  |  |
| Gr | Bronxville | Scarsdale | Edgemont | Great <br> Neck | Rye <br> City | Blind Brook-Rye | Chappaqua | Byram Hills | Ardsley | Mam'k |
| 3 | 94 | 93 | 86 | 81 | 81 | 85 | 87 | 80 | 67 | 71 |
| 4 | 91 | 84 | 73 | 80 | 74 | 72 | 79 | 76 | 71 | 65 |
| 5 | 81 | 85 | 79 | 72 | 80 | 74 | 66 | 65 | 61 | 62 |
| 3-5 | 89 | 87 | 79 | 78 | 78 | 77 | 77 | 74 | 66 | 66 |
|  |  |  |  |  |  |  |  |  |  |  |
| 2019 ELA Performance of Comparable Districts |  |  |  |  |  |  |  |  |  |  |
| Gr | Scarsdale | Bronxville | Great <br> Neck | Rye <br> City | Edgemont | Chappaqua | Blind Brook-Rye | Byram <br> Hills | Ardsley | Mam'k |
| 3 | 91 | 91 | 85 | 85 | 88 | 87 | 79 | 72 | 73 | 74 |
| 4 | 87 | 85 | 82 | 83 | 74 | 83 | 69 | 79 | 69 | 73 |
| 5 | 82 | 67 | 73 | 74 | 72 | 65 | 69 | 64 | 66 | 63 |
| 3-5 | 87 | 81 | 80 | 80 | 78 | 77 | 73 | 72 | 70 | 70 |
|  |  |  |  |  |  |  |  |  |  |  |
| 2018 ELA Performance of Comparable Districts |  |  |  |  |  |  |  |  |  |  |
| Gr | Scarsdale | Bronxville | Chappaqua | Edgemont | $\begin{aligned} & \hline \text { Rye } \\ & \text { City } \\ & \hline \end{aligned}$ | Great <br> 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 |
| 3-5 | 87 | 84 | 81 | 80 | 78 | 77 | 72 | 71 | 70 | 68 |
|  |  |  |  |  |  |  |  |  |  |  |
| 2017 ELA Performance of Comparable Districts |  |  |  |  |  |  |  |  |  |  |
| Gr | Bronxville | Scarsdale | Edgemont | Great Neck | Chappaqua | Rye <br> City | Blind <br> 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 |
| 3-5 | 81 | 80 | 76 | 76 | 75 | 68 | 67 | 65 | 65 | 63 |
|  |  |  |  |  |  |  |  |  |  |  |
| 2016 ELA Performance of Comparable Districts |  |  |  |  |  |  |  |  |  |  |
| Gr | Scarsdale | Edgemont | Bronxville | Great <br> Neck | Chappaqua | Rye <br> 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 |
| 3-5 | 80 | 78 | 77 | 74 | 73 | 66 | 65 | 64 | 60 | 60 |

2020 \& 2021 omitted due to COVID-19 closure (2020) and 2021 version that cannot be compared to other years

## ELA Gr 6-8 Percent Proficient (Levels 3 \& 4)

| Middle School ELA |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2022 ELA Performance of Comparable Districts |  |  |  |  |  |  |  |  |  |  |
| Gr | Bronxville | Chappaqua | $\begin{aligned} & \text { Rye } \\ & \text { City } \\ & \hline \end{aligned}$ | Edgemont | Scarsdale | Ardsley | Byram Hills | Great Neck | Blind Brook- Rye | Mam'k |
| 6 | 90 | 90 | 83 | 91 | 89 | 87 | 85 | 86 | 79 | 76 |
| 7 | 88 | 84 | 90 | 81 | 81 | 77 | 81 | 77 | 72 | 68 |
| 8 | 89 | 83 | 82 | 80 | 80 | 85 | 84 | 81 | 86 | 69 |
| 6-8 | 89 | 86 | 85 | 84 | 83 | 83 | 83 | 81 | 79 | 71 |
|  |  |  |  |  |  |  |  |  |  |  |
| 2019 ELA Performance of Comparable Districts |  |  |  |  |  |  |  |  |  |  |
| Gr | Scarsdale | Bronxville | Chappaqua | Edgemont | Great <br> Neck | Byram Hills | Rye City | Ardsley | $\begin{array}{\|c\|} \hline \text { Blind Brook- } \\ \text { Rye } \end{array}$ | Mam'k |
| 6 | 86 | 88 | 83 | 88 | 79 | 83 | 78 | 78 | 73 | 71 |
| 7 | 79 | 76 | 77 | 68 | 80 | 71 | 74 | 66 | 69 | 62 |
| 8 | 86 | 86 | 85 | 84 | 83 | 84 | 75 | 81 | 77 | 66 |
| 6-8 | 84 | 84 | 82 | 80 | 80 | 79 | 76 | 75 | 73 | 66 |
|  |  |  |  |  |  |  |  |  |  |  |
| 2018 ELA Performance of Comparable Districts |  |  |  |  |  |  |  |  |  |  |
| Gr | Byram <br> Hills | Chappaqua | Edgemont | Scarsdale | Great <br> Neck | Bronxville | $\begin{aligned} & \text { Rye } \\ & \text { City } \\ & \hline \end{aligned}$ | 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 |
| 6-8 | 85 | 83 | 81 | 80 | 79 | 77 | 74 | 72 | 71 | 66 |
|  |  |  |  |  |  |  |  |  |  |  |
| 2017 ELA Performance of Comparable Districts |  |  |  |  |  |  |  |  |  |  |
| Gr | Byram Hills | Chappaqua | Great Neck | $\begin{aligned} & \hline \text { Rye } \\ & \text { City } \\ & \hline \end{aligned}$ | Bronxville | Scarsdale | Ardsley | Edgemont | Mam'k | Blind BrookRye |
| 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 |
| 6-8 | 75 | 75 | 73 | 72 | 71 | 69 | 68 | 68 | 63 | 51 |
|  |  |  |  |  |  |  |  |  |  |  |
| 2016 ELA Performance of Comparable Districts |  |  |  |  |  |  |  |  |  |  |
| Gr | Byram Hills | Edgemont | Great <br> Neck | Chappaqua | Bronxville | Scarsdale | Ardsley | Mam'k | $\begin{aligned} & \text { Rye } \\ & \text { City } \\ & \hline \end{aligned}$ | Blind BrookRye |
| 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 |
| 6-8 | 75 | 72 | 72 | 71 | 68 | 67 | 67 | 65 | 64 | 56 |

