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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 |
| :---: | :---: | :---: |
| $2014-2015$ | $99 \%$ | $97 \%$ |
| $2013-2014$ | $99 \%$ | $97 \%$ |
| $2012-2013$ | $99 \%$ | $98 \%$ |
| $2011-2012$ | $97 \%$ | $95 \%$ |
| $2010-2011$ | $99 \%$ | $98 \%$ |
| $2009-2010$ | $98 \%$ | $96 \%$ |
| $2008-2009$ | $98 \%$ | $96 \%$ |
| $2007-2008$ | $99 \%$ | $97 \%$ |
| $2006-2007$ | $99 \%$ | $97 \%$ |
| $2005-2006$ | $99 \%$ | $96 \%$ |
| $2004-2005$ | $97 \%$ | $94 \%$ |

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

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

## SAT Scores

## SAT Scores

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

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 | Scarsdale | Blind 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

|  | Scarsdale High School |  |  |  | National |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |  |
|  | Reading <br> (mean) | Math <br> (mean) | Writing <br> (mean) | Total <br> (mean) |  | Reading <br> (mean) | Math <br> (mean) | Writing <br> (mean) | Total <br> (mean) |
| $2014-2015$ | 637 | 657 | 652 | 1946 |  | 495 | 511 | 484 | 1490 |
| $2013-2014$ | 636 | 663 | 659 | 1958 |  | 497 | 513 | 487 | 1497 |
| $2012-2013$ | 633 | 656 | 648 | 1937 |  | 496 | 514 | 488 | 1498 |
| $2011-2012$ | 632 | 651 | 643 | 1926 |  | 497 | 514 | 498 | 1509 |
| $2010-2011$ | 634 | 651 | 650 | 1935 |  | 497 | 514 | 489 | 1500 |
| $2009-2010$ | 611 | 650 | 643 | 1904 |  | 501 | 516 | 492 | 1509 |
| $2008-2009$ | 628 | 656 | 641 | 1925 |  | 501 | 515 | 493 | 1509 |
| $2007-2008$ | 617 | 655 | 644 | 1916 |  | 502 | 515 | 494 | 1511 |
| $2006-2007$ | 617 | 639 | 636 | 1892 |  | 502 | 515 | 494 | 1511 |
| $2005-2006$ | 613 | 643 | 634 | 1890 |  | 503 | 518 | 497 | 1518 |
|  |  |  |  |  |  |  |  |  |  |
|  | Verbal | Math |  | Total |  | Verbal | Math |  | Total |
| $2004-2005$ | 623 | 652 |  | 1275 |  | 508 | 520 |  | 1028 |
| $2003-2004$ | 611 | 640 |  | 1251 |  | 508 | 518 |  | 1026 |
| $2002-2003$ | 614 | 648 |  | 1262 |  | 507 | 519 |  | 1026 |
| $2001-2002$ | 600 | 630 |  | 1230 |  | 504 | 506 |  | 1010 |



## SAT Subject Test Mean Scores

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

## 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 $97 \%$, continuing the trend from 2002.

Scarsdale High School Advanced Placement Exam Score Results

| Year | Total Exams | Mean <br> Test Score | \% Exam Scores <br> $\mathbf{4 , 5}$ | \% Exam Scores <br> $\mathbf{3 , 4 , 5}$ |
| :---: | :---: | :---: | :---: | :---: |
| $2014-2015$ | 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 | $62 \%$ | $89 \%$ |

## Alumni Surveys

## Alumni Surveys

- Graduates are overwhelmingly positive about the quality of the academic preparation they received in Scarsdale.


## Alumni Surveys

- Graduates also provided positive feedback about their readiness in non-academic areas.

