

Education Report

ASSESSMENTS

November 2019



Tonight

- A discussion of the ways in which we assess and benchmark programs, student learning and engagement in Scarsdale Schools
- A discussion of the role of Federal and State Next Generation Standards Engagement

Value What We Measure

Measure What We Value

The Learning We Value

- Skills, content knowledge, and conceptual understanding that can be assessed through through various assessment measures
- Attributes and dispositions related to creativity, collaboration, empathy, diplomacy, tenacity and resilience that are more difficult to measure

The Metrics We Use



“Exit slips”

Alumni “Satisfaction Survey”

2014, 2016, 2018



This year's focus: AT and AP



AT Program Review Work Plan

Spring 2019

Interviews with teachers from time of transition from AP to AT

Summer 2019

Alumni survey question construction and survey administration

October and November 2019

Review survey data from alumni re their impressions of the AT program

Determine guiding questions for program review

Determine work plan for program review

Winter 2020

- Outreach with Colleges and Universities: AT vs. AP
- Review survey data from college officials re: their impressions of the AT program
- Critical analysis of AT program with stakeholders
- Proposal review for process and program improvements

Spring 2020

- Anticipated faculty presentation to board of education and community
- Plan and outline Summer Program Improvement

International Benchmarking Through the GLA



April 26 - 28, 2020 • New York, USA

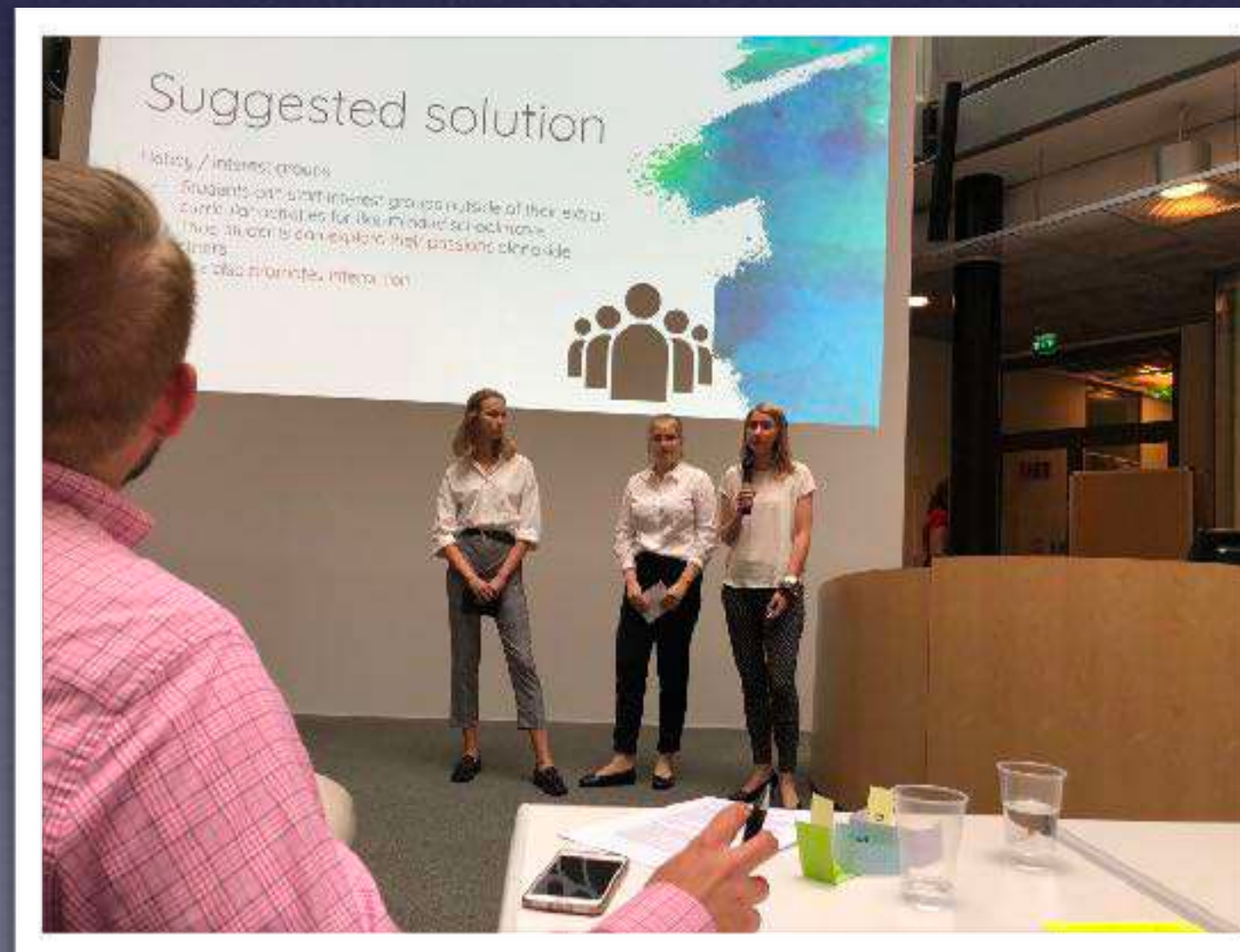
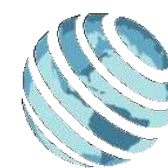
The Global Learning Alliance will convene on April 26 - 28 in New York, USA. The Summit will take place in Scarsdale and New York City at Teachers College, Columbia University.

During the 3-day Summit, Delegates will engage in collaborative inquiry around the theme of BELONGING, experience presentations from teachers, students, and educational leaders from around the world.

26 OPENING CEREMONY
Delegate Greetings, Affirming our Mission & Vision

27 INNOVATION & EXPLORATION
School Visit, Reporting of Research, Exploring Innovating Practices

28 PLANNING FOR THE FUTURE
Collaborating for future projects: Delegate Presentations





College Data

Scarsdale Graduates to College

Year	Percent to college	Percent to 4-year college
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 of Scarsdale graduates accepted to colleges and universities ranked “most selective” in the U.S.

Year	Percentage
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%
2004	55%

SAT Scores

SAT Scores

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

Scarsdale High School SAT Score Results

	Scarsdale High School					National			
	ERW (mean)	Math (mean)		Total (mean)		ERW (mean)	Math (mean)		Total (mean)
2019	676	705		1381		531	528		1059
2018	668	689		1357		536	531		1068
2017*	663	674		1337		538	533		1060
	Crit. Reading (mean)	Math (mean)	Writing (mean)	Total (mean)		Crit. Reading (mean)	Math (mean)	Writing (mean)	Total (mean)
2016	634	658	649	1941		494	508	482	1484
2015	637	657	652	1946		495	511	484	1490
2014	636	663	659	1958		497	513	487	1497
2013	633	656	648	1937		496	514	488	1498
2012	632	651	643	1926		497	514	498	1509
2011	634	651	650	1935		497	514	489	1500
2010	611	650	643	1904		501	516	492	1509