2020 \& 2021 omitted due to COVID-19 closure (2020) and 2021 version that cannot be compared to other years

## MATH Gr 3-5 Percent Proficient (Levels 3 \& 4)

| Elementary MATH |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2022 MATH Performance of Comparable Districts |  |  |  |  |  |  |  |  |  |  |
| Gr | Bronxville | Scarsdale | Great Neck | $\begin{array}{\|c\|} \hline \text { Blind } \\ \text { Brook-Rye } \\ \hline \end{array}$ | Edgemont | $\begin{aligned} & \hline \text { Rye } \\ & \text { City } \\ & \hline \end{aligned}$ | Byram Hills | Chappaqua | Mam'k | Ardsley |
| 3 | 93 | 92 | 84 | 89 | 87 | 80 | 80 | 82 | 76 | 70 |
| 4 | 90 | 90 | 89 | 85 | 84 | 85 | 80 | 81 | 70 | 69 |
| 5 | 89 | 88 | 84 | 78 | 81 | 79 | 80 | 66 | 65 | 56 |
| 3-5 | 91 | 90 | 86 | 84 | 84 | 81 | 80 | 76 | 70 | 65 |
|  |  |  |  |  |  |  |  |  |  |  |
| 2019 MATH Performance of Comparable Districts |  |  |  |  |  |  |  |  |  |  |
| Gr | Scarsdale | Bronxville | Edgemont | Great Neck | $\begin{gathered} \text { Blind } \\ \text { Brook-Rye } \end{gathered}$ | Chappaqua | Byram Hills | Rye City | Ardsley | Mam'k |
| 3 | 92 | 89 | 91 | 85 | 85 | 84 | 82 | 75 | 75 | 78 |
| 4 | 90 | 89 | 80 | 83 | 80 | 85 | 89 | 85 | 70 | 74 |
| 5 | 90 | 86 | 81 | 85 | 78 | 81 | 72 | 75 | 71 | 66 |
| 3-5 | 91 | 88 | 84 | 84 | 81 | 83 | 81 | 78 | 72 | 73 |
|  |  |  |  |  |  |  |  |  |  |  |
| 2018 MATH Performance of Comparable Districts |  |  |  |  |  |  |  |  |  |  |
| Gr | Scarsdale | Bronxville | $\begin{gathered} \text { Blind } \\ \text { Brook-Rye } \end{gathered}$ | Chappaqua | Great Neck | Edgemont | $\begin{aligned} & \text { Rye } \\ & \text { City } \end{aligned}$ | 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 |
| 3-5 | 91 | 88 | 82 | 81 | 81 | 80 | 80 | 76 | 75 | 73 |
| 2017 MATH Performance of Comparable Districts |  |  |  |  |  |  |  |  |  |  |
| Gr | Bronxville | Scarsdale | $\begin{array}{\|c\|} \hline \text { Blind } \\ \text { Brook-Rye } \\ \hline \end{array}$ | Great Neck | Edgemont | Chappaqua | $\begin{aligned} & \text { Rye } \\ & \text { City } \\ & \hline \end{aligned}$ | 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 |
| 3-5 | 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 | $\begin{aligned} & \text { Rye } \\ & \text { City } \end{aligned}$ |
| 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 |
| 3-5 | 85 | 82 | 82 | 81 | 74 | 73 | 71 | 70 | 69 | 68 |

2020 \& 2021 omitted due to COVID-19 closure (2020) and 2021 version that cannot be compared to other years

