

# **World Language Education Report**

## **November 28, 2016**

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## **Background**

The Scarsdale Union Free School District has embraced the goal of preparing students to be successful in an interdependent world.

Scarsdale schools have historically offered a classical education taught in a progressive manner. World Languages have been a part of our program throughout our history, at least since the issuance of the [Report of the Committee of Ten on Secondary School Studies in 1894](#). Over the succeeding decades, Scarsdale's world language offerings at the High School have expanded and contracted, including Russian (1973-1983), Greek (1973-2001), Japanese Language and Culture (1992-1996), French (current), Spanish (current), Latin (current), and most recently Mandarin (current).

In reviewing the course offering history and in speaking with veteran High School staff, it has been affirmed that these changes in language offerings directly reflected changing values, politics, and demographics in the Scarsdale community over time.

At the Middle School, Spanish and French have been taught in Grades 7 and 8 since 1978. Instruction began for Grade 6 students in 2010.

In the early 2000's, under the leadership of former Superintendent Dr. Michael McGill and Assistant Superintendent, Dr. Joan Weber, an Interdependence Committee was formed to foster a global view and encourage the development of programs to meet this goal. That initiative continues, now led by our current Superintendent, Dr. Thomas Hagerman, and Assistant Superintendent, Lynne Shain.

The study of world languages is a direct way of preparing students for an interdependent world by helping students appreciate their own and other cultures and to relate to those from other backgrounds.

This work has been guided by instructional goals of student engagement, oral proficiency, and cultural understanding.

## Summary/Timeline of District World Language Committees: 2000-2016

2000-2001: Elementary World Language Study Committee of 2001

*The reasons for introducing an elementary program include gains in fluency, pronunciation, and ease in speaking. Spanish is the language of choice both because of its position as a common second language in this country and because it is a good foundation for those wishing to study other Romance languages later.*

*Additionally, Romance languages are often those taught in K-12 education because students tend to master these languages much more quickly than other languages.*

2005: Elementary Spanish Program is launched and reported below in the [Greenacres Gazette \(April, 2005\)](#):

*After almost two decades of discussion, the proposed school budget will support Scarsdale's first elementary school foreign language classes in academic 2005-06. Plans currently call for two new teaching positions, one in first and one in second grade, to offer children in all five elementary schools sixty minutes a week of introductory Spanish. Over the next several years, the program will expand to include all children in grades one through six. The benefits of early language instruction are well known. The decision to teach one language instead of several is a result of interest in giving children depth of exposure and the possibility of greater insight into a single culture that may be different from their own.*

2007-2008

In the fall of 2007 Dr. McGill formed a District Wide committee consisting of representatives from all levels and disciplines with the charge to recommend which world language(s) would be added to the curriculum in Scarsdale, if such an action were to occur, and at what point in the course of study such additions would begin. After the year-long study, the committee recommended in its [April, 2008](#) report that “we offer one additional world language, that the language would be Mandarin, and that the instruction of Mandarin begin in the sixth grade.”

*After additional deliberation, the committee's final recommendation be implemented in two phases:*

*Phase 1: 2008-2009: working with a consultant, a Mandarin program was structured, beginning with after-school activities.*

*Phase 2: 2009-2010: develop a Mandarin course to begin in 6th grade with other possible entry points.*

### *Explanations*

*1. While many additional languages were considered, it was felt that introducing more than one language at this time would dilute the pool of candidates to such a degree that any new offering might not be sustainable. The challenges of learning a language such as Mandarin that does not use an alphabet or syntax similar to English or Romance languages are significant both from the instructor's and from the student's perspective. We would need to focus our resources on making this offering a success. Additional offerings at this time might jeopardize that goal.*

2. Mandarin was chosen for a number of reasons: its strategic importance, its connection to 21st century skills, student and community interest, its level of difficulty, its sustainability as a program, and the availability of teachers and resources as compared to the other choices.

3. There was strong consensus that Mandarin begin in the sixth grade, with the possibility of one or more additional entry points, including, for example, a simultaneous start for ninth-grade students. After-school programs were also recommended at the elementary level. While there was considerable discussion about where the program should begin from a philosophical standpoint, it was felt from a practical standpoint that any new language program should not be introduced in competition with the new elementary Spanish program, hence the Middle School start recommendation. Robin Harvey from the NYU program for the certification of teachers of Mandarin indicated that after-school clubs at the elementary and middle school levels would help generate interest in the study of Mandarin, building a base of support which would help to sustain the program over time.

4. Our consultant from NYU indicated that there are excellent online programs that would provide significant advantages to instruction and reinforcement of the language. These can be accessed independently by students. Given the sophistication of the language and the nuanced pronunciation, an on-site language lab would be of great advantage.

5. As the elementary Spanish program is still in its infancy, we need to continue to assess its effectiveness and to plan for the arrival of Spanish students in the Middle School. The committee felt that decisions regarding the Mandarin program need to be in accord with decisions made regarding the development of the Middle School Spanish program.

6. There was a strong agreement for the recommendation that a consultant be hired in the 2008-2009 academic year to begin planning the program and developing curriculum, and possibly a teacher to organize after-school activities for elementary, middle, and high school students, to work with alternative programs, and to introduce the community to the idea of Mandarin coming to Scarsdale.

7. There was general consensus that the Mandarin program at the High School be introduced in the academic year 2009-2010. Given the careful manner in which the Elementary Spanish program was launched and the philosophy to proceed with care and with commitment in a methodical way, the Committee felt that the same procedure, as is characteristic of Scarsdale educational goals, should be followed. In order to publicize the program and to formulate the curriculum, as well as provide for the logistical and resource needs, a year of study and planning is highly recommended.

8. The Committee also recommends that two Mandarin teachers be in place when the program starts in 2009, to facilitate collaboration, solidification of the program, and strengthen and enhance feedback.

## 2008-2009

In December of 2008, Dr. McGill asked the co-chairs of the WL Committee, Sarah Whittington, Coordinator of the Elementary and Middle School World Language Program, and Gerry Young, the principal of Greenacres School at the time, to move the proposal ahead by making recommendations for implementation.

Recommendations:

1. That we offer one additional world language in the Scarsdale curriculum;
2. That the world language offered be Mandarin;
3. That instruction in Mandarin begin in the sixth grade, with the possibility of additional entry points as outlined;
4. That instruction in Mandarin be supported by online resources and the use of a language lab;
5. That the further development of the elementary Spanish program (currently in third grade and arriving at the Middle School in September 2010) be considered as a significant factor for consideration in the implementation of the Mandarin program;
6. That a consultant for Mandarin be hired in the academic year 2008-2009 to begin planning and developing the program.
7. That the Mandarin program be introduced in the academic year 2009-2010;
8. That we begin the program with two Mandarin teachers in place to facilitate collaboration and solidification of the program.

Concurrently with these discussions, the [Center for Applied Linguistics](#) conducted their initial SOPA (Student Oral Proficiency Assessment) of students taking Spanish in fourth and eighth grades to respond to Dr. McGill's request for a longitudinal study with the goal of comparing the oral proficiency of the eighth graders who started their study of Spanish in 7th grade with those eighth graders who started their study of Spanish in the 1st grade.

#### 2009-2010

At the Board of Education Meeting, October 5, 2009, agenda item 5.1 presented a summary of four scenarios for the possible program changes for the incoming sixth grade students at the Middle School for the academic year 2010-2011:

*Scenario 1: offer the choice of French or Spanish to incoming sixth graders with full five day per week program for the three years at the middle school.*

*Scenario 2: Offer choice of French or Spanish to incoming sixth graders with every other day exposure to the language.*

*Scenario 3: Offer no choice and sixth graders continue Spanish, offer the choice of French or Spanish in seventh grade.*

*Scenario 4: Offer no language study in sixth grade with a year's hiatus from the study of a world language, offer choice of French or Spanish in seventh grade.*

Given budgetary and personnel constraints at the time, Scenario 2 was selected as the ultimate choice.

#### 2010-2011

Picking up from the 2007-08 world language study, the development of the HS Mandarin program finally began. Concurrently, the Middle School entered into discussions on the potential to offer Mandarin as part of the CHOICE program.

January of 2011:

- An after-school Mandarin program began for high school students, sponsored by the High School PTA and paid for by parents. This program included instruction for both Beginner and Intermediate students and continued until June, 2011
- After-school Mandarin classes began for elementary and middle school students. These classes were sponsored by the respective schools' PTA's and paid for by parents and continued until June, 2012

2011-2012

The HS Mandarin program was implemented with the first year courses. Mandarin 312 was offered to students who had never studied Mandarin before; Mandarin 313 was offered to students who had prior Mandarin experience in the after-school program at the Middle School the previous year.

Both the elementary and middle school Mandarin programs continued after school during 2011-2012, but then dissolved due to lack of student interest and participation.

**Concurrently, the consideration of adding Mandarin to Middle School World Language offerings was dropped, reflecting both diminished student interest and the financial reality of the recession that began in 2008-2009, and also the subsequent introduction of the NYS Tax Cap.**

2012-2013

The Center for Applied Linguistics concluded their oral proficiency, longitudinal study by administering the SOPA to the elementary Spanish cohort, now in the eighth grade. The final report included the results for eighth graders who studied Spanish in just Grades 7 and 8, compared to the eighth graders who had studied Spanish in grades 1 through 8.

[The 2012 SOPA Spanish Grade 8 Report can be found here.](#)

The High School Mandarin program continued to expand with level 3 courses: 322 and 323.

2013-2014

The first elementary Spanish cohort entered High School. The World Language Department continued its curricular development to accommodate the Spanish cohort as well as the development of the Mandarin courses at the High School where a level 4 Mandarin course was added.

2015-2016

During the 2015-2016 school year, in anticipation of the budget process, the administration received a request to fund a Middle School Mandarin program. A District World Language Committee was formed, which reviewed our current program; researched world language programs in other schools and districts, both public and private; surveyed our parents and students as to their interest in adding languages to our current program; and, eventually made a formal recommendation to the Board of Education to not offer Mandarin due to a lack of interest.

Even so, the administration reconsidered their position when they received the retirement notification of the World Language Department Chair at that time, Sarah Whittington, in January of 2016. The administration

recognized that Ms. Whittington's expertise would be critical in on-boarding Mandarin, if it were to be offered in the next year or two. To validate its earlier recommendation, the administration included Mandarin as an option for the incoming 6th grade Middle School Course Registration form. Once registration was completed, there was still insufficient student interest to recommend the addition of Mandarin at that time.

Although the program was not added at the Middle School, Level 5 Mandarin and AT Mandarin courses were added at the High School.

2016-2017

In the 2016-2017 school year, the administration was asked to reconvene the District World Language Committee.

The charge to the Committee, once again, was to review our current world language program; to research world language programs considered exemplary, including middle school Mandarin; and to recommend revisions and/or additions to the program that might be appropriate.

The Committee's review of the World Language (WL) program included the potential addition of other languages at any level, any proposed changes to the current Elementary World Language Program in Grades 2-5, and the possibility of adding an additional language offering at the Middle School, starting in Grade 6, commencing with the 2017-2018 school year. Mandarin was discussed as one possibility at the Middle School, along with 11 other options, including "none."

## Work of the 2016-2017 District World Language Committee

### Committee Members

The District WL Committee included teachers and administrators from elementary, middle, and high school levels:

- Ann Barron, Middle School Spanish Teacher
- Larry Chatzinoff, Middle School Assistant Principal
- Sylvie Corten, High School World Language Coordinator
- Mitch Crasson, Teacher on Special Assignment, Curriculum Office
- Wenhui Gu, Mandarin Teacher, Scarsdale High School
- Scott Houseknecht, Principal, Edgewood Elementary School
- Shaun Johnson, World Language Teacher, Heathcote Elementary School
- Michael McDermott, Middle School Principal
- Chris Renino, High School Assistant Principal
- Lynne Shain, Assistant Superintendent, Curriculum, Instruction, and Assessment
- Sarah Whittington, Elementary and Middle School World Language Coordinator

### WL Committee Consultants

- [Greg Duncan](#), national and international WL Consultant [responded to the questions below](#):
  - “Are schools ‘un-leveling’ world language courses?”
  - “Members of our community have stated that a native speaker would be more effective than a non-native speaker in teaching language. Please comment.”
- [Robin Harvey](#), Consultant, Coordinator of NYU's Project for Developing Chinese Language Teachers (DCLT), Master Teacher of Multilingual/Multicultural Studies at Steinhardt, NYU
  - [Some initial thoughts about establishing a Middle School Chinese program](#)

### Charge Issued to the Committee

- Conduct a review of our world language programs, including the possibility of offering middle school Mandarin, starting in Grade 6, beginning in the 2017-2018 school year;
- Consider requests from other parents to offer Urdu, Arabic, Italian, Hebrew, and other languages at the Middle School and High School levels;
- Develop surveys for parents and students to assess level of interest for adding additional world languages to Middle School and High School; and
- Make recommendations for future changes to the world language program offered in Scarsdale.

### Committee Work and Discussions

- The decision was made to research K-12 World Language Programs considered by national standards to be exemplary. Additionally the committee agreed to review the curriculum, instructional techniques, and common assessments for Middle School Mandarin programs.
- Specifically, the committee researched the Princeton Middle School Mandarin model, detailed in the Appendix on Page 54. The Princeton, New Jersey, School District runs a before school Mandarin program for students in Grades 7 and 8, five morning a week before school. The District WL Committee had an extensive discussion about before or after school Mandarin being offered either through PTA clubs or by the Scarsdale School District.
  - PTA Sponsored Before (or After) School Mandarin Program
    - Would require a lower minimum number of students enrolled for PTA to cover expenses
    - Does not conflict with MS House System which seeks to distribute students with same WL choices across all four Houses



- While a NYS certified Mandarin teacher might be desirable, a PTA sponsored program would not require a certified Mandarin teacher.
- Students enrolled in Before School Mandarin must take either French or Spanish within the school day.
- Scarsdale students could only study Mandarin four out of five days before school so as not to conflict with music rehearsals scheduled one morning per week per grade.
- Parents provide transportation
- Scarsdale School District Sponsored Before (or After) School Mandarin Program
  - District would set a minimum enrollment before running the program
  - Does not conflict with MS House System which seeks to distribute students with same WL choices across all four Houses
  - Would require a NYS certified Mandarin teacher; question about recruiting a highly qualified Mandarin teacher to teach four early morning sessions a week.
  - Students enrolled in Before (or After) School Mandarin must take either French or Spanish within the school day
  - Scarsdale students could only study Mandarin four out of five days before school so as to avoid conflict with music rehearsals scheduled one morning per week per grade.
  - Parents provide transportation
- Surveys to parents and students were designed and distributed.
  - [October 5-13 to parents of K-12 students](#)
  - [October 5-13 to students in grades 6-11](#)
  - [October 25-28 to parents of grade 5 students](#)
- Reports from consultants were discussed.
- Survey results were reviewed
- [World Language Website](#) was created and reviewed.
- World Language registration timeline for 5th grade parents was drafted and revised.
- Recommendations to modify elementary Spanish instruction were suggested.
- World Language Education Report, for presentation at the November 28, 2016 Board of Education meeting was drafted.

Agendas and Minutes from the 2016-2017 World Language Committee meetings can be found in the Appendix on p. 47.

## **Review of Current World Language Program**

### **Goals of World Language Program in Scarsdale**

Oral proficiency and cultural understanding are the major goals of Scarsdale's World Language Program. The program aims to develop globally competent students who exhibit the following skills as delineated in the American Council of Teachers of Foreign Languages (ACTFL) World Readiness Standards for Learning Languages:

- Communicate effectively in more than one language in order to share information, opinions, and feelings with others.
- Connect with other disciplines to acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
- Develop insight into the relationship between language and culture in order to interact with others using cultural competence and understanding.
- Compare and contrast the nature of their language and culture to the nature of the language and culture that they are studying.
- Communicate using cultural competence and understanding in multilingual situations and in multilingual communities locally and globally.

The Scarsdale Schools are committed to offering a program that meets the needs of all students. Based on our belief that every student can learn a world language, instruction is aimed to develop the four language acquisition skills, beginning with listening and speaking, followed by reading, and writing. Additionally, the program promotes creative and critical thinking skills, which assist students to problem solve in real life situations.

### **World Language Assessment: Measuring Student Progress toward Goals**

As was stated in the [November 14, 2016 Student Assessment Report](#):

*Assessment is more than numbers and data points. 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 provide the clearest assessment of student learning. We value assessment and continue to explore ways to use data to inform instruction. Decades worth of standardized assessments illustrate that our educational program produces strong results.*

#### **Teacher Assessments:**

In Scarsdale's World Language classrooms teachers use multiple assessment tools to measure students' skills in listening, speaking primarily, followed by reading, and writing. With our emphasis on oral proficiency, teachers provide authentic opportunities for students to demonstrate their facility in the target language. Some examples include, role play, engaging in conversation, acting in short videos, and blogging.

#### **Standardized Assessments:**

Scarsdale's World Language Program produces strong student achievement as evidenced in the following standardized instruments:

- [Student Oral Proficiency Assessment \(SOPA\)](#)

- World Language AP Exams (Appendix p. 56)
- SAT World Language Subject Tests (Appendix p. 57)

## Current World Language Program Enrollment

### Middle School

Grade	Total Students	Spanish Enrollment		French Enrollment	
		Enrollment	Percentage	Enrollment	Percentage
6	374	259	69.25%	75	20.05%
7	394	230	58.38%	87	22.08%
8	372	229	61.56%	71	19.09%

### High School

Language	Number of students	Percentage of enrollment in all World Language courses
Latin	54	3.7 %
Mandarin	74	5.3 %
French	321	22.2 %
Spanish	992	68.7 %

### Mandarin Specific Enrollment Data

Mandarin Enrollment Data - 2016-2017 - Course Specific Numbers

The Mandarin enrollment information for the 2016-2017 school year is:

Mandarin 313, two sections: 25 students.

There are four heritage students\* in the course.

Mandarin 323, one section: 23 students.

There are five heritage students in the course.

Mandarin 334, one section: 12 students.

There are four heritage students in the course.

Mandarin 344/355, one section: 14 students.

There are eight heritage students in the course.

\*“Heritage students” refers to the language a child learns at home which is a minority language in society, but because of growing up in a dominant language, the speaker seems to be more competent in the latter and feels more comfortable communicating in that language.

Grand totals: Of the 74 students, 21 are heritage students.

One teacher (1.0 FTE) teaches all five sections.

## World Language Enrollment History

School Year	August Enrollment				January Enrollment			
	French	Latin	Mandarin	Spanish	French	Latin	Mandarin	Spanish
<b>2011-2012</b>	260	65	62	962	266	60	65	938
<b>2012-2013</b>	306	75	62	975	298	61	63	957
<b>2013-2014</b>	337	55	63	986	331	41	63	950
<b>2014-2015</b>	387	45	61	997	384	40	54	924
<b>2015-2016</b>	316	53	74	965	303	49	63	932
<b>2016-2017</b>	324	57	74	988				

## Mandarin Specific Enrollment History

For background, we have been offering Mandarin at the High School since 2011-12; we are currently in our sixth year.

The historical enrollment of first-year Mandarin students is as follows:

- 2011-2012: 50 students (open to all students in grades 9-12) [2%\*, 14%\*\*]
- 2012-2013: 18 students [6%\*, 11%\*\*]
- 2013-2014: 16 students [6%\*, 18%\*\*]
- 2014-2015: 27 students [0%\*, 37%\*\*]
- 2015-2016: 25 students [8%\*, 4%\*\*]
- 2016-2017: 27 students [course is ongoing]

\* drop rate during the course

\*\* discontinue rate at the end of the year (does not include graduates)

## Current Program Scheduling

### Elementary School

Spanish is offered in Grades 2-5, for two 40-minute periods during each six-day rotation.

### Middle School

The Middle School offers students a choice of Spanish or French. Once students choose a language in grade 6, they study that language for all three years (grades 6-8).

Grade 6: World Language classes are taught one period every other day during the first semester; every day during the second semester

Grades 7 and 8: World Language classes are taught one period each day. In most years, each of the four Middle School houses have three sections of Spanish and one section of French.

World Language courses meet for 48 minutes.

## **High School**

When students enter the High School, they have several choices:

- Students may choose to continue with the language they were studying at the Middle School at either Level 2, Level 2 Honors, or Level 3;
- Students may choose a different language to study, including French, Spanish, Latin, or Mandarin; or
- Students may choose to study two languages; either two different languages from the one they studied at Middle School, or continue with the same language and add a new one.

World Language courses meet four times per week for 49 minutes each.

## **Language Difficulty Ranking**

The instructional time required for students to achieve proficiency in the target language depends on the difficulty of the language to be learned. The Foreign Services Institute has created a [Language Difficulty Ranking List](#) to show the approximate time you need to learn a specific language as an English speaker.

### **Spanish and French**

Romance Languages (like Spanish and French) are considered Category 1 languages, requiring 575-600 hours for general proficiency.

### **Mandarin**

Mandarin is considered a Category 5 language, requiring 2200 hours for general proficiency.