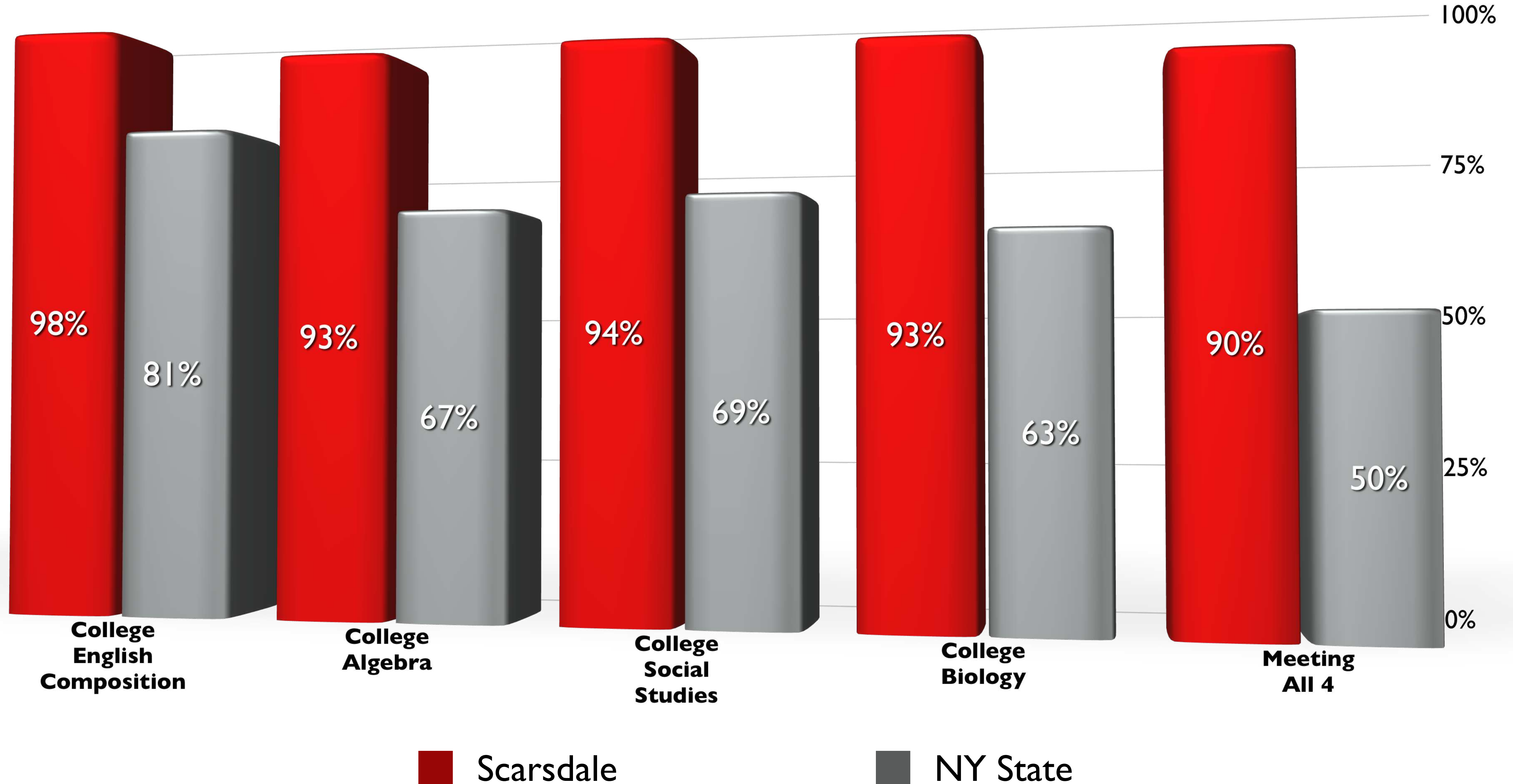
2019 Mean Combined SAT Scores of Comparable Districts

	Scarsdale	Edgemont	Chappaqua	Rye	Bronxville	Great Neck South	Blind Brook (Rye Brook)	Great Neck North
ERW	676	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

2019 Mean Composite ACT Scores of Comparable Districts

	Scarsdale	Edgemont	Chappaqua	Bronxville	Great Neck South	Rye	Blind Brook (Rye Brook)	Great Neck North
Composite	30.6	30.6*	29	29	28.9	28.7	28	26.9

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



Advanced Placement Exams

Scarsdale High School Advanced Placement Exam Score Results

Year	Total Exams	Mean Test Score	% Exam Scores 4, 5	% Exam Scores 3, 4, 5
2019	470	4.26	81%	95%
2018	491	4.19	78%	93%
2017	419	4.31	85%	97%
2016	392	4.41	85%	98%
2015	356	4.31	81%	97%
2014	428	4.35	83%	97%
2013	375	4.36	82%	94%
2012	428	4.42	86%	98%
2011	509	4.28	81%	97%
2010	515	4.23	81%	94%
2009	566	4.17	78%	94%
2008	650	4.12	76%	94%
2007	856	3.98	71%	90%
2006	841	4.06	72%	93%
2005	731	3.8	63%	89%
2004	756	3.89	67%	89%
2003	733	3.8	61%	86%
2002	694	3.77	62%	89%

AP Exams

The percentage of students receiving scores of 3, 4, or 5 on AP Exams is 95%.

