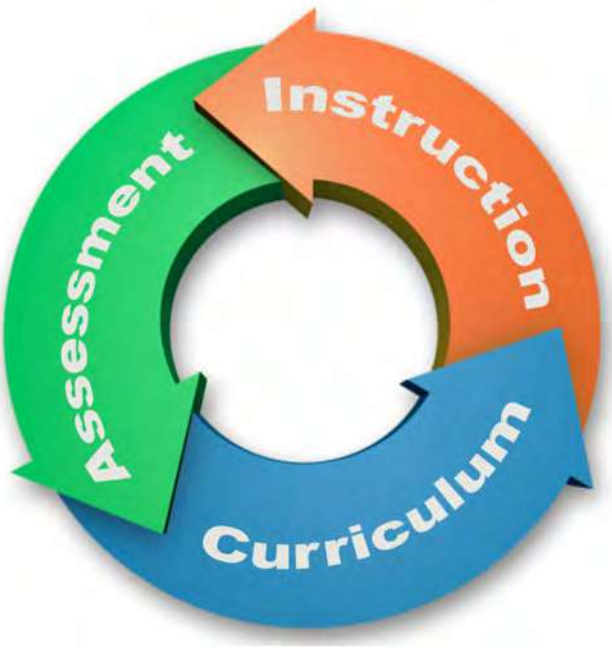
STUDENT ASSESSMENT IN SCARSDALE SCHOOLS

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

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

Curriculum:	What do we want students to know and be able to do?
Instruction:	How do we teach the curriculum?
Assessment:	How do we measure student learning?



PART I:

Assessment Defined

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

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

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

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

Scarsdale Assessments

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

Purposes of Assessments

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

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

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

Types of Assessments

Teacher Informal Assessment

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

Teacher Formal Assessment (Non-Standardized)

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

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

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

Standardized Tests

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

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

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

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

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

Limits of Standardized Tests

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

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

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

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

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

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

Part 2:

Scarsdale's Approach to Student Assessment

1. What are our goals?

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

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

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

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

First, we look at end results both in terms of college acceptances and on graduates' reports on their successes after they leave Scarsdale.
College acceptance results have always been excellent and have grown even stronger over the last two decades.

In 2015, 99% of graduates were accepted to college, 97% to 4 year colleges. 64 % of graduates were accepted at colleges and universities ranked "most competitive" in the U.S. These statistics compare with 61% in 2010, and 57% in 2005.

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

Graduates are overwhelmingly positive about the quality of the academic preparation they received in Scarsdale.
In the most recent graduate survey conducted in 2012 by Futuristics Research, Inc., which surveyed the Classes of 2007 and 2010, 98.9 % of graduates reported that they either felt better prepared (76%) or as prepared (22.8%) as other students at that college while 1.1% felt not as well prepared.

Graduates also provided positive feedback about their readiness in non-cognitive areas. The clear majority of respondents felt that they were able to pursue their passions in extracurricular activities (93.3%) The largest percentage of respondents felt that participation in extracurricular activities at SHS

was impactful in the development of the areas of time management (83.7%), perseverance (81%), work ethic (87.2%), and resilience (84.9%).

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

SAT and AP Exams

Our students take Advanced Placement and SAT examinations in grades 11 and 12. Historically, Scarsdale's SAT results have been in the top 1% of the top 1% nationally. AP participation rates are not as high as in some comparable districts because Scarsdale does not have open enrollment in its college level high school courses. For the most part, these tests don't give us results that help us understand teaching and learning, but they do provide us an independent external benchmark, so we can understand how our students fare in relation to others. (See appendix p. 19, 20, & 22)

In 2014-15, the most meaningful SAT and AP results were as follows:

- Scarsdale's Mean Combined SAT Score Results continue to be the highest among comparable districts in our region
- The percent of students receiving scores of 3,4,5 on AP Exams is 97%, continuing the trend from 2006

In 2014-15, the most meaningful ACT results were as follows:

	English	Math	Reading	Science	Composite
Scarsdale mean	29.1	27.8	28	27.3	28.2
NYS mean	23	23.8	23.9	23.5	23.7

Scarsdale Common Assessment

In addition to the assessments individual teachers develop for use in their classes, we have systematically developed "common" assessments of student growth in each grade/department/subject (See appendix p. 3, 4, & 7). In general, we are less interested in the numerical results of these measures than in the textured information they give us. It's how we understand what students are learning (or not) and how to improve curriculum and teaching.

In 2014-15, the five most important conclusions from these measures were:

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

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

We also use some third party publishers' assessments, when they are appropriate and superior to measures we could produce on our own (e.g. STAR Assessment System, Developmental Reading Assessment [DRA], and Lexia).

International Comparisons: Global Learning Alliance

In 2009, Scarsdale contracted with Columbia University to initiate a Global Learning Alliance of high-scoring schools in the high-scoring nations of Australia, Canada, Finland, and Singapore and the high-scoring Chinese region of Shanghai (See appendix p. 27). The purpose of the Alliance is to understand what a high international standard of performance is, what kind of work students do in the world's top-performing schools, and what those schools and teachers do to enable students to achieve at a high level.

In general, examination of student work and discussions among the partner institutions has revealed differences of approach or style, more than differences in quality. For example, the quality of student papers at a selective girls' school in Perth, Australia was not remarkably different from the work a typical Scarsdale student might do, although the political perspective of the assignment and response may have been different from comparable American work.

Standardized Tests

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

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

were revised in 2010 and 2013. The data displays in the Appendix, pages 9 to 17 show significant dips in students scores in those years, affecting not only Scarsdale scores, but those in comparable districts, the Lower Hudson region, and statewide.