## **World Language Instructional Time Available**

### **Elementary School**

Total Instructional hours per year = 40 hours per year; 160 hours over grades 2-5.

### **Middle School**

Total world language instruction in Middle School is 396 hours (not sufficient for Category I, 575-600 hours, or Category 5, 2200 hours).

### **High School**

Total world language instruction in High School is 119 hours per year. Over four years, a student could reach a high of 476 hours of world language instruction.

When combined with Middle School language study, a student could receive a total of 872 instructional hours in a single language (sufficient for Category I, 575-600 hours; however, insufficient for Category 5, 2200 hours).

**Survey Results**

**Survey #1: School Districts in the Tri-State Area, Summer, 2016**

Survey Purposes:

- Gather information from neighboring districts about World Language course offerings
- If Mandarin is an option, collect information about the course offering and enrollment.

Districts Surveyed                      75

Districts Responded                      35

Districts with an Elementary School World Language Program:      17/35

Districts with a Mandarin Program in Elementary School:              3/35

Districts with Mandarin in MS WL Program:                              11/35

Districts with Mandarin in HS WL Program:                              18/35

The entire Tri-State Area School District World Language Survey report can be found in the Appendix p. 2.

## Districts Offering Middle School Mandarin

### Program Description in Middle School

School District	MS Mandarin course offering  If exploratory, please explain	Number of days students receive Mandarin instruction in beginning grade	Minutes in Instructional period	Number of days students receive Mandarin instruction in subsequent years	Minutes in Instructional period in subsequent years	Are Mandarin WL classes leveled in the MS
Jericho *						
Mamaroneck	Full Year course  We have an exploratory "sampler" of all three languages in sixth grade; students opt into either Mandarin, French, or Spanish in 7th grade.	Five	0:55:00	Five	0:55:00	No
New Canaan Public Schools	Full Year course	Five	0:45:00	Five	0:45:00	No
North Shore *		2/3 days a week	0:40:00	5 days a week	0:40:00	
Pelham	Full Year course  Exploratory grade 6 only, full-year in grades 7 & 8	Every-other-day grade 6, everyday grades 7 & 8	0:42:00	Five	0:42:00	Yes
Plainview-Old Bethpage Central School District *	Full Year course  We have exploratory courses for 5th and 6th graders. 7th and 8th graders can take Mandarin 5 days per week.	Five	0:42:00	Five	0:42:00	
Princeton, NJ	Offered during 0 period for 7th and 8th graders one class, non heritage speakers only	5 days				No
Rye City School District	Full Year course	Five	0:40:00	Five	0:40:00	Yes
West Windsor-Plainsboro Regional School District	Full Year course	Five	0:40:00	Five	0:40:00	No
Westport Public Schools	Full Year course	Five	0:42:00	Five	0:42:00	No
White Plains	Full Year course	Five	0:42:00	Five	0:42:00	

\* Mandarin Program begins in Elementary School

**Districts Offering Middle School Mandarin  
Program Enrollment in Middle School**

School District	Grade MS Mandarin Begins	MS Mandarin Days per Week - First Year Offered in MS	Gr 5 Mandarin vs Total Enrollment	Gr 6 Mandarin vs Total Enrollment	Gr 7 Mandarin vs Total Enrollment	Gr 8 Mandarin vs Total Enrollment
Jericho *	6	Five		25/250	50/250	50/250
Mamaroneck	6	Five		400/400	75/400	75/400
New Canaan Public Schools	6	2/3 days a week		20/310	30/300	28/310
North Shore *	6	Every-other-day grade 6, everyday grades 7 & 8		40/	40/	40/
Pelham	5	Five		10/204	20/245	20/234
Plainview-Old Bethpage Central School District *	7	Five	353/353	30/30	11/11	
Princeton, NJ	6	Five			24/254	22/281
Rye City School District	6	Five		18/282	17/282	21/281
West Windsor-Plainsboro Regional School District	6	Five		75/750	100/750	100/750
Westport Public Schools	6	Five		56/448	54/455	42/454
White Plains				39/574	40/542	30/502

\* Mandarin Program begins in Elementary School



## Districts Offering Middle School Mandarin Program Enrollment in High School

School District	Gr 9 Mandarin vs Total Enrollment	Gr 10 Mandarin vs Total Enrollment	Gr 11 Mandarin vs Total Enrollment	Gr 12 Mandarin vs Total Enrollment
Jericho *				
Mamaroneck	75/400	75/400	50/400	50/400
New Canaan Public Schools				
North Shore *				
Pelham	20/233	20/224	0/217	0/203
Plainview-Old Bethpage Central School District *				
Princeton, NJ	36/357	31/414	29/424	28/393
Rye City School District	17/259	11/225	17/286	9/282
West Windsor-Plainsboro Regional School District				
Westport Public Schools	63/492	44/477	54/437	51/483
White Plains	23/534	23/500	17/500	6/500

\* Mandarin Program begins in Elementary School

## Survey #2: Scarsdale K-12 Households, October 5-13, 2016

### Survey Purposes:

- Gather feedback from the community about student experience in the World Language program.
- Determine the interest in offering additional languages at various levels in our World Language program.
- Assess parents' budget priorities regarding adding new programs

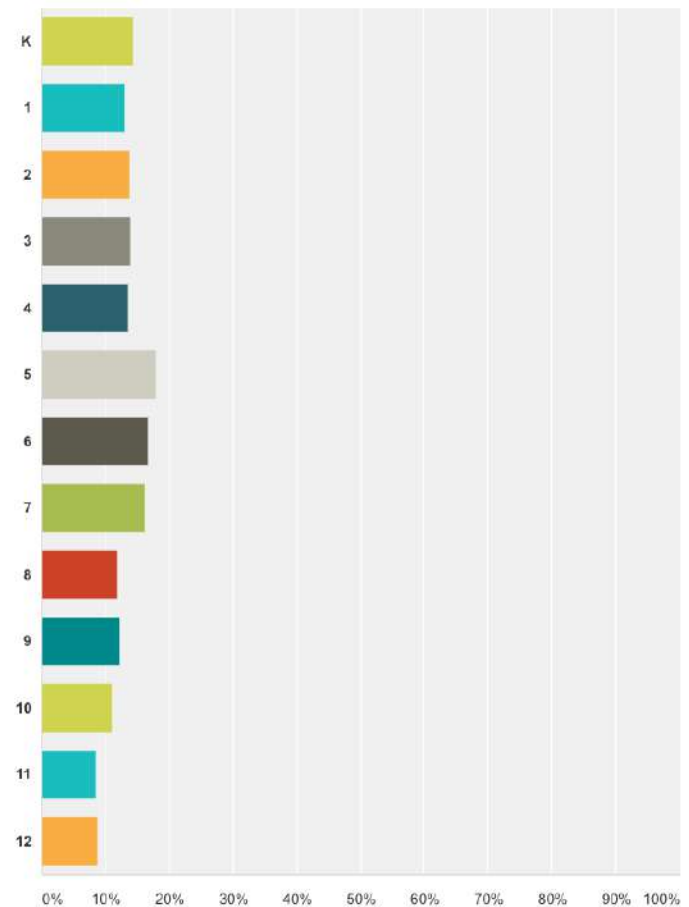
K-12 households: 2707 households  
 Response Rate: 854 households (31.55%)  
 representing 1470 of 4778 students (30.77%)

### Summary of responses:

Q. 1: What grade(s) are your children currently enrolled in? (check all that apply)

**854 answered; 0 skipped**

Answer Choices	Responses	
▼ K	14.40%	123
▼ 1	13.11%	112
▼ 2	13.82%	118
▼ 3	13.93%	119
▼ 4	13.47%	115
▼ 5	17.92%	153
▼ 6	16.74%	143
▼ 7	16.28%	139
▼ 8	11.83%	101
▼ 9	12.41%	106
▼ 10	11.01%	94
▼ 11	8.55%	73
▼ 12	8.67%	74



Q. 2: Oral proficiency is the major goal of Scarsdale's World Language Study Program. Our Elementary and Middle School World Language courses are designed for beginners and are not leveled by ability.

With this goal in mind, how would you rate your child's experience so far in our World Language program?

**All Households [2707 total]  
701 answered (25.89%)**

Unsatisfactory	Improvement Needed	Meets Expectations	Above Expectations	Highly Exceeds Expectations	Total
7.56%	31.24%	45.65%	12.55%	3.00%	
53	219	320	88	21	701

**Households with Children in Grades 2-5 [1467 total]  
369 answered (25.15%)**

Unsatisfactory	Improvement Needed	Meets Expectations	Above Expectations	Highly Exceeds Expectations	Total
9.21%	33.60%	45.26%	10.30%	1.63%	
34	124	167	38	6	369

**Households with Children in Grades 6-8 [1139 total]  
302 answered (26.51%)**

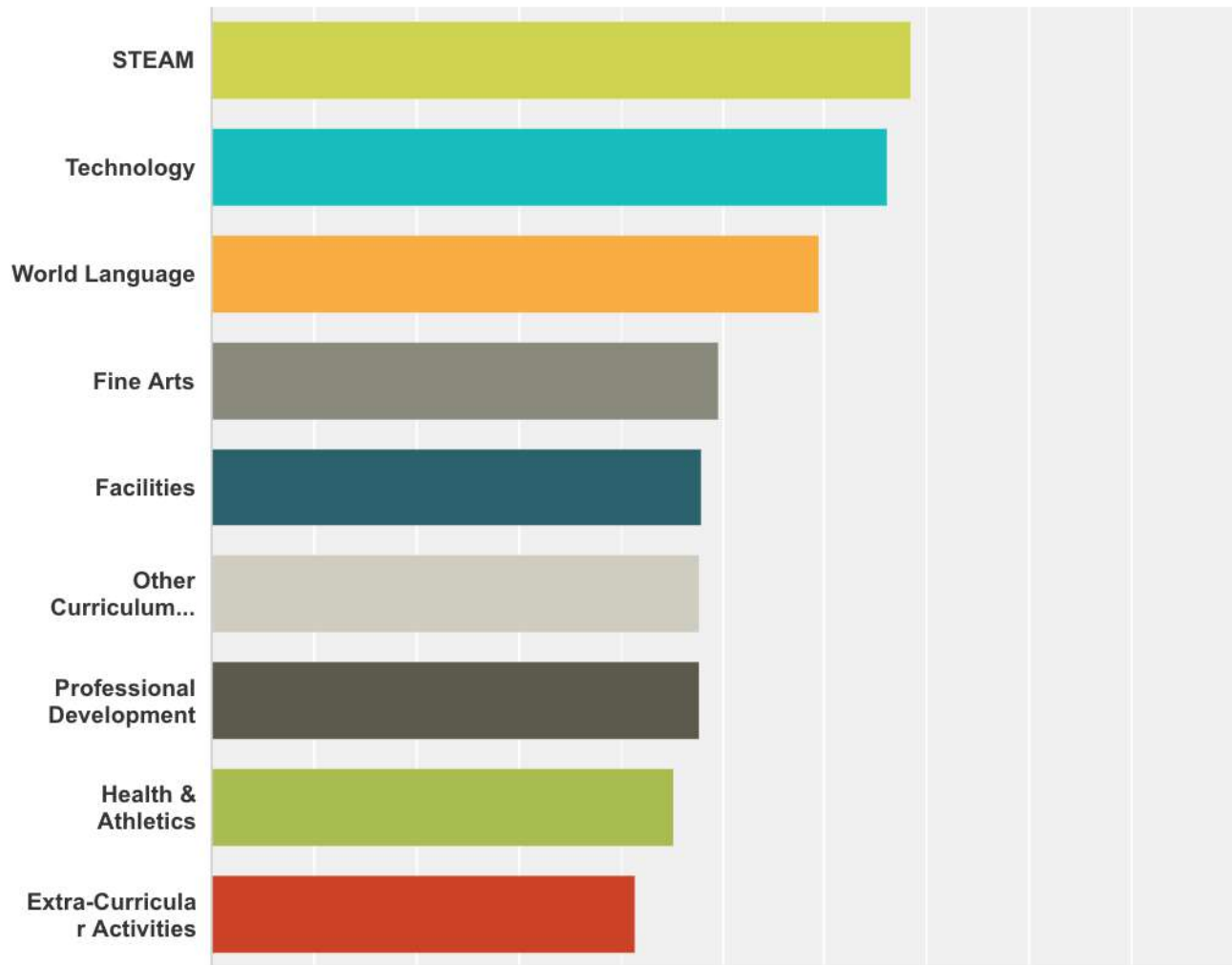
Unsatisfactory	Improvement Needed	Meets Expectations	Above Expectations	Highly Exceeds Expectations	Total
6.29%	32.12%	44.37%	14.57%	2.65%	
19	97	134	44	8	302

**Households with Children in Grades 9-12 [1518 total]  
253 answered (16.66%)**

Unsatisfactory	Improvement Needed	Meets Expectations	Above Expectations	Highly Exceeds Expectations	Total
2.37%	25.30%	50.20%	17.79%	4.35%	
6	64	127	45	11	253

Q. 3: In the next few years the Board of Education will consider investing budget funds in a variety of categories not exclusive to those listed below. Please prioritize the areas that have educational value to you and your children. #1 is your highest priority.

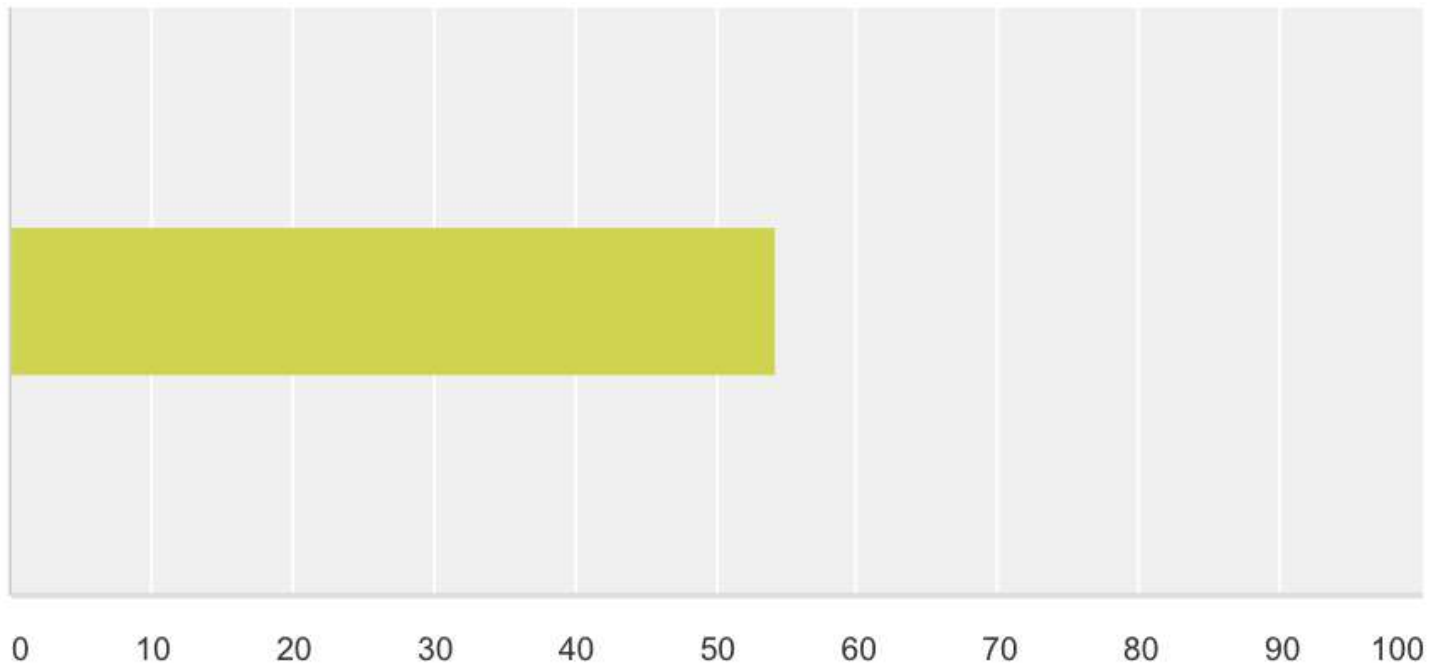
**748 answered; 106 skipped**



	1	2	3	4	5	6	7	8	9	N/A	Total	Score
STEAM	34.59% 230	18.80% 125	10.23% 68	5.26% 35	4.81% 32	5.86% 39	6.02% 40	4.36% 29	4.06% 27	6.02% 40	665	6.84
Technology	19.12% 130	28.82% 196	13.82% 94	10.00% 68	8.53% 58	5.29% 36	4.12% 28	6.03% 41	2.50% 17	1.76% 12	680	6.62
World Language	15.33% 109	10.69% 76	20.68% 147	14.63% 104	10.97% 78	9.42% 67	6.89% 49	5.06% 36	4.50% 32	1.83% 13	711	5.95
Fine Arts	4.25% 27	8.96% 57	13.21% 84	14.15% 90	15.09% 96	14.31% 91	14.78% 94	8.49% 54	4.87% 31	1.89% 12	636	4.96
Facilities	10.46% 66	9.35% 59	8.40% 53	10.94% 69	10.14% 64	12.52% 79	11.41% 72	13.79% 87	9.83% 62	3.17% 20	631	4.81
Other Curriculum Improvements	9.38% 59	8.74% 55	9.86% 62	11.13% 70	11.61% 73	8.43% 53	8.74% 55	12.40% 78	12.72% 80	7.00% 44	629	4.79
Professional Development	5.81% 37	8.32% 53	12.40% 79	12.24% 78	10.52% 67	13.81% 88	12.56% 80	10.05% 64	9.26% 59	5.02% 32	637	4.78
Health & Athletics	4.55% 29	8.31% 53	8.15% 52	14.58% 93	13.01% 83	12.85% 82	13.32% 85	11.60% 74	11.29% 72	2.35% 15	638	4.53
Extra-Curricular Activities	6.27% 40	5.02% 32	9.56% 61	7.99% 51	13.01% 83	9.56% 61	12.85% 82	15.05% 96	17.08% 109	3.61% 23	638	4.15

Q. 4: Expanding the World Language Program will require a financial commitment from the Scarsdale Schools. Please use the slider below to indicate how much of a priority this is for your family.

**726 answered; 128 skipped**



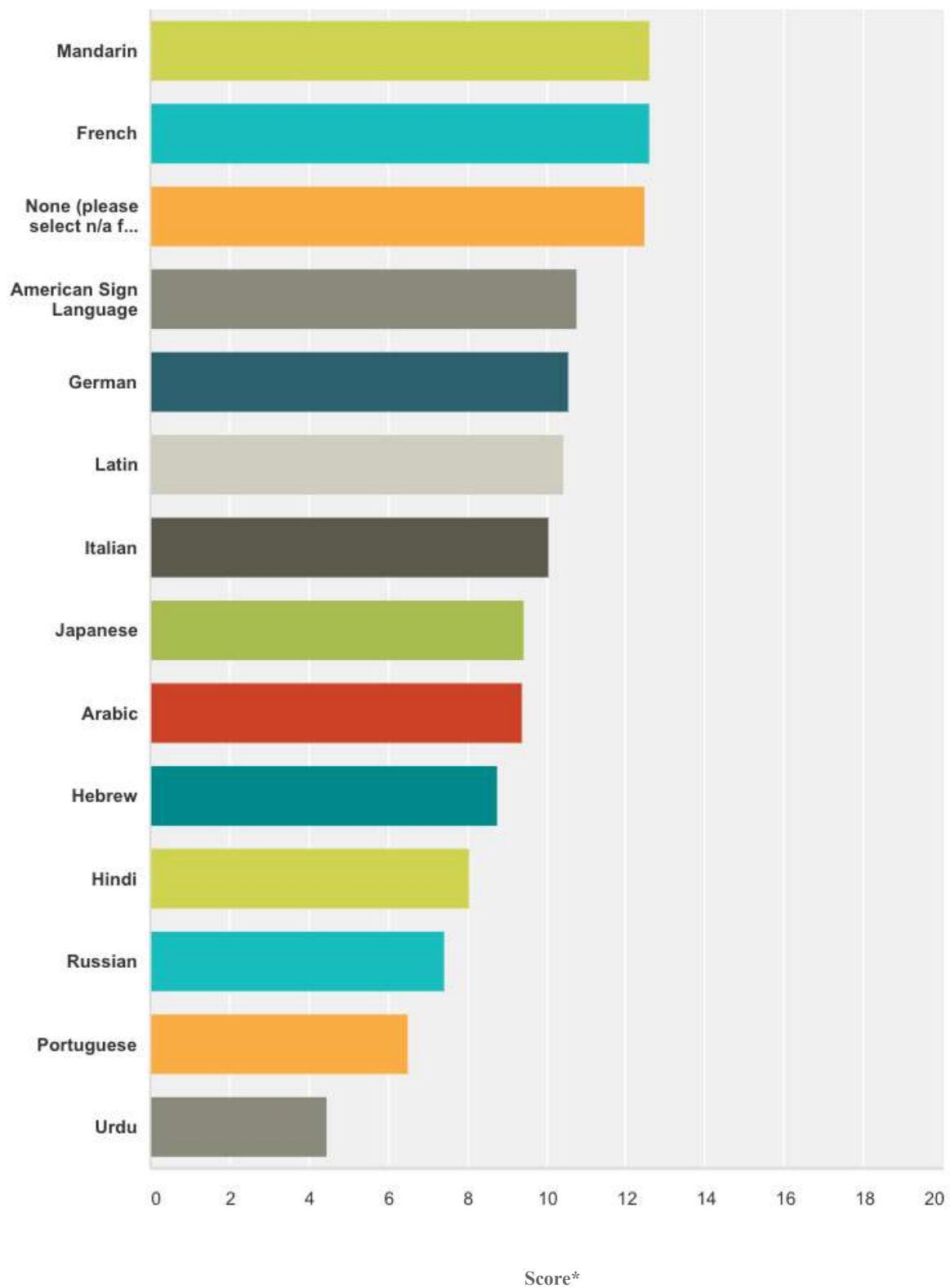
Total Responses	726
Average Number	54

Responses to this question were evenly distributed. When asked to indicate to what extent expanding WL is a priority to your family, roughly half of the respondents prioritized WL expansion with a score of 50 or below out of 100, while the other half prioritized WL expansion with a score of 51 or above out of 100.

