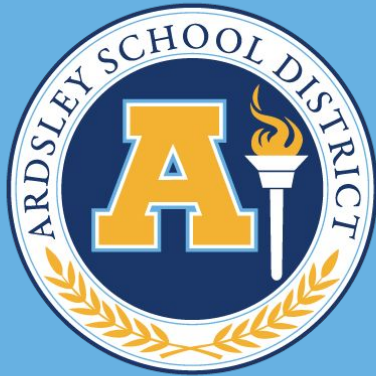


# ARDSLEY SCHOOL DISTRICT



Ardsley Board of Education

## DATA OVERVIEW PRESENTATION

January 27, 2026



# TIMELINE TO PRESENTATION

- Full Data Book - Nearly 150 pages of data provided to the Board of Education. This data is also available on the Curriculum & Instruction - Use of Data page of our district website.
- Board of Education provided questions, comments, and points of clarification.
- After tonight's presentation highlighting key takeaways from our Data Book, we will have a question and answer period with answers provided by our building and district-level administrators.
- These slides will be posted on the website after tonight under BOE Presentations.
- We use the data internally. We can and do disaggregate the data to give us additional insights into students performance.



# Presentation Goals

Showcase and share with the community:

- Our accomplishments and strengths as well as areas we seek to improve
- How we use data to problem-solve and support students
- How we use data to inform instruction and curriculum decisions



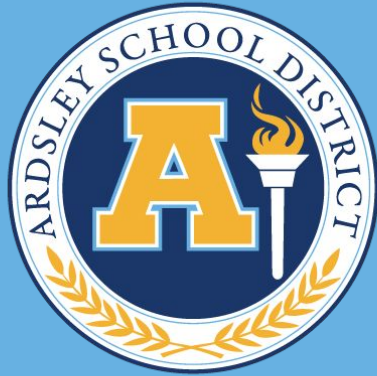
# The Power & Limitations of Data



What progress looks like

- Shows trends
- Shows us where to look more closely
- Alerts us to potential problems
- Requires reliable & valid tools
- Doesn't tell us why something is happening
- Calls for informed interpretation

**Our expanded MTSS Team and Branching Minds platform will help us drill down more deeply to analyze and support instruction & individual students**



# Concord Road Elementary



# CRS Data

- For this presentation we focused in the New York State Testing Data looking for trends. There are multiple assessment data we look at to evaluate progress. Some of that additional data is available on the website.
- For NYS Testing there are four levels; Level 4 is the highest. We want our students to achieve at a level 3 or 4.
- Students achieving below that level are provided supplemental intervention. State testing is analyzed as soon as results are provided (usually September), and interventions are provided soon after that analysis is complete.
- Students are further screened in the fall with a MAP Assessment so there are multiple data points.
- This year we added additional curriculum-based measures to inform our MTSS work and ongoing curriculum reviews.



# Scores over time:

## PERCENTAGE OF STUDENTS SCORING at Level 3 or Level 4

	<b>ELA</b> <b>22-23</b>	<b>ELA</b> <b>23-24</b>	<b>ELA</b> <b>24-25</b>	<b>Math</b> <b>22-23</b>	<b>Math</b> <b>23-24</b>	<b>Math</b> <b>24-25</b>
<b>GRADE</b> <b>3</b>	66%	71%	66%	78%	85%	80%
<b>GRADE</b> <b>4</b>	75%	74%	82%	77%	79%	86%



# The Success of our CSS @ CRS

## **Accomplishments of our Coordinator of Student Success (CSS) and MTSS Curriculum Fellow, Ms. Natasha Grey**

- Strengthened positive school climate through the development of the Welcome to the CRS Neighborhood video.
- Supported students & families with a smooth & welcoming back-to-school arrival/transition.
- Implementation of Community Circles & Restorative Circles in classrooms.
- Partnered with SEPTA to support the launch of the CRS Sensory Space, promoting inclusion.
- Collaborated with the CRS RULER Team to establish a process for living our shared commitments to learners.
- Co-leading, with MTSS Fellows & district administrators, a professional learning book study
- Leading the onboarding & professional learning for the district's new data warehouse platform
- Partnered with colleagues to develop supports for students & families experiencing food insecurity.
- Supported the development of standards-aligned report card benchmarks
- Collaborated with related service providers to design screening processes & establish age-based benchmarks
- Launched a student-facing book tour centering on Social-Emotional Learning themes.
- Grant writing for a variety of student faculty facing improvements.