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

In 2014-15, an analysis of state test results led to the following main conclusions:

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

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

Non-Cognitive Areas

Finally, we use a number of measures to evaluate student achievement and/or growth in important non-cognitive areas. Of necessity, these are often proxy, as distinct from direct, measures. Data for the Class of 2014-2015:

- Percentage of total 2014-15 student enrollment that took advanced math (calculus/pre-calculus): 41%.
- Percentage of total student enrollment involved in extracurricular activities other than athletics: approximately 75%
- Percent participation in athletics: Fall (514/1569 [32%]); Winter (373/1569 [23%]); Spring (432/1569 [27%]) = Totals (887/1569 [57%]).

Special Services

Special Education

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

Academic Intervention Services (AIS) - Local Effort

Individual teachers monitor test score data for areas of concern with students. These students are brought to Child Study Team (CST) in each building where a group of professionals investigate all areas of a student's performance. Each CST is made up of the Principal, Psychologist, Speech Therapist, Special Educator and General Educator. These Child Study Teams provide a range of supports including providing expanded methods of teaching for the classroom, extra support outside the classroom, related services such as speech/OT/PT and/or referral to Special Education.

Recent Articles

The test is tricky:
http://www.nytimes.com/2015/08/11/nyregion/new-york-state-test-questions-tricky-for-3rd-graders-and-maybe-some-adults.html

The definition of proficiency varies state to state. It lacks coherence:
http://www.nytimes.com/2015/10/07/us/test-scores-under-common-core-show-that-proficient-varies-by-state.html

Gov Cuomo creates committee to review Common Core and the tests:
https://www.governor.ny.gov/news/governor-cuomo-announces-launch-common-core-task-force

The opt out movement in numbers:
http://www.nytimes.com/2015/08/13/nyregion/new-york-state-students-standardized-tests.html

Inflated Test Scores
https://drive.google.com/file/d/0B4WxHOe3b1zMVEZES2RQLUtZc3FJWjF2V09fazg0VGRXQmtz/view?usp=sharing

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Standardized Testing in Scarsdale

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

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

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

Overview of K-5 Assessments 2015-2016

	ELA				MATH					SCIENCE	SOCIAL STUDIES	
	Narrative Assessments*	Informational On Demand Assessment*	STAR Reading	NYS ELA	STAR Math	NYS Math	1st Trimester	2nd Trimester	3rd Trimester			
K	Fall 2015	Spring 2016	Sept. 2015		Sept. 2015		Nov. 2015	March 2016	June 2016	One rubric can be applied to all units to measure growth	**Fall** Assessment to be completed by end of second marking period. **Spring** Assessment - 6/13/16	
			Jan. 2016		Jan. 2016							
			May 2016		May 2016							
1										Plants unit rubric-fall 2015 Chicks unit rubric-April/May 2016	**Fall** Assessment to be completed by end of second marking period. **Spring** Assessment - 6/13/16	
2										Adaptations Unit-(Embedded in Animal units throughout the year) October 2015 - May 2016	**Fall** Assessment to be completed by end of second marking period. **Spring** Assessment - 6/13/16	
3				April 5-7 2016		April 13-15 2016				Plants Unit May/June 2016	**Fall** Assessment to be completed by end of first marking period. **Spring** Assessment - 6/13/16	
4				April 5-7 2016		April 13-15 2016				Ecosystems - (Embedded assessments throughout year) NYS Science **Performance** May 25-Jun 3 2015 **Written** - Jun 6 2016	**Fall** Explorers Assessment to be completed by the end of second marking period. **Spring** Assessment - 6/13/16	
5				April 5-7 2016		April 13-15 2016				Effervescent Launchers Unit and Mixtures and Solutions Unit (use Process Skills rubric)	**Fall** Assessment to be completed by the end of the first marking period	**Spring** Capstone Project April - June 2016

* Genre assessment determined by school curriculum calendar

SMS Overview of Grades 6 - 8 Assessments (Common/N.Y.S.) 2015-2016

	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 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 Speeches	Writing Benchmark	8th grade end of the year project grammar post-test		Final Exam	Gr. 8 Final Exam Algebra Regents

SMS Overview of Grades 6 - 8 Assessments (Common/N.Y.S.) 2015-2016

Science			Social Studies		
Grade 6	**Grade 7**	**Grade 8**	**Grade 6**	**Grade 7**	**Grade 8**
Pre - assessment SLO	Pre - assessment SLO Paper Towel Lab	Pre - assessment	Pre - assessment SLO	Pre - assessment SLO	Pre - assessment SLO
			Country Project	7th grade social studies e-portfolio	Thematic DBQ (throughout the school year)
Scientific Method/Measurement Assessment					
	Mid-year assessment/reflection			Human Rights e-portfolio and PSA	
	Flower Forensics Lab			Revolutionary Rally iMovie, SLO Post Assessment	
	Breeding Bunny Lab				
				Civil War Gamification Unit	
		NYS Performance 5/25			Thematic DBQ
Post Assessment SLO	Final Exam Post Assessment SLO	NYS Written 6/6 Passive Solar Homes 8th grade end of the year project	Post Assessment SLO Ideal Civilization Project	Civil War Museum	Post Assessment SLO 8th grade end of the year project

SMS Overview of Grades 6 - 8 Assessments (Common/N.Y.S.) 2015-2016

World Language		
Grade 6	**Grade 7**	**Grade 8**
Spanish 6 common diagnostic	Common Diagnostic	Common Diagnostic
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
Sp 6 Mini Unit 1 Fr 6 Classroom and Useful expressions	Sp 7 Chapter 4 Fr 7 Chapter 3	Fr 8 Chapter 11
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
Sp 6 Mini Unit 4 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
Sp 6 Mini Unit 4 Fr 6 Café and Jardin	Sp 7 Capítulo Puente French 7, Chapter 5, Country Project	Sp 8 Chapter 12, Madrid Project Fr 8 Chapter 17
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 2 Fr 8 Chapter 14, Paris Project
Sp 6 Mini Unit 7 Fr 6 Sports		Sp 8 unidad 1 Etapa 3 Fr 8 Chapter 15
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
Aural/Oral Assessment	Final Exam	Final Exam

Scarsdale High School Common Final Assessments 2015 - 2016

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 2016 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 ninth-graders take the New York State Living Environment Regents exam. Chemistry 513 students take the New York State Chemistry Regents exam. All other students take a local final exam that grows out of collaborations among teachers of each course. For the last two or three years, Environmental Science has concluded with presentations of research or culminating projects.