Common Assessments

Overview of K-5 Assessments 2015-2016

|  | ELA |  |  |  | MATH |  |  |  |  | SCIENCE |  | $\begin{gathered} \hline \text { SOCIAL } \\ \text { STUDIES } \end{gathered}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Narrative Assessments* | Informational On Demand Assessment* | STAR <br> Reading | $\begin{aligned} & \text { NYS } \\ & \text { ELA } \end{aligned}$ | $\begin{aligned} & \text { STAR } \\ & \text { Math } \end{aligned}$ | NYS <br> Math | 1 st <br> Trimester | $\begin{array}{c\|c} \hline \text { 2nd } \\ \text { Trimester } \end{array}$ | $\begin{array}{\|c\|} \hline \text { 3rd } \\ \text { Trimester } \end{array}$ |  |  |  |  |
|  | Fall | Spring | Sept. |  | Sept. |  | Nov. | March | June |  |  |  |  |
| K |  |  | $\begin{aligned} & \hline \text { Jan. } \\ & \hline \text { May } \end{aligned}$ |  | Jan. <br> May |  |  |  |  | One rubric c all units to m | an be applied to measure growth | Fall Assessment to completed by end marking period. Assessment - 6/13 | be of second Spring |
| 1 |  |  |  |  |  |  |  |  |  | Plants unit rub Chicks unit April/May | ubric-fall rubric- | Fall Assessment to completed by end marking period. Assessment - 6/13 | be of second Spring |
| 2 |  |  |  |  |  |  |  |  |  | Adaptations (Embedded throughout October-May | Unit- <br> in Animal units he year) | Fall Assessment to completed by end marking period. Assessment - 6/13 | be of second Spring |
| 3 |  |  |  | $\begin{gathered} \text { April } \\ 5-7 \end{gathered}$ |  | $\begin{aligned} & \text { April } \\ & 13-15 \end{aligned}$ |  |  |  | Plants Unit - | May/June | Fall Assessment to completed by end marking period. Spring Assessment | be of first $\text { t }-6 / 13$ |
| 4 |  |  |  | $\begin{gathered} \text { April } \\ 5-7 \end{gathered}$ |  | $\begin{aligned} & \text { April } \\ & 13-15 \end{aligned}$ |  |  |  | Ecosystems (Embedded assessments throughout year) | NYS Science Performance May 25-Jun 3 Written - Jun 6 | Fall - Explorers As to be completed by second marking per Spring Assessment | ssessment the end of riod. $t-6 / 13$ |
| 5 |  |  |  | $\begin{gathered} \text { April } \\ 5-7 \end{gathered}$ |  | $\begin{aligned} & \text { April } \\ & 13-15 \end{aligned}$ |  |  |  | Effervescent and Mixture Unit (use Pro rubric) | Launchers Unit s 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 |

* Genre assessment determined by school curriculum calendar

| SMS Overview of Grades 6-8 Assessments (Common/N.Y.S.) |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | English |  |  | Math |  |  |
|  | Grade 6 | Grade 7 | Grade 8 | Grade 6 | Grade 7 | Grade 8 |
| September |  |  | grammar pre-test | Inventory |  |  |
| October | Character trait paragraph |  |  |  |  |  |
| November |  |  |  |  |  |  |
| December |  |  |  |  |  |  |
| January | Writing about conflict (time of year varies by house) |  |  |  |  |  |
| February |  |  | Bomb: The Race to Build--and Steal--the World's Most Dangerous Weapon |  |  |  |
| March |  | Speech Unit | Speech Unit; Romeo \& Juliet/benchmark essay |  |  |  |
| April | NYS ELA: 4/5-7 | NYS ELA: 4/5-7 <br> Julius Caesar Essay | NYS ELA: 4/5-7 | NYS Math: 4/13-15 | NYS Math: 4/13-15 | NYS Math: $4 / 13-15$ |
| May |  | Julius Caesar Essay |  | Quantitative Reasoning Assessment |  |  |
| June | Writing Benchmark <br> Speeches | Writing Benchmark | 8th grade end of the year project grammar posttest |  | 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 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 <br> 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 <br> 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 Final Assessments

Members of each department at Scarsdale High School work together to establish common course goals, approaches to teaching material, and final assessments. The following table identifies departmental assessments. All are administered in late May or June, with the exception of those for Arts and for Physical Education.

## English

Ninth grade

- Shakespeare Festival
- Essay of literary analysis

Tenth grade

- Essay of literary analysis
- Digital Argumentation (evolving)

Eleventh grade

- Literary research paper
- Essay of literary analysis
- New York State Regents Exam

Twelfth grade

- Research paper
- Essay of literary analysis


## Social Studies

Ninth Grade World History: World Cities Project

Tenth 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 Western Civilization, AT American Government, AT International Politics, AT Psychology, AT Economics): common final exam in each course

## Science

All science courses other than Environmental Science have a common final exam. All ninthgraders 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.

## 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.

## World Languages

Common assessments in World Languages are designed by the teachers within each team (eg. Spanish 323, French 344...). The only different format is Spanish AT Language \& Culture with a portfolio. All common assessments evaluate the four skills of language.

## Arts

Ninth grade art classes: Cooper Hewitt museum project and final art project. The museum assignment is handed out to all ninth grade art students. They go to the museum on their own time. The art project attached to it is to be handed in as part of the final. Our assessment is posted on Schoolwires for all ninth grade classes.