Standardized Tests



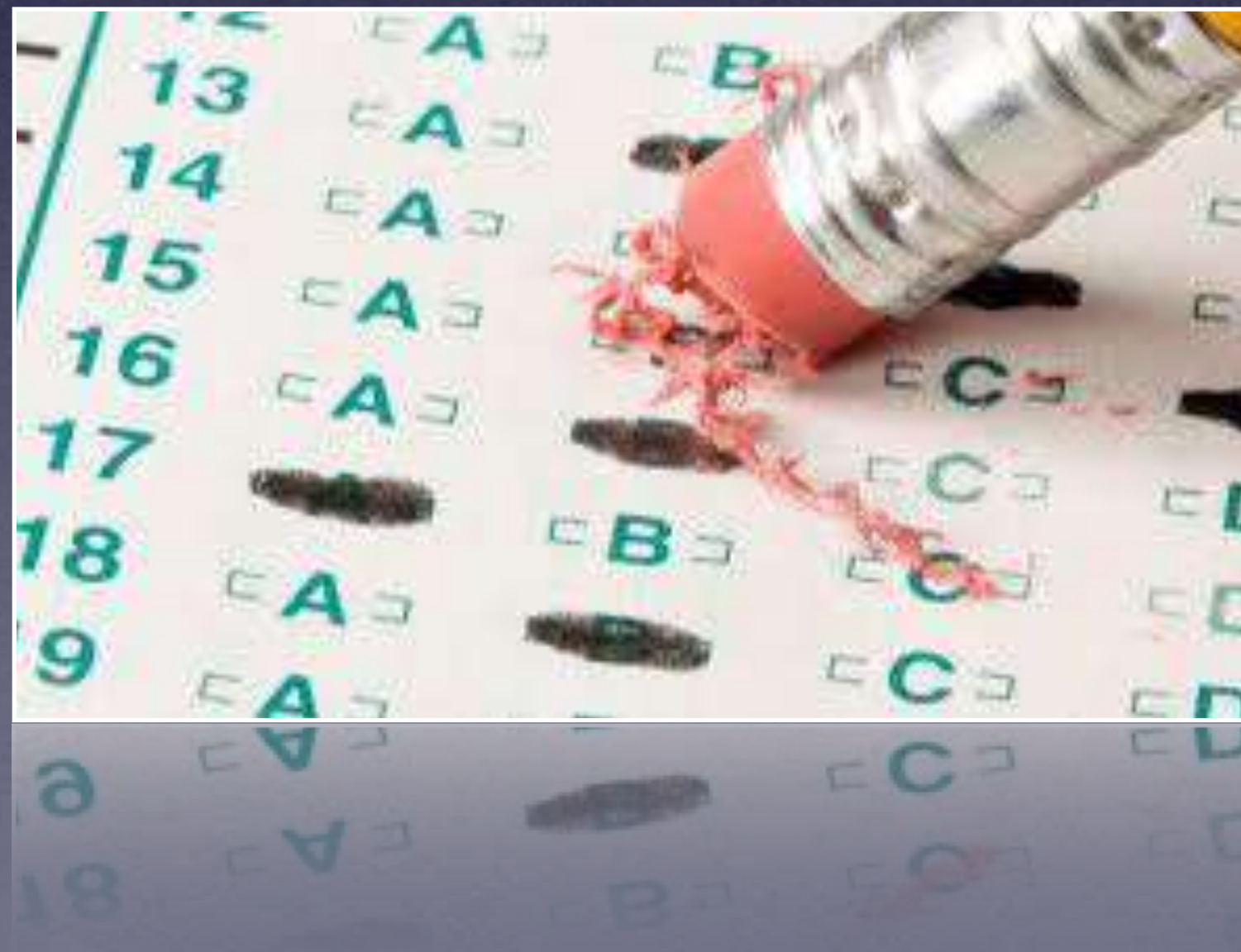
Standardized Testing in Scarsdale

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

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

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

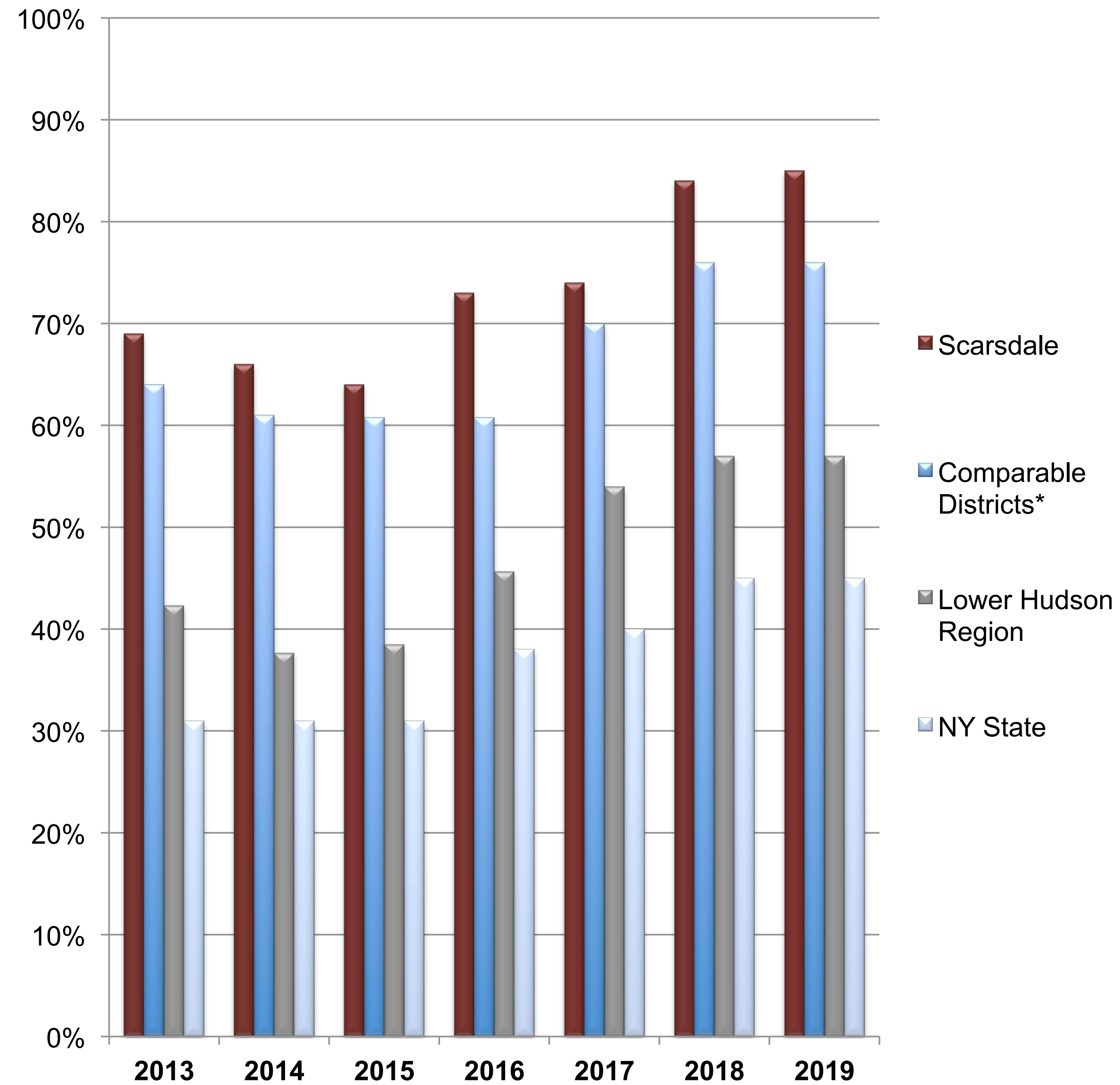
Limitations of Standardized Tests



New York State Standardized Tests

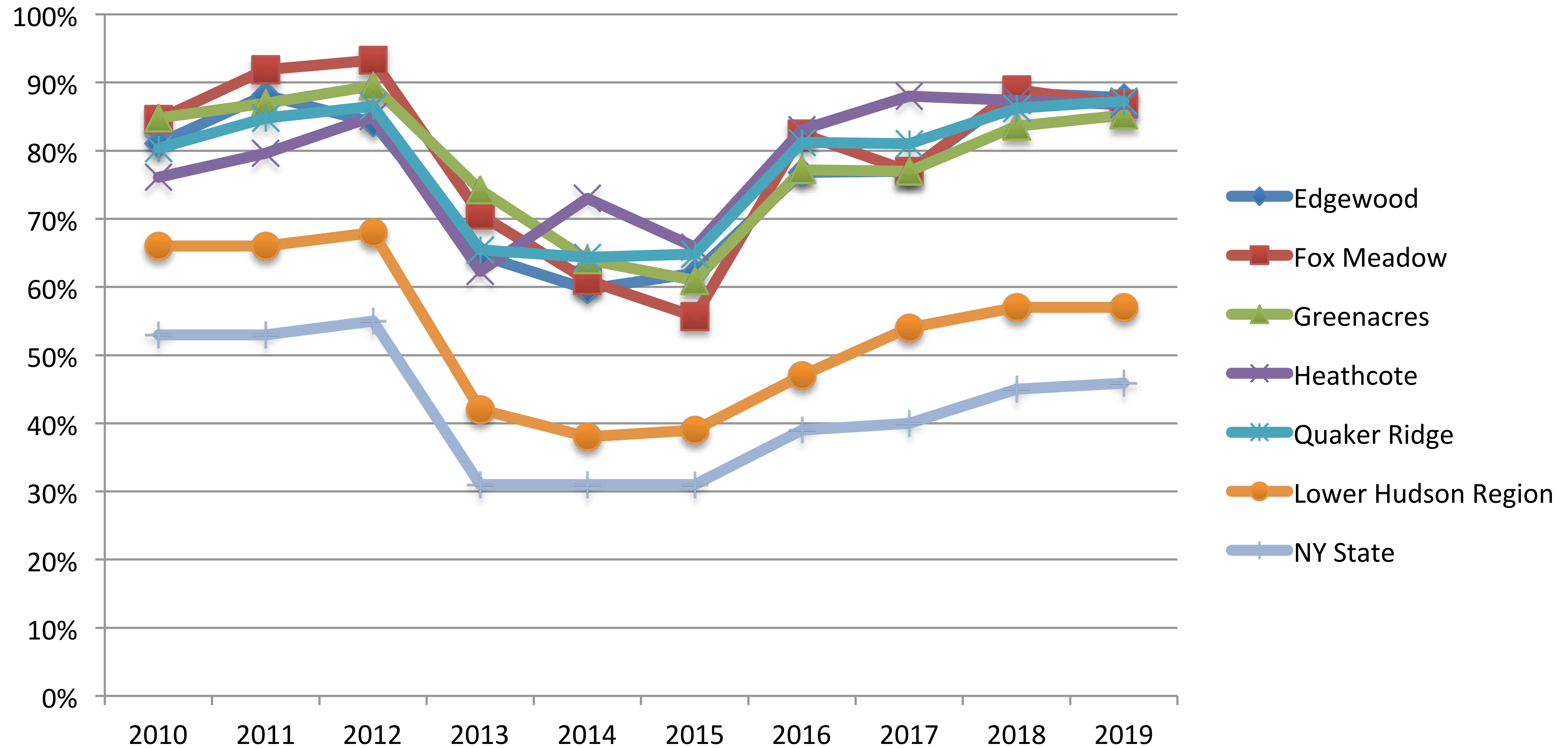
ELA		NYS ELA Proficiency Rate (Level 3 and 4) 2010-2019									
		Historical Comparison of Scarsdale's Proficiency Rate									
Grade											
Level		2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
3		78%	88%	87%	64%	70%	58%	87%	87%	88%	91%
4		85%	89%	87%	66%	55%	70%	83%	78%	89%	87%
5		81%	82%	90%	73%	69%	55%	71%	74%	84%	82%
6		86%	87%	88%	74%	60%	63%	56%	65%	88%	86%
7		87%	88%	85%	67%	64%	65%	66%	67%	82%	79%
8		88%	87%	88%	70%	75%	72%	80%	74%	71%	86%
Avg 3-8		84%	87%	87%	69%	66%	64%	74%	74%	84%	85%