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.).

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

2013-14 ELA Performance of Comparable Districts

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

2012-13 ELA Performance of Comparable Districts

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

2011-12 ELA Performance of Comparable Districts

Gr	Bronxville	Blind Brook-Rye	Rye City	Chappaqua	Scarsdale	Edgemont	Byram Hills	Mam'k	Ardsley	Great Neck
3	93	92	90	83	**87**	80	82	81	83	83
4	92	87	91	91	**86**	88	86	86	82	78
5	94	86	84	89	**89**	89	85	83	81	83
Avg	93	88	88	88	**87**	86	84	83	82	81

Percent Proficient (Level 3 and 4)

Elementary MATH

2014-15 MATH Performance of Comparable Districts

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

2013-14 MATH Performance of Comparable Districts

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

2012-13 MATH Performance of Comparable Districts

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

2011-12 MATH Performance of Comparable Districts

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

2013-14 ELA Performance of Comparable Districts

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

2012-13 ELA Performance of Comparable Districts

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

2011-12 ELA Performance of Comparable Districts

Gr	Rye City	Scarsdale	Byram Hills	Bronxville	Chappaqua	Edgemont	Ardsley	Blind Brook-Rye	Great 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

Percent Proficient (Level 3 and 4)

Middle School MATH

2014-15 MATH Performance of Comparable Districts

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

2013-14 MATH Performance of Comparable Districts

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

2012-13 MATH Performance of Comparable Districts

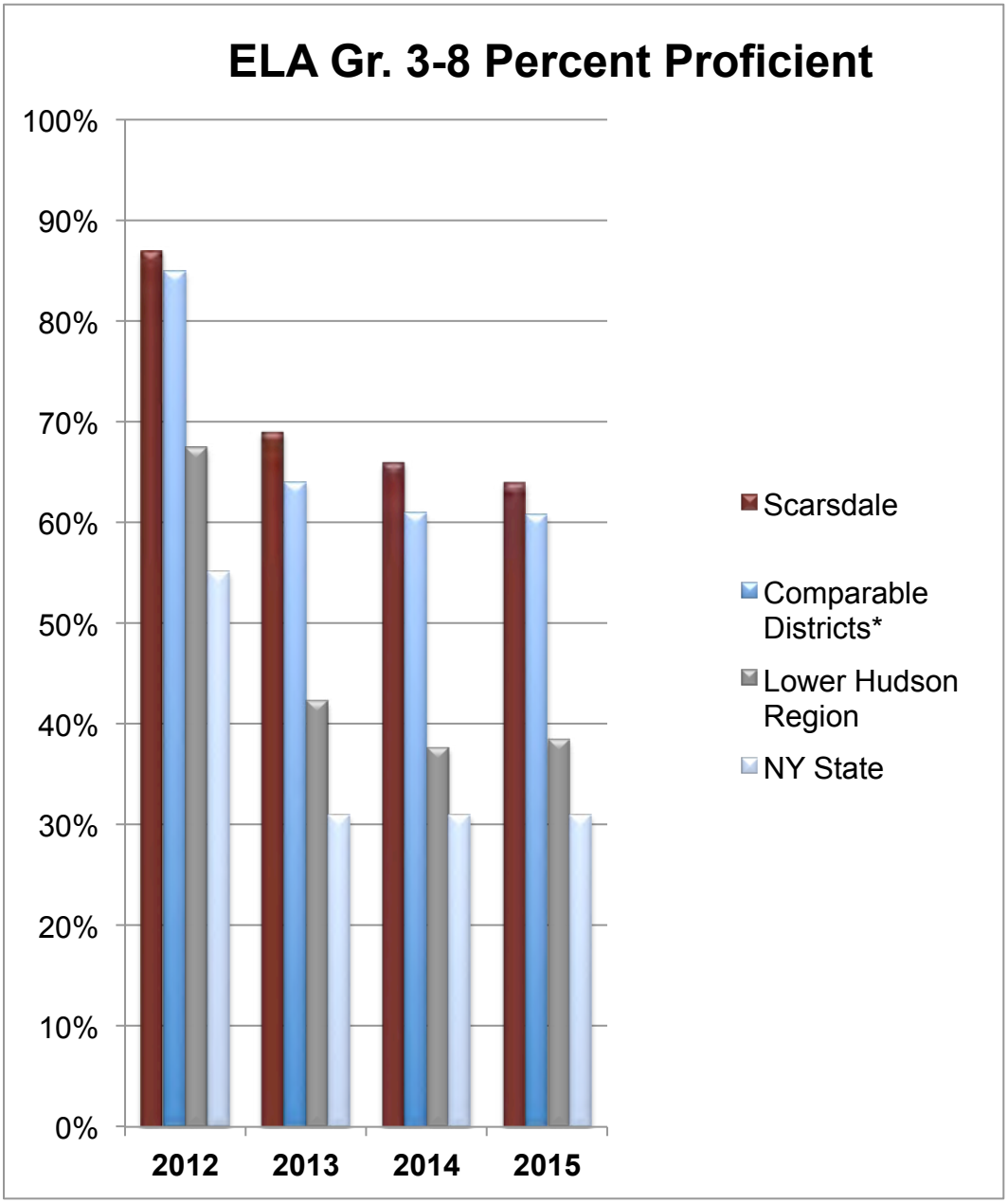
Gr	Chappaqua	Rye City	Byram Hills	Ardsley	Scarsdale	Great Neck	Edgemont	Blind Brook-Rye	Mamaroneck
6	83	80	78	73	**75**	67	70	49	59
7	71	78	71	70	**62**	61	66	61	62
8	75	59	68	61	**61**	59	48	70	55
avg 6-8	76	72	72	68	**66**	62	61	60	59