## MATH Gr 6-8 Percent Proficient (Levels 3 \& 4)

| Middle School MATH |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2022 MATH Performance of Comparable Districts |  |  |  |  |  |  |  |  |  |
| Gr | Scarsdale | Byram Hills | Edgemont | Chappaqua | Rye City | Ardsley | Great <br> Neck | Blind BrookRye | Bronxville |
| 6 | 86 | 85 | 88 | 82 | 69 | 73 | 76 | 83 | 90 |
| 7 | 78 | 84 | 69 | 79 | 84 | 75 | 72 | 67 | 81 |
| 8 | 86 | 79 | 88 | 76 | 79 | 73 | 68 | 64 | 38 |
| 6-8 | 83 | 83 | 82 | 79 | 77 | 74 | 72 | 71 | 70 |
|  |  |  |  |  |  |  |  |  |  |
| 2019 MATH Performance of Comparable Districts |  |  |  |  |  |  |  |  |  |
| Gr | Chappaqua | Edgemont | Scarsdale | Byram Hills | Bronxville | Blind BrookRye | Great <br> Neck | Ardsley | Rye <br> City |
| 6 | 92 | 95 | 86 | 85 | 84 | 76 | 80 | 73 | 71 |
| 7 | 84 | 79 | 85 | 87 | 85 | 71 | 84 | 75 | 78 |
| 8 | 88 | 87 | 86 | 78 | 77 | 86 | 59 | 74 | 62 |
| 6-8 | 88 | 87 | 86 | 84 | 82 | 78 | 78 | 74 | 70 |
|  |  |  |  |  |  |  |  |  |  |
| 2018 MATH Performance of Comparable Districts |  |  |  |  |  |  |  |  |  |
| Gr | Chappaqua | Scarsdale | Edgemont | Blind BrookRye | Byram <br> Hills | Great <br> 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 |
| 6-8 | 88 | 85 | 83 | 79 | 78 | 76 | 76 | 75 | 72 |
|  |  |  |  |  |  |  |  |  |  |
| 2017 MATH Performance of Comparable Districts |  |  |  |  |  |  |  |  |  |
| Gr | Chappaqua | Edgemont | Byram Hills | Scarsdale | Great <br> Neck | Bronxville | $\begin{aligned} & \text { Rye } \\ & \text { City } \\ & \hline \end{aligned}$ | 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 |
| 6-8 | 87 | 81 | 80 | 78 | 74 | 73 | 73 | 70 | 69 |
|  |  |  |  |  |  |  |  |  |  |
| 2016 MATH Performance of Comparable Districts |  |  |  |  |  |  |  |  |  |
| Gr | Chappaqua | Edgemont | Scarsdale | Bronxville | Great <br> Neck | Ardsley | Byram <br> Hills | $\begin{aligned} & \text { Rye } \\ & \text { City } \\ & \hline \end{aligned}$ | 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 |
| 6-8 | 87 | 79 | 78 | 72 | 72 | 71 | 71 | 71 | 69 |

2020 \& 2021 omitted due to COVID-19 closure (2020) and 2021 version that cannot be compared to other years

## ELA Grades 3-8 Percent Proficient

| ELA grades 3-8 | 2016 | 2017 | 2018 | 2019 | 2022 |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Scarsdale | $73 \%$ | $74 \%$ | $84 \%$ | $85 \%$ | $85 \%$ |
| Comparable Districts $^{1}$ | $61 \%$ | $70 \%$ | $76 \%$ | $76 \%$ | $79 \%$ |
| Lower Hudson Region | $46 \%$ | $54 \%$ | $57 \%$ | $57 \%$ | $47 \%$ |
| NY State | $38 \%$ | $40 \%$ | $45 \%$ | $45 \%$ | $42 \%$ |
| Scarsdale vs State difference | $35 \%$ | $34 \%$ | $39 \%$ | $40 \%$ | $43 \%$ |
| Scarsdale vs LHR difference | $27 \%$ | $20 \%$ | $27 \%$ | $28 \%$ | $38 \%$ |
| Scarsdale vs Comp Dist diff | $12 \%$ | $4 \%$ | $8 \%$ | $9 \%$ | $6 \%$ |


${ }^{1}$ Ardsley, Blind Brook-Rye, Bronxville, Byram Hills, Chappaqua, Edgemont, Great Neck, Mamaroneck, and Rye City 2020 \& 2021 omitted due to COVID-19 cancellation (2020) and 2021 version that cannot be compared to other years.

## MATH Grades 3-8 Percent Proficient

| MATH grades 3-8 | 2016 | 2017 | 2018 | 2019 | 2022 |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Scarsdale | $80 \%$ | $82 \%$ | $88 \%$ | $88 \%$ | $87 \%$ |
| Comparable Districts ${ }^{1}$ | $75 \%$ | $76 \%$ | $79 \%$ | $80 \%$ | $77 \%$ |
| Lower Hudson Region | $46 \%$ | $56 \%$ | $59 \%$ | $57 \%$ | $40 \%$ |
| NY State | $39 \%$ | $40 \%$ | $45 \%$ | $47 \%$ | $43 \%$ |
| Scarsdale vs State difference | $41 \%$ | $42 \%$ | $43 \%$ | $41 \%$ | $45 \%$ |
| Scarsdale vs LHR difference | $35 \%$ | $26 \%$ | $29 \%$ | $31 \%$ | $47 \%$ |
| Scarsdale vs Comp Dist diff | $5 \%$ | $6 \%$ | $9 \%$ | $8 \%$ | $10 \%$ |


${ }^{1}$ Ardsley, Blind Brook-Rye, Bronxville, Byram Hills, Chappaqua, Edgemont, Great Neck, Mamaroneck, and Rye City 2020 \& 2021 omitted due to COVID-19 cancellation (2020) and 2021 version that cannot be compared to other years.