## Physical Education

During each quarter students participate in a skill performance assessment in one, and sometimes both, of the two units covered. It can be a live action viewing or video playback self-assessment, peer-assessment, or teacher-assessment, each with its own rubric. In addition, a quarterly cognitive assessment piece, takes the form of either a formal written test or quiz, or an informal approach rooted in 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.).

## Third Party Assessments to Provide Additional Information

- STAR
- DRA
- LEXIA



## The PISA Test

(The Programme for International Student Assessment)

## PISA Test Results


"When American suburbs are compared with two of the top school systems in world - in Finland and Singapore very few, such as Evanstion, III. and Scarsdale, N. Y. outperform the international competition."

Dr. Arthur Levine
The Wall Street Journal
November 15, 2012

## Standardized Tests

Standardized Testing in Scarsdale

| Test | TO EVALUATE | GRADE | TEST <br> GIVEN | RESULTS <br> AVAILABLE |
| :---: | :---: | :---: | :---: | :---: |
| NYS Tests | ELA, Math <br> Science | Grades 3-8 <br> Grades 4 \& 8 |  <br> June | August |

*Students have the opportunity to take these standardized tests depending on their particular experiences and educational plans.
**Limited English Proficiency (LEP) only

## New York State Standardized Tests

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


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


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


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

## Percent Proficient (Level 3 and 4)

Elementary ELA
2014-15 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 | $\mathbf{5 8}$ | 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 |

2013-14 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 |

2012-13 ELA Performance of Comparable Districts

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

2011-12 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 | $\mathbf{8 6}$ | 88 | 86 | 86 | 82 | 78 |
| 5 | 94 | 86 | 84 | 89 | 89 | 89 | 85 | 83 | 81 | 83 |
| Avg | 93 | 88 | 88 | 88 | $\mathbf{8 7}$ | 86 | 84 | 83 | 82 | 81 |

Elementary MATH
2014-15 MATH Performance of Comparable Districts

| Gr | Bronxville | Edgemont | Great <br> Neck | Scarsdale | Blind Brook <br> Rye | Chappaqua | Byram <br> Hills | Mam'k | Rye <br> City | Ardsley |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3 | 81 | 78 | 77 | $\mathbf{7 2}$ | 77 | 71 | 74 | 71 | 56 | 66 |
| 4 | 84 | 83 | 74 | $\mathbf{8 0}$ | 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 |


| 2013-14 MATH Performance of Comparable Districts |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Gr | Bronxville | Scarsdale | Edgemont | Great Neck | Mam'k | Chappaqua | Byram Hills | Blind BrookRye | $\begin{aligned} & \text { Rye } \\ & \text { City } \\ & \hline \end{aligned}$ | Ardsley |
| 3 | 89 | 79 | 77 | 70 | 73 | 75 | 76 | 74 | 66 | 63 |
| 4 | 72 | 72 | 70 | 72 | 71 | 74 | 66 | 72 | 59 | 53 |
| 5 | 78 | 79 | 72 | 76 | 73 | 68 | 73 | 68 | 74 | 76 |
| Avg | 80 | 77 | 73 | 73 | 72 | 72 | 72 | 71 | 66 | 64 |


| 2012-13 MATH Performance of Comparable Districts |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Gr | Bronxville | Rye City | Scarsdale | Blind Brook Rye | Edgemont | Great <br> Neck | Mam'k | Chappaqua | Byram Hills | Ardsley |
| 3 | 65 | 63 | 66 | 87 | 60 | 69 | 67 | 66 | 56 | 44 |
| 4 | 82 | 74 | 75 | 68 | 68 | 70 | 71 | 65 | 72 | 66 |
| 5 | 66 | 76 | 70 | 52 | 76 | 61 | 56 | 64 | 65 | 66 |
| Avg | 71 | 71 | 70 | 69 | 68 | 67 | 65 | 65 | 64 | 59 |
|  |  |  |  |  |  |  |  |  |  |  |
| 2011-12 MATH Performance of Comparable Districts |  |  |  |  |  |  |  |  |  |  |
| Gr | Bronxville | Rye City | Scarsdale | Byram Hills | Mam'k | Chappaqua | Great <br> Neck | Blind Brook 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 |