Expanding World Language is a priority <b>0 - 50</b>	354 households	48.76%
Expanding World Language is a priority <b>51 - 100</b>	372 households	51.23%

Q. 4 Which languages would you like to see offered if the District's World Language offering was expanded beyond Spanish at the **Elementary School** level? Please rank your choices - #1 is highest ranked.

**683 answered; 171 skipped**



	1	2	3	4	5	6	7	8	9	10	11	12	13	14	N/A	Total	Score
Mandarin	42.83% 245	12.76% 73	5.42% 31	3.56% 20	1.92% 11	1.22% 7	0.35% 2	1.40% 8	1.22% 7	2.10% 12	0.35% 2	0.17% 1	0.00% 0	0.70% 4	26.05% 149	572	12.61
French	24.02% 86	23.18% 83	10.61% 38	6.42% 23	2.23% 8	1.96% 7	0.84% 3	0.00% 0	0.28% 1	0.28% 1	0.00% 0	0.00% 0	0.00% 0	0.56% 2	29.61% 106	358	12.59
None (please select n/a for the other languages)	35.39% 126	3.93% 14	3.09% 11	1.69% 6	0.84% 3	0.56% 2	0.28% 1	0.84% 3	0.28% 1	0.00% 0	0.28% 1	0.56% 2	0.56% 2	2.25% 8	49.44% 176	356	12.49
American Sign Language	9.62% 41	12.68% 54	6.81% 29	3.76% 16	3.76% 16	2.58% 11	1.88% 8	0.94% 4	0.94% 4	1.17% 5	1.41% 6	1.64% 7	1.64% 7	0.47% 2	50.70% 216	426	10.77
German	2.84% 12	7.35% 31	9.24% 39	9.48% 40	4.98% 21	4.03% 17	1.90% 6	2.37% 10	1.18% 5	1.18% 5	0.71% 3	0.47% 2	0.00% 0	0.24% 1	54.03% 228	422	10.57
Latin	10.61% 47	9.93% 44	8.35% 37	4.51% 20	2.93% 13	4.29% 19	1.13% 5	2.71% 12	4.06% 18	3.16% 14	1.81% 8	0.45% 2	1.13% 5	0.00% 0	44.92% 199	443	10.43
Italian	5.00% 21	4.05% 17	6.67% 28	5.95% 25	6.90% 29	3.81% 16	5.48% 23	3.57% 15	2.62% 11	1.19% 5	0.24% 1	0.48% 2	0.00% 0	0.24% 1	53.81% 226	420	10.06
Japanese	1.70% 7	5.11% 21	7.54% 31	4.14% 17	5.11% 21	3.89% 16	4.62% 19	5.35% 22	4.14% 17	1.95% 8	0.49% 2	0.00% 0	0.97% 4	0.00% 0	54.99% 226	411	9.45
Arabic	2.57% 10	7.46% 29	5.40% 21	3.86% 15	3.34% 13	3.34% 13	1.03% 4	1.54% 6	2.31% 9	1.03% 4	1.80% 7	2.06% 8	2.31% 9	0.26% 1	61.70% 240	389	9.40
Hebrew	4.19% 17	4.16% 17	2.44% 10	2.69% 11	5.13% 21	3.42% 14	3.42% 14	3.91% 16	2.93% 12	1.71% 7	2.69% 11	1.71% 7	1.71% 7	0.24% 1	59.66% 244	409	8.77
Hindi	2.99% 12	2.49% 10	1.99% 8	2.49% 10	1.49% 6	4.23% 17	4.48% 18	3.23% 13	3.98% 16	4.48% 18	1.99% 8	2.74% 11	0.75% 3	0.00% 0	62.69% 252	402	8.06
Russian	1.51% 6	1.26% 5	5.04% 20	2.77% 11	2.27% 9	3.53% 14	4.28% 17	2.77% 11	1.76% 7	1.76% 7	4.79% 19	6.55% 26	1.76% 7	0.00% 0	59.95% 238	397	7.45
Portuguese	1.03% 4	0.52% 2	1.29% 5	2.07% 8	2.33% 9	2.33% 9	3.88% 16	2.33% 9	3.10% 12	4.65% 18	9.30% 36	3.36% 13	1.03% 4	0.00% 0	62.79% 243	387	6.51
Urdu	0.79% 3	1.31% 5	1.05% 4	0.52% 2	1.05% 4	0.26% 1	1.05% 4	0.52% 2	0.52% 2	3.14% 12	2.09% 8	7.33% 28	9.69% 37	2.62% 10	68.06% 280	382	4.46

For the 683 households responding, the top three weighted average scores\* were:

Mandarin	12.61
French	12.59
None	12.49

\* **Score** is a weighted average. In this question, respondents were given 14 choices. Choices are weighted as follows: The #1 choice has a weight of 14, the #2 choice has a weight of 13, etc all the way to their #14 choice getting a weight of 1.

The average weight is calculated where

w = weight of ranked position

x = response count for answer choice

$$(x_1w_1 + x_2w_2 + x_3w_3 \dots x_{13}w_{13}) / \text{total}$$

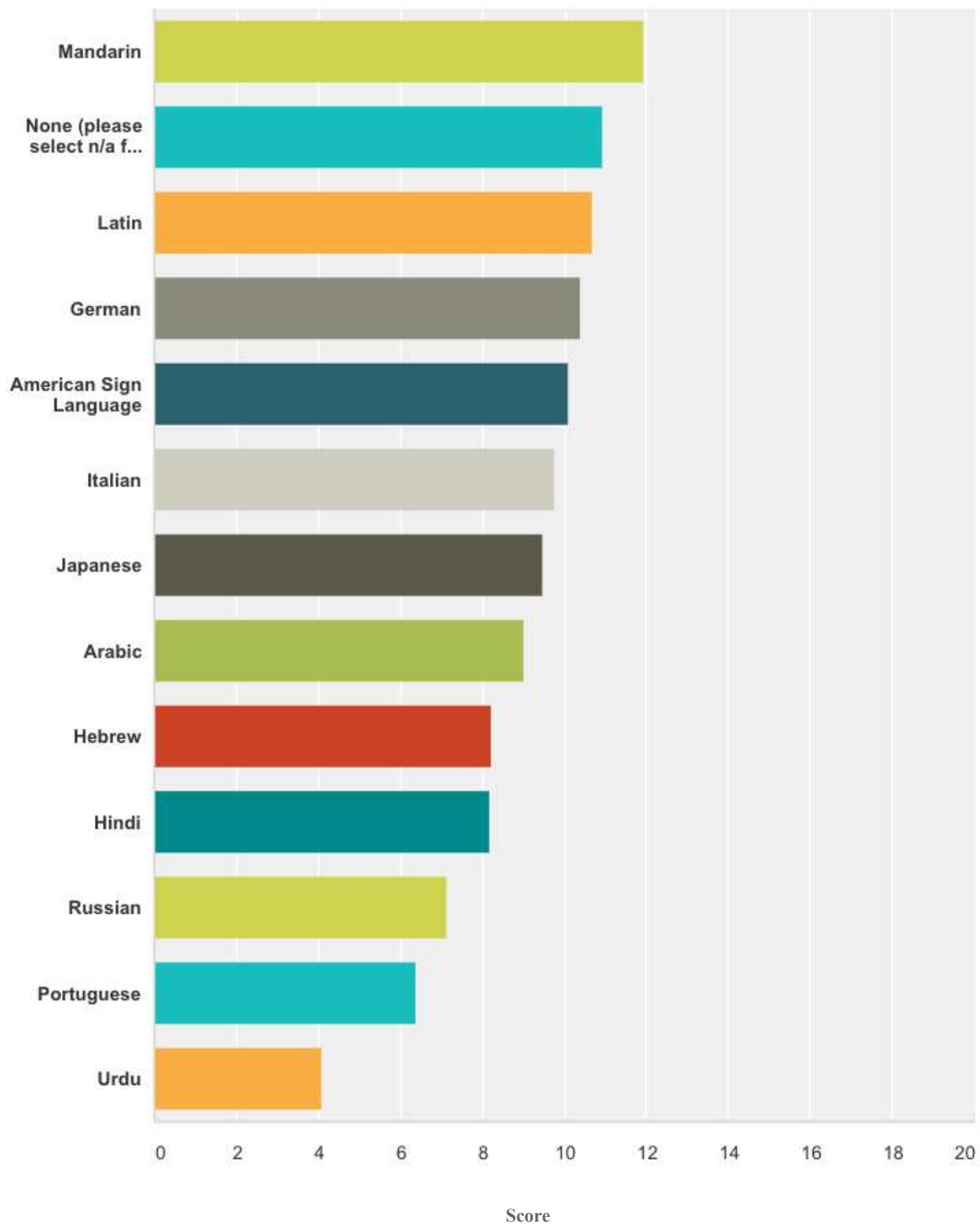
There were 572 who ranked Mandarin in this question.

149 ranked Mandarin n/a and those will not figure into the average ranking so the weighted average score is calculated as follows:

$$(245 \times 14 + 73 \times 13 + 31 \times 12 + 20 \times 11 + 11 \times 10 + 7 \times 9 + 2 \times 8 + 8 \times 7 + 7 \times 6 + 12 \times 5 + 2 \times 4 + 1 \times 3 + 0 \times 2 + 4 \times 1) / (572 - 149) = \mathbf{12.61}$$

Q. 5: Which languages would you like to see offered if the District's World Language offerings were expanded beyond French and Spanish at the **Middle School**? Please rank your choices. #1 is highest ranked.

**678 answered; 176 skipped**





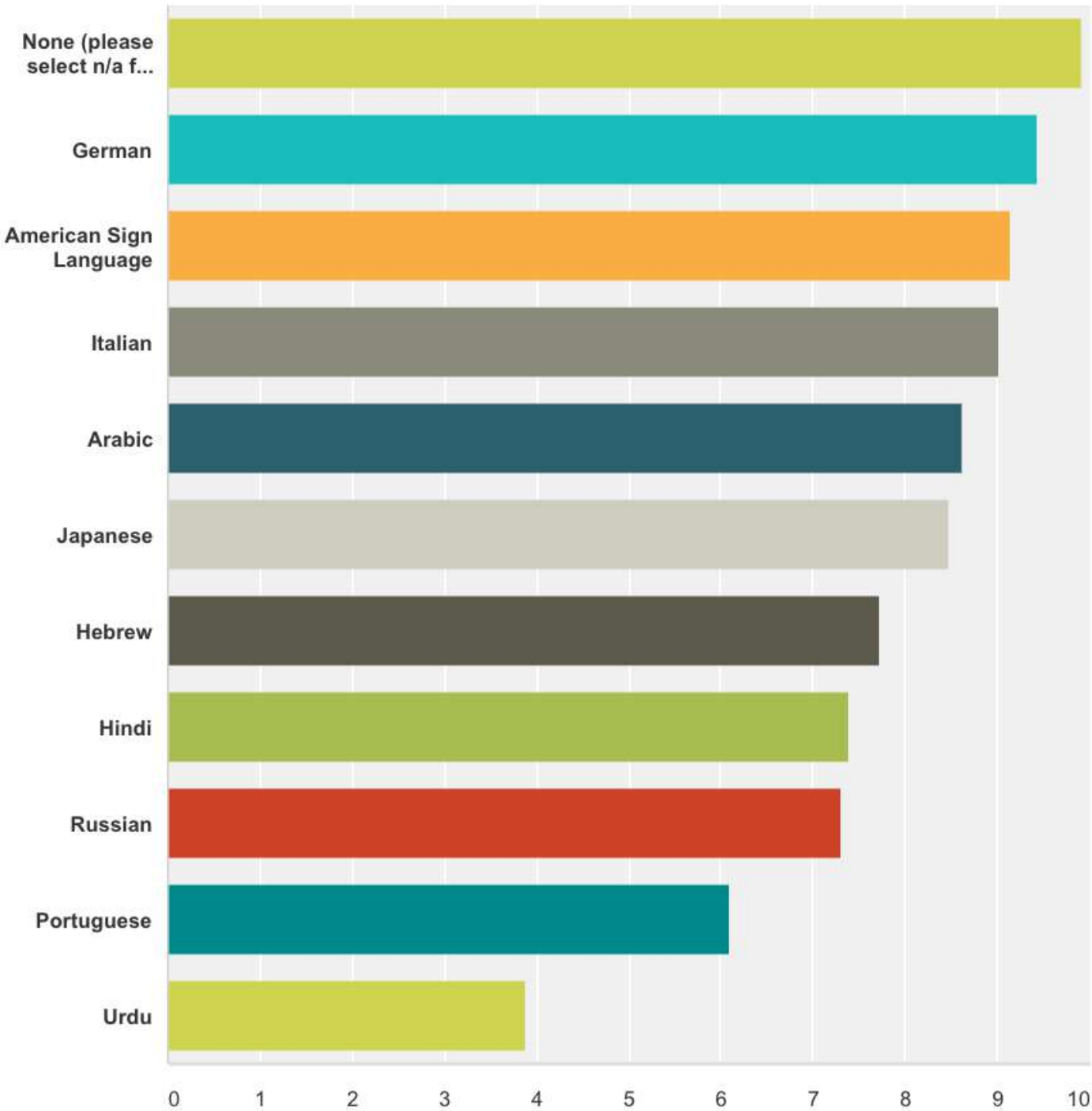
	1	2	3	4	5	6	7	8	9	10	11	12	13	N/A	Total	Score
Mandarin	51.41% 292	13.91% 79	6.69% 38	2.46% 14	0.88% 5	1.41% 8	1.06% 6	0.88% 5	2.46% 14	0.70% 4	0.00% 0	0.00% 0	0.35% 2	17.78% 101	568	11.93
None (please select n/a for the other languages)	28.10% 86	3.92% 12	3.27% 10	2.61% 8	1.31% 4	0.33% 1	0.65% 2	0.98% 3	0.00% 0	0.00% 0	0.65% 2	0.65% 2	3.92% 12	53.59% 164	306	10.92
Latin	21.33% 93	16.06% 70	8.49% 37	2.75% 12	2.98% 13	2.98% 13	1.61% 7	4.13% 18	2.98% 13	1.15% 5	0.92% 4	0.00% 0	0.23% 1	34.40% 150	436	10.67
German	9.46% 37	8.95% 35	13.04% 51	5.63% 22	3.32% 13	3.07% 12	2.30% 9	2.56% 10	1.53% 6	0.26% 1	0.26% 1	0.26% 1	0.00% 0	49.36% 193	391	10.39
American Sign Language	9.97% 38	12.86% 49	8.92% 34	4.20% 16	5.51% 21	2.36% 9	2.10% 8	0.26% 1	0.79% 3	0.52% 2	1.84% 7	2.36% 9	0.26% 1	48.03% 163	381	10.11
Italian	6.87% 27	10.94% 43	6.11% 24	7.89% 31	5.34% 21	5.60% 22	5.09% 20	2.54% 10	1.53% 6	0.51% 2	0.76% 3	0.00% 0	0.25% 1	46.56% 183	393	9.78
Japanese	3.12% 12	9.09% 35	8.05% 31	6.75% 26	5.97% 23	5.19% 20	5.71% 22	4.16% 16	1.82% 7	0.52% 2	0.00% 0	0.00% 0	0.00% 0	49.61% 191	385	9.47
Arabic	3.59% 13	10.22% 37	4.70% 17	5.52% 20	4.42% 16	2.76% 10	1.66% 6	1.93% 7	1.93% 7	2.21% 8	1.38% 5	2.21% 8	0.55% 2	56.91% 206	362	9.03
Hebrew	4.90% 18	3.81% 14	3.81% 14	7.08% 26	4.09% 15	2.72% 10	2.18% 8	3.27% 12	2.72% 10	3.00% 11	1.36% 5	2.18% 8	1.63% 6	57.22% 210	367	8.22
Hindi	3.90% 14	4.18% 15	2.23% 8	2.23% 8	6.96% 25	3.62% 13	1.67% 6	2.51% 9	3.62% 13	3.34% 12	2.51% 9	0.56% 2	0.00% 0	62.67% 225	359	8.20
Russian	2.19% 8	3.28% 12	6.56% 24	3.55% 13	1.64% 6	2.73% 10	4.64% 17	1.64% 6	2.73% 10	3.83% 14	7.92% 29	3.01% 11	0.00% 0	56.28% 206	366	7.16
Portuguese	1.16% 4	1.74% 6	2.61% 9	1.45% 5	2.03% 7	2.90% 10	2.90% 10	3.77% 13	3.48% 12	8.70% 30	4.93% 17	0.29% 1	0.29% 1	63.77% 220	345	6.38
Urdu	0.29% 1	2.35% 8	0.88% 3	0.88% 3	0.88% 3	0.29% 1	0.59% 2	0.59% 2	1.17% 4	2.64% 9	4.69% 16	12.90% 44	2.93% 10	68.91% 235	341	4.10

For the 678 households responding, the top three weighted average scores were:

Mandarin	11.93
None	10.92
Latin	10.67

Q. 6: Which languages would you like to see offered if the District's World Language offerings were expanded beyond French, Latin, Mandarin, and Spanish at the **High School**? Please rank your choices. #1 is highest ranked.