2019 ELA Gr. 3-8 Percent Proficient



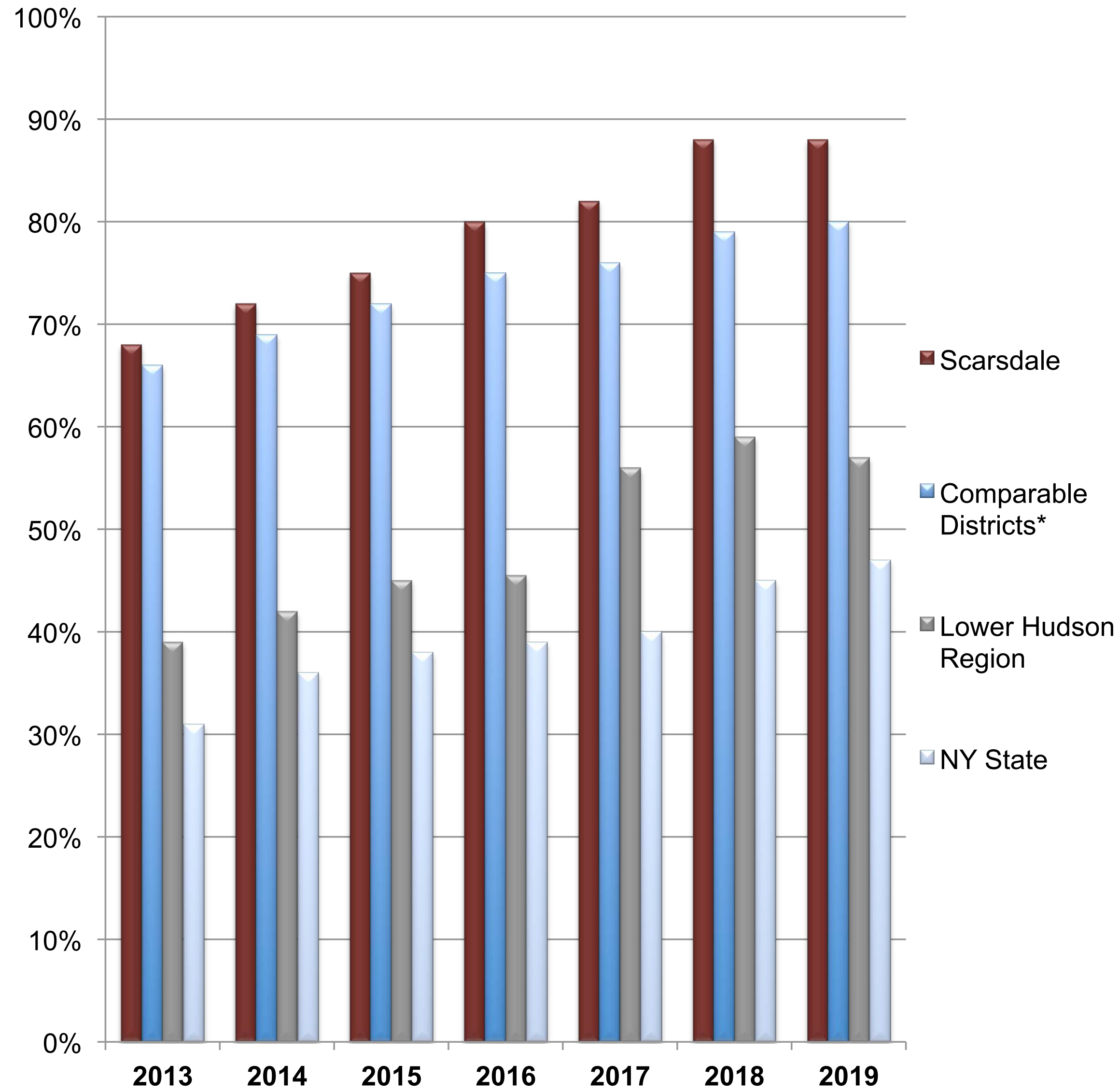
* Ardsley, Blind Brook-Rye, Bronxville, Byram Hills, Chappaqua, Edgemont, Great Neck, Mamaroneck, and Rye City

Grades 3-5 ELA Percent Proficient (level 3 & 4)