25\%

0\%
201620172018
2019
2022
2020 \& 2021 omitted due to 2020 COVID-19 cancellation \& 2021 version that cannot be compared to other years.

| 3-5 ELA Proficient | 2016 | 2017 | 2018 | 2019 | 2022 |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Edgewood | $77 \%$ | $77 \%$ | $88 \%$ | $88 \%$ | $84 \%$ |
| Fox Meadow | $82 \%$ | $77 \%$ | $89 \%$ | $87 \%$ | $87 \%$ |
| Greenacres | $77 \%$ | $77 \%$ | $84 \%$ | $85 \%$ | $92 \%$ |
| Heathcote | $83 \%$ | $88 \%$ | $87 \%$ | $87 \%$ | $87 \%$ |
| Quaker Ridge | $81 \%$ | $81 \%$ | $86 \%$ | $87 \%$ | $86 \%$ |
| Lower Hudson Region | $47 \%$ | $54 \%$ | $57 \%$ | $57 \%$ | $42 \%$ |
| NY State | $39 \%$ | $40 \%$ | $45 \%$ | $46 \%$ | $42 \%$ |

2020 \& 2021 omitted due to COVID-19 closure (2020) and 2021 version that cannot be compared to other years


2020 \& 2021 omitted due to 2020 COVID-19 cancellation \& 2021 version that cannot be compared to other years.

| 3-5 MATH Proficient | 2016 | 2017 | 2018 | 2019 | 2022 |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Edgewood | $79 \%$ | $86 \%$ | $93 \%$ | $93 \%$ | $86 \%$ |
| Fox Meadow | $88 \%$ | $87 \%$ | $94 \%$ | $91 \%$ | $94 \%$ |
| Greenacres | $78 \%$ | $83 \%$ | $88 \%$ | $88 \%$ | $93 \%$ |
| Heathcote | $82 \%$ | $85 \%$ | $89 \%$ | $92 \%$ | $91 \%$ |
| Quaker Ridge | $83 \%$ | $89 \%$ | $90 \%$ | $90 \%$ | $88 \%$ |
| Lower Hudson Region | $51 \%$ | $56 \%$ | $59 \%$ | $57 \%$ | $42 \%$ |
| NY State | $39 \%$ | $40 \%$ | $49 \%$ | $50 \%$ | $43 \%$ |

2020 \& 2021 omitted due to COVID-19 closure (2020) and 2021 version that cannot be compared to other years

| 2019 ELA and Math Performance Levels 1-4 Elementary Schools Gr 3-5 |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Scarsdale Schools | Level 1 | Level 2 | Level 3 | Level 4 | Total Tested | $\begin{gathered} \% \\ \text { Level } 1 \end{gathered}$ | $\begin{gathered} \% \\ \text { Level } 2 \end{gathered}$ | $\begin{gathered} \% \\ \text { Level } 3 \end{gathered}$ | $\begin{gathered} \hline \% \\ \text { Level } 4 \end{gathered}$ | $\begin{gathered} \hline \text { \% Level } \\ 3 \& 4 \end{gathered}$ |
| Scarsdale 3 ELA | 2 | 28 | 235 | 80 | 345 | 1\% | 8\% | 68\% | 23\% | 91\% |
| Scarsdale 4 ELA | 3 | 46 | 160 | 164 | 373 | 1\% | 12\% | 43\% | 44\% | 87\% |
| Scarsdale 5 ELA | 12 | 53 | 136 | 160 | 361 | 3\% | 15\% | 38\% | 44\% | 82\% |
| Scarsdale 3-5 ELA | 17 | 127 | 531 | 404 | 1079 | 2\% | 12\% | 49\% | 37\% | 87\% |
| Scarsdale 3 Math | 4 | 24 | 114 | 204 | 346 | 1\% | 7\% | 33\% | 59\% | 92\% |
| Scarsdale 4 Math | 3 | 34 | 118 | 217 | 372 | 1\% | 9\% | 32\% | 58\% | 90\% |
| Scarsdale 5 Math | 16 | 20 | 101 | 221 | 358 | 4\% | 6\% | 28\% | 62\% | 90\% |
| Scarsdale 3-5 Math | 23 | 78 | 333 | 642 | 1076 | 2\% | 7\% | 31\% | 60\% | 91\% |


| 2019 ELA and Math Performance Levels 1-4 Middle School Gr 6-8 |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Level 1 | Level 2 | Level 3 | Level 4 | Total Tested | $\begin{gathered} \% \\ \text { Level } 1 \end{gathered}$ | $\begin{array}{\|c\|} \hline \% \\ \text { Level } 2 \end{array}$ | $\begin{gathered} \% \\ \text { Level } 3 \end{gathered}$ | $\begin{array}{\|c\|} \hline \% \\ \text { Level } 4 \end{array}$ | $\begin{gathered} \text { \% Level } \\ 3 \& 4 \end{gathered}$ |
| SMS 6 ELA | 11 | 39 | 74 | 225 | 349 | 3\% | 11\% | 21\% | 64\% | 86\% |
| SMS 7 ELA | 18 | 52 | 141 | 130 | 341 | 5\% | 15\% | 41\% | 38\% | 79\% |
| SMS 8 ELA | 5 | 39 | 107 | 160 | 311 | 2\% | 13\% | 34\% | 51\% | 86\% |
| SMS 6-8 ELA | 34 | 130 | 322 | 515 | 1001 | 3\% | 13\% | 32\% | 51\% | 84\% |
| SMS 6 Math | 8 | 43 | 115 | 188 | 354 | 2\% | 12\% | 32\% | 53\% | 86\% |
| SMS 7 Math | 10 | 42 | 99 | 190 | 341 | 3\% | 12\% | 29\% | 56\% | 85\% |
| SMS 8 Math | 10 | 37 | 104 | 195 | 346 | 3\% | 11\% | 30\% | 56\% | 86\% |
| SMS 6-8 Math | 28 | 122 | 318 | 573 | 1041 | 3\% | 12\% | 31\% | 55\% | 86\% |