639 answered; 215 skipped



	1	2	3	4	5	6	7	8	9	10	11	N/A	Total	Score
None (please select n/a for the other languages)	34.48% 120	2.59% 9	2.01% 7	1.44% 5	0.86% 3	0.86% 3	0.00% 0	0.00% 0	0.29% 1	0.29% 1	2.59% 9	54.60% 190	348	9.91
German	19.46% 80	13.38% 55	9.73% 40	3.65% 15	2.66% 11	2.92% 12	0.97% 4	0.73% 3	0.00% 0	0.49% 2	0.00% 0	45.99% 189	411	9.44
American Sign Language	23.45% 91	9.28% 36	4.64% 18	4.12% 16	2.06% 8	2.06% 8	1.55% 6	0.77% 3	1.29% 5	1.80% 7	0.52% 2	48.45% 188	388	9.14
Italian	16.67% 70	14.29% 60	8.10% 34	3.57% 15	4.05% 17	5.48% 23	2.38% 10	0.95% 4	0.71% 3	0.00% 0	0.00% 0	43.81% 184	420	9.02
Arabic	14.36% 55	10.18% 39	6.79% 26	4.44% 17	2.61% 10	2.35% 9	1.83% 7	0.78% 3	1.57% 6	1.83% 7	0.78% 3	52.48% 201	383	8.63
Japanese	13.01% 51	9.18% 36	7.65% 30	6.89% 27	2.81% 11	2.55% 10	7.40% 29	1.53% 6	0.77% 3	0.00% 0	0.00% 0	48.21% 189	392	8.48
Hebrew	8.31% 31	7.24% 27	3.49% 13	7.77% 29	2.41% 9	2.95% 11	3.49% 13	0.80% 3	2.14% 8	2.95% 11	0.54% 2	57.91% 216	373	7.73
Hindi	8.03% 29	2.77% 10	2.77% 10	1.94% 7	8.59% 31	3.32% 12	2.49% 9	4.16% 15	2.49% 9	0.55% 2	0.00% 0	62.88% 227	361	7.39
Russian	5.56% 21	7.41% 28	6.35% 24	5.56% 21	3.97% 15	2.38% 9	1.59% 6	2.12% 8	7.67% 29	1.32% 5	0.00% 0	56.08% 212	378	7.31
Portuguese	2.32% 8	3.19% 11	3.48% 12	3.19% 11	3.19% 11	2.90% 10	2.03% 7	11.30% 39	4.06% 14	0.58% 2	0.29% 1	63.48% 219	345	6.10
Urdu	0.60% 2	2.68% 9	1.49% 5	0.00% 0	0.00% 0	0.89% 3	2.08% 7	2.68% 9	3.87% 13	13.39% 45	1.49% 5	70.83% 238	336	3.88

For the 678 households responding, the top three weighted average scores were:

None	9.91
German	9.44
American Sign Language	9.14

Comments from this survey are available in the Appendix p. 32

### Survey #3: Students in Grades 6-11, October 5-13, 2016

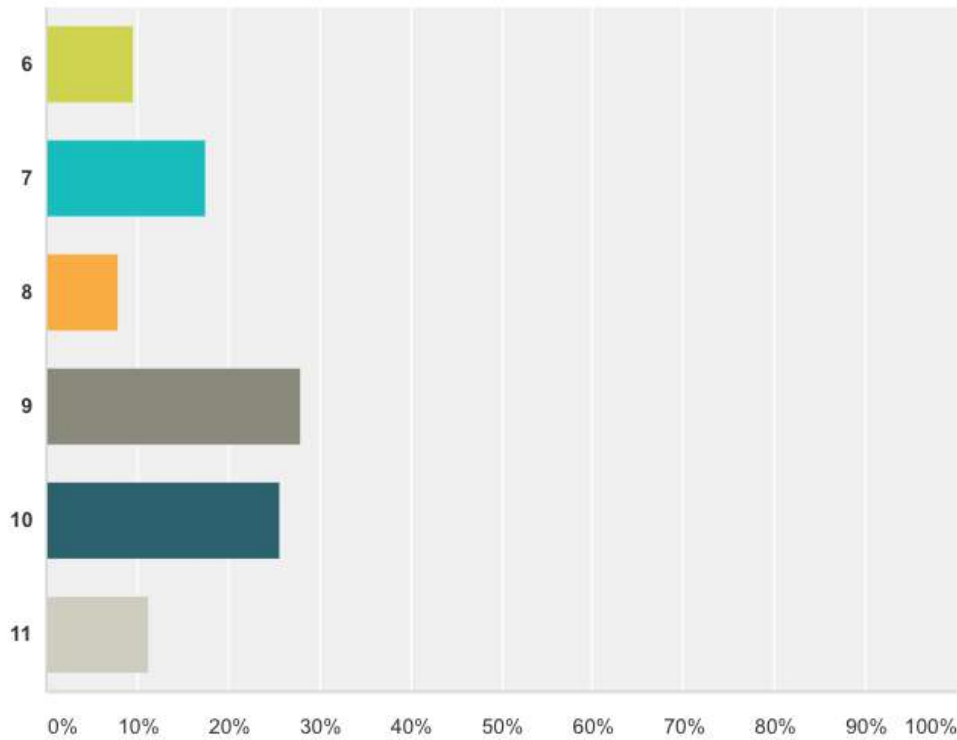
Survey Purpose: To poll students as to their interest in adding an additional world language program

Current 6 -11 enrollment: 2263

Response Rate: 125 (5.5%)

Q. 1: What grade are you currently enrolled in?

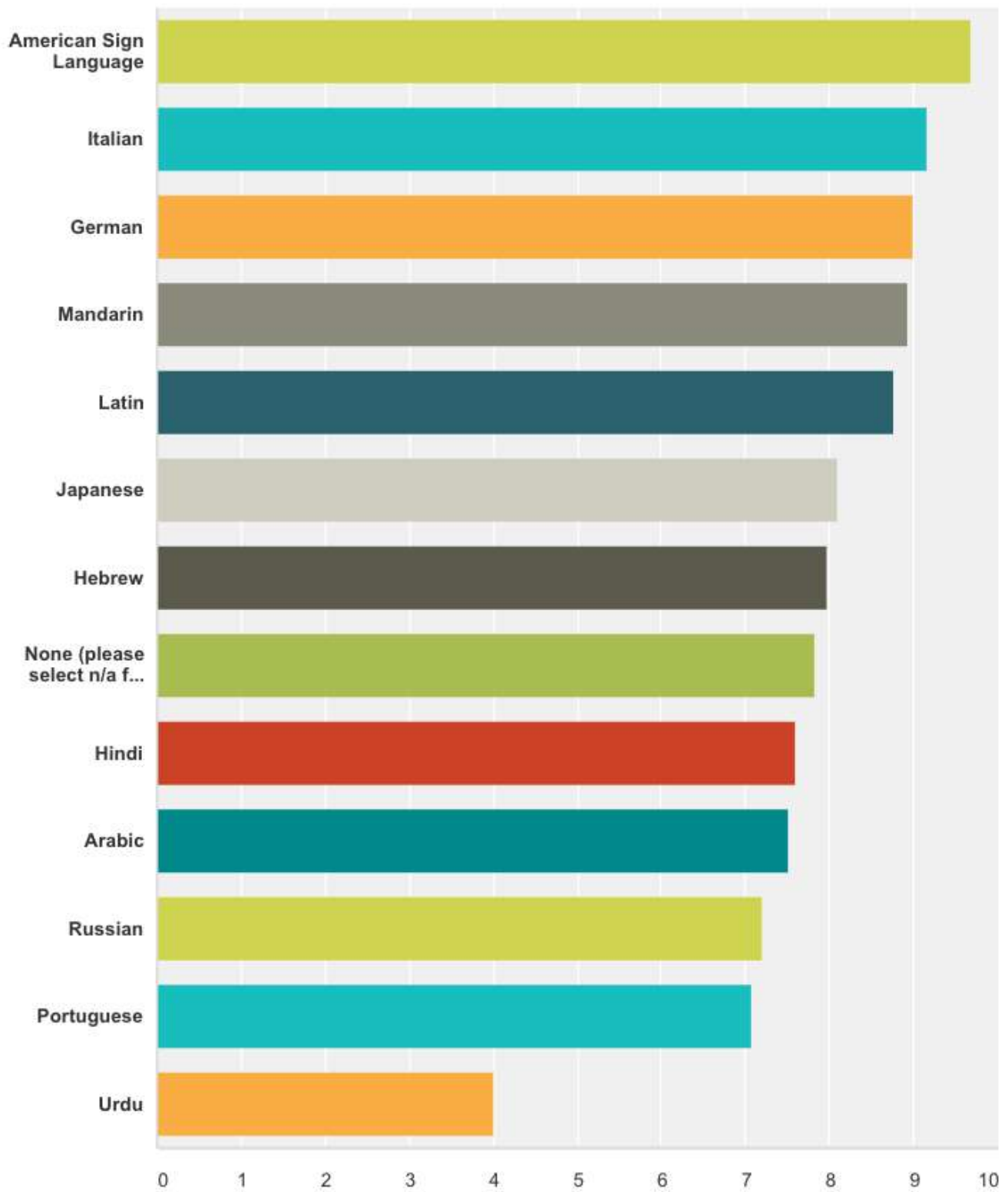
**125 answered; 0 skipped**



Answer Choices	Responses	
6	9.60%	12
7	17.60%	22
8	8.00%	10
9	28.00%	35
10	25.60%	32
11	11.20%	14
Total		125

Q. 2: Which languages would you like to see offered if the District's World Language offerings were expanded beyond French and Spanish at the Middle School? Please rank your choices.

**119 answered; 6 skipped**



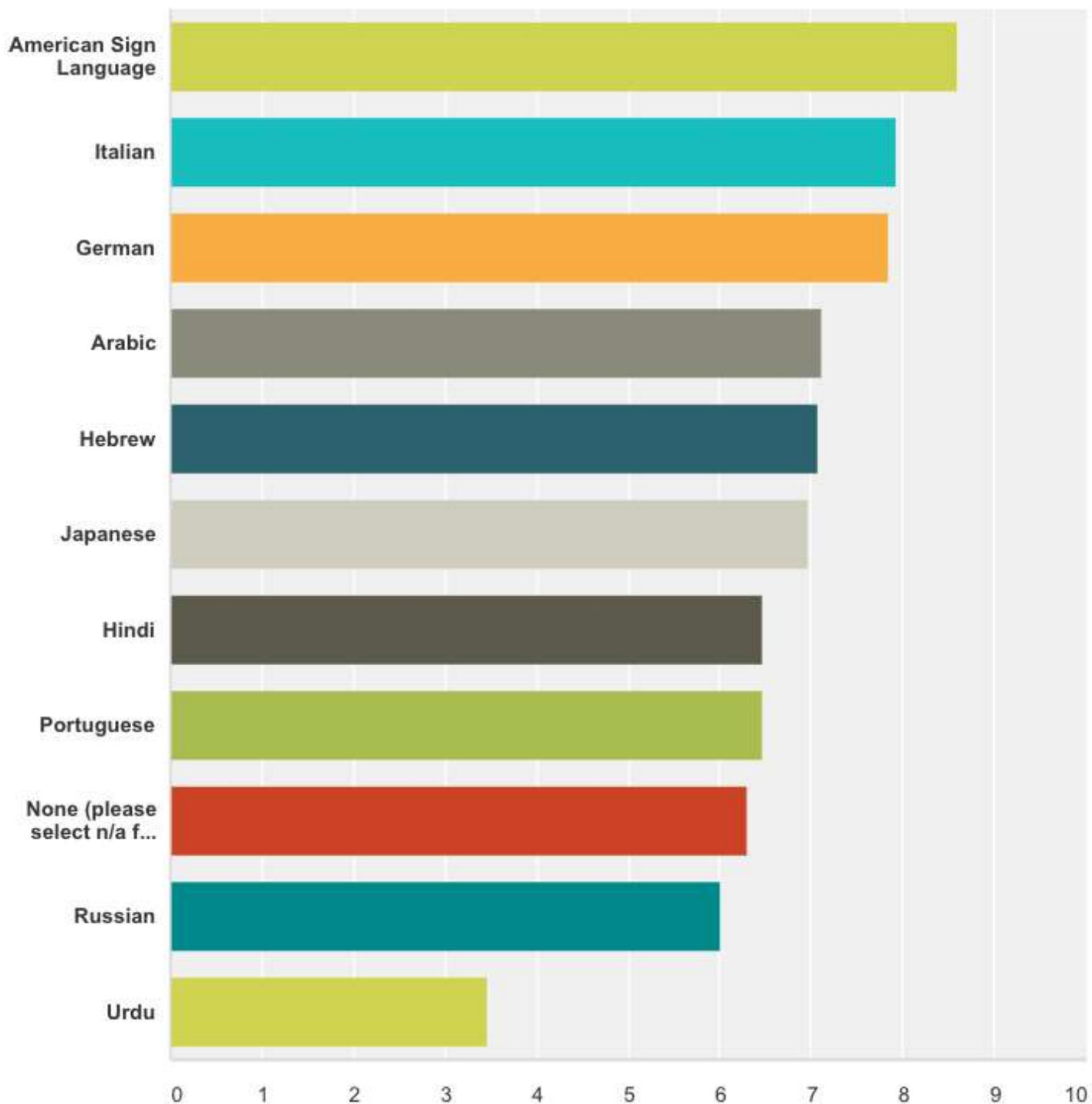
	1	2	3	4	5	6	7	8	9	10	11	12	13	N/A	Total	Score
American Sign Language	17.59% 19	19.44% 21	4.63% 5	6.48% 7	2.78% 3	4.63% 5	2.78% 3	2.78% 3	2.78% 3	2.78% 3	1.85% 2	4.63% 5	0.93% 1	25.93% 28	108	9.68
Italian	6.54% 7	12.15% 13	14.95% 16	7.48% 8	9.35% 10	7.48% 8	4.67% 5	3.74% 4	1.87% 2	2.80% 3	2.80% 3	0.93% 1	1.87% 2	23.36% 25	107	9.16
German	6.48% 7	9.26% 10	10.19% 11	5.56% 6	9.26% 10	11.11% 12	6.48% 7	5.56% 6	1.85% 2	2.78% 3	0.93% 1	1.85% 2	0.00% 0	28.70% 31	108	8.99
Mandarin	18.52% 20	8.33% 9	7.41% 8	8.33% 9	5.56% 6	1.85% 2	0.93% 1	6.48% 7	7.41% 8	4.63% 5	2.78% 3	2.78% 3	1.85% 2	23.15% 25	108	8.94
Latin	6.60% 7	12.26% 13	11.32% 12	10.38% 11	1.89% 2	5.66% 6	5.66% 6	10.38% 11	4.72% 5	3.77% 4	3.77% 4	0.94% 1	0.00% 0	22.64% 24	106	8.78
Japanese	4.72% 5	3.77% 4	5.66% 6	11.32% 12	3.77% 4	8.49% 9	13.21% 14	10.38% 11	1.89% 2	4.72% 5	1.89% 2	0.00% 0	0.94% 1	29.25% 31	106	8.11
Hebrew	9.62% 10	4.81% 5	5.77% 6	12.50% 13	7.69% 8	1.92% 2	2.88% 3	0.96% 1	5.77% 6	1.92% 2	4.81% 5	8.65% 9	1.92% 2	30.77% 32	104	7.97
None (please select n/a for the other languages)	16.67% 13	1.28% 1	0.00% 0	1.28% 1	0.00% 0	0.00% 0	1.28% 1	0.00% 0	2.56% 2	1.28% 1	1.28% 1	3.85% 3	7.69% 6	62.82% 49	78	7.83
Hindi	5.88% 6	0.98% 1	5.88% 6	4.90% 5	8.82% 9	3.92% 4	4.90% 5	5.88% 6	5.88% 6	8.82% 9	4.90% 5	0.00% 0	0.00% 0	39.22% 40	102	7.60
Arabic	1.92% 2	9.62% 10	5.77% 6	0.96% 1	9.62% 10	5.77% 6	2.88% 3	4.81% 5	3.85% 4	5.77% 6	4.81% 5	4.81% 5	0.96% 1	38.46% 40	104	7.52
Russian	5.66% 6	1.89% 2	5.66% 6	5.66% 6	5.66% 6	6.60% 7	9.43% 10	3.77% 4	8.49% 9	5.66% 6	12.26% 13	0.00% 0	0.00% 0	29.25% 31	106	7.20
Portuguese	2.97% 3	3.96% 4	5.94% 6	3.96% 4	5.94% 6	4.95% 5	7.92% 8	3.96% 4	7.92% 8	8.91% 9	5.94% 6	2.97% 3	0.00% 0	34.65% 35	101	7.08
Urdu	1.94% 2	2.91% 3	0.00% 0	0.97% 1	1.94% 2	0.97% 1	0.97% 1	1.94% 2	4.85% 5	3.88% 4	10.68% 11	23.30% 24	4.85% 5	40.78% 42	103	4.00

For the 119 students responding, the top three weighted average scores were:

American Sign Language	9.68
Italian	9.16
German	8.99

Q. 3: Which languages would you like to see offered if the District's World Language offerings were expanded beyond French, Latin, Mandarin, and Spanish at the High School? Please rank your choices.

**114 answered; 11 skipped**



	1	2	3	4	5	6	7	8	9	10	11	12	13	N/A	Total	Score
American Sign Language	17.59% 19	19.44% 21	4.63% 5	6.48% 7	2.78% 3	4.63% 5	2.78% 3	2.78% 3	2.78% 3	2.78% 3	1.85% 2	4.63% 5	0.93% 1	25.93% 28	108	9.68
Italian	6.54% 7	12.15% 13	14.95% 16	7.48% 8	9.35% 10	7.48% 8	4.67% 5	3.74% 4	1.87% 2	2.80% 3	2.80% 3	0.93% 1	1.87% 2	23.36% 25	107	9.16
German	6.48% 7	9.26% 10	10.19% 11	5.56% 6	9.26% 10	11.11% 12	6.48% 7	5.56% 6	1.85% 2	2.78% 3	0.93% 1	1.85% 2	0.00% 0	28.70% 31	108	8.99
Mandarin	18.52% 20	8.33% 9	7.41% 8	8.33% 9	5.56% 6	1.85% 2	0.93% 1	6.48% 7	7.41% 8	4.63% 5	2.78% 3	2.78% 3	1.85% 2	23.15% 25	108	8.94
Latin	6.60% 7	12.26% 13	11.32% 12	10.38% 11	1.89% 2	5.66% 6	5.66% 6	10.38% 11	4.72% 5	3.77% 4	3.77% 4	0.94% 1	0.00% 0	22.64% 24	106	8.78
Japanese	4.72% 5	3.77% 4	5.66% 6	11.32% 12	3.77% 4	8.49% 9	13.21% 14	10.38% 11	1.89% 2	4.72% 5	1.89% 2	0.00% 0	0.94% 1	29.25% 31	106	8.11
Hebrew	9.62% 10	4.81% 5	5.77% 6	12.50% 13	7.69% 8	1.92% 2	2.88% 3	0.96% 1	5.77% 6	1.92% 2	4.81% 5	8.65% 9	1.92% 2	30.77% 32	104	7.97
None (please select n/a for the other languages)	16.67% 13	1.28% 1	0.00% 0	1.28% 1	0.00% 0	0.00% 0	1.28% 1	0.00% 0	2.56% 2	1.28% 1	1.28% 1	3.85% 3	7.69% 6	62.82% 49	78	7.83
Hindi	5.88% 6	0.98% 1	5.88% 6	4.90% 5	8.82% 9	3.92% 4	4.90% 5	5.88% 6	5.88% 6	8.82% 9	4.90% 5	0.00% 0	0.00% 0	39.22% 40	102	7.60
Arabic	1.92% 2	9.62% 10	5.77% 6	0.96% 1	9.62% 10	5.77% 6	2.88% 3	4.81% 5	3.85% 4	5.77% 6	4.81% 5	4.81% 5	0.96% 1	38.46% 40	104	7.52
Russian	5.66% 6	1.89% 2	5.66% 6	5.66% 6	5.66% 6	6.60% 7	9.43% 10	3.77% 4	8.49% 9	5.66% 6	12.26% 13	0.00% 0	0.00% 0	29.25% 31	106	7.20
Portuguese	2.97% 3	3.96% 4	5.94% 6	3.96% 4	5.94% 6	4.95% 5	7.92% 8	3.96% 4	7.92% 8	8.91% 9	5.94% 6	2.97% 3	0.00% 0	34.65% 35	101	7.08
Urdu	1.94% 2	2.91% 3	0.00% 0	0.97% 1	1.94% 2	0.97% 1	0.97% 1	1.94% 2	4.85% 5	3.88% 4	10.68% 11	23.30% 24	4.85% 5	40.78% 42	103	4.00

For the 114 students responding, the top three weighted average scores were:

American Sign Language	8.61
Italian	7.94
German	7.85

Comments from this survey are available in the Appendix p. 43



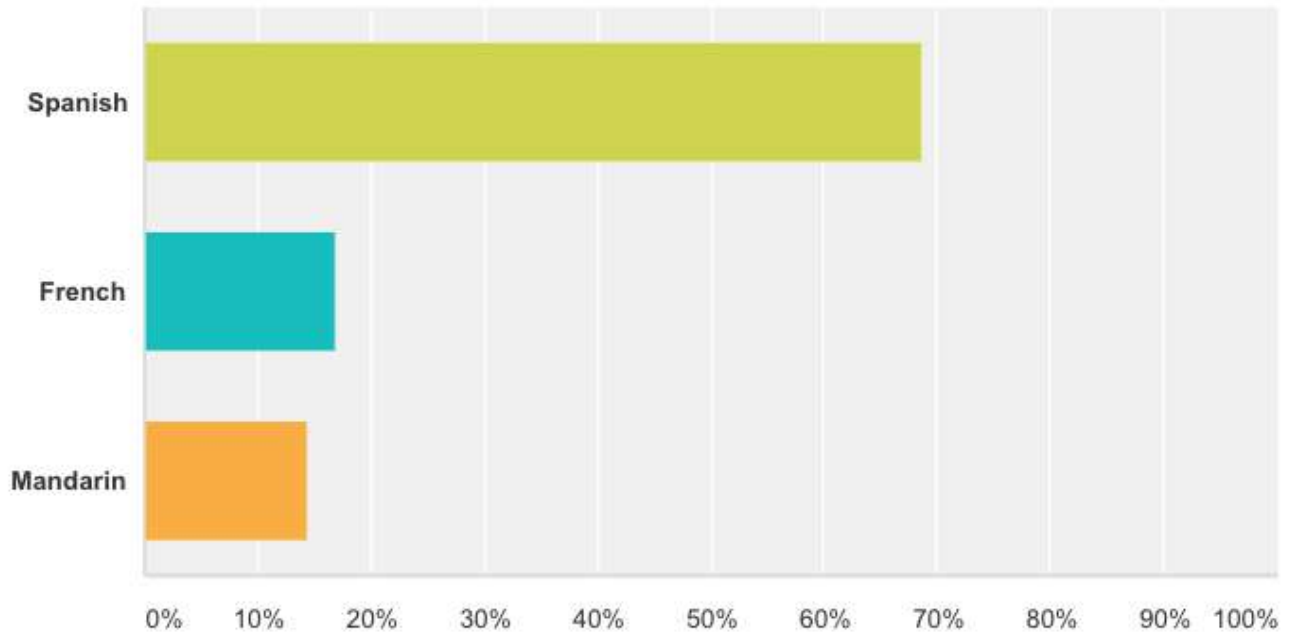
## Survey #4: Parents of Grade 5 Students October 25-28, 2016

Survey Purpose: To get a more accurate count of probable 6th grade World Language choices from parents of current 5th grade students

Current 5th grade enrollment: 383

Response rate: 207 students' parents responded (54%)

Q. 1: Please select your FIRST CHOICE for 6th grade World Language  
**207 answered; 0 skipped**



Answer Choices	Responses	
Spanish	68.60%	142
French	16.91%	35
Mandarin	14.49%	30
Total		207

Comments from this survey are available in the Appendix p. 44

## Parent/Student Comments

Below is a sampling of representative parent and student comments. A full set of all parent and student comments can be found in the Appendix.