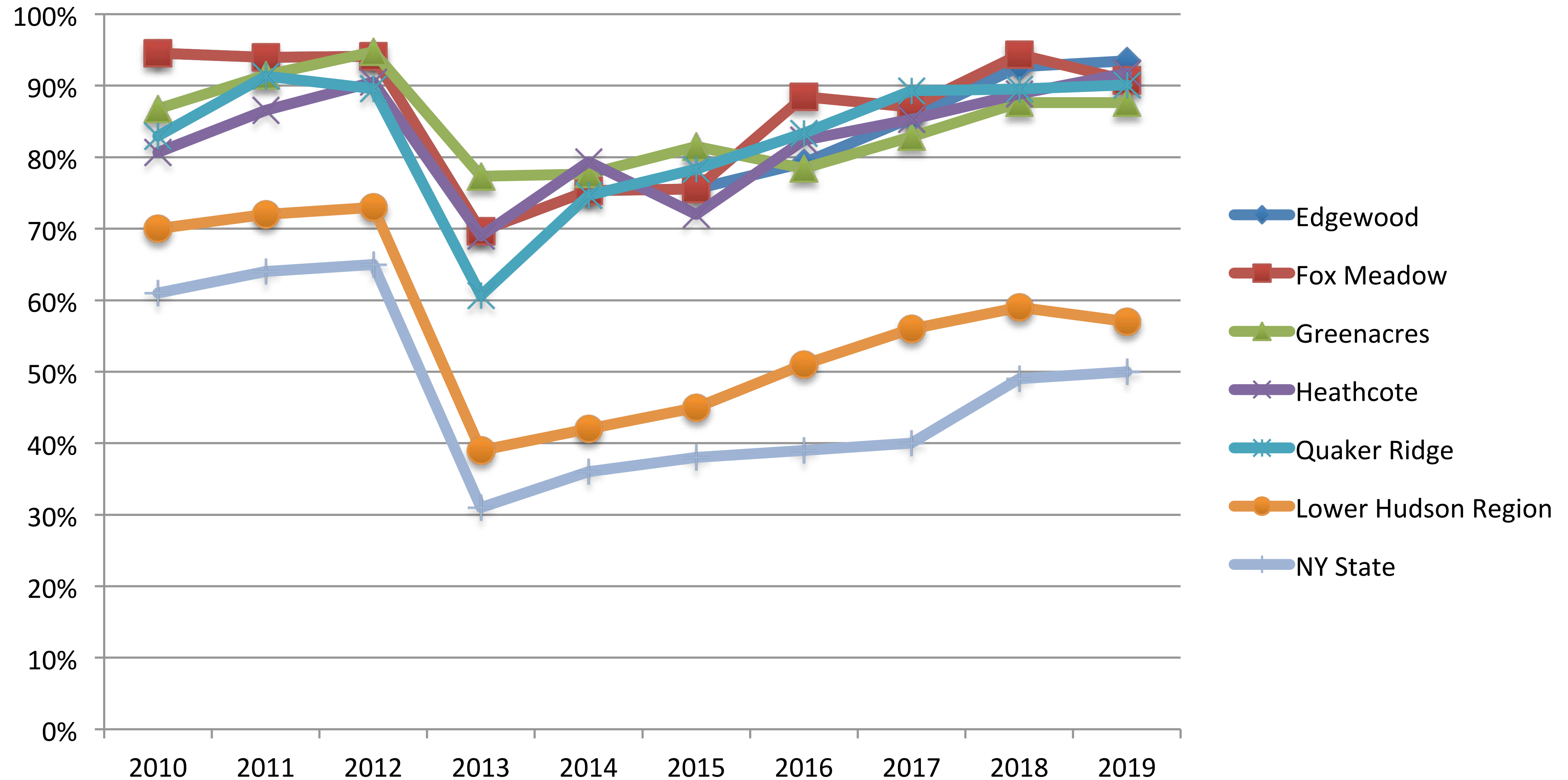
Math	NYS MATH Proficiency Rate (Level 3 and 4) 2010-2019									
	Historical Comparison of Scarsdale's Proficiency Rate									
	Grade Level	2010	2011	2012	2013	2014	2015	2016	2017	2018
3	83%	91%	89%	65%	78%	72%	83%	89%	92%	92%
4	93%	92%	95%	75%	73%	80%	84%	86%	92%	90%
5	87%	93%	95%	69%	79%	73%	80%	83%	88%	90%
6	83%	89%	92%	75%	73%	80%	76%	83%	88%	86%
7	78%	90%	94%	63%	68%	73%	78%	78%	88%	85%
8	80%	92%	95%	61%	59%	71%	81%	74%	79%	86%
Avg 3-8	84%	91%	93%	68%	72%	75%	80%	82%	88%	88%

2019 MATH Gr. 3-8 Percent Proficient



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

Grades 3-5 MATH Percent Proficient (level 3 & 4)



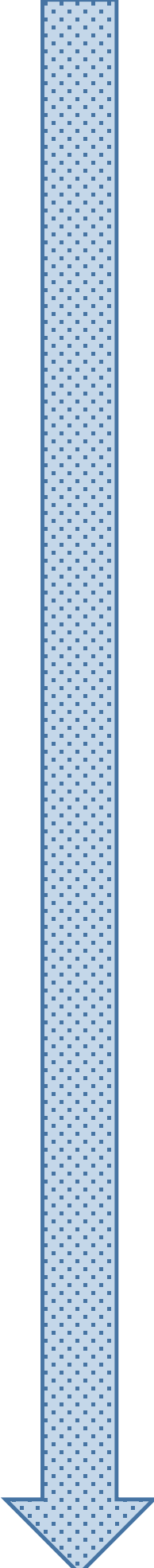
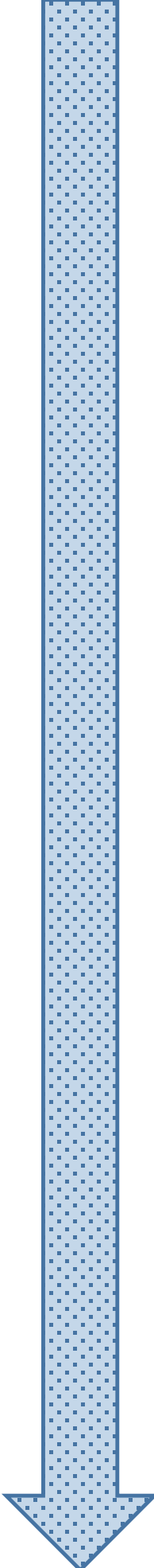
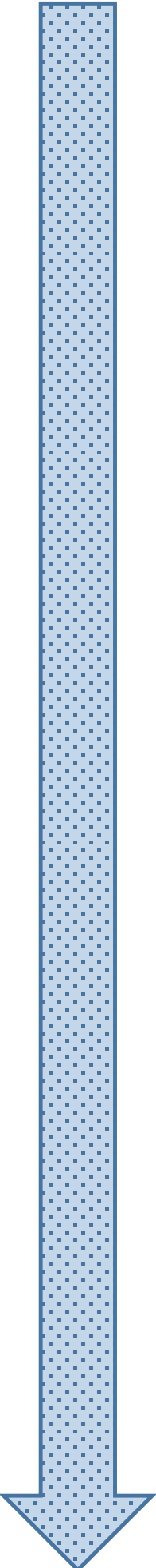
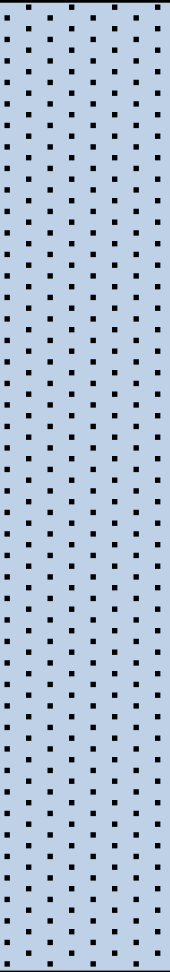
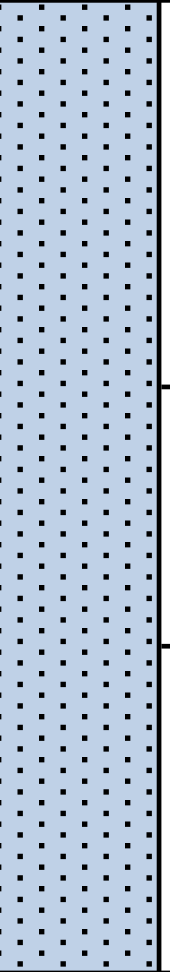
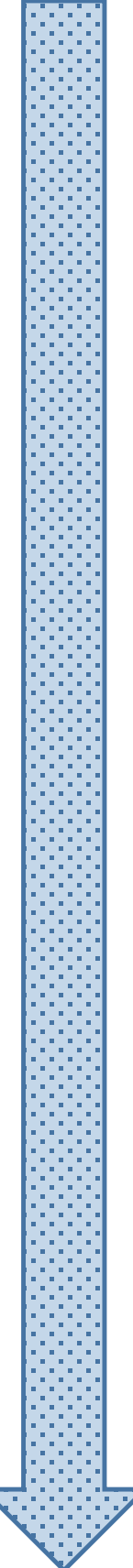
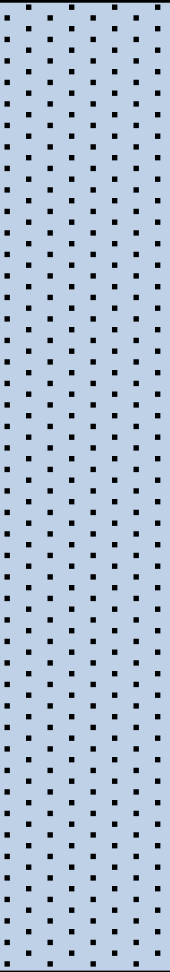
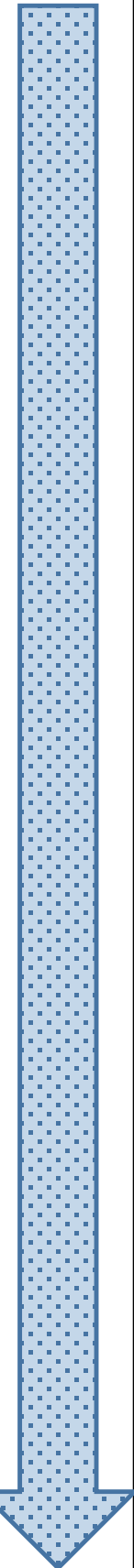
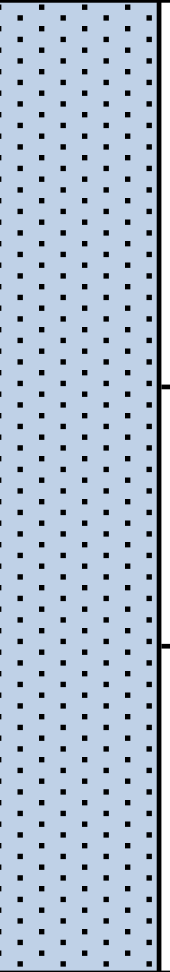
Scarsdale High School Regents Report