Percent Proficient (Level 3 and 4)

| Middle School ELA |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2014-15 Performance of Comparable Districts |  |  |  |  |  |  |  |  |  |  |
| Gr | Byram Hills | Chappaqua | Scarsdale | Bronxville | Rye <br> City | Great <br> Neck | Edgemont | Mam'k | Ardsley | Blind BrookRye |
| 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 |
|  |  |  |  |  |  |  |  |  |  |  |
| 2013-14 ELA Performance of Comparable Districts |  |  |  |  |  |  |  |  |  |  |
| Gr | Bronxville | Chappaqua | Scarsdale | $\begin{aligned} & \text { Rye } \\ & \text { City } \end{aligned}$ | Byram Hills | Mam'k | Edgemont | Great Neck | Ardsley | Blind BrookRye |
| 6 | n/a | 75 | 60 | 62 | 67 | 57 | 68 | 54 | 46 | 37 |
| 7 | 67 | 73 | 63 | 66 | 57 | 65 | 58 | 54 | 56 | 39 |
| 8 | 74 | 65 | 75 | 71 | 72 | 64 | 59 | 63 | 68 | 68 |
| avg 6-8 | 71 | 71 | 66 | 66 | 65 | 62 | 62 | 57 | 57 | 48 |
|  |  |  |  |  |  |  |  |  |  |  |
| 2012-13 ELA Performance of Comparable Districts |  |  |  |  |  |  |  |  |  |  |
| Gr | Scarsdale | Chappaqua | Byram Hills | $\begin{aligned} & \text { Rye } \\ & \text { City } \end{aligned}$ | 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 |
|  |  |  |  |  |  |  |  |  |  |  |
| 2011-12 ELA Performance of Comparable Districts |  |  |  |  |  |  |  |  |  |  |
| Gr | Rye City | Scarsdale | Byram Hills | Bronxville | Chappaqua | Edgemont | Ardsley | Blind BrookRye | Great <br> Neck | Mam'k |
| 6 | 90 | 87 | 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
2014-15 MATH Performance of Comparable Districts

| $\mathbf{G r}$ | 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 |

2013-14 MATH Performance of Comparable Districts

| $\mathbf{G r}$ | 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 |

2012-13 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 | 75 | 67 | 70 | 49 | 59 |
| 7 | 71 | 78 | 71 | 70 | 62 | 61 | 66 | 61 | 62 |
| 8 | 75 | 59 | 68 | 61 | 61 | 59 | 48 | 70 | 55 |
| avg 6-8 | 76 | 72 | 72 | 68 | 66 | 62 | 61 | 60 | 59 |

2011-12 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


## ELA Percent Proficient (level 3 \& 4)



## MATH Percent Proficient (level 3 \& 4)



## Scarsdale High School Regents Report

| Annual Percentage of Students Scoring 65-100\% |  |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Regents Exam | $\mathbf{2 0 1 0 - 1 1}$ | $\mathbf{2 0 1 1 - 1 2}$ | $\mathbf{2 0 1 2 - 1 3}$ | $\mathbf{2 0 1 3 - 1 4}$ | $\mathbf{2 0 1 4 - 1 5}$ |  |
| Integrated Algebra I | $99 \%^{*}$ | $99 \%^{*}$ | $99 \%^{*}$ | $99 \%^{*}$ | $88 \%^{* *}$ |  |
| Common Core Algebra | not offered | not offered | not offered | $97 \%^{*}$ | $95 \%^{*}$ |  |
| Comprehensive English | $99 \%$ | $97 \%$ | $98 \%$ | $100 \%$ | $99 \%$ |  |
| Living Environment (Biology) | $99 \%$ | $100 \%$ | $99 \%$ | $99 \%$ | $99 \%$ |  |
| Global History | $97 \%$ | $99 \%$ | $99 \%$ | $99 \%$ | $98 \%$ |  |
| U.S. History and Government | $99 \%$ | $99 \%$ | $99 \%$ | $100 \%$ | $99 \%$ |  |

Between 330 and 420 students took each exam, with the exception of the 2014-15 Algebra I exam, which was taken by 34 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 nonclassified students who scored below 65\%.
*Includes all Scarsdale Middle School and Scarsdale High School students who took these exams.
**This exam was taken by only Scarsdale High School students--those who did not take algebra while students in the Middle School.

## In 2014-15, 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.


## Special Education

## Non-Academic Data: Extracurricular Activities

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


# Percent Participation in Athletics 

- Fall $514 / 1569$ (32\%)
- Winter 373/I569 (23\%)
- Spring 432/I569 (27\%)
- Totals 887/I569 (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.