## 2022 ELA and Math Performance Levels 1-4

Elementary Schools Gr 3-5

| Scarsdale Schools | Level 1 | Level 2 | Level 3 | Level 4 | Total <br> Tested | $\%$ <br> Level 1 | $\%$ <br> Level 2 | $\%$ <br> Level 3 | $\%$ <br> Level 4 | $\%$ Level <br> $3 \& 4$ |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Scarsdale 3 ELA | 2 | 18 | 186 | 79 | 285 | $1 \%$ | $6 \%$ | $65 \%$ | $28 \%$ | $93 \%$ |
| Scarsdale 4 ELA | 8 | 49 | 140 | 163 | 360 | $2 \%$ | $14 \%$ | $39 \%$ | $45 \%$ | $84 \%$ |
| Scarsdale 5 ELA | 4 | 48 | 114 | 186 | 352 | $1 \%$ | $14 \%$ | $32 \%$ | $53 \%$ | $85 \%$ |
| Scarsdale 3-5 ELA | 14 | 115 | 440 | 428 | 997 | $1 \%$ | $12 \%$ | $44 \%$ | $43 \%$ | $87 \%$ |
| Scarsdale 3 Math | 8 | 15 | 91 | 173 | 287 | $3 \%$ | $5 \%$ | $32 \%$ | $60 \%$ | $92 \%$ |
| Scarsdale 4 Math | 6 | 28 | 108 | 217 | 359 | $2 \%$ | $8 \%$ | $30 \%$ | $60 \%$ | $91 \%$ |
| Scarsdale 5 Math | 10 | 33 | 93 | 223 | 359 | $3 \%$ | $9 \%$ | $26 \%$ | $62 \%$ | $88 \%$ |
| Scarsdale 3-5 Math | 24 | 76 | 292 | 613 | 1005 | $2 \%$ | $8 \%$ | $29 \%$ | $61 \%$ | $90 \%$ |

## 2022 ELA and Math Performance Levels 1 - 4

## Middle School Gr 6-8

|  | Level 1 | Level 2 | Level 3 | Level 4 | Total <br> Tested | $\%$ <br> Level 1 | $\%$ <br> Level 2 | $\%$ <br> Level 3 | \% <br> Level 4 | \% Level <br> 3 \& 4 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| SMS 6 ELA | 9 | 27 | 72 | 226 | 334 | $3 \%$ | $8 \%$ | $22 \%$ | $68 \%$ | $89 \%$ |
| SMS 7 ELA | 4 | 60 | 148 | 129 | 341 | $1 \%$ | $18 \%$ | $43 \%$ | $38 \%$ | $81 \%$ |
| SMS 8 ELA | 12 | 53 | 122 | 138 | 325 | $4 \%$ | $16 \%$ | $38 \%$ | $42 \%$ | $80 \%$ |
| SMS 6-8 ELA | 25 | 140 | 342 | 493 | 1000 | $3 \%$ | $14 \%$ | $34 \%$ | $49 \%$ | $84 \%$ |
| SMS 6 Math | 8 | 37 | 94 | 198 | 337 | $2 \%$ | $11 \%$ | $28 \%$ | $59 \%$ | $87 \%$ |
| SMS 7 Math | 13 | 58 | 101 | 163 | 335 | $4 \%$ | $17 \%$ | $30 \%$ | $49 \%$ | $79 \%$ |
| SMS 8 Math | 16 | 32 | 82 | 225 | 355 | $5 \%$ | $9 \%$ | $23 \%$ | $63 \%$ | $86 \%$ |
| SMS 6-8 Math | 37 | 127 | 277 | 586 | 1027 | $4 \%$ | $12 \%$ | $27 \%$ | $57 \%$ | $84 \%$ |

## 2022 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 <br> between Level 2 and <br> Level 3 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 3 | $535-582$ | $583-601$ | $602-628$ | $629-656$ | 592 |
| 4 | $528-583$ | $584-602$ | $603-618$ | $619-654$ | 593 |
| 5 | $518-593$ | $594-608$ | $609-621$ | $622-658$ | 601 |
| 6 | $517-589$ | $590-601$ | $602-613$ | $614-662$ | 596 |
| 7 | $518-590$ | $591-606$ | $607-622$ | $623-656$ | 599 |
| 8 | $502-583$ | $584-602$ | $603-616$ | $617-657$ | 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 <br> between Level 2 and <br> Level 3 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 3 | $522-586$ | $587-599$ | $600-614$ | $615-649$ | 593 |
| 4 | $517-587$ | $588-601$ | $602-613$ | $614-649$ | 595 |
| 5 | $523-591$ | $592-603$ | $604-615$ | $616-648$ | 598 |
| 6 | $529-591$ | $592-603$ | $604-615$ | $616-650$ | 598 |
| 7 | $518-592$ | $593-605$ | $606-617$ | $618-647$ | 599 |
| 8 | $524-595$ | $596-609$ | $610-621$ | $622-656$ | 603 |