Annual Percentage of Students Scoring 65-100% ¹								
Regents Exam	2012	2013	2014	2015	2016	2017	2018	2019
Integrated Algebra I	99% ²	99% ²	99% ²	88% ³	84% ³	not offered	not offered	not offered
Common Core Algebra	not offered	not offered	97% ²	95% ²	100% ²	99% ²	98% ²	98% ²
Common Core ELA	not offered	not offered	not offered	not offered	100%	99%	97%	98%
Comprehensive English	97%	98%	100%	99%	82% ⁴	not offered	not offered	not offered
Living Environment (Biology)	100%	99%	99%	99%	98%	99%	100%	99.5%
Global History	99%	99%	99%	98%	98%	99%	99%	99.7%
U.S. History and Government	99%	99%	100%	99%	100%	99%	99%	99%

Beyond State Assessments

Common Scarsdale
Assessments

Overview of K-5 Assessments

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

* Genre assessment determined by school curriculum calendar

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

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

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

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

Scarsdale High School Common Assessments, 2019-2020

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 and a required final art project, which is posted on Schoolwires.

English

Ninth grade: Shakespeare Festival; essays of literary analysis

Tenth grade: essays of literary analysis; digital argumentation

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

Twelfth grade: research paper; essays of literary analysis

Health

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

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

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

Mathematics

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

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

Performing Arts

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

Physical Education

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

Science

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

Social Studies

Ninth Grade World History: Cumulative 9th grade final assessment

Tenth Grade World History

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

Eleventh Grade

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

Twelfth Grade

- multi-step, process-oriented research paper project

Advanced Topics courses

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

World Languages

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

Non-Academic Data: Extracurricular Activities

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

Percent Participation in Athletics

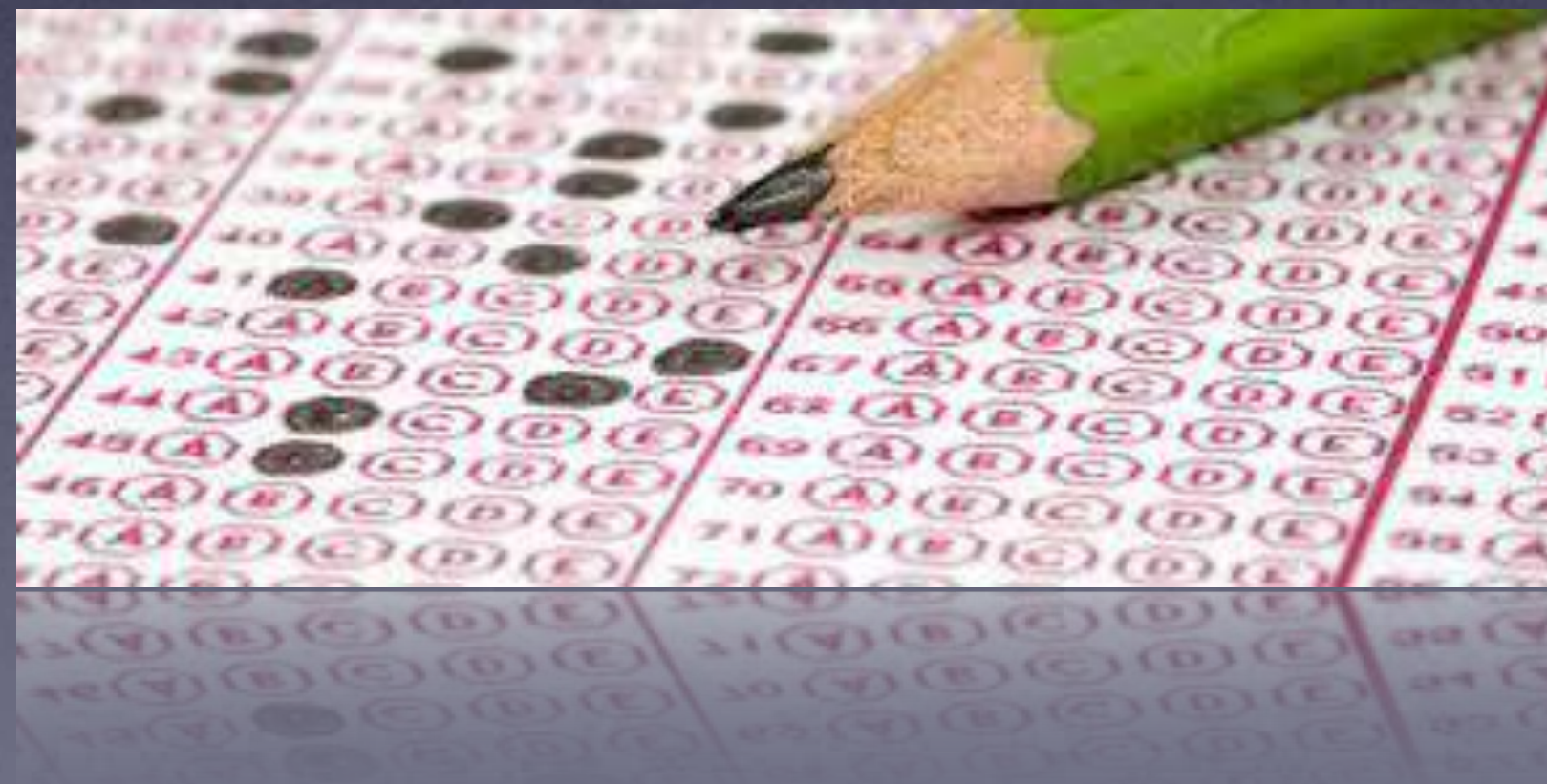
- Fall 579/1552 **(37.3%)**
- Winter 448/1552 **(28.9%)**
- Spring 504/1552 **(32.5%)**
- Totals 950/1552 **(61.2%)**