2011-12 MATH Performance of Comparable Districts

Gr	Ardsley	Scarsdale	Byram Hills	Chappaqua	Rye City	Blind Brook-Rye	Bronxville	Edgemont	Great 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

Percent Proficient (Levels 3 and 4)

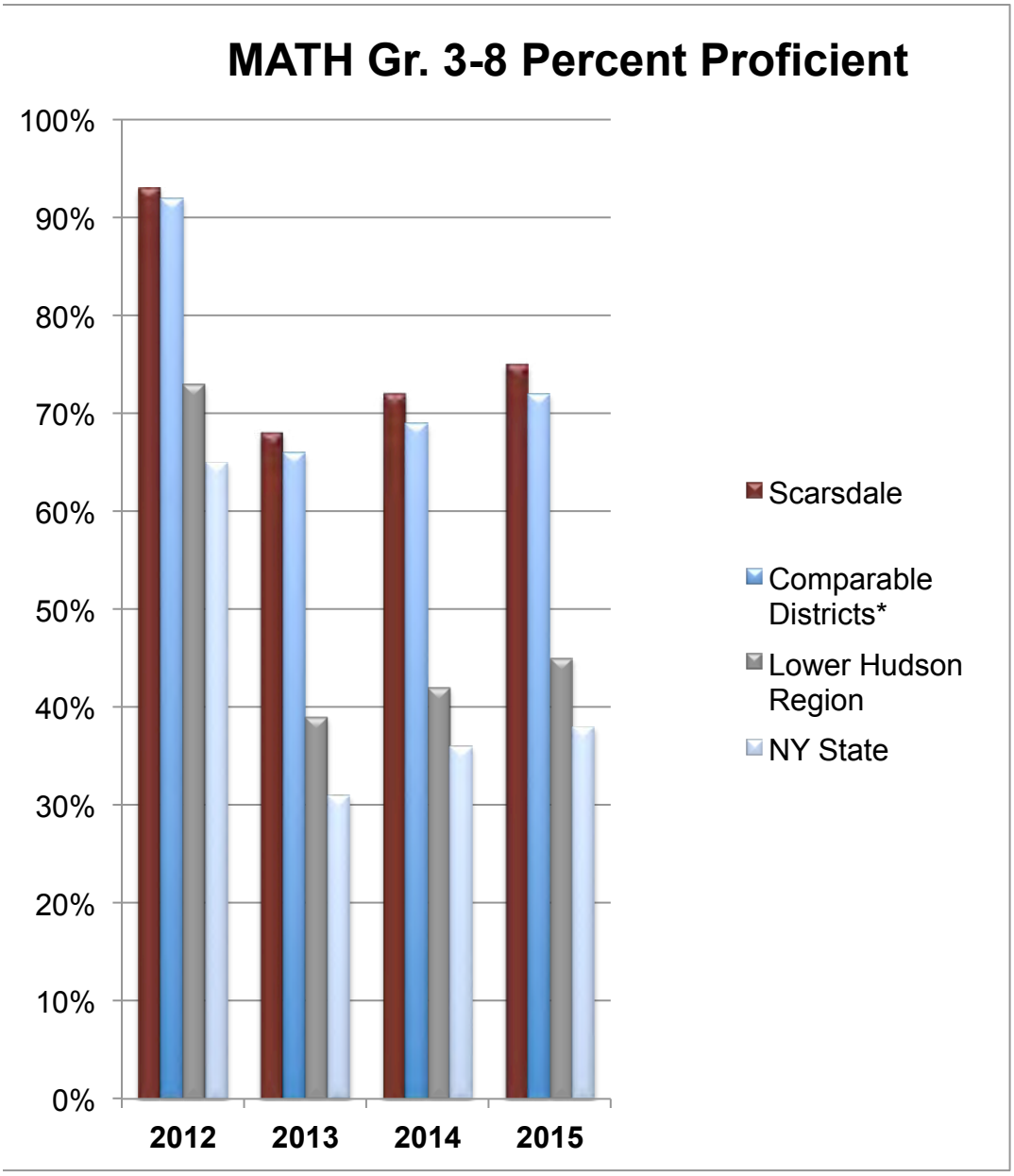
ELA grades 3-8	2012	2013	2014	2015
Scarsdale	87%	69%	66%	64%
Comparable Districts*	85%	64%	61%	61%
Lower Hudson Region	68%	42%	38%	39%
NY State	55%	31%	31%	31%
Scarsdale vs State difference	32%	38%	35%	33%
Scarsdale vs LHR difference	20%	27%	28%	26%
Scarsdale vs Comp Dist diff	2%	5%	5%	3%