Scarsdale High School SAT Score Results

|  | Scarsdale High School |  |  |  | National |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Class of... | ERW <br> (mean) | Math <br> (mean) |  | Total <br> (mean) |  | ERW <br> (mean) | Math <br> (mean) |  | Total <br> (mean) |
| 2022 | 673 | 701 |  | 1374 |  | 529 | 521 |  | 1050 |
| $2021^{*}$ | 684 | 713 |  | 1397 |  | 541 | 538 |  | 1088 |
| 2019 | 676 | 705 |  | 1381 |  | 531 | 528 |  | 1059 |
| 2018 | 668 | 689 |  | 1357 |  | 536 | 531 |  | 1068 |
| $2017^{* *}$ | 663 | 674 |  | 1337 |  | 538 | 533 |  | 1060 |
|  |  |  |  |  |  |  |  |  |  |
|  | Crit. <br> Reading <br> (mean) | Math <br> (mean) | Writing <br> (mean) | Total <br> (mean) |  | Crit. <br> Reading <br> (mean) | Math <br> (mean) | Writing <br> (mean) | Total <br> (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 |

*2020 omitted due to COVID-19 closures and test cancellations
** 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 | $600-2400$ | $400-1600$ <br> Subscore and Cross-test Scores <br> available |
| Sections | - Critical Reading: 200-800 <br> $\bullet$ <br> - Writing: 200-800 <br> $\bullet$ Math: 200-800 | $\bullet$ Evidence-Based Reading and <br> Writing: 200-800 <br> $\bullet$ Math: 200-800 <br> $\bullet$ |
| • Optional Essay (separately |  |  |
| scored) |  |  |

## Mean Combined SAT Scores of Comparable Districts

Class of 2022 Mean Combined SAT Scores of Comparable Districts

|  | Scarsdale | Edgemont $^{1}$ | Chappaqua | Bronxville | Blind Brook <br> (Rye Brook) | Great Neck <br> South | Great Neck <br> North $^{2}$ | Byram Hills |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ERW | 673 | 672 | 662 | 673 | 647 | 634 | 632 | 638 |  |  |  |  |  |
| Math | 701 | 688 | 676 | 658 | 671 | 678 | 666 | 644 |  |  |  |  |  |
| Total | 1374 | 1360 | 1337 | 1332 | 1318 | 1312 | 1298 | 1282 |  |  |  |  |  |
| ${ }^{2}$ Great Neck North class of 2021 |  |  |  |  |  |  |  |  |  |  |  |  |  |

## 2019 Mean Combined SAT Scores of Comparable Districts

|  | Scarsdale | Edgemont | Chappaqua | Rye | Bronxville | Great Neck <br> South | Blind Brook <br> (Rye Brook) | Great Neck <br> North |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ERW | $\mathbf{6 7 6}$ | 671 | 668 | 661 | 663 | 634 | 640 | 614 |
| Math | 705 | 688 | 679 | 672 | 662 | 678 | 670 | 657 |
| Total | 1381 | 1359 | 1347 | 1333 | 1325 | 1312 | 1310 | 1271 |

2018 Mean Combined SAT Scores of Comparable Districts

|  | Scarsdale | Edgemont | Bronxville | Chappaqua | Great Neck <br> South | Blind Brook <br> (Rye Brook) | Rye | Great Neck <br> North |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ERW | 668 | 664 | 669 | 661 | 634 | 653 | 631 | 604 |
| Math | 689 | 693 | 676 | 676 | 678 | 651 | 629 | 627 |
| Total | 1357 | 1357 | 1345 | 1337 | 1312 | 1304 | 1260 | 1231 |

2017 Mean Combined SAT Scores of Comparable Districts

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

2015 Mean Combined SAT Scores of Comparable Districts

|  | 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 |

## 2011-2022 ACT Report

Scarsdale School District Average ACT Scores

| Class of... | English | Math | Reading | Science | Composite |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $\mathbf{2 0 2 2}$ | 31.2 | 29.7 | 30.6 | 29.4 | 30.3 |
| $\mathbf{2 0 2 1}$ | 31.5 | 30 | 31.4 | 30.3 | 30.9 |
| $\mathbf{2 0 2 0}$ | 31.3 | 29.6 | 30.6 | 29.9 | 30.5 |
| $\mathbf{2 0 1 9}$ | 31.3 | 29.8 | 31 | 29.8 | 30.6 |
| $\mathbf{2 0 1 8}$ | 31.2 | 29.1 | 30 | 28.6 | 29.9 |
| $\mathbf{2 0 1 7}$ | 30 | 28.6 | 29.5 | 28.6 | 29.3 |
| $\mathbf{2 0 1 6}$ | 29.9 | 28.5 | 29.2 | 28.6 | 29.2 |
| $\mathbf{2 0 1 5}$ | 29.1 | 27.8 | 28 | 27.3 | 28.2 |
| $\mathbf{2 0 1 4}$ | 29.2 | 28.3 | 28.3 | 27 | 28.3 |
| $\mathbf{2 0 1 3}$ | 28.4 | 28.3 | 27.4 | 26.3 | 27.7 |
| $\mathbf{2 0 1 2}$ | 28.9 | 28.9 | 27.7 | 26.9 | 28.3 |
| $\mathbf{2 0 1 1}$ | 29.1 | 29 | 28 | 26.9 | 28.4 |
|  |  |  |  |  |  |
|  |  | NYS Average ACT Scores |  |  |  |
| Class of... | English | Math | Reading | Science | Composite |
| $\mathbf{2 0 2 2}$ | 25.2 | 24.6 | 26 | 25 | 25.3 |
| $\mathbf{2 0 2 1}$ | 26.1 | 25.7 | 27 | 25.9 | 26.3 |
| $\mathbf{2 0 2 0}$ | 24.5 | 24.5 | 225.4 | 24.6 | 24.9 |
| $\mathbf{2 0 1 9}$ | 24.1 | 24.1 | 25 | 24.4 | 24.5 |
| $\mathbf{2 0 1 8}$ | 24.2 | 24.2 | 24.9 | 24.2 | 24.5 |
| $\mathbf{2 0 1 7}$ | 23.8 | 24 | 24.6 | 23.9 | 24.2 |
| $\mathbf{2 0 1 6}$ | 23.2 | 23.9 | 24.4 | 23.7 | 23.9 |
| $\mathbf{2 0 1 5}$ | 23 | 23.8 | 23.9 | 23.5 | 23.7 |
| $\mathbf{2 0 1 4}$ | 22.7 | 23.8 | 23.6 | 23.2 | 23.4 |
| $\mathbf{2 0 1 3}$ | 22.6 | 23.8 | 23.7 | 23.1 | 23.4 |
| $\mathbf{2 0 1 2}$ | 22.7 | 23.7 | 23.4 | 23.1 | 23.3 |
| $\mathbf{2 0 1 1}$ | 22.7 | 23.8 | 23.5 | 23 | 23.4 |