# Next Steps at CRS - Working towards 100%

## **What are the key learnings and issues we have identified?**

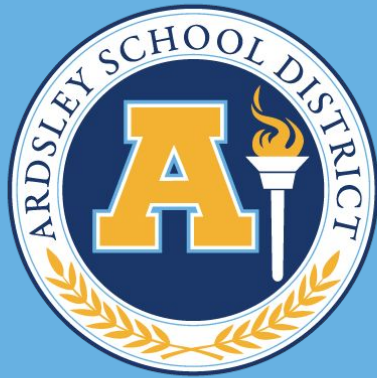
1. 4th grade continues to make gains in ELA and Mathematics. Grade 3 ELA mastery level increased, but not overall proficiency.
2. We have very few students scoring at a Level 1, and these are declining in students' second year of testing (grade 4) , even in the new computer-based testing environment.

## **What is our strategy to address the issues we have identified?**

1. With Foundations in Year 2 implementation for grades K-2 and Year 1 implementation in grade 3, combined with Morpheme Magic Year 1 implementation in grade 4, we will continue to measure student progress in foundational literacy skills.
2. We are using MCLASS DIBELS as an evidenced based reading assessment which will provide accurate progress monitoring about students that will help us to understand the efficacy of our instruction and interventions at all tiers at a granular level.

## **What resources do we need to implement this strategy?**

1. Continue the Math and Literacy Committees and interventions at all Tiers and continue the Report Card Committee to ensure our report card and assessments are aligned with the NYS Learning Standards.
2. Additional professional development in the implementation of evidence-based instruction and assessment practices aligned with the Science of Reading.
3. Continued commitment to staff who oversee and provide interventions in Tiers 2 & 3 and strengthening Tier 1 interventions.



# Ardsley Middle School



# AMS Data

- For this presentation we focused in the New York State Testing Data looking for trends. There are multiple assessment data we look at to evaluate progress.
- For NYS Testing there are four levels; Level 4 is the highest. We want our students to achieve at a level 3 or 4. Students achieving below that level will be provided supplemental intervention. Interventions may include:
  - Academic Intervention Services - Math Lab / ELA Literacy Support
  - Math Intervention Period
  - Time for students outside of class with interventionists.
  - Study Skills Instruction
- Intervention Timing: Test Admin - Spring / Results - Summer / Interventions - Start of Next School Year.



# Scores over time:

PERCENTAGE OF STUDENTS SCORING at Level 3 or Level 4

	ELA 23-24	ELA 24-25	Math 23-24	Math 24-25	Science 23-24	Science 24-25
Grade 5	68%	85%	71%	81%	50%	74%
Grade 6	74%	75%	88%	85%	-	-
Grade 7	78%	80%	92%	96%	-	-
Grade 8	81%	83%	70%*	76%*	69%	85%

\*Student testing sample changed significantly with students taking Algebra removed - 43% took Regents exam only.