“Please focus on math, science, technology and reading / writing skills and do not divert resources to additional language programs.”

“Not sure why we teach French, Latin or Mandarin. Given limited resources, seems to me Spanish would be the most useful language for the greatest number of Scarsdale kids to learn. I would think it would benefit all Americans to know Spanish as a second language more than any other language. Sure other languages would be useful but very hard to predict in advance of adulthood what those languages would be and class size would be too small for many languages to justify the expense.”

“My thoughts are that during the Middle and High School years we should provide more offerings to our students. They are venturing off into a global world and our language offerings need to reflect that diversity and their varied interests.”

“If the objective is oral proficiency, French or Mandarin should be considered even lower down than the Middle School. Spanish requires the least phonetic adaptation, and it is well known that facility with a spoken language is most easily acquired before adolescence.”

“I believe it benefits the whole community to include Mandarin in the world language offerings at the elementary school and middle school levels. Mandarin is getting very popular in US. A lot of people would like to learn it to broaden their skill sets.”

“We're investing in stress management for the students at almost every level in our school system. I'm told that our school psychologists are spending much of their time counseling parents about how to manage their kids' anxiety. Mandarin will only make that problem worse.”

“Mandarin should be added to both Middle and Elementary school curriculum. The Elementary school foreign language teaching time should also be increased from what is offering now. Thanks.”

“I personally just want to continue French in high school and possibly learn Hebrew if it becomes an option. I don't think that the schools really need any more languages because that means that more kids will chose languages that they already know. I think that instead of broadening our choice of languages, we should focus on getting more technology for the schools or developing new ways to learn.”

“Still don't understand why Mandarin is not offered in the Middle School... It gives people in the high school who take Spanish then have to switch to Mandarin a disadvantage and less time to learn a new language.”

“My daughter is not interested in Mandarin at this time, but I still think it should be offered at SMS, as it is in many high-performing school districts.”

“We truly hope that the administration will put great effort into supporting the option of Mandarin learning to begin in the SMS 2017. “

## Summary

The District World Language Committee has followed the curriculum review process as stated in its charge. Committee meetings and discussions have taken place during September, October, and November. Data from research and surveys has been collected and analyzed. A [Scarsdale World Language Program](#) website was created.

### The Scarsdale World Language Committee Recommendations

After the Committee reviewed and discussed the related information, the following recommendations were presented to the Administration:

1. Maintain the current Middle School World Language offerings.

*Rationale:*

The 2016-2017 survey data indicates that program and fiscal priorities are headed by STEAM and Technology, in that order, with World Language ranking third. In response to how much of a priority expanding the WL program is, the average number reported was 54 out of a 100. In other words, given the financial and other commitments required to expand the WL program, the respondents were not strongly in support.

Student interest in adding an additional Middle School language (beyond French and Spanish) was reflected in the results of the student survey (Grades 6-11). Results were as follows:

- 1st: American Sign Language
- 2nd: Italian
- 3rd: German
- 4th: Mandarin

Parent survey results were somewhat different:

- 1st: Mandarin
- 2nd: "None" (no additional languages)
- 3rd: Latin
- 4th: German

2. Increase the frequency of elementary Spanish instruction from two (out of six) days to three (out of six) days in the six-day rotation to strengthen proficiency:

Current:

Two 40-minute periods per 6-day rotation = 80 minutes per rotation, 2400 minutes/40 hours per year

*Recommendation:*

*Schedule Spanish three periods in a six-day rotation in grades 2-5: One 40-minute period and two 20-minute periods*

*Rationale:*

The Committee identified the need to strengthen the elementary Spanish program as part of this year's WL Review process. This change would increase frequency of instruction, allowing students to both practice more and retain more of what they are learning.

3. Consider offering before or after school World Language classes, sponsored by the District or the PTA's, that match students' expressed interests, such as American Sign Language (MS, HS), Italian (HS), and Mandarin (MS).

*Rationale:*

Students have indicated interest in potentially expanding language offerings. A next step in this process would be to solicit more in depth data from students to verify these results and then bring them forward to the WL Committee for further consideration. As many of the student choices have not been formally discussed thus far, a next iteration of committee work will focus on how to expand potential offerings either as District programs or through various partnerships.

## **Decision-making process for adding new programs**

New program recommendations in Scarsdale are based on the following:

- Program/fiscal priorities identified by District educators and administrators and school and/or grade level needs are presented to the Board of Education through the formal budgeting process;
- For new offerings that arise out of the first bullet, student and community interest is paramount for establishing and funding new courses/programs;
- The Board of Education reviews all proposals on individual merits and via the collective needs and resources of the District during any given year and over time;
- Both short- and long- term costs are considered as part of this process, including those needed for personnel, professional development, curricular materials, technology needs, and the like;
- Every attempt is made to fund programs that we can support over time, when applicable.

Although originally the District Administration did not recommend the addition of Mandarin at the Middle School for the 2016-2017 school year prior to student registration, the Administration revisited its decision and decided to allow the inclusion of Mandarin as a WL offering as part of the student registration process in order to make every effort to identify and accommodate student interest. However, the minimum threshold (12 students per class per House) was not met, indicating that there was insufficient interest to move forward with this change.

The timeline for this year's World Language review, developed in July 2016, and put forth to the public in September 2016, did state that Mandarin would be on the rising 6th grade registration form this year, mirroring the process last year. However, after a thorough analysis of the data, much discussion on the merits/challenges of adding this program, and consideration of competing priorities, the Administration has concluded that there is insufficient support for the addition of Mandarin to the Middle School World Language program.

While members of the World Language Committee would welcome the expansion of courses offered to Scarsdale students (see recommendation #3 above), given the survey evidence and the lack of sufficient support to add Mandarin, the Administration has arrived at the same decision as last year: not to implement Mandarin at the Middle School. As with other curricular decisions, if and when it can be determined that there is significant and sustainable interest in another language offering, the Administration will revisit this topic.

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**Disposition of Students Who Enrolled in First-Year Mandarin  
2011 - November 14, 2016**

Year	First-year course title	# of students starting in the first-year course	# of students who dropped the course	# of students who finished the course but didn't continue studying Mandarin	# of students who finished the course and continued studying Mandarin
2011-12	Mandarin 312	50	1	7 discontinued Mandarin, 1 left SHS, 11 graduated from SHS	30
2012-13	Mandarin 312/313	18	1	2 discontinued Mandarin, 1 left SHS, 3 graduated from SHS	11
2013-14	Mandarin 312/313	16	1	3 discontinued Mandarin, 2 left SHS, 4 graduated from SHS	6 (plus 3 who entered the program in 2014-15 at the 323 level)
2014-15	Mandarin 313	27	0	10 discontinued Mandarin, 1 left SHS, 3 graduated from SHS	13 (plus 3 who entered the program in 2015-16 at the 323 level)
2015-16	Mandarin 313	25	2	1 discontinued Mandarin, 1 left SHS, 3 graduated from SHS	18 (plus 5 who entered the program in 2016-17 at the 323 level)
2016-17	Mandarin 313	27	2	course is ongoing	course is ongoing

# World Language Program Survey School Districts in the Tri-State Area Summer, 2016

Districts Surveyed - 75

Districts Responded - 35

Districts with a FLES Program: 17/35

Districts with FLES Mandarin: 3/35

Districts with Mandarin in MS WL Program: 11/35

Districts with Mandarin in HS WL Program: 18/35

The Tables Below Summarize the results from the Districts that responded to our survey

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## Districts That Have a FLES Program

School District	Grade WL Study Begins	FLES Languages Offered	FLES WL Instruction Days per Week	FLES Additional Info	FLES Mandarin
Brewster Central School District	6th Grade	Spanish		Students receive World Language instruction in the FLES program 25/180 days. Short survey course is offered in grade 6 and full course in grade 7 for students not needing reading	No
Darien	Kindergarten	Spanish	Two		No
Fairfield	3rd Grade	Spanish	Two	We are including grade 3 in 2016-17. Spanish is offered with other electives, so it is taught for about 25 minutes, 2 times a week.	No
Hopewell Valley Regional SD	Kindergarten	Spanish	One	Children in grades 1-3 receive instruction twice a week for 30 minutes a session. Grades 4-5 meet for one full hour weekly.	No
Jericho		Spanish, Mandarin		Enrichment in Mandarin during recess time. Volunteers participate.	Yes
Madison	Kindergarten	Spanish	One	30 minutes once a week	No
New Canaan Public Schools	Kindergarten	Spanish	Four		No
North Shore	Kindergarten	Spanish, Mandarin		60 minutes per week	Yes
Peekskill CSD	1st Grade	Spanish	Five	We have dual language in grades 1 to 5	No
Plainview-Old Bethpage Central School District	Kindergarten	Mandarin, Sign Language	One	We have one of the oldest Elementary School Mandarin programs in the tri-state area (approaching 20 year anniversary).	Yes
Princeton, NJ	Kindergarten	Spanish	Four	20-30 minutes per class	No
Rye City School District	1st Grade	Spanish	Three	Grades 1 & 2 receive three 20 minute periods per week; grades 3-5 receive three 30 minute periods per week.	No
Scotch Plains-Fanwood	2nd Grade	Spanish	Two	40 minute periods	No
West Windsor-Plainsboro Regional School District	2nd Grade	Spanish	Two		No
Weston	Kindergarten	Spanish	Four		No

Westport Public Schools	Kindergarten	Spanish	Three	3 days/30 mins per class	No
Wilton Public Schools	3rd Grade	Spanish, French	Three		No

### Districts That Have a FLES Mandarin Program Enrollment in Elementary School

School District	Grade Mandarin Begins	Nature of the offering	FLES Mandarin Days per Week	Mandarin Mins in Period	Gr K Mandarin vs Total Enrollment	Gr 1 Mandarin vs Total Enrollment	Gr 2 Mandarin vs Total Enrollment	Gr 3 Mandarin vs Total Enrollment	Gr 4 Mandarin vs Total Enrollment	Gr 5 Mandarin vs Total Enrollment
Jericho		Enrichment in Mandarin during recess time. Volunteers participate.								
North Shore	K	60 minutes per week			all students	all students	all students			
Plainview-Old Bethpage Central School District	1	We have one of the oldest Elementary School Mandarin programs in the tri-state area (approaching 20 year anniversary).	One	0:45:00	0/0	303/303	388/388	359/359	402/402	Grade 5 is in the MS

### Districts That Have a FLES Mandarin Program Enrollment in Middle School Mandarin

School District	Grades in MS	Gr 5 Mandarin vs Total Enrollment	Gr 6 Mandarin vs Total Enrollment	Grade 7 Mandarin vs Total Enrollment	Grade 8 Mandarin vs Total Enrollment
Jericho	6, 7, 8		25/250	50/250	50/250
North Shore	6, 7, 8			40	40
Plainview-Old Bethpage Central School District	5, 6, 7, 8	353/353	30/387	11	

## District Middle School World Language Offerings

School District	MS Grades	Languages offered in Middle School	Is World Language offered every day?	If World Language is NOT offered every day, what is the frequency?	Number of WL courses a student may take in a school year at the MS	MS Mandarin
Ardsley	5th Grade, 6th Grade, 7th Grade, 8th Grade, 9th Grade	Spanish, French, Italian, Latin	Yes	Latin is offered as a half year offering in grades 5 and 6.	One	No
Bedford CSD	6th Grade, 7th Grade, 8th Grade	Spanish, French, Italian, Spanish for native speakers (native language arts)	Yes		One	No
Brewster Central School District	6th Grade, 7th Grade, 8th Grade	Spanish, Italian		Every day in grades 7 & 8; every day for five weeks in grade 6	More than two	No
Bronxville	6th Grade, 7th Grade, 8th Grade	Spanish, French, Latin	Yes		One	No
Byram Hills CSD	6th Grade, 7th Grade, 8th Grade	Spanish, French, Italian	Yes		One	No
Chappaqua	5th Grade, 6th Grade, 7th Grade, 8th Grade	Spanish, French, Latin	No	four out of six days	One	No
Darien	6th Grade, 7th Grade, 8th Grade	Spanish, French, Latin	Yes		One	No
Edgemont	We have a junior-senior high school (7-12)	Spanish, French, Latin	Yes		One	No

Fairfield	6th Grade, 7th Grade, 8th Grade	Spanish, French	Yes		One	No
Hopewell Valley Regional SD	6th Grade, 7th Grade, 8th Grade	Spanish, French, German	Yes	Grade 6 operates on an A/B rotation schedule but grades 7 and 8 meet daily	One	No
Irvington	6th Grade, 7th Grade, 8th Grade	Spanish, French	No	7th and 8th everyday - 6th every other	One	No
Jericho		Mandarin, Spanish, Italian, French				Yes
Katonah-Lewisboro	6th Grade, 7th Grade, 8th Grade	Spanish, French, Latin	Yes		One	No
Lakeland	6th Grade, 7th Grade, 8th Grade	Spanish, Italian	Yes		One	No
Madison	7th Grade, 8th Grade	Spanish, French	Yes		One	No
Mahopac	6th Grade, 7th Grade, 8th Grade	Spanish, Italian, German	Yes		One	No
Mamaroneck	6th Grade, 7th Grade, 8th Grade	Spanish, French, Mandarin	Yes		One	Yes
New Canaan Public Schools	6th Grade, 7th Grade, 8th Grade, 9th Grade, 10-12	Spanish, French, Mandarin, Latin	Yes		One	Yes
North Salem	6th Grade, 7th Grade, 8th Grade	Spanish, French	Yes		One	No
North Shore	6th Grade, 7th Grade, 8th Grade	Spanish, Mandarin, French, Latin, Italian	No	Every other day		Yes

Oyster Bay-East Norwich	7-12 HS	Spanish, French	Yes		One	No
Peekskill CSD	6th Grade, 7th Grade, 8th Grade	Spanish	Yes		One	No
Pelham	6th Grade, 7th Grade, 8th Grade	Spanish, French, Mandarin, Italian, Latin	No	Every-other-day in grade 6, every day in grades 7 & 8	Two	Yes
Plainview-Old Bethpage Central School District	5th Grade, 6th Grade, 7th Grade, 8th Grade	Spanish, French, Mandarin	Yes	5th and 6th grade - 20 lessons (one marking quarter), 7th and 8th grade - daily all year	More than two	Yes
Princeton, NJ	6th Grade, 7th Grade, 8th Grade	Spanish, French, Mandarin	Yes		Two	Yes
Putnam Valley	5th Grade, 6th Grade, 7th Grade, 8th Grade	Spanish	Yes		One	No
Rye City School District	6th Grade, 7th Grade, 8th Grade	Spanish, French, Mandarin, Latin, Sign language	Yes		Two	Yes
Scotch Plains-Fanwood	5th Grade, 6th Grade, 7th Grade, 8th Grade	Spanish, French, Italian	Yes	5th grade, 2x week per trimester, 6th 3 days of a 6-day cycle, 7th and 8th, 5 days per week	One	No
Somers Central School District	6th Grade, 7th Grade, 8th Grade	Spanish, French, Italian	Yes		One	No
Trumbull, CT	6th Grade, 7th Grade, 8th Grade	Spanish, French	No	In grade 6, for one-third of year every day. In grades 7 & 8, for full year every day.	One	No
West Windsor-Plainsboro Regional School District	6th Grade, 7th Grade, 8th Grade	Spanish, French, Mandarin, German	Yes		One	Yes

Weston	6th Grade, 7th Grade, 8th Grade	French		It is offered every other day in 6th grade, but every day in 7th and 8th grades.	One	No
Westport Public Schools	6th Grade, 7th Grade, 8th Grade	Spanish, French, Mandarin	Yes		One	Yes
White Plains	6th Grade, 7th Grade, 8th Grade	Spanish, French, Mandarin, Italian, Spanish for Spanish Speakers and Spanish Language Arts	Yes		One	Yes
Wilton Public Schools	6th Grade, 7th Grade, 8th Grade	Spanish, French	Yes		One	No

## Districts Offering Middle School Mandarin Program Description in Middle School

Name of School District	MS Mandarin course offering	If exploratory, please explain	Grade MS Mandarin Begins	Number of days students receive Mandarin instruction in beginning grade	Minutes in Instructional period	Number of days students receive Mandarin instruction in subsequent years?	Minutes in Instructional period in subsequent years?	Are Mandarin WL classes leveled in the MS
Jericho *								
Mamaroneck	Full Year course	We have an exploratory "sampler" of all three languages in sixth grade; students opt into either Mandarin, French, or Spanish in 7th grade.	6	Five	0:55:00	Five	0:55:00	No
New Canaan Public Schools	Full Year course		6	Five	0:45:00	Five	0:45:00	No
North Shore *			6	2/3 days a week	0:40:00	5 days a week	0:40:00	
Pelham	Full Year course	Exploratory grade 6 only, full-year in grades 7 & 8	6	Every-other-day grade 6, everyday grades 7 & 8	0:42:00	Five	0:42:00	Yes
Plainview-Old Bethpage Central School District *	Full Year course	We have exploratory courses for 5th and 6th graders. 7th and 8th graders can take Mandarin 5 days per week.	5	Five	0:42:00	Five	0:42:00	
Princeton, NJ	Offered during 0 period for 7th and 8th graders one class, non heritage speakers only		7	5 days				no
Rye City School District	Full Year course		6	Five	0:40:00	Five	0:40:00	Yes



West Windsor-Plain sboro Regional School District	Full Year course		6	Five	0:40:00	Five	0:40:00	No
Westport Public Schools	Full Year course		6	Five	0:42:00	Five	0:42:00	No
White Plains	Full Year course		6	Five	0:42:00	Five	0:42:00	

\* Mandarin Program begins in Elementary School

## Districts Offering Middle School Mandarin Program Enrollment in Middle School

School District	Grade MS Mandarin Begins	MS Mandarin Days per Week - First Year Offered in MS	Mandarin Mins in Period - MS First Year	MS Mandarin Days per Week - Subsequent Years Offered in MS	Mandarin Mins in Period - MS Subsequent Years	Gr 5 Mandarin vs Total Enrollment	Gr 6 Mandarin vs Total Enrollment	Gr 7 Mandarin vs Total Enrollment	Gr 8 Mandarin vs Total Enrollment
Jericho *	6	Five					25/250	50/250	50/250
Mamaroneck	6	Five	0:55:00	Five	0:55:00		400/400	75/400	75/400
New Canaan Public Schools	6	2/3 days a week	0:45:00	Five	0:45:00		20/310	30/300	28/310
North Shore *	6	Every-other-day grade 6, everyday grades 7 & 8	0:40:00	5 days a week	0:40:00		40/	40/	40/
Pelham	5	Five	0:42:00	Five	0:42:00		10/204	20/245	20/234
Plainview-Old Bethpage Central School District *	7	5 days	0:42:00	Five	0:42:00	353/353	30/30	11/11	
Princeton, NJ	6	Five						24/254	22/281
Rye City School District	6	Five	0:40:00	Five	0:40:00		18/282	17/282	21/281
West Windsor-Plainsboro Regional School District	6	Five	0:40:00	Five	0:40:00		75/750	100/750	100/750
Westport Public Schools	6	Five	0:42:00	Five	0:42:00		56/448	54/455	42/454
White Plains			0:42:00	Five	0:42:00		39/574	40/542	30/502

\* Mandarin Program begins in Elementary School

## Districts Offering Middle School Mandarin Program Enrollment in High School

School District	Grades in HS	Gr 9 Mandarin vs Total Enrollment	Gr 10 Mandarin vs Total Enrollment	Grade 11 Mandarin vs Total Enrollment	Grade 12 Mandarin vs Total Enrollment
Jericho *					
Mamaroneck	9th Grade, 10th Grade, 11th Grade, 12th Grade	75/400	75/400	50/400	50/400
New Canaan Public Schools	9th Grade, 10th Grade, 11th Grade, 12th Grade				
North Shore *	9th Grade, 10th Grade, 11th Grade, 12th Grade				
Pelham	9th Grade, 10th Grade, 11th Grade, 12th Grade	20/233	20/224	0/217	0/203
Plainview-Old Bethpage Central School District *	9th Grade, 10th Grade, 11th Grade, 12th Grade				
Princeton, NJ	9th Grade, 10th Grade, 11th Grade, 12th Grade	36/357	31/414	29/424	28/393
Rye City School District	9th Grade, 10th Grade, 11th Grade, 12th Grade	17/259	11/225	17/286	9/282

West Windsor-Plainsboro Regional School District	9th Grade, 10th Grade, 11th Grade, 12th Grade				
Westport Public Schools	9th Grade, 10th Grade, 11th Grade, 12th Grade	63/492	44/477	54/437	51/483
White Plains	9th Grade, 10th Grade, 11th Grade, 12th Grade	23/534	23/500	17/500	6/500