## Percent of 2022 ACT-Tested Students Ready for College-Level Coursework



# Advanced Placement Exam Score Results 

- Percent Exam Scores 3, 4, 5 • Percent Exam Scores 4, 5 - Percent Exam Scores 5

25
0


| Class of | Students <br> Writing <br> Exams | Total <br> Exams | Mean <br> Test Score | \% Exam Scores <br> $\mathbf{5}$ | \% Exam Scores <br> $\mathbf{4 , 5}$ | \% Exam Scores <br> $\mathbf{3 , 4 , 5}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2022 | 318 | 583 | 4.2 | $50 \%$ | $80 \%$ | $94 \%$ |
| 2021 | 302 | 499 | 4.1 | $48 \%$ | $75 \%$ | $90 \%$ |
| 2020 | 305 | 542 | 4.2 | $48 \%$ | $78 \%$ | $94 \%$ |
| 2019 | 288 | 470 | 4.26 | $51 \%$ | $81 \%$ | $95 \%$ |
| 2018 | 294 | 491 | 4.19 | $48 \%$ | $78 \%$ | $93 \%$ |
| 2017 | 227 | 419 | 4.31 | $51 \%$ | $85 \%$ | $97 \%$ |
| 2016 | 248 | 392 | 4.41 | $59 \%$ | $85 \%$ | $98 \%$ |
| 2015 | 220 | 356 | 4.31 | $53 \%$ | $81 \%$ | $97 \%$ |
| 2014 | 263 | 428 | 4.35 | $55 \%$ | $83 \%$ | $97 \%$ |
| 2013 | 240 | 375 | 4.36 | $58 \%$ | $82 \%$ | $94 \%$ |
| 2012 | 265 | 428 | 4.42 | $57 \%$ | $86 \%$ | $98 \%$ |
| 2011 | 299 | 509 | 4.28 | $50 \%$ | $81 \%$ | $97 \%$ |
| 2010 | 303 | 515 | 4.23 | $49 \%$ | $81 \%$ | $94 \%$ |
| 2009 | 317 | 566 | 4.17 | $46 \%$ | $78 \%$ | $94 \%$ |
| 2008 | 318 | 650 | 4.12 | $43 \%$ | $76 \%$ | $94 \%$ |
| 2007 | 375 | 856 | 3.98 | $40 \%$ | $71 \%$ | $90 \%$ |
| 2006 | 379 | 841 | 4.06 | $32 \%$ | $72 \%$ | $93 \%$ |
| 2005 | 331 | 731 | 3.8 | $34 \%$ | $63 \%$ | $89 \%$ |

## SHS Regents Exam Results

Annual Percentage of Students Scoring 65-100\% ${ }^{1}$

| Regents Exam | $\mathbf{2 0 1 2}$ | $\mathbf{2 0 1 3}$ | $\mathbf{2 0 1 4}$ | $\mathbf{2 0 1 5}$ | $\mathbf{2 0 1 6}$ | $\mathbf{2 0 1 7}$ | $\mathbf{2 0 1 8}$ | $\mathbf{2 0 1 9}$ | $\mathbf{2 0 2 2 ^ { 5 }}$ |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Integrated Algebra I | $99 \%^{2}$ | $99 \%^{2}$ | $99 \%^{2}$ | $88 \%^{3}$ | $84 \%^{3}$ | not <br> offered | not <br> offered | not <br> offered | not <br> offered |
| Common Core Algebra | not <br> offered | not <br> offered | $97 \%^{2}$ | $95 \%^{2}$ | $100 \%^{2}$ | $99 \%^{2}$ | $98 \%^{2}$ | $98 \%^{2}$ | $98 \%^{2}$ |
| Common Core ELA | not <br> offered | not <br> offered | not <br> offered | not <br> offered | $100 \%$ | $99 \%$ | $97 \%$ | $98 \%$ | $99 \%$ |
| Comprehensive English | $97 \%$ | $98 \%$ | $100 \%$ | $99 \%$ | $82 \%^{4}$ | not <br> offered | not <br> offered | not <br> offered | not <br> offered |
| Living Environment (Biology) | $100 \%$ | $99 \%$ | $99 \%$ | $99 \%$ | $98 \%$ | $99 \%$ | $100 \%$ | $99.5 \%$ | $99 \%$ |
| Global History | $99 \%$ | $99 \%$ | $99 \%$ | $98 \%$ | $98 \%$ | $99 \%$ | $99 \%$ | $99.7 \%$ | $99 \%$ |
| U.S. History and Government | $99 \%$ | $99 \%$ | $100 \%$ | $99 \%$ | $100 \%$ | $99 \%$ | $99 \%$ | $99 \%$ | not <br> offered |