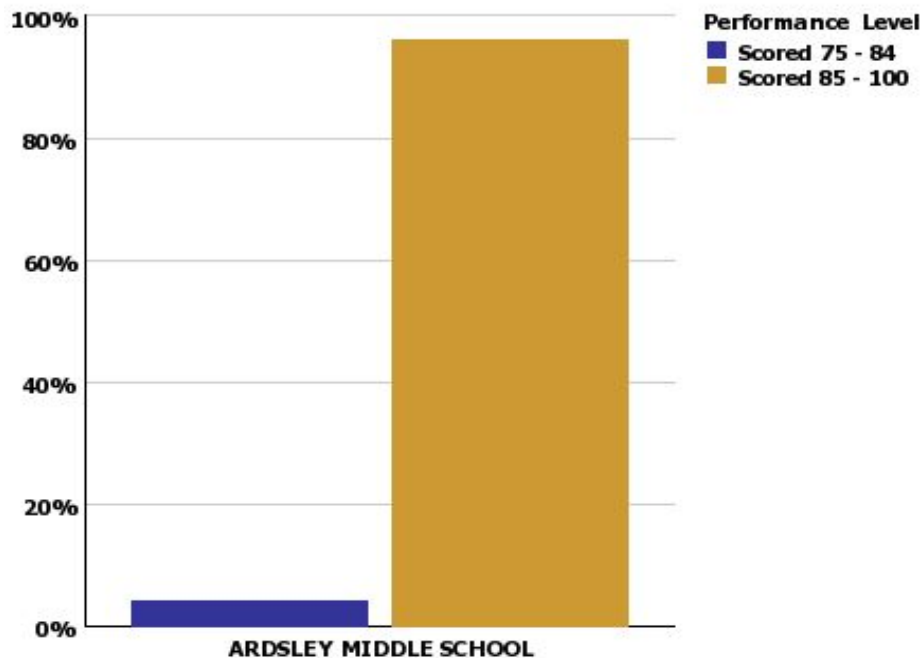
\*\*New State standards and new testing format for 5th & 8th grade science 23-24 school year. We recovered significantly from last year's deficit