\* Mandarin Program begins in Elementary School

## District High School World Language Offerings

School District	HS Grades	Languages offered in High School	Number of WL courses a student may take in a school year at the HS	HS Mandarin
Ardsley	9th Grade, 10th Grade, 11th Grade, 12th Grade	Spanish, French, Italian, Latin	Two	No
Bedford CSD	9th Grade, 10th Grade, 11th Grade, 12th Grade	Spanish, French, Italian, Latin, Spanish for native speakers (native language arts)	Two	No
Brewster Central School District	9th Grade, 10th Grade, 11th Grade, 12th Grade	Spanish, French, Mandarin, Italian	Two	Yes
Bronxville	9th Grade, 10th Grade, 11th Grade, 12th Grade	Spanish, French, Latin	Two	No
Byram Hills CSD	9th Grade, 10th Grade, 11th Grade, 12th Grade	Spanish, French, Italian	More than two	No
Chappaqua	9th Grade, 10th Grade, 11th Grade, 12th Grade	Spanish, French, Mandarin, Latin	Two	Yes
Darien	9th Grade, 10th Grade, 11th Grade, 12th Grade	Spanish, French, Mandarin, Latin	More than two	Yes
Edgemont	9th Grade, 10th Grade, 11th Grade, 12th Grade	Spanish, French, Latin, We are phasing out Italian.	Two	No

Fairfield	9th Grade, 10th Grade, 11th Grade, 12th Grade	Spanish, French, Mandarin, Italian, Latin	Two	Yes
Hopewell Valley Regional SD	9th Grade, 10th Grade, 11th Grade, 12th Grade	Spanish, French, German, Latin	Two	No
Irvington	9th Grade, 10th Grade, 11th Grade, 12th Grade	Spanish, French, Latin	More than two	No
Jericho		Mandarin, Spanish, Italian, French, Latin		Yes
Katonah-Lewisboro	9th Grade, 10th Grade, 11th Grade, 12th Grade	Spanish, French, Latin	Two	No
Lakeland	9th Grade, 10th Grade, 11th Grade, 12th Grade	Spanish, Italian	Two	No
Madison	9th Grade, 10th Grade, 11th Grade, 12th Grade	Spanish, French, Mandarin, Latin	More than two	Yes
Mahopac	9th Grade, 10th Grade, 11th Grade	Spanish, Italian, German	More than two	No
Mamaroneck	9th Grade, 10th Grade, 11th Grade, 12th Grade	Spanish, French, Mandarin	One	Yes
New Canaan Public Schools	9th Grade, 10th Grade, 11th Grade, 12th Grade	Spanish, French, Mandarin, Latin	Two	Yes

North Salem	9th Grade, 10th Grade, 11th Grade, 12th Grade	Spanish, French	Two	No
North Shore	9th Grade, 10th Grade, 11th Grade, 12th Grade	Spanish, Latin, French, Italian		No
Oyster Bay-East Norwich	9th Grade, 10th Grade, 11th Grade, 12th Grade	Spanish, French, Sign language	Two	No
Peekskill CSD	9th Grade, 10th Grade, 11th Grade, 12th Grade	Spanish, French	One	No
Pelham	9th Grade, 10th Grade, 11th Grade, 12th Grade	Spanish, French, Mandarin, Italian, Latin	Two	Yes
Plainview-Old Bethpage Central School District	9th Grade, 10th Grade, 11th Grade, 12th Grade	Spanish, French, Mandarin, Italian, Sign language	More than two	Yes
Princeton, NJ	9th Grade, 10th Grade, 11th Grade, 12th Grade	Latin, Italian, Japanese, Mandarin, Spanish, French		Yes
Putnam Valley	9th Grade, 10th Grade, 11th Grade, 12th Grade	Spanish, French	Two	No
Rye City School District	9th Grade, 10th Grade, 11th Grade, 12th Grade	Spanish, French, Mandarin, Latin, Sign language	More than two	Yes

Scotch Plains-Fanwood	9th Grade, 10th Grade, 11th Grade, 12th Grade	Spanish, French, Mandarin, Italian	Two	Yes
Somers Central School District	9th Grade, 10th Grade, 11th Grade, 12th Grade	Spanish, French, Italian	One	No
Trumbull, CT	9th Grade, 10th Grade, 11th Grade, 12th Grade	Spanish, French, Italian, Latin	Two	No
West Windsor-Plainsboro Regional School District	9th Grade, 10th Grade, 11th Grade, 12th Grade	Spanish, French, Mandarin, German	Two	Yes
Weston	9th Grade, 10th Grade, 11th Grade, 12th Grade	Spanish, French, Mandarin, Latin	Two	Yes
Westport Public Schools	9th Grade, 10th Grade, 11th Grade, 12th Grade	Spanish, French, Mandarin, Italian, German, Latin, Sign language	More than two	Yes
White Plains	9th Grade, 10th Grade, 11th Grade, 12th Grade	Spanish, French, Mandarin, Italian, German	More than two	Yes
Wilton Public Schools	9th Grade, 10th Grade, 11th Grade, 12th Grade	Spanish, French, German, Latin, Ancient Greek	More than two	No



## Districts Offering High School Mandarin Program Description in High School

Name of School District	HS Mandarin course offering	If exploratory, please explain	Grade HS Mandarin Begins	Number of days students receive Mandarin instruction in beginning grade	Minutes in Instructional period	Number of days students receive Mandarin instruction in subsequent years?	Minutes in Instructional period in subsequent years?	Are Mandarin WL classes leveled in the HS
Brewster Central School District	Full Year course		9	Five			0:39:00	Yes
Chappaqua	Full Year course		9	Four	1:00:00	Four	1:00:00	Yes
Darien	Full Year course		9	Five	0:45:00	Five	0:45:00	Yes
Fairfield	Full Year course		9	Two	1:15:00	Two	1:15:00	No
Jericho *								
Madison	Exploratory course	It is Two Trimesters.. we are also piloting the first ECE Uconn Mandarin course for the state this year- that will be a full year course.	9	Five	0:52:00	Five	0:52:00	Yes
Mamaroneck **	Full Year course		9	Five	0:52:00	Four	0:52:00	No
New Canaan Public Schools **	Full Year course		9	8 day rotation	0:42:00	8 day rotation	0:42:00	Yes
Pelham **	Full Year course		9	Five	0:42:00	Five	0:42:00	Yes
Plainview-Old Bethpage Central School District *								
Princeton, NJ **	Full year course		9					Yes
Rye City School District **	Full Year course		8	Five	0:40:00	Five	0:40:00	Yes
Scotch Plains-Fanwood	Full Year course		9	Five	0:44:00	Five	0:44:00	Yes

West Windsor-Plainsboro Regional School District **	Full Year course			3 of every 4 days	1:00:00	3 of every 4 days	1:00:00	Yes
Weston	Full Year course		9	6 days out of an 8 day cycle; same as other subjects except science	1:00:00	Two	1:00:00	Yes
Westport Public Schools **	Full Year course		9	Four	0:54:00	Four	0:54:00	Yes
White Plains **	Full Year course		9	Five	0:42:00	Five	0:42:00	No

\* Mandarin Program begins in Elementary School

\*\* Mandarin Program begins in Middle School

## Districts Offering High School Mandarin Program Enrollment in High School

School District	Grade HS Mandarin Begins	HS Mandarin Days per Week - First Year Offered in HS	Mandarin Mins in Period - HS First Year	MS Mandarin Days per Week - Subsequent Years Offered in HS	Mandarin Mins in Period - HS Subsequent Years	Gr 9 Mandarin vs Total Enrollment	Gr 10 Mandarin vs Total Enrollment	Gr 11 Mandarin vs Total Enrollment	Gr 12 Mandarin vs Total Enrollment
Brewster Central School District	9	Five			0:39:00	9/260		6/281	
Chappaqua	9	Three	1:00:00	Three	1:00:00	25/325	25/325	25/325	25/325
Darien	9	Five	0:45:00	Five	0:45:00	80/350	80/350	80/350	60/350
Fairfield	9	Two	1:15:00	Two	1:15:00	14/781	3/771	2/733	1/775
Jericho *									
Madison	9	Five	0:52:00	Five	0:52:00				
Mamaroneck **	9	Five	0:52:00	Four	0:52:00	75/400	75/400	50/400	50/400
New Canaan Public Schools **	9	8 day rotation	0:42:00	8 day rotation	0:42:00				
Pelham **	9	Five	0:42:00	Five	0:42:00	20/233	20/224	0/217	0/203
Plainview-Old Bethpage Central School District *									
Princeton, NJ **	9					36/357	31/414	29/424	28/393
Rye City School District **	8	Five	0:40:00	Five	0:40:00	17/259	11/225	17/286	9/282
Scotch Plains-Fanwood	9	Five	0:44:00	Five	0:44:00	25/	16/	8/	8/
West Windsor-Plainsboro Regional School District **		3 of every 4 days	1:00:00	3 of every 4 days	1:00:00				
Weston	9	6 days out of an 8 day cycle; same as other subjects except science	1:00:00	Two	1:00:00	22/216	38/207	23/206	20/209

Westport Public Schools **	9	Four	0:54:00	Four	0:54:00	63/492	44/477	54/437	51/483
White Plains **	9	Five	0:42:00	Five	0:42:00	23/534	23/500	17/500	6/500

\* Mandarin Program begins in Elementary School

\*\* Mandarin Program begins in Middle School

## Additional Information about the World Language Program

Name of School District	Total number of World Language faculty members	Total number of World Language faculty members who are native speakers	Additional information about the World Language program
Ardsley	9	2	
Bedford Central School District	22	10	6-12. We are eliminating Latin due to budgetary constraints. We have discussed Mandarin and the community has asked for deeper investigation. We plan to do so when times permit.
Brewster Central School District	12	5	
Bronxville	9	2	
Byram Hills CSD	14	1	
Chappaqua	25	5	
Darien	31	10	
Edgemont	6	1	
Fairfield	51	15	Please note that we have a block schedule in our high schools, so the classes meet for 85 minutes every other day. WL meets the same number of minutes as all other courses. I was not sure how to show that in my survey response.
Hopewell Valley Regional SD	23	6	We hope to introduce Mandarin during the 2017-18 school year
Irvington	11	2	
Jericho			
Katonah-Lewisboro	15	4	We are considering Mandarin ourselves, love to chat. We are also looking at the feasibility of introducing an additional language
Lakeland	21	5	
Madison	2	1	We offer Mandarin I in freshman year, and each year add the section that follows so by Senior year there is the Mandarin IV ECE course. You might want to survey Avon CT. They have an expansive program that starts in elementary school.
Mahopac	7	1	have ended French program. recently, decline in number taking German, language not offered until 8th grade-

Mamaroneck	4	4	The enrollment figures are approximate--call me if you'd like more specific information. We are very proud of our robust Mandarin program. We know that many students continue taking Mandarin in college and study/teach abroad in China during or after college.
New Canaan Public Schools	27	3	HS Mandarin program is not by grade. Chinese 1 - not running this year, Chinese II/Honors - 16, Chinese 3/H - 24, Chinese 4/H- 18
North Salem	7	1	We will propose a FLES program in our elementary schools -- Spanish -- 2017-18 would be the earliest we begin implementation -- much support -- levy CAP may keep us from implementing a FLES program. North Salem is a very small school district however we are able to provide advanced placement French and Spanish and we also provide SUNY courses.
North Shore			Level 1 is offered in 7th and 8th grades
Oyster Bay-East Norwich	6.4	2	
Peekskill CSD	7	1	Looking at adding to grade 6 to match the dual language coming out of grade 5.
Pelham	13	1	
Plainview-Old Bethpage Central School District	26	4	We conducted a focus-group last year about our FLES program. We are one of the few districts on Long Island who have a FLES program, and one of the few in the tri-state area that offer Mandarin in grades 1-4.
Princeton, NJ			Advance French class in MS for native and heritage top speakers. Dual immersion in Spanish K-2 in one elementary school
Putnam Valley	5	1	
Rye City School District	23		
Scotch Plains-Fanwood	30	14	
Somers Central School District	13	4	
Trumbull, CT	30	25	We offer Mandarin as an after-school option at no cost to ES students.
West Windsor-Plainsboro Regional School District	54		
Weston	15	5	
Westport Public Schools	43	13	
White Plains	30	16	
Wilton Public Schools	26	12	

# Scarsdale Forum Education Committee Report - Appendix I

## Tri-State Public Schools Offering Mandarin

Schools	Grades that offer Mandarin	
New York		
Scarsdale	9 and up	
New Rochelle	Some K and Grade 4, and all Grade 6 and up	
Croton Harmon	Grade 5th grade and up	
Mamaroneck Middle School	Grade 6 and up	We have an exploratory "sampler" of all three languages in sixth grade; students opt into either Mandarin, French, or Spanish in 7th grade.
Rye Middle School	Grade 6 and up	FLES - Spanish, MS - Spanish, French, Mandarin, Latin, Sign language Mandarin: Can take two languages in MS. grade 6 18/282, grade 7 17/282, grade 8 21/281, grade 9 17/259, grade 10 11/225, grade 11 17/286, grade 12 9/282
Pelham Middle School	Grade 6 and up	We are currently looking at FLES in elementary grades for 2017-18. Spanish, French, Mandarin, Italian, Latin. Every-other-day in grade 6, every day in grades 7 & 8, Mandarin - Exploratory grade 6 only, full-year in grades 7 & 8 Grade 6 10/204, grade 7 20/245, grade 8 20/234, grade 9 20/233, grade 10 20/224, grade 11 0/217, grade 12 0/203
White Plains	Grade 6 and up	Grade 6 39/574, grade 7 40/542, grade 8 30/502, grade 9 23/534 grade 10 23/500, grade 11 17/500, grade 12 6/500
Half Hollow Hills	Grade 6 and up	
Brewster	6th grade and up	Students receive World Language instruction in the FLES program 25/180 days. Short survey course is offered in grade 6 and full course in grade 7 for students not needing reading. <b>Does not offer Mandarin instruction in the MS</b> Mandarin begins in 9th grade 9/260, grade 10, grade 11 6/281, grade 12
Briarcliff	Grade 8th grade	

Syosset	1st grade	
Great Neck North and South	Grade 6 & up	
Jericho, 3 elementary schools	Kindergarten	FLES Spanish, Mandarin, enrichment in Mandarin MS - Mandarin, Spanish, Italian, French HS Mandarin, Spanish, Italian, French, Latin
Jefferson Station, Comsewogue	Grade 5th grade and up	
Albertson	Grade 6 and up	
Old Bethpage	Grade 1 and up	We have one of the oldest Elementary School Mandarin programs in the tri-state area (approaching 20 year anniversary). Also have Sign Language in FLES program FLES program 1 day a week. Mandarin commences in 1st grade. 5th and 6th grade - 20 lessons (one marking quarter), 7th and 8th grade - daily all year. Grade 1 303/303, grade 2 388/388, grade 3 359/359, grade 4 402/402, grade 5 353/353, grade 6 387/387, grade 7
Plainview, 2 elementary schools Grade 1 and up Pasadena Grade 1 and up		
New York City, 5 elementary schools[1]	Grade k and up	
<b>Connecticut</b>		
Westport	Grade 6 and up	Spanish beginning in kindergarten Mandarin - grade 6 56/448, grade 7 54/455, grade 8 42/454, grade 9 63/492, grade 10 44/477/ grade 11 54/437, grade 12 51/483
Hartford Asian Academy	Elementary and up	
<b>New Jersey</b>		
Linden, NJ	Elementary and up	
Princeton JW Middle School	Grade 7 and up	FLES Spanish kindergarten Advance French class in MS for native and heritage top speakers. Dual immersion in Spanish K-2 in one elementary school



		Mandarin in the MS - Offered during 0 period for 7th and 8th graders one class, non heritage speakers only 25-40 students in HS Mandarin classes.
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[1] PS 20, PS 184 and Broadway Elementary School have immersion Mandarin and English programs. NEST+m replaced Spanish with Mandarin for kindergarten through fifth grade. PS 310 has Mandarin also for native speakers.

## Appendix

### Districts Polled in Scarsdale's June, 2016 Survey

School District	State	In Scarsdale Forum Report?	Responded
Albertson - Herricks	NY	YES	
Ardsley Union Free School District	NY	NO	Yes
Bedford Public Schools	NY	NO	Yes
Brewster Public Schools	NY	YES	Yes
Briarcliff Manor Union Free School District	NY	YES	
Bronxville Union Free School District	NY	NO	Yes
Byram Hills Central School District	NY	NO	Yes
CARMEL	NY	NO	
Chappaqua Central School District	NY	NO	Yes
Croton-Harmon Public Schools	NY	YES	
Darien Public Schools	CT	NO	Yes
Dobbs Ferry Union Free School District	NY	NO	
Eastchester Public Schools	NY	NO	
Easton-Redding Public Schools	CT	NO	
Edgemont School District	NY	NO	Yes
ELMSFORD	NY	NO	
Fairfield Public Schools	CT	NO	Yes
Franklin Lakes, NJ	NJ	NO	
GARRISON	NY	NO	
Great Neck North Great Neck South	NY	YES	
HALDANE	NY	NO	
Half Hollow Hills	NY	YES	

Harrison Public Schools	NY	NO	
Hartford Public Schools Hartford Asian Academy	CT	YES	
Hastings-on-Hudson School District	NY	NO	
Hauppauge Public Schools	NY	NO	
HENDRICK HUDSON	NY	NO	
Herricks Union Free School District	NY	NO	
Hewlett-Woodmere Public Schools	NY	NO	
Hopewell Valley Regional Schools	NJ	NO	Yes
Irvington Union Free School District	NY	NO	Yes
Jefferson Station - Comsewogue	NY	YES	
Jericho	NY	YES	Yes
Katonah-Lewisboro Public Schools	NY	NO	Yes
LAKELAND	NY	NO	Yes
Linden	NJ	YES	
Madison Public Schools	CT	NO	Yes
MAHOPAC	NY	NO	Yes
Mamaroneck Union Free School District	NY	YES	Yes
Mount Pleasant Public Schools	NY	NO	
New Canaan Public Schools	CT	NO	Yes
New Rochelle	NY	YES	
New York City	NY	YES	
North Salem Central School District	NY	NO	Yes
North Shore Schools	NY	NO	Yes
Old Bethpage	NY	YES	Yes*
OSSINING	NY	NO	
Oyster Bay-East Norwich	NY	NO	Yes
P/NW BOCES	NY	NO	

Pearl River School District	NY	NO	
PEEKSKILL	NY	NO	Yes
Pelham Public Schools	NY	YES	Yes
Plainview (Pasadena elementary school)	NY	YES	Yes*
POCANTICO HILLS	NY	NO	
Princeton Public Schools	NJ	YES	Yes
PUTNAM VALLEY	NY	NO	Yes
Ridgefield Public Schools	CT	NO	
Rye	NY	YES	Yes
Rye Neck Schools	NY	NO	
Scotch Plains-Fanwood NJ	NJ	NO	Yes
Somers Central Schools District	NY	NO	Yes
South Orangetown Central School District	NY	NO	
Southampton Public Schools	NY	NO	
Syosset	NY	YES	
TARRYTOWN	NY	NO	
Trumbull Public Schools	CT	NO	Yes
Valhalla Union Free School District	NY	NO	
Wappingers Central School District	NY	NO	
West Windsor-Plainsboro Regional School District	NJ	NO	Yes
Weston Public Schools	CT	NO	Yes
Westport Public Schools	CT	YES	Yes
White Plains	NY	YES	Yes
Wilton Public Schools	CT	NO	Yes
Woodbridge Public Schools	CT	NO	
YORKTOWN	NY	NO	

\*Old Bethpage and Plainview are the same district.

## Survey #2: Scarsdale K-12 Households, October 5-13, 2016

### Comments

Involve parents in the process of teaching children the language. I don't feel that there is any communication between the teacher and parents. Utilize technology - my kids use DuoLingo (Spanish, German) and Mongo (Mandarin, German). DuoLingo also has social aspect, allowing kids to compare themselves to others. Give kids reason to study the language, something to be excited about. Feel free to reach out to me if you have more questions. I have been teaching my children languages very actively, and they have near-native command of one language apart from English, very good understanding of a third, and each one began studying a fourth one.

I believe the current language program in the elementary school is not working. It takes up valuable instruction time and resources that could be put to better use. The district should eliminate the elementary Spanish program as it exists today. Separately, the district should consider replacing it with an optional immersion program, as described below.

The current elementary language program, where students have Spanish instruction twice in a six day cycle is simply not sufficient to teach any meaningful language skills. The district should be asking: "are our children really getting a material head start by studying Spanish in elementary school as compared to starting in middle school?" I understand that several years ago the district hired a consultant to investigate this question. The consultant apparently concluded there was a benefit to the elementary Spanish program. From my family's experience, that is not the case; and having discussed this with many other families, I'm confident we're not alone. I suggest that the district ask the parents – I believe they would hear feedback similar to mine.