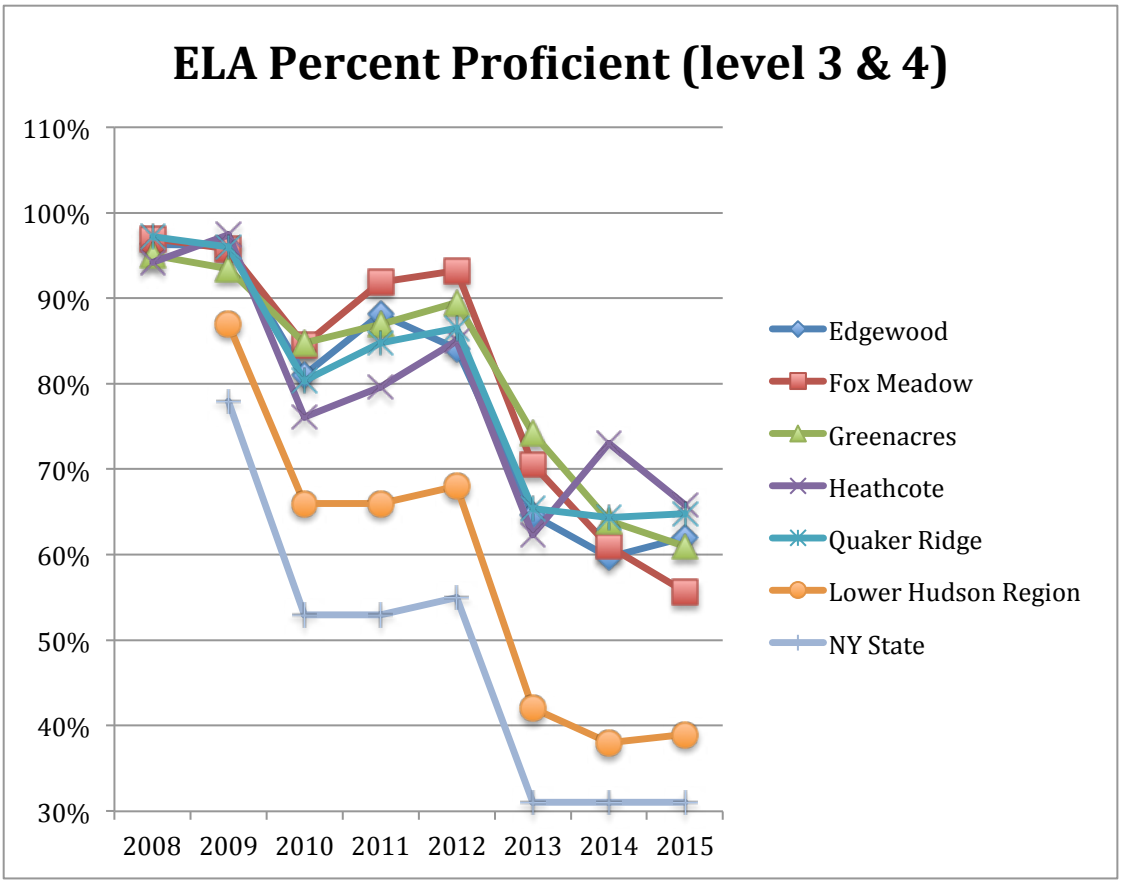
* Ardsley, Blind Brook-Rye, Bronxville, Byram Hills, Chappaqua, Edgemont, Great Neck, Mamaroneck, and Rye City

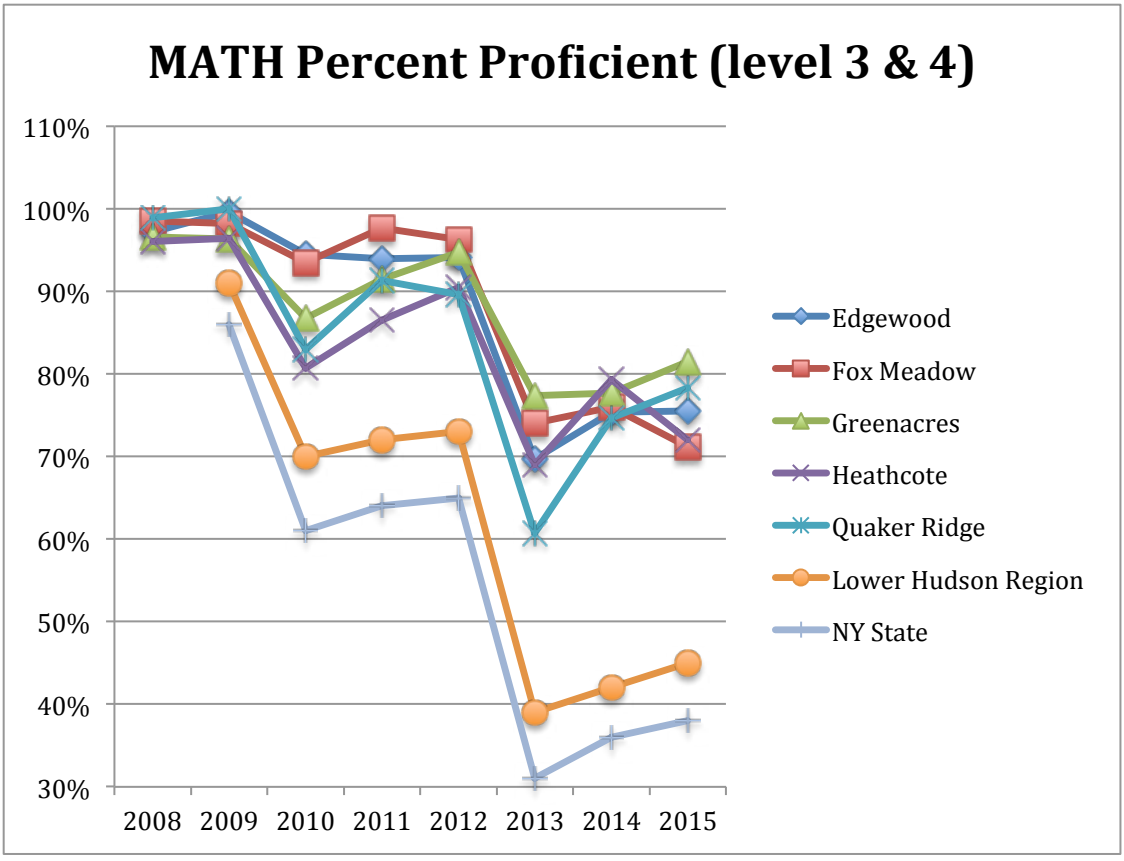
Percent Proficient (Levels 3 and 4)