${ }^{1}$ 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.
${ }^{5} 2020$ \& 2021 Regents cancelled due to COVID-19

Scarsdale Graduates to College

| Class of... | Percent to <br> college | Percent to <br> 4-year <br> college |
| :---: | :---: | :---: |
| 2022 | $98 \%$ | $97 \%$ |
| 2021 | $99 \%$ | $97 \%$ |
| 2020 | $97 \%$ | $96 \%$ |
| 2019 | $98 \%$ | $96 \%$ |
| 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 Competitive Colleges
(According to Barron's Guide)

| Class of... | Percentage |
| :---: | :---: |
| 2022 | $61 \%$ |
| 2021 | $63 \%$ |
| 2020 | $67 \%$ |
| 2019 | $64 \%$ |
| 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 | $57 \%$ |

## Barron's Guide: Most Competitive Colleges

Amherst College
Barnard College
Bates College
Boston College
Bowdoin College
Brown University
Bryn Mawr College
Bucknell University
California Institute of Technology
University of California-Berkeley
University of California-Los Angeles
Carleton College
Carnegie Mellon University
Case Western Reserve University
University of Chicago
Claremont McKenna College
Colby College
Colgate University
Colorado College
Connecticut College
Cooper Union for the Advancement of Science and Art
Cornell University
Dartmouth College
Davidson College
Duke University
Emory University
Franklin and Marshall College
George Washington University
Georgetown University
Georgia Institute of Technology-Main Campus
Hamilton College
Harvard University
Harvey Mudd College
Haverford College
College of the Holy Cross
Johns Hopkins University
Kenyon College
Lehigh University
Macalester College
Massachusetts Institute of Technology
University of Miami
Middlebury College
University of Missouri-Columbia

New York University
The University of North Carolina at Chapel Hill
Northeastern University
Northwestern University
University of Notre Dame
Oberlin College
Occidental College
University of Pennsylvania
Pitzer College
Pomona College
Princeton University
Reed College
Rensselaer Polytechnic Institute
Rice University
University of Richmond
University of Rochester
Rose-Hulman Institute of Technology
Santa Clara University
Scripps College
Smith College
University of Southern California
Southern Methodist University
Stanford University
Swarthmore College
Tufts University
Tulane University of Louisiana
Union College (NY)
United States Air Force Academy
United States Military Academy
United States Naval Academy
Vanderbilt University
Vassar College
Villanova University
University of Virginia-Main Campus
Wake Forest University
Washington and Lee University
Washington University in St Louis
Webb Institute
Wellesley College
Wesleyan University
William \& Mary
Williams College
Yale University

Students Named National Merit Semifinalists

| Class of | Number of <br> Students | Percent of <br> Students |
| :---: | :---: | :---: |
| 2023 | 28 | $7 \%$ |
| 2022 | 14 | $4 \%$ |
| 2021 | 21 | $5 \%$ |
| 2020 | 20 | $5 \%$ |
| 2019 | 20 | $5 \%$ |
| 2018 | 13 | $3 \%$ |
| 2017 | 26 | $7 \%$ |
| 2016 | 16 | $4 \%$ |
| 2015 | 27 | $7 \%$ |
| 2014 | 19 | $6 \%$ |
| 2013 | 22 | $6 \%$ |
| 2012 | 22 | $6 \%$ |
| 2011 | 15 | $4 \%$ |
| 2010 | 21 | $6 \%$ |
| 2009 | 20 | $5 \%$ |
| 2008 | 28 | $8 \%$ |

Students Who Received National Merit Letters of Commendation

| Class of | Number of <br> Students | Percent of <br> Students |
| :---: | :---: | :---: |
| 2023 | 42 | $11 \%$ |
| 2022 | 33 | $9 \%$ |
| 2021 | 47 | $13 \%$ |
| 2020 | 36 | $6 \%$ |
| 2019 | 32 | $9 \%$ |
| 2018 | 52 | $14 \%$ |
| 2017 | 41 | $10 \%$ |
| 2016 | 44 | $12 \%$ |
| 2015 | 34 | $10 \%$ |
| 2014 | 34 | $11 \%$ |
| 2013 | 62 | $16 \%$ |
| 2012 | 66 | $18 \%$ |
| 2011 | 43 | $12 \%$ |
| 2010 | 35 | $9 \%$ |
| 2009 | 45 | $13 \%$ |
| 2008 | 30 | $9 \%$ |


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

[^1]:    *2020 \& 2021 omitted due to COVID-19 cancellation (2020) and 2021 version that cannot be compared to other years