At the same time, science is not taught every day in the upper elementary school grades – the teachers alternate between units in science and social studies. I've been told that this is done because there is simply not enough time in the week to teach both, given the time consumed by the specials and the rest of the curriculum (not to mention standardized testing, and the associated preparation). Valuable classroom time could be gained by eliminating the Spanish program. That time could be used for more science or social studies instruction. It could also be used to bolster the elementary writing curriculum. Students will be no worse off in terms of their language skills by the time they finish one year of middle school, and will have benefited from additional core subject instruction.

The district should consider implementing an optional immersion program for elementary school. The cost of this program could be funded from the savings achieved by eliminating the current elementary language offering. The district could create one section (or several, depending on demand) in each grade which would be taught entirely in a foreign language (except for English reading/writing). This approach has been utilized by many high-achieving districts, and has been proven far more effective than the approach being used by Scarsdale. Students with no prior experience in the foreign language are completely fluent after 1-2 years in this type of program, with no negative impact to the rest of their studies. Following are an article about immersion, as well as descriptions of immersion programs implemented in two school districts. There is a wealth of information online, and I would encourage the School Board, the administration and the World Language Committee to investigate this topic.

Article: Why can Palo Alto grade schoolers read Mandarin better than students in AP Chinese classes?

"...researchers found that 4th and 5th graders in a Palo Alto, Calif., Mandarin immersion program attained a level of linguistic competency comparable with that of nearby high schoolers completing the 4th and 5th level Advanced Placement Mandarin courses."

<https://ed.stanford.edu/news/why-can-palo-alto-grade-schoolers-read-mandarin-better-students-ap-chinese-classes>

<p>Description of elementary language program at the Minnetonka, MN school district:  <a href="http://www.minnetonka.k12.mn.us/immersion">http://www.minnetonka.k12.mn.us/immersion</a></p> <p>Description of elementary language program in Fairfax County, VA:  <a href="https://www.fcps.edu/academics/world-languages-immersion-programs">https://www.fcps.edu/academics/world-languages-immersion-programs</a></p>
<p>if parents want their children to learn other languages, they can pay for private instruction, Taxes are already too high. Please do not let a small vocal group force this on the rest of the community.</p>
<p>I personally think that foreign language exposure is important, but I think resources are best spent helping many kids get an intense background in 1 language rather than paying for a few kids to get a little bit of background in several languages.</p>
<p>My ratings are based on how useful I think the languages would be in pursuing a professional career.</p>
<p>Dump Latin. I get the whole word root thing, but focus on a spoken language.</p>
<p>Chinese shall be included in High School Course.</p>
<p>I'm not sure that teaching Latin makes sense anymore, and I am a person who speaks three Romance languages. In terms of resources, I would prefer that language resources be devoted to another language.</p>
<p>More honors sections in the high school for foreign language. The honors classes are the only ones with true immersion and the learning level that goes with it, but honors track is reserved for those earning a 92-93 or above in middle school foreign language. But, accelerated learning for math, for example, is available to about half the grade and allows students in with grades in the B/B- range. The system does not give late developers or those who are trying to improve their language skills anywhere near equal access to the only classes which could lead to fluency. There are fewer honors sections for high school foreign language than there were before the early elementary foreign language pilot program. It should be the opposite</p>
<p>I would like to see the elementary students to have 5 days of Spanish and the SMS students in 6th to have it every day, including first semester.</p>
<p>no</p>
<p>Do away with elementary school language. There is no point to the program or accountability (homework, targets for growth or learning etc). I have had three kids go through this. They cannot really point to the elementary spanish as big help in MS. Actually the opposite. Use the time elsewhere on STEAM and regular school stuff. The regular teachers would be ecstatic.</p> <p>You cannot please everyone and hire teachers for every language desired. There are options outside of school for those who want it.</p>
<p>I think we need to increase our level of ambition for our elementary and middle school language teaching. At the young age they learn languages faster and we are missing this opportunity by teaching and expecting very little from them. With more ambitious teaching efforts, most of our kids could be able to communicate in a foreign language in 3 years.</p>
<p>the language program at the elementary level, should be reviewed and overhauled. It is a wonderful idea, but in practice it is not working</p>
<p>I think that whatever languages are offered should be languages that aren't typically spoken in the home. I don't think it is up to the school district to reinforce a language that is regularly spoken. I think students would</p>

benefit from the opportunity to be exposed to a variety of languages.
Generally, the languages added/offered should have the greatest potential return to students in regards to their application to business or a profession later in life.
I feel there are huge benefits of speaking another language! I think Latin is extremely important as well. It tackles study skills, love and meaningful learning as well as increased vocabulary and understanding of language and words!
The biggest improvement to the education of children would be the removal of the perhaps 10% of teaching staff, regardless of tenure, who are not excellent. The way to determine this is to anonymously survey the children, they know better than anybody else. Everybody knows this, it's tough but it is the right decision so please get it done, no excuses.
I am interested in learning more about the committee. I am new to the Scarsdale schools, as my older son is in kindergarten. However, I have lived here for almost 20 years and I teach Spanish and French (not in Scarsdale). I am the 2016 AATSP Outstanding Teacher of the Year and I have been extremely involved in numerous LOTE organizations for years.
Drop Latin. It's a dead language.
I would rather see not the language offerings unnecessary expansion, but current programs improved to strengthen students' foreign language experience through more interaction with native speakers, field trips, conferences etc.
I think that we should be teaching a new language in Kindergarten since all the research tells us that it's the optimal learning time. From birth to 8 years of age!
I am more interested in offering more arts, music, dance and drama.
Please focus on math, science, technology and reading / writing skills and do not divert resources to additional language programs.
Spanish, Latin, French and
One African language e.g. KiSwahili, which is spoken in most African countries, especially the rest of East and Central Africa, including some in the Southern sub-region.
Not sure why we teach French, Latin or Mandarin. Given limited resources, seems to me Spanish would be the most useful language for the greatest number of Scarsdale kids to learn. I would think it would benefit all Americans to know Spanish as a second language more than any other language. Sure other languages would be useful but very hard to predict in advance of adulthood what those languages would be and class size would be too small for many languages to justify the expense.
Latin
I think the Chinese should be offered in the Scarsdale elementary school.
I found this survey very difficult to complete. Odd way to ask the questions-- too difficult to put numbers on these questions in the way that was asked
Regarding SMS, i think it's important to look at the structure and compare best practices of other schools. Perhaps 6th grade should be used to sample languages.
I believe sign language would be a great alternative language for visual learners and children with speech

issues.
Java, C, C+, C++, C#, Javascript, Python
Our family is bilingual in Spanish. We wish our kids could have Spanish instruction more than once or twice a week.
My thoughts are that during the Middle and High School years we should provide more offerings to our students. They are venturing off into a global world and our language offerings need to reflect that diversity and their varied interests.
I can speak four languages and that was one of the best gifts that I have received. Not only it was beneficial professionally but it has enhanced every trip that I took with friends and my family. Languages are an invaluable asset.
Before expanding languages, particularly at the HS level, I believe language programming needs to be improved at the elementary and MS levels. My children demonstrated no real language acquisition at the elementary level. It did nothing to help them be prepared for MS classes. In my opinion, that needs to be stepped up tremendously or abandoned. Makes no sense to me, to have a program without an achievement. The Mandarin program at the HS is outstanding. I have one student who graduated from the program with 4 years of classes. My second daughter is currently in her second year of Mandarin and extremely pleased with her classes. My 7th grader was very disappointed to not have the option to take Mandarin in the MS.
it sounds amazing to offer more languages but when the kids are so busy taking college prep classes there isn't time for more and more languages. Our son takes Spanish and Mandarin and can not take much else for electives. For example he can not take the engineering sequence and he can not take science research, if he wanted to. Andy is also one of the only Caucasian kids in the Mandarin 4 and 5 combined class. The others dropped out because they are doing so much more like model UN or debate or science research. Also it is important for the kids to take Mandarin in 9th grade and stick with it for 4 years but it is tricky because of the music/art requirement and uncertainty of 9th grade. I think the languages are quite good at the high school. The biggest weakness is actually the sequencing and quality of some of the science classes. the kids should be able to to AT Bio in 10th grade and get it early like they do at most other high schools.
Languages are important. We are not German or Italian but German and Italian are hugely important for art history, history and music and are offered at most schools in Europe.
World language needs to be strengthened on the elementary level.
Eliminate French as an SMS option and ensure that all students taking a language in middle school are conversational in Spanish upon completion of 8th grade.
No need for more languages.
Improve existing mandarin program in hs. Having only one teacher teaching two levels of mandarin in one classes is negligent. Hire additional qualified teachers.  For the hs program to succeed it is imperative that it is taught in the middle school, without leveling.
this year middle school (Cooper 6 and Butler 7) French instructions are offered at the below satisfactory level. Why did not district in eyes in finding some one who enjoys teaching? Really drastic discouraging change from the teacher my kid last year.
I believe the investment should be only made in the Spanish department.



Our experience so far (elementary school) is that language teaching is very weak.
Highly recommend offer Mandarin in middle school.
If the objective is oral proficiency, French or Mandarin should be considered even lower down than the Middle School. Spanish requires the least phonetic adaptation, and it is well known that facility with a spoken language is most easily acquired before adolescence.
I believe it benefits the whole community to include Mandarin in the world language offerings at the elementary school and middle school levels. Mandarin is getting very popular in US. A lot of people would like to learn it to broaden their skill sets.
I support expansion of the World Language program in theory. However, I am concerned that the cost would outweigh the benefit to our community. It is difficult to rank priorities without an understanding of the financial and other resources that would need to be dedicated to the District's World Language Program if it were to be expanded.
I do think kids should learn to type as part of a quarterly in middle school.
ASL is a wonderful option for kids who are FL exempt or struggle with languages. Really would like to see this offered as it is in many Westchester schools.
As a Greenacres parent, my concern with languages is that my daughter simply didn't learn Spanish last year. Hopefully, it will be better this year. I think kids should have more frequent instruction (even if shorter periods), but at the end of the day, we don't need an Urda teacher in this community; the funds are better spent elsewhere. Most kids are only going to take one language, there's no need to offer 10 different ones.
no wasting funds on extra languages! We speak many languages but we need to focus on ONE language. Spanish is very good, french can be tolerated. Other languages are a waste!!! No student will achieve any proficiency if they start fro scratch, and if they already know an extra language (OUR children DO know additional language!) they do not need to distract the world language curriculum! Scale is the key for language program, if we have more than 2 languages the quality will suffer!!
Our family and community fully supports the inclusion of Mandarin for SMS 2017 school year. We hope to see it finally begin for Scarsdale Middle School.
Although this survey focuses on the expansion of the world language program, the district should focus on improving the current FLES program including the possibility of a language/culture exposure program without the need to "teach" one particular language.
The district should look at the efficency and value of the elementary spanish program. It seems like the money can be better spent to develop a middle school mandarin program.
We're investing in stress management for the students at almost every level in our school system. I'm told that our scchool psychologists are spending much of their time counseling parents about how to manage their kids' anxiety. Mandarin will only make that problem worse.
When we expanded Spanish into the Elementary school it was hard to find good teachers. I don't think it it worthwhile to expand the program into a language if you can't find an excellent teacher for that language. The language program is only as impressive as the teacher you hire.
I would love for students' first experience with foreign language to be split between all the languages offered. This would allow the kids to get an intro to each language and see which they would like to continue. For instance if Spanish, Mandarin and French were offered than the first year would be split 1/3 of the year for

<p>each. Perhaps we could also include a general intro to languages that explains how they vary and are similar. Stats on where they are spoken, etc.</p> <p>I would also support phasing French out of the offerings. I think if we were designing a language program from scratch today it would be unlikely French would be included. I personally studied French in school and then after college lived in France with a family for three months. Unfortunately since it's not a language where I have the chance to use it often in my daily life, I have lost all ability to speak French over the years. I would like to see our world language program focus on those languages which are more widespread in the world.</p> <p>Please note that I did not answer some of the earlier questions as my child just started in K and I didn't feel I had the experience in the schools to answer those questions yet.</p> <p>Thank you for the survey. Ron</p>
<p>The quality of world language program is what sets apart a good school and a great school in an ever increasingly globalized world. Non-Roman language has a unique position in maximizing the outcome of the entire program by making a child's brain working harder to learn. If Mandarin is offered, semi- volunteer services may be organized to support beginners. Finally, while no leveraging of ability may be a given constraint, there are well established methods for mixed level instruction. I strongly encourage the district to consider. In my 5th grader's math class, de facto there is mixed level instruction, as some kids are already at middle school ability. Thank you</p>
<p>We recently moved to Scarsdale from Mexico. We are also part German. My kids speak Spanish and German. English is their third language. They were in Spanish classes last year because it was too much to start French. We realized that the level of Spanish taught is very low and some of the teachers don't know the language well enough to teach it properly. The worksheets have spelling and grammar mistakes.</p>
<p>My daughter took the pilot mandarin when she was in elementary school. She was interested but it was just too time consuming after school. Had it been offered during school, she would have taken it. Mandarin will be a critical language in the world our children will grow up in and I think it is vital that it is offered in school.</p>
<p>Our school district is not leading district in the nation, it might be wealthy, but we are behind comparing to other top schools. Language &amp; technology &amp; teacher development are keys to success.</p>
<p>We think the language program is sufficient. HS offers 4 routes. You will never please everyone. Many students study german, hebrew etc. privately</p>
<p>Since Spanish is so important in the US and in so many other countries in Central and South America and Spain, I would strongly advise to make it mandatory to all students and to make sure that they all master this language at a high level. Let them choose a third language besides that, like French or Latin.</p>
<p>Thank you for taking the time to put this survey together!</p>
<p>Please add Mandarin in Middle School, and keep Mandarin in High School!!!! Provide more opportunities for students to engage in professional internships and community services.</p>
<p>Children who speak a particular language at home should not be allowed to enroll in that language in middle school or high school so that non-native speakers would be at a disadvantage. That would not be fair. For example, a Chinese student who speaks Mandarin at home should not be allowed to enroll in an entry level Mandarin class. They certainly would get an A+ to pad their GPA.</p>
<p>I do not think adding a language at the elementary level is appropriate. The teachers already struggle with finding enough classroom time to teach the basics and also allow for young children to have recess, creative time, and exposure to the arts. If a small minority of parents feel that their children should be taught an</p>

additional language, they can seek it after school hours privately. Adding to the middle school curriculum, if scheduling permits seems more appropriate.
I think it would be a good idea to make the best of what we are trying to do now. Elementary school did not prepare either one of my kids for middle school. My son has a new teacher this year, who so far isn't great, and I suspect he won't be prepared for high school next year. Not sure why no one seems to be monitoring the new teachers in the district.
I feel kids should be able to continue the language they chose in elementary ,middle and high school. We often think kids know their native language but it will be so good if their native languages are offered at school so they can better excel in those languages as they hear that language at home.
Why isn't Greek offered as an option? Greek is very important to the etymology of words and would increase the understanding and meaning of words used in math, science, medicine and history.
D o n ´ t   p u t   t o o   m u c h   p r e s s u r e   o n   t h e   k i d s .
I think the priority should be to improve the language offerings currently in place. My three children had many negative experiences in the middle school language program which caused two of my children to not continue with modern languages. When they expressed interest in switching to Latin, their counselors tried to talk them out of taking Latin in High School. There should be more support of the Latin program. My children's experience with Latin has been more positive and they have stuck with it through High School.
Our schools are desperately behind in STEAM development; our teaching is subpar compared to leading schools. Makes more sense to devote funds to something that can benefit more students vs just adding one foreign language which only a few will take advantage of.
I don't believe that we need to vastly increase funding in order to add Mandarin to the curriculum if we remove French or Spanish. We need to increase the amount of non-native speakers in the Mandarin, Arabic, and Russian languages if Americans are going to compete in the global economic and political landscapes. We already have millions of Spanish-speaking Americans which really does not help us forge new ground in countries with fastest evolving economies and governments.
I hope the district can share a sample curriculum for Mandarin so parents can better understand the program. While oral proficiency is a good goal, I hope there will also be a reading/writing component for those who are ready.
Provide online resources to facilitate students' learning out of the classroom. Offer summer world language programs overseas for high school students.
Introducing Mandarin at the elementary school level would be the best.
Our elementary school Spanish needs vast improvement. In addition to not being motivational and fun, work coming home often has errors. The program significantly improves in middle school.
offering other language options is expensive and unnecessary. Parents can chose to engage private tutors for that benefit.
I would prefer to see any financial investment made in the teachers who teach said language. Why would a native Russian speaker be the teacher of choice for French in the middle school? Makes no sense. Best to seek out native speakers for any language that is taught
Advanced Spanish

I love that my kids are learning Spanish in elementary school but I struggle with how effective this program has been. My 5th grader thinks he should take French next year b/c he worries his early years of Spanish were not rigorous enough to make him equal with kids from other schools. My 3rd grader struggles with reading and I wonder if learning Spanish is really the best use of his time. This is not a criticism of our new spanish teacher! I just wonder if this program is really meeting its objectives and which children are truly benefiting.
Mandarin should be added to both Middle and Elementary school curriculum. The Elementary school foreign language teaching time should also be increased from what is offering now. Thanks.
Please add mandarin to SMS. It's about time.
Invest money in improving elementary and middle school languages before expanding language options. Language prep in elementary is pitiful. Teachers do not seem to be highly skilled and assignments are not engaging. Need more immersion or greater frequency of language classes early on. Have buddy classes in other countries to practice speaking.
Add French in elementary school
I believe Mandarin is one key language for the future and utterly surprised Scarsdale doesn't offer this option in middle school.
language should be daily  resource information for parents to work with kids would be very helpful (noting that the parents likely do not know the language at issue).
I'm all for learning new languages but the way Spanish was implemented in the Elementary schools in the early 2000's was completely ineffective. None of my kids learned a thing.
Think mandarin is a waste. The second language of US is Spanish. Our family's second language is romanian. If mandarin is added, why not romanian
The elementary program is not very good!
The elementary spanish program has not been very helpful. My children say they have had 5 years of Spanish and know 3 words.
The elementary Spanish education at Quaker Ridge Elementary school is very subpar. It is taught very sporadically and it lacks accuracy, fluency, or mere basic knowledge.
I think Mandarin is a waste of time because mastery is impossible to obtain in 3 years.
Language teachers should be native speakers so kids can learn to speak without an American accent. Also, district should explore using more technology and programs used by private language schools to make the classes more interesting and effective
why is French excluded from the elementary list?
1. We would have ranked French 2nd and Mandarin 3rd if French had been on the list of alternatives to Spanish for the elementary schools.  2. We would have supported depth, intensity, leveling and frequency of instruction in the current language choices if those had been alternatives.