MATH grades 3-8	2012	2013	2014	2015
Scarsdale	93%	68%	72%	75%
Comparable Districts*	92%	66%	69%	72%
Lower Hudson Region	73%	39%	42%	45%
NY State	65%	31%	36%	38%
Scarsdale vs State difference	28%	37%	36%	37%
Scarsdale vs LHR difference	20%	29%	30%	30%
Scarsdale vs Comp Dist diff	1%	2%	3%	3%



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


ELA Percent Proficient (level 3 & 4)
110%
100%
90%
80%
70%
60%
50%
40%
30%
2008
2009
2010
2011
2012
2013
2014
2015
Edgewood
Fox Meadow
Greenacres
Heathcote
Quaker Ridge
Lower Hudson Region
NY State

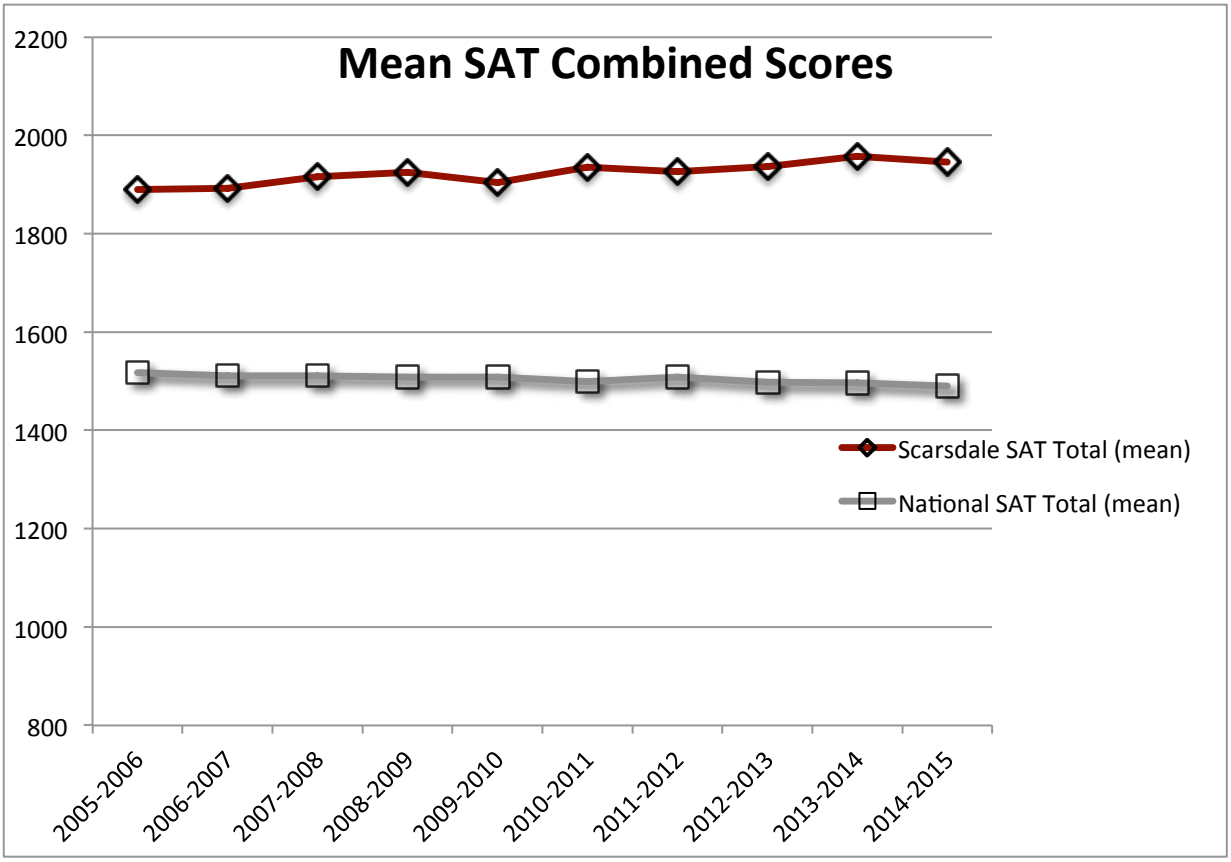

MATH Percent Proficient (level 3 & 4)
110%
100%
90%
80%
70%
60%
50%
40%
30%
2008
2009
2010
2011
2012
2013
2014
2015
Edgewood
Fox Meadow
Greenacres
Heathcote
Quaker Ridge
Lower Hudson Region
NY State

NYS Level 2 Scale Score Range and AIS Cut Score

	Grade Level	NYS Level 2 Scale Score Range	AIS Cut Score
ELA	4th (3rd grade test)	291 - 319	below 299
	5th (4th grade test)	287 - 319	below 296
	6th (5th grade test)	289 - 319	below 297
	7th (6th grade test)	283 - 319	below 297
	8th (7th grade test)	287 - 317	below 301
	9th (8th grade test)	284 - 315	below 302
MATH	4th (3rd grade test)	285 - 313	below 293
	5th (4th grade test)	283 - 313	below 284
	6th (5th grade test)	294 - 318	below 289
	7th (6th grade test)	284 - 317	below 289
	8th (7th grade test)	293 - 321	below 290
	9th (8th grade test)	287 - 321	below 293