Vertical Alignment and Rigorous Engagement

State and Federal Standards

What the NYS Standards Mean to Us

And What They Don't



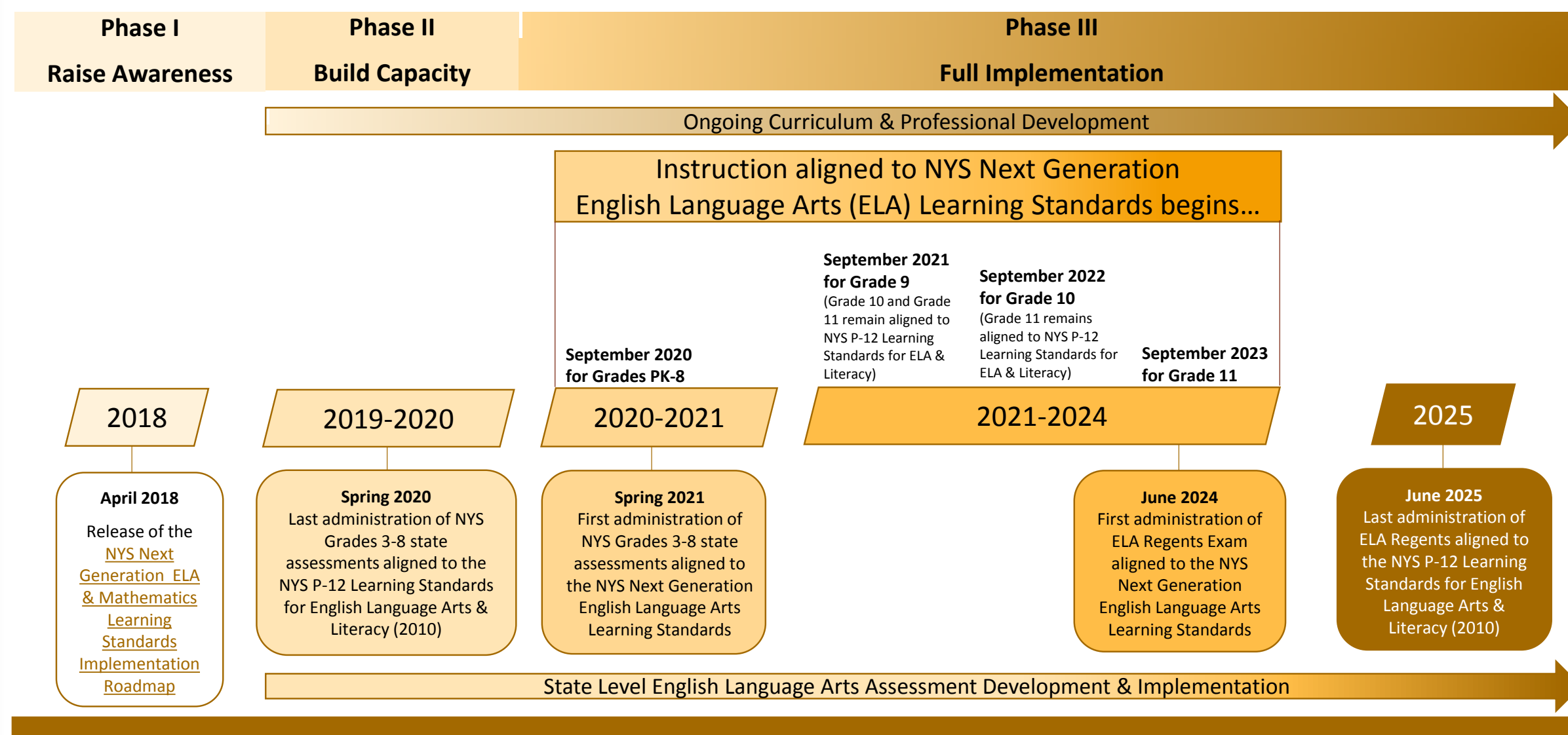
The Good News about New Standards

- Reflect an emphasis on critical thinking
- Include cross-cutting concepts that move between content areas
- Are a road map that supports the best practice of “vertical articulation”
- The timeline of the assessments is fair

English Language Arts Standards



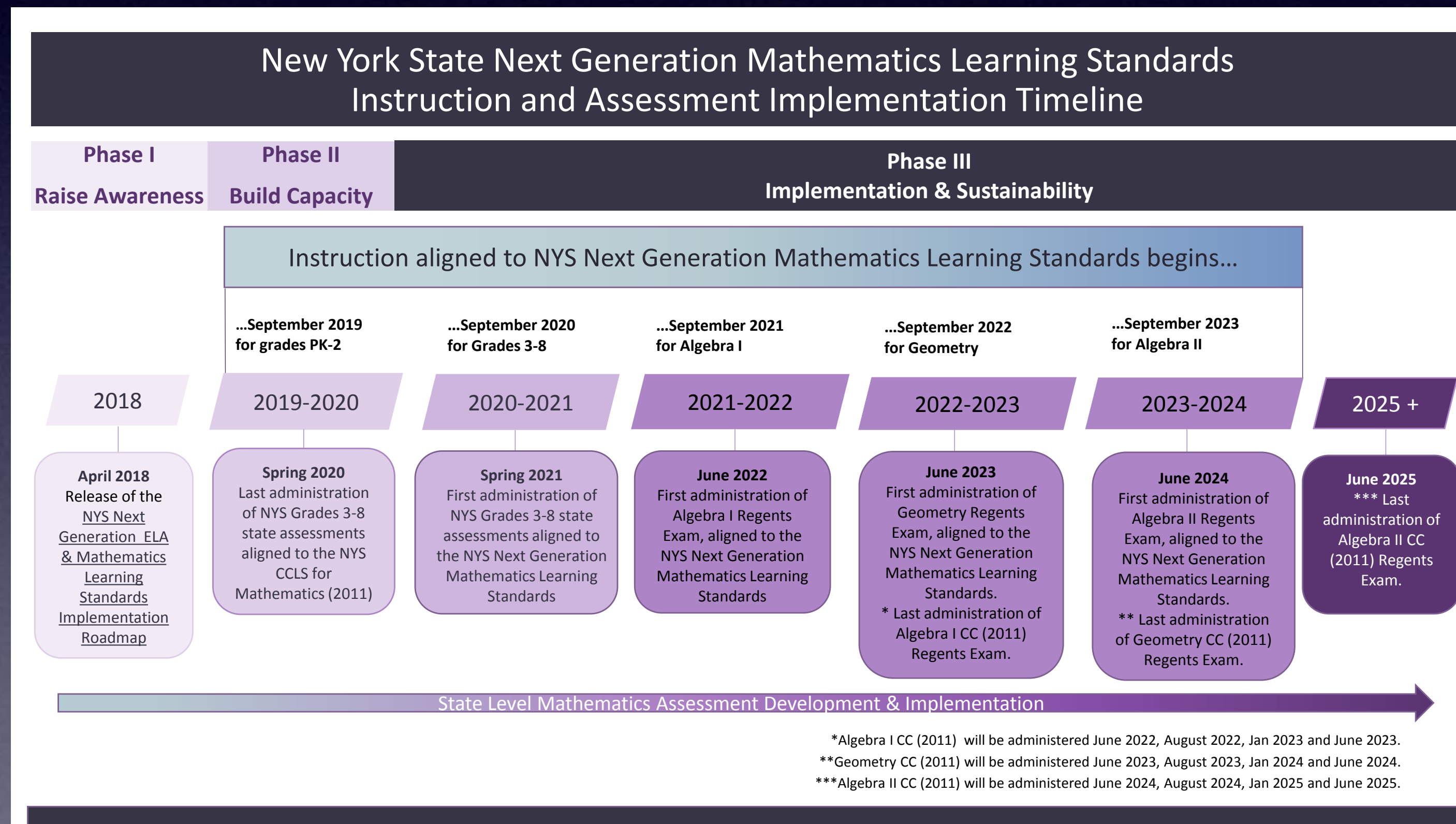
New York State Next Generation English Language Arts (ELA) Learning Standards Instruction and Assessment Implementation Timeline