<p>The major problem with the language program in the elementary school currently is the lack of depth in the curriculum (Spanish) and high variability / lack of common curriculum across the district. I would love to see additional languages offered, frankly any of the choices given, however significant attention/funds also need to be put toward the current teaching of elementary Spanish which is subpar and below that of other public schools in the area. Scarsdale should be willing to lead on this issue and frankly should look to some fantastic international role models where public school students are at a minimum bilingual and sometimes trilingual. I realize that is outside of the goals of the program as stated but let's raise the bar in an arena that the US lags behind the world on.</p>
<p>I would encourage the teaching of Mandarin earlier than high school, but i would not prioritize the teaching of an additional language beyond the four already offered in high school</p>
<p>French should be done away with and Mandarin should be added if it is a budget issue. Also, language classes should begin in kindergarten, not waiting until 2nd grade.</p>
<p>I don't think my tax dollars should be spent for instruction for heritage speakers. Lets' focus on languages with practical (Mandarin, Russian, Arabic ,German, Japanese, Portuguese) or cultural/educational (Latin) benefits.</p> <p>Not Hebrew, not Hindi, not Italian. Arguably, French should be eliminated in favor of other languages.</p>
<p>Globalization of commerce and culture is a wonderful trend which will continue. But the fact is English is already becoming the world's universal business language. As parents and as a school district, let's face the reality that computer languages are now more important than the traditional foreign languages we all learned in school. Technology is what's driving our increasingly interconnected world, so let's teach our kids how to create that technology not just consume that technology. Let's not shy away from it simply because most parents and teachers would have difficulty answering a survey asking whether we should expand our instruction in Javascript, Java or Python in elementary school. Let's focus our investments on the languages of the future.</p>
<p>A variety in level for students that wish to continue foreign language but have language based learning difficulties.</p>
<p>I would love a better long term sub in Cooper.....</p>
<p>I think American Sign Language is a wonderful language to be taught to students who may present with learning disabilities and have difficulties learning written languages.</p>
<p>If French will be continued in the MS and HS, then any enlargement of elementary world language should include French. However, French was not an option in the survey under potential new elementary languages. A child should be able to continue her elementary language of choice through the MS and HS.</p>
<p>As an alumni, my personal opinion was that the language dept was one of the weaker departments. Now that I have had two children go to SHS, I can say that it doesn't seem to have changed. Speaking specifically about Mandarin, I'd like to say that the teachers that my children have had have been outstanding. My children have picked up the language in a functional way, much faster than I expected. I wouldn't go too crazy about adding more languages to a (relatively) weak department.</p>
<p>Latin is extremely important to language development in the elementary and middle school years. Latin is taught in many nyc schools.</p>
<p>-- The first priority should be to fire the Spanish faculty at the high school and start over. The entire Spanish Department is incompetent.</p> <p>-- The second priority should be to expand Latin instruction at the high school and the middle school.</p>

-- Mandarin is not a priority.
I seriously desire to have Mandarin taught at the elementary level.
Please improve Spanish in the elementary school if you are going to keep it. Right now speakers of Romance languages are not learning much in elementary school Spanish classes. Classes are taught infrequently and often by non-native speakers.
Latin teach people how to write better, and does not penalize people who do not speak a foreign language well
You did not give this as an option, but French should be taught at the Elementary School level as an option. You did not give this as an option, but ancient Greek should be taught at the High School level.
The limits of the selection of languages is simply due to budget constraints. I believe multiple languages are an important tool and should be available as much as possible. However, the program's must include comprehensive ways of teaching. The courses should focus on socialization but sitting in front of a computer in isolation.
Like Latin, Sanskrit will add value, if you understand to read, write and speak Sanskrit, most of the languages from rest of the region can be comprehended easily.
The World Language program here is so limited it is an embarrassment for a district of this quality. I am in favor of expanding the options.
School districts in CA offer Spanish or Mandarin immersion programs at elementary school level. Will Scarsdale be exploring that option?
Why is French considered a language that should still be taught. Teaching French is a waste of resources and time for this school district or any school district and there students. Learning French has no real world application anymore. French should be removed and replaced by either: Russian, Mandarin, Arabic or any of a dozen other languages which are more relevant in the world today and in the future.
Please, save Elementary Spanish from being the total waste it has been. I hope the new teacher at GA will help, otherwise I would rather have my child sit in the library with a book during that hour than learn to hate and disdain language class.
As the world becomes more integrated, having cultural literacy and regular etiquette classes is more important that ever.
Mandarin is clearly as or more important than spanish. I venture to say everybody agrees, but they fear the grade impact, given how difficult it is.
In question 10, French should have been an option. I would have put that as my number 1 or 2.
Rather than adding more I would improve Spanish teaching in the Elementary School and focus on 2-3 languages in Middle and High School.
Starting at an early elementary level perhaps children can sample a trimester of each language and then pick a focus for the latter part of elementary school or the beginning of middle school.
Considering the other needs of the district, I think spending more resources on languages would be foolish.
Spanish at k and first grade level

Would consider French in elementary school.
The elementary school language program is very poor right now. The kids do not get hardly anything out of it and learn very basic skills like how to count to ten each year again and again. It's not progressive and there's no accountability for the kids or teachers to improve and actually gain fluency. As such, I feel it's a waste of their time and would prefer to see them start the languages in Middle School when the kids are more mature and vested in the programs and not waste precious time in elementary school where they could be focusing on a multitude of other important things like art, computers, reading, math, etc. It's a wasted period in my opinion at the elementary school level.
Honestly, I would invest the money to make the current languages better. It is the weak link in the educational system here. It is really bad, and even the children make fun of it. Right now, I think my 7th grader has a substitute teacher who is not proficient in french as his french teacher. And the presentation at back to school night by the department was sub-standard; they read off of print outs. If you compare their passion and readiness with that of say, the Technology teacher or the 7th grade teaching teams, it is clear that there is just a big mismatch. My children know absolutely no Spanish after spending years in a Spanish class. Maybe it will get better this year; at least only Spanish is being spoken in the classroom. (Although I understand that what is happening is that the native speakers (who speak the language at home) are merely translating into english for their classmates.) Anyway, rather than expanding into new languages, I would focus on massive improvements in the languages we have right now. Speaking a second language at a young age is extremely important in so many ways, especially for children growing up in a largely not-so-diverse suburb. And if we wait until after the children are about 13, it gets harder and harder to learn language, due to the way brains develop. We should be starting language in kindergarten, and hitting it hard in K-5. 6-8 should really be a place where they are totally able to converse in another language AND can read a book that is age level appropriate. Then high school should be mastery.
Our son is dyslexic. We prefer a curriculum that offers voluntary participation in World language with the only required language as English. Beyond that, we favor options that will help future employability such as Spanish, Arabic and Mandarin.
My concern is the availability of time for my children. I would love for my children to learn both Spanish and Mandarin from a very early age. But if the two are mutually exclusive due to other learning requirements then I probably lean to Spanish (especially because it appears the program is already established and would not require additional capital outlay). In that hypothetical where there is a choice I might argue that due to existing strains on resources I am not sure this is the area that we should prioritize. And please do not misunderstand that for a characterization of the language program as unimportant. I think it is critical to our childrens' learning. My concern is specific to the efficiency of expanding the program at this time.
hire better teachers. My daughter's teacher last year was atrocious.
In the first part of the survey, when I selected numbers on drop down menu they didn't stick/stay when I advanced to next question.
Greek would be a good language to consider. Like Latin it is a classic language that aids in vocabulary proficiency but it is also a modern language that has real world applications.
I think the Spanish program for the middle school and high school has been fairly effective however I think in the lower grades there is a need to make the curriculum more interesting and fun. We should use these years to grab the kids attention and not worry about the written word.

## Survey #3: Students in Grades 6-11, October 5-13, 2016

### Comments

Definitely add a language in the MS. Kids who weren't at the elementary schools feel that they can't take Spanish because they do not know the basics from elementary school. Kids don't pay attention to Spanish in Elementary School and think it is a joke and then regret it when they are confused in SMS Spanish.
In the high school students should be able to take more than two languages
I personally just want to continue French in high school and possibly learn Hebrew if it becomes an option. I don't think that the schools really need any more languages because that means that more kids will chose languages that they already know. I think that instead of broadening our choice of languages, we should focus on getting more technology for the schools or developing new ways to learn.
Korean
Spanish from Spain
I think they should get more World Language classrooms so that teachers don't have to share.
teach Russian
Korean
Spanish and French should 100% stay in the curriculum for High School and Middle School.
List some African language's
I like the name of the website
Chinese
Still don't understand why Mandarin is not offered in the Middle School... It gives people in the high school who take Spanish then have to switch to Mandarin a disadvantage and less time to learn a new language.
Email at the email I gave all the time.
I think that in the High School freshmen should have the opportunity to add a language to their schedule without having to drop music or art.
JAPANESE!!!
Korean!
Romanian and Armenian languages should be offered
This survey is very inefficient
ASL Please!!!!



## Survey #4: Parents of Grade 5 Students October 25-28, 2016

### Comments

Thank you!
Thank you!
Jesse currently attends private school -- not greenacres-- but we live in greenacres.
Max is torn between Spanish and Mandarin. He worries that Mandarin might be too difficult but is very interested.
<p>We are torn as to which would be preferable between Mandarin and Spanish. Because Spanish is so prevalent throughout the U.S., we think it is probably the highest priority to learn. Children have more opportunity to actually use, reinforce, and retain Spanish, since they would have more opportunities to speak it with people here in our own country.</p> <p>We would also love for our children to learn Mandarin as China is a huge sociopolitical force in the world and will be even more so in the future. Nonetheless, it is a difficult language to start learning so late and without much opportunity to reinforce and use it. We would unquestionably place a higher priority on learning Mandarin than French.</p>
I strongly need my son to learn French because he will need it home country. French is not his native language, but is part of the official Language in use home country (BURUNDI).and then he need to keep learning it.
Likely will do TAS and not take a language
Putting romanticism aside, the two obviously useful languages for an american kid are Spanish and Chinese.
Christopher really want to take Spanish
Strongly support the addition of mandarin as an alternative
JavaScript? Python?
My first choice would be Latin. So many other middle schools offer it and it is something Scarsdale should consider.
My daughter is not interested in Mandarin at this time, but I still think it should be offered at SMS, as it is in many high-performing school districts.
Spanish is preferred choose. Thank you!
Sophie is interested in both Mandarin and Spanish. We would like more information on Mandarin before making a decision. It is much more complex than the other two languages; how much time per night is required given that language is one of many subjects? What level are they expected to achieve in a given year vs Spanish or French? Etc.
Wen Ling has some foundation in Mandarin from her previous school. We would very much like her to continue if there is such course offered, not for beginners.
This submission came in through Infinite Campus Messenger email and was filled in by the district.

Thank you
Thank you for taking so much care in this process.
Jack lived in Hong Kong for 6 years and picked up a bit of Mandarin. He is not as keen on Spanish so I believe he would opt in for Mandarin, if offered.
You should offer Latin
Please provide not only the beginner class for these language class. There should have at least two or three levels. Thanks!
Heathcote has a very high percent of Chinese students. Most of these students are fluent in Mandarin, and I see them speaking with parents and grandparents. If they were to enroll in an entry level Mandarin class, how would that help them? How would other students not emersed in Mandarin at home compete? In addition to the cost of adding a new program for a small group of students,  these are my concerns about our school district offering Mandarin.
i don't think most kids will take mandarin I think you need more Spanish and French classes
Taj says he would take "French or Mandarin" but it's most likely French.
Do not wish that my son take Mandarin.
Would not allow my son to take Mandarin. I feel the difficulty level plus the limited use makes a poor choice.
We truly hope that the administration will put great effort into supporting the option of Mandarin learning to begin in the SMS 2017.
Not at all interested in Mandarin
I went through Scarsdale schools and graduated with APs including AP French. So did my siblings. French was not spoken in my home.And, we did not have a French tutor either, it was all through our hard work and the exceptional education system. I am of Korean descent and my parents grew up there and their first foreign language learned was German. Korean and English were spoken at home, and honestly, it was mostly English. My point in bringing this up is this: Offering Mandarin only benefits those children who already have it under their belt. It is a very difficult language to master. I want my children (I have two) to have a fair shot at AP language track through their hard work. Mandarin starting at 6th grade is NOT a level playing field.
My kid has learned Mandarin for over 5 years. If Mandarin will be taught at different levels, he will choose at the first choice.
He only wants Spanish :)
Only interested in Spanish since I come from a Spanish speaking household and want my son to have foundation in the language
Is there any evidence that Mandarin can be mastered in this way? Seems the vocal Minority is driving up taxes for everyone else to me.
José is Spanish, so he is bilingual.
Ava will probably be language exempt in middle school as she has an IEP. I answered as if she were to take a language.

My child is an inclusion student so I think switching languages would be rough for her.

District World Language Committee Meeting  
Tuesday, September 20, 2016  
3:00-4:30  
Grande Conference Room  
Agenda

- Welcome and Introductions
- World Language Committee Charge
- Research
- Recommend
- Meeting Dates

District World Language Committee Meeting  
Tuesday, September 20, 2016  
3:00-4:30  
Grande Conference Room  
Minutes

Lynne Shain welcomed and asked the committee members to introduce themselves. Present were Chris Renino, Sylvie Corten, Wehui Gu, Michael McDermott, Larry Chatzinoff, Sarah Whittington, Ann Marie Barron, Scott Houseknecht, and Mitchell Crasson.

The charge to the committee was presented: to review Scarsdale's current World Language Program at Elementary, Middle School, and High School levels, to review the Scarsdale World Language student achievement data from the Center for Applied Linguistics Student Oral Proficiency Assessments (2009, 2012), to review the AP scores on the World Language Tests (2009-2016), to review the SAT II Subject area tests in World Languages (2009-2016), to review World Language Survey data, gathered from survey responses to schools/districts in the Tri-State area (July 2016), to review data from the five parent /student surveys sent out in the fall of 2015, and to review the reports received from the community committee: Mandarin in the Middle School, 2015.

The committee members discussed and reviewed together their charge as the items pertained to each of their areas of expertise.

The committee decided that it would be advantageous to research K-12 World Language Programs considered by national standards to be exemplary. Additionally the committee agreed to review the curriculum, instructional techniques, and common assessments for Middle School Mandarin programs.

The Tri-State School District WL survey from Summer, 2016 was reviewed. The committee looked at course offerings from the school districts that responded and their enrollment numbers for Mandarin at the MS and HS levels.

The committee also discussed how best to accomplish a review of our world language programs. One of the discussion items was the possibility of adding an additional

language offering at the middle school starting in grade six beginning in the academic school year 2017-18. Mandarin was discussed as one possibility. The committee agreed that any language changes for the middle school program should be predicated on student interest enrollment figures for incoming sixth graders, that is our current fifth graders. As part of this discussion it was any recommendations should be made to the administration for consideration prior to the budget process.

The following meeting dates were established and accepted: 10/13, 11/10, and 12/21.

The meeting was adjourned at 4:30 P.M.

WL Committee Meeting Agenda  
Thursday, October 13, 2016  
3:00-4:30  
Medio Conference Room

- WL Survey Results
- [Consultant Robin Harvey's report](#)
- WL Web page plan
- Next Steps
  - Tuesday, November 1st - Eblast to fifth grade parents detailing Committee charge and timeline information
  - Tuesday, November 15th - 7:30 p.m. - World Language presentation for fifth grade parents, with information posted on Middle School and District websites.
  - Monday, November 28th - Fifth grade parents will receive World Language/Music course registration forms.
  - Wednesday, December 14th - World Language/Music registration forms due for incoming sixth graders.
  - Thursday, December 15th - Wednesday, December 21st - Finalize World Language/Music registration.

WL Committee Meeting  
Thursday, October 13, 2016  
3:00-4:30  
Grande Conference Room  
Minutes

The committee convened at 3:00 P.M. Lynne welcomed the committee members. Those members present were: Ann Marie Barron, Sylvie Corten, Larry Chatzinoff, Mitchell Crasson, Shaun Johnson, Michael McDermott, Chris Renino, Sarah Whittington.

Results of the World Language Survey were shared. A round of thanks was given to Mitch for doing the first tabulations to share with the group as the survey just closed.

The report from consultant, Robin Harvey, was presented and discussed.

It was discussed and decided that there should development of World Language Web page so that the history of the various committees, surveys, and other data could be shared in one place with the community.

The following next steps were delineated: Tuesday, November 1st - Eblast to fifth grade parents detailing Committee charge and timeline information, Tuesday, November 15th - 7:30 p.m. - World Language presentation for fifth grade parents, with information posted on Middle School and District websites. Monday, November 28th - Fifth grade parents will receive World Language/Music course registration forms. Wednesday, December 14th - World Language/Music registration forms due for incoming sixth graders, Thursday, December 15th - Wednesday, December 21st - Finalize World Language/Music registration. This aforementioned timeline is dependent on the final collation of the survey results.

The meeting was adjourned at 4:35 P.M.



**WL Committee Meeting Minutes**  
**Thursday, November 10, 2016**  
**3:00-4:30**  
**Grande Conference Room**  
**Agenda**

- Review WL Survey Results
- WL web page review
- DRAFT WL Report for November 28, 2016 BOE Meeting
- Change in WL registration Timeline for 5th grade parents.students
- Planning for 5th grade parent/student WL information event
- Exploring every other day FLES schedule for 2017-2018

**WL Committee Meeting Minutes**  
**Thursday, November 10, 2016**  
**3:00-4:30**  
**Grande Conference Room**  
**Minutes**

Lynne welcomed the committee members and called the meeting to order at 3:00 P.M. Those members present were: Ann Marie Barron, Sylvie Corten, Larry Chatzinoff, Mitchell Crasson, Wenhui Gu, Shaun Johnson, Michael McDermott, and Sarah Whittington.

The final tally of the survey results were reviewed and discussed. The group discussed possible reasons for the majority percentage of recipients who did not respond to the surveys as compared to the the percentage that answered.

The World Language web page was reviewed and many positive comments were made with regard to its contents. Mitch and Shaun were offered the group's appreciation for their efforts in executing this endeavor.

Lynne iterated that the World Language Report is slated for November 28, 2016 BOE Meeting. The change in World Language registration Timeline for 5th grade parents and students was noted. The group discussed the planning for the informational event for fifth grade parents. A video will be developed to replace the January evening parent information session in January, with Q&A provided by MS AP Larry Chatzinoff. The middle school committee members will further the plans.

The discussion emanating from the Elementary Spanish teachers' meeting on Superintendent's Conference day to explore every other day FLES schedule for 2017-2018 was presented.

Princeton's model of MS Mandarin in the O period was reviewed. Possibilities for offering Mandarin in Scarsdale MS in a similar way to the Princeton model were discussed.

Details:

- This is a class for 7th graders and is the first year in a two - year sequence. Students and parents make a two-year commitment.
- Class meets five days/ week during the “O” period: 7:45am- 8:32am.
- By taking this class in 7th grade and in 8th grade students are eligible to enter Mandarin II at Princeton High School in the fall of their 9th grade year.
- This class is IN ADDITION TO the French or Spanish class that students study during school day. Every student must continue with French or Spanish studies.
- This class is for true beginners in Mandarin. It is for students with no background in Mandarin either in their family or from outside coursework.
- The course title is Mandarin 1.
- A NJ certified instructor teaches the course and conducts the classes in Mandarin. There is no English in the classroom.
- There is homework each night during the school week and assessments during class. Many assignments will require either home access to a computer and the internet or the need to use a computer at school or at the library. The assignments will require 10 – 15 minutes at most to complete. Students earn course grades that becomes part of the student's transcript.
- Families need to provide their own transportation to school.
- There is no cost for the class. Support for this class comes from the Princeton Public Schools and the Confucius Classroom Program sponsored by Asia Society and Hanban, the educational outreach program of the Chinese government. In 2016-2017, there is one class of 7 th graders and one continuing class of 8 th graders. Our fourth cohort of Mandarin students will enter Mandarin II at the high school in September, 2017,
- Each student will receive a soft-covered textbook on loan from JW and a workbook that is theirs to keep

### Advantages:

- Provides a before school scheduling option to accommodate students interested in studying Mandarin outside the school day, in a way that does not involve the MS House System.
- Students continue with their French and Spanish studies in addition to Mandarin.

### Issues:

- Music rehearsals are scheduled before school one morning a week for approximately 10 out of 36 weeks per year; therefore, Mandarin could only be offered four days a week instead of five during those weeks.
- Parent Transportation for early drop-off
- Hiring a qualified part time teacher for one early morning section
- Student Wellness and Stress: will students choosing before school Mandarin be overwhelmed by extended day and increased academic load?

The meeting adjourned at 4:05 P.M.



## Five-Year School Score Summary (2016)



Data Updated Jul 18, 2016, Report Run Aug 17, 2016

### Scarsdale High School (335090)

Scarsdale High School (335090)

						New York					Global				
						2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
<b>Chinese Language and Culture</b>															
5		1	3	5	3	784	844	830	779	714	6,956	7,462	7,655	8,041	8,193
4						124	125	175	171	216	1,282	1,577	1,634	1,982	2,151
3						94	86	119	115	151	1,074	1,154	1,356	1,477	1,897
2						4	9	14	22	23	227	245	324	384	346
1						26	22	32	34	35	267	321	329	524	498
<b>Total Exams</b>						1,032	1,086	1,170	1,121	1,139	9,806	10,759	11,298	12,408	13,085
<b>Mean Score</b>						4.59	4.62	4.50	4.46	4.36	4.47	4.45	4.41	4.34	4.31
<b>French Language and Culture *</b>															
5	5	8	8	5	11	284	290	324	253	268	3,811	4,141	4,044	3,899	4,097
4	6	2	7	2	2	397	419	444	412	430	5,546	5,580	5,770	5,972	6,185
3	1			7		530	588	633	600	523	6,773	6,997	7,457	7,916	7,523
2						271	305	317	320	294	3,573	3,775	3,871	4,468	4,337
1						73	72	97	90	57	1,130	1,051	1,162	1,309	1,272
<b>Total Exams</b>						1,555	1,674	1,815	1,675	1,572	20,833	21,544	22,304	23,564	23,414
<b>Mean Score</b>						4.33	4.80	4.53	3.86	4.85	3.35	3.37	3.34	3.28	3.32
<b>Spanish Language and Culture *</b>															
5	8	15	19	10	13	1,777	1,814	1,772	2,048	2,093	33,232	34,686	34,303	41,066	45,075
4	15	15	19	13	14	2,027	1,946	2,671	2,668	2,773	35,106	35,573	48,729	53,023	56,688
3	6	6	3	3		1,737	1,588	2,328	2,162	2,331	28,791	27,617	42,264	41,934	44,506
2	1	3				1,285	1,356	695	701	847	20,133	22,818	13,306	13,548	15,609
1						1,192	1,070	141	102	120	17,170	19,014	2,382	2,075	2,449
<b>Total Exams</b>						8,018	7,774	7,607	7,681	8,164	134,432	139,708	140,984	151,646	164,327
<b>Mean Score</b>						4.00	4.08	4.39	4.27	4.48	3.24	3.27	3.69	3.76	3.72

\* In 2011-12, the AP French Language course and exam title was changed to AP French Language and Culture.

\* In 2013-14, the AP Spanish Language course and exam title was changed to AP Spanish Language and Culture.



**Scarsdale SAT World Language Subject Tests**  
**Mean Scores (800 total possible points)**

	<b>2016</b>	<b>2015</b>	<b>2014</b>	<b>2013</b>	<b>2012</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>
<b>French</b>	699	692	723	748	730	713	732	758
<b>Spanish</b>	711	684	716	671	698	684		620
<b>Japanese</b>			702		708		765	