Scarsdale High School SAT Score Results

	Scarsdale High School					National			
	Reading (mean)	**Math (mean)**	**Writing (mean)**	**Total (mean)**		**Reading (mean)**	**Math (mean)**	**Writing (mean)**	**Total (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



Mean Combined SAT Scores of Comparable Districts

2014-2015 Mean Combined SAT Scores of Comparable Districts

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

2013-2014 Mean Combined SAT Scores of Comparable Districts

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

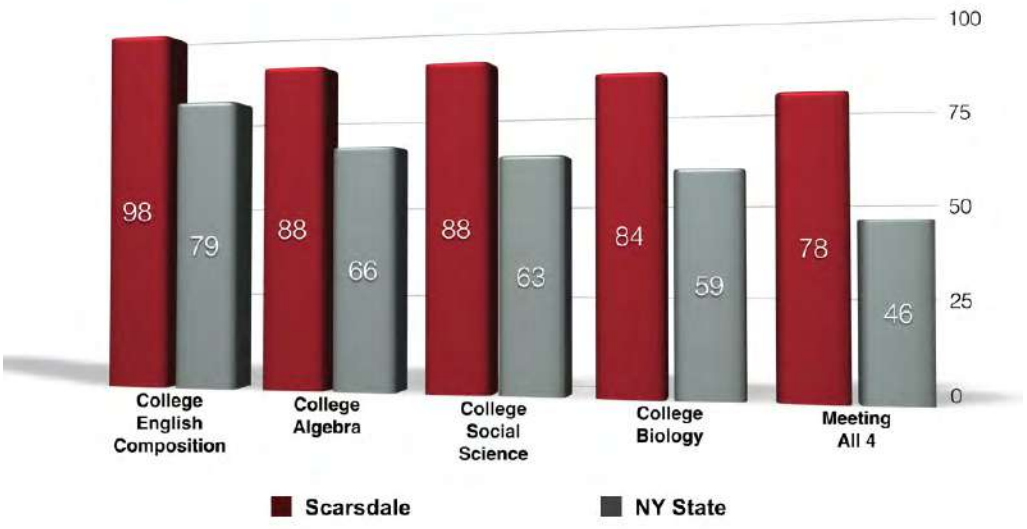
2012-2013 Mean Combined SAT Scores of Comparable Districts

District	Scarsdale	Blind Brook (Rye Brook)	Chappaqua	Byram 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

2011-2015 ACT Report

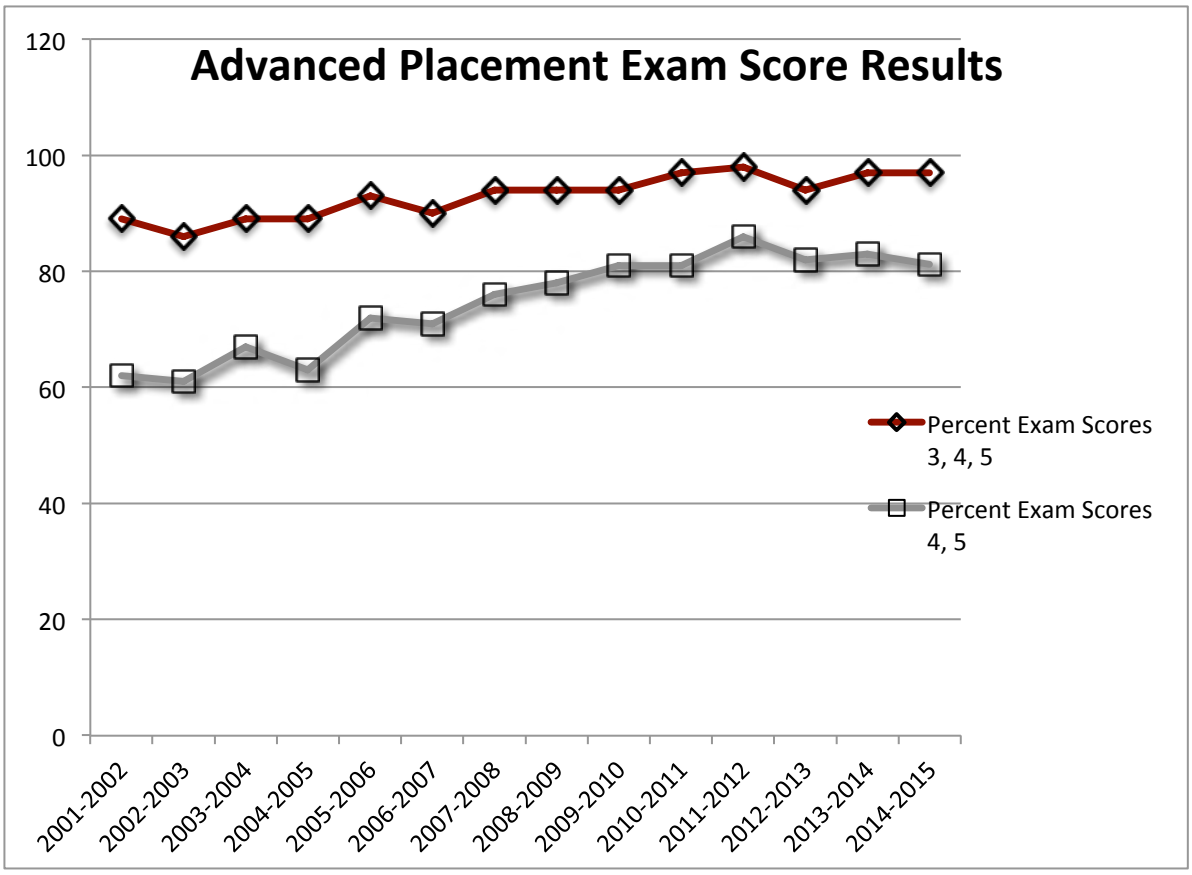
Scarsdale School District Average ACT Scores					
	English	**Math**	**Reading**	**Science**	**Composite**
2015	29.1	27.8	28	27.3	28.2
2014	29.2	28.3	28.3	27	28.3
2013	28.4	28.3	27.4	26.3	27.7
2012	28.9	28.9	27.7	26.9	28.3
2011	29.1	29	28	26.9	28.4
NYS Average ACT Scores					
	English	**Math**	**Reading**	**Science**	**Composite**
2015	23	23.8	23.9	23.5	23.7
2014	22.7	23.8	23.6	23.2	23.4
2013	22.6	23.8	23.7	23.1	23.4
2012	22.7	23.7	23.4	23.1	23.3
2011	22.7	23.8	23.5	23	23.4