Scarsdale Literacy

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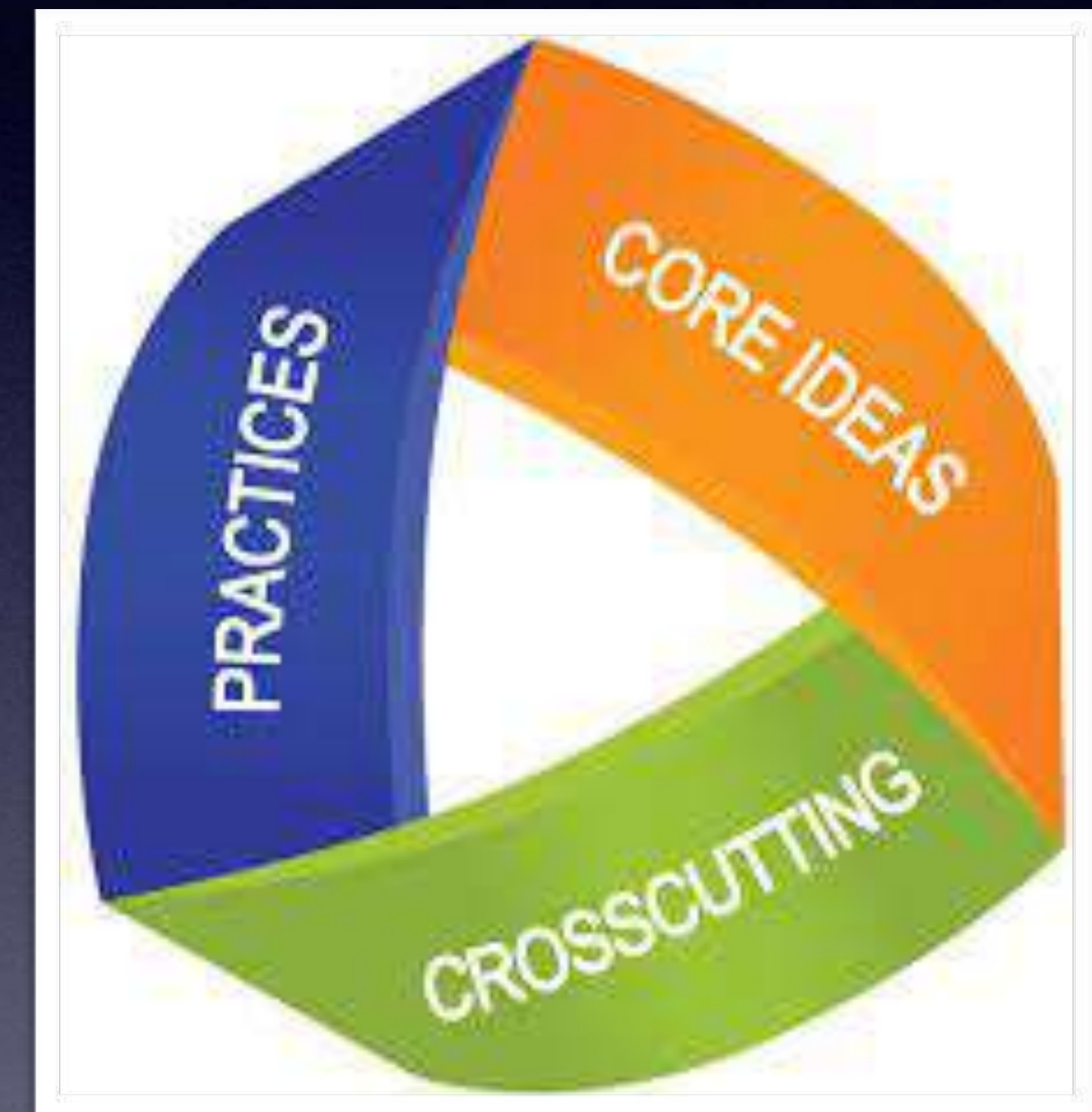
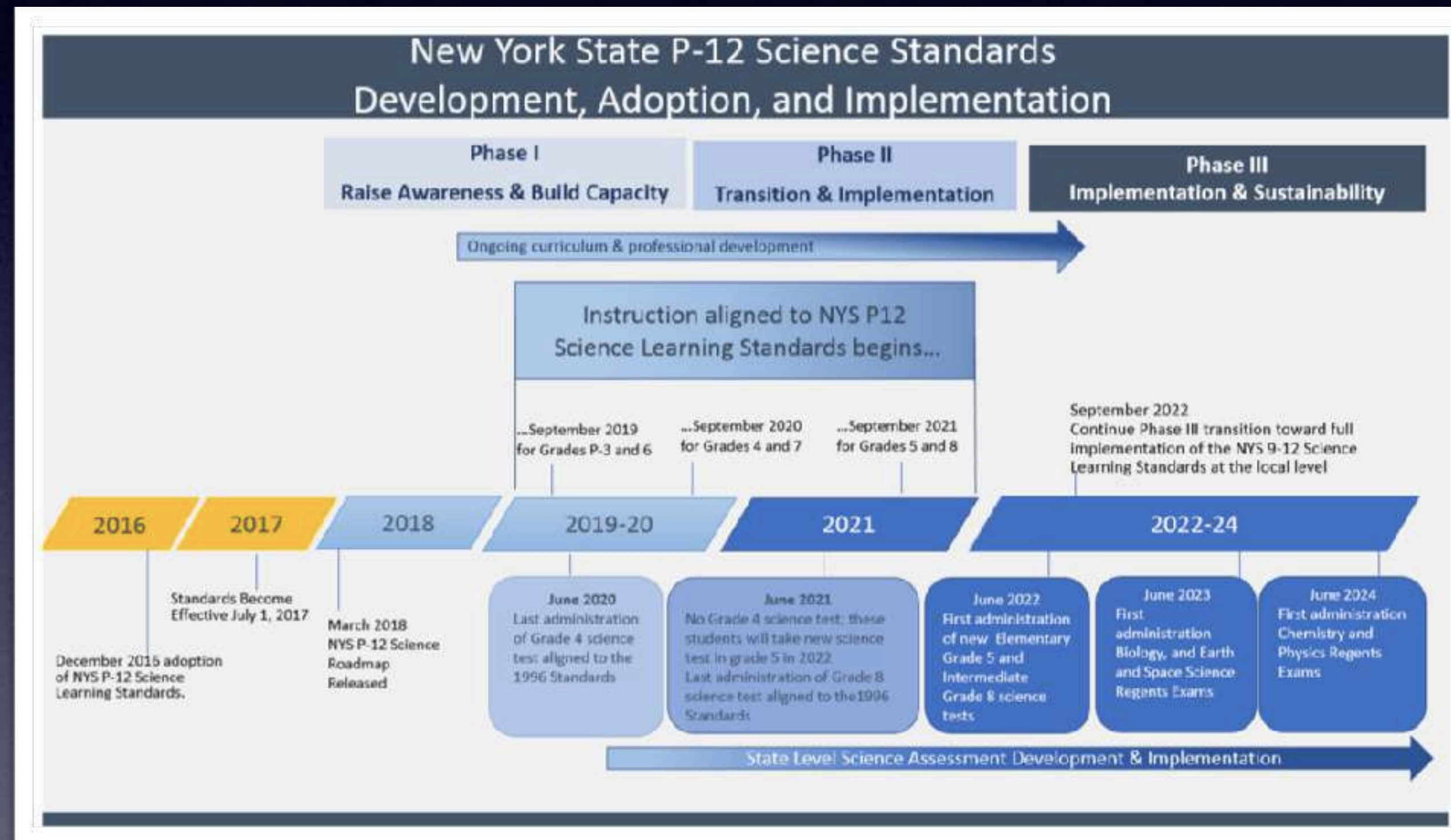
Math Standards



C3 Framework In Social Studies



NYS Science Standards



The Key to Positive NYS Standards Engagement

- Designate time for teacher articulation (horizontal and vertical).
- Collaboratively and thoughtfully choose tools, adapt curriculum, and engage in professional development aligned with learning outcomes.
- Determine where and when sequence, process, and content is prescribed and when it is not.
- Use a combination of standardized and performance based measures to determine success.



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