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



Scarsdale High School Advanced Placement Exam Score Results

Year	Total Exams	Mean Test Score	% Exam Scores 4, 5	% Exam Scores 3, 4, 5
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%



Scarsdale High School Regents Report

Annual Percentage of Students Scoring 65-100%					
Regents Exam	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**
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 Integrated 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 non-classified 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.

Scarsdale Graduates to College

Year	Percent to college	Percent to 4-year 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 Accepted to Most Selective Colleges (According to Barron's Guide)

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%

Students Named ***National Merit Semifinalists***

Year	Number of Students	Percent of Students
2014-2015	16	4%
2013-2014	27	7%
2012-2013	19	6%
2011-2012	22	6%
2010-2011	22	6%
2009-2010	15	4%
2008-2009	21	6%
2007-2008	20	5%
2006-2007	28	8%
2005-2006	21	6%

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

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

SAT Subject Test Mean Scores

Test	2015	2014	2013	2012	2011	2010	2009
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
Japanese		702		708		765	

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

Overview

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

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

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

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

Background

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

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

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

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

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

The Alliance sponsors future contributors, citizens and leaders through:

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

Who is in the Alliance?

Schools

Australia, Perth
Christ Church Grammar School
St. Mary's Anglican Girls School

Canada, Toronto
Peel School District

China, Shanghai
High School affiliated to Shanghai Jiao Tong University
Jing'an Education College Affiliated School

Finland, Helsinki
Helsingin Suomalainen Yhteiskoulu

Singapore
Hwa Chong Institution
Nanyang Girls' High School

USA, Scarsdale,
Scarsdale Public Schools

Universities

Australia
Graduate School of Education, University of Western Australia

China
East China Normal University

Finland
University of Helsinki

Singapore
National Institute Of Education, Nanyang Technological University

USA
Teachers College, Columbia University

Partner Organizations

Teach for America
Tri-State Consortium

Response to Intervention (RTI)

What is RTI?

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

Response to Intervention (RTI) is a multi-tiered, problem-solving approach that identifies general education students in grades K-5 who are struggling in the academic areas of reading and mathematics. Through on-going assessments, identified students are provided with targeted instruction at varying levels of intensity. The progress that students make at each level is closely monitored and used in further decisions regarding their instructional program.

Scarsdale's Model

For years Scarsdale used a Local Effort Service program that supported struggling students. Conceptually, the Local Effort program is similar to the RTI model as they both focus on addressing students' learning needs prior to recommending special education services. Building on the successful Local Effort program, the District reformatted it to comply with the state mandates of RTI.

The RTI model is a three-tiered approach:

- Tier 1 takes place in the student's classroom and is conducted by the primary teacher.

- Tier 2 (previously Local Effort Services) calls for supplemental instruction provided by the Learning Center teacher.

- Tier 3 calls for the student to receive an increased amount of supplemental services by the LRC teachers or be referred to the CSE for a special education evaluation. A referral to CSE will be considered for students who have a history of receiving Tier II or Tier III
  At any time, a parent may refer his/her child to the CSE for an initial evaluation. The RTI process may not be used to delay or deny acting on the parent request.

STAR Digital Assessment System

Scarsdale Elementary Schools have adjusted the way they screen and identify students who may be in need of additional academic support. School districts are required to use a Response to Intervention model and this model requires the use of a Universal Screening Tool and a Progress Monitoring System for all K-5 students three times per year: fall, winter, and spring.

We are using the STAR digital assessment system as our Universal Screening Tool and Progress Monitoring System.. It will replace the Developmental Reading Assessment (DRA), used previously for reading only. STAR assesses current levels of performance in reading and math. It is administered three times per year and is given to identify or predict students who may be at risk for poor learning outcomes. STAR is a computer administered multiple choice test given to all students. The entire test takes approximately 40 minutes. We are hopeful STAR will provide teachers with valuable information about student learning needs. This will serve to help identify those in need of additional support and also inform whole class instruction. These assessments are formative in nature. They present a picture of what a child has learned and let the teacher know which skills are most important to address. Please feel free to visit the STAR website if you have questions about its validity or reliability.

As has been our past practice, during fall conferences, teachers will share information with parents about student learning progress based upon multiple sources of information. Since 2012, Scarsdale has used a Response to Intervention (RTI) plan to support struggling learners. Here is a link to our current plan, which is being revised to reflect the use of STAR data in our process.