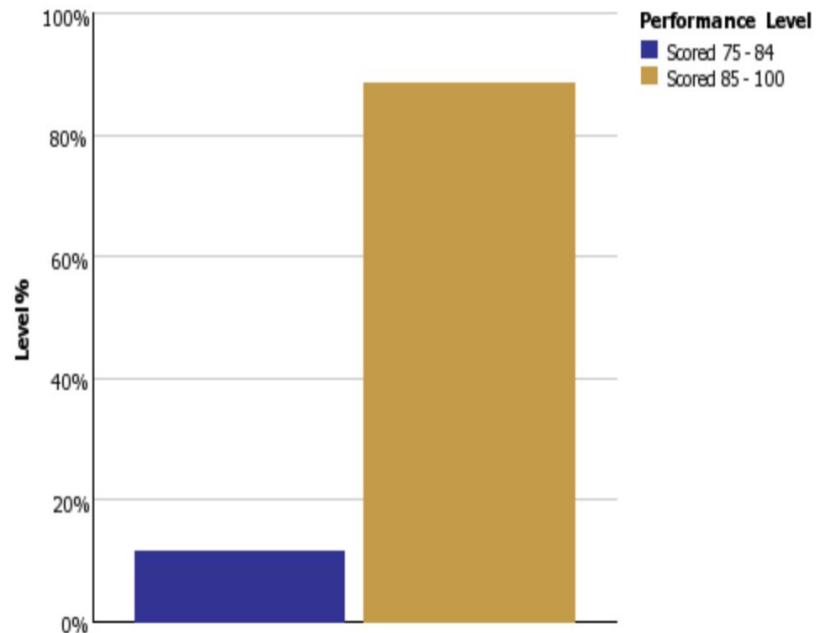
# Algebra 1 Regents

Yellow = Meeting Standard with Distinction

2023 - 2024



2024-2025

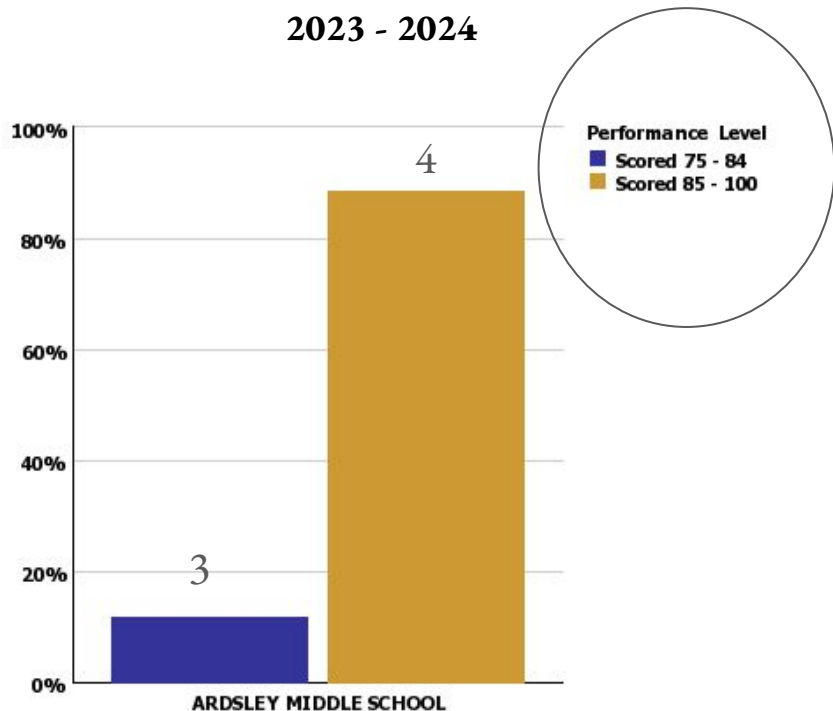




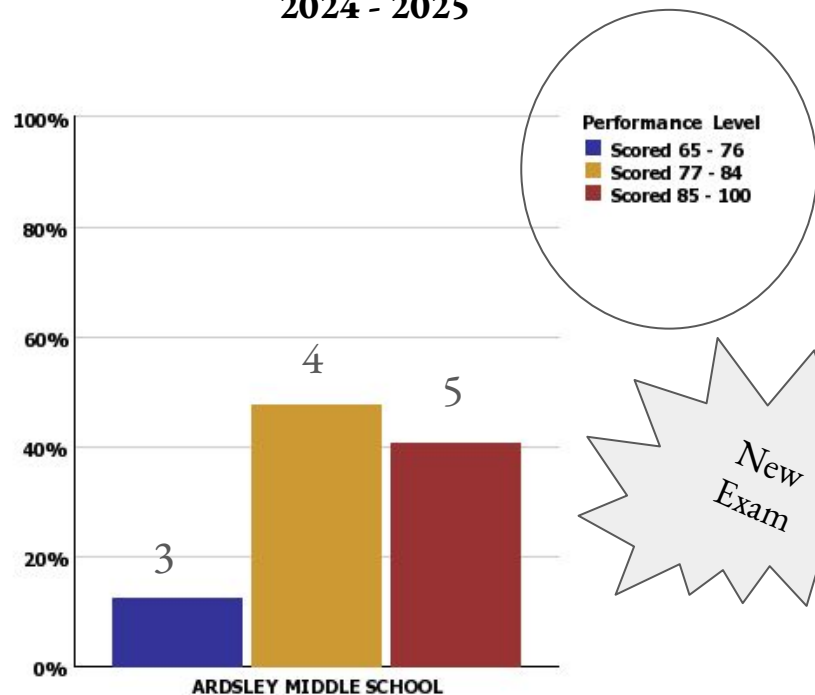
# Earth Science Regents

(note color discrepancy)

2023 - 2024



2024 - 2025

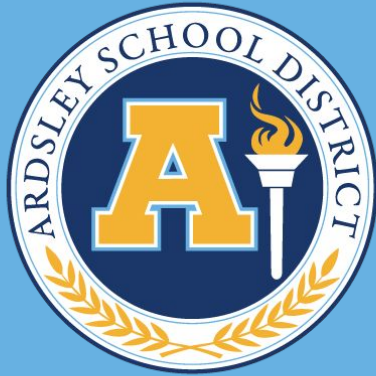


New Exam



# Next Steps at AMS

- Math and ELA scores generally rise grade level to grade level.
- Eighth grade math and science NYS Assessment analysis has been ongoing since the results were received, and curricular adjustments were made based on last summer's analysis to align with the tested skills and content.
- NYS Science Exam included new State standards and new testing format for 5th & 8th grade science beginning in the 23-24 school year. In one year of familiarity of the new test, we were able to increase performance significantly.
- Although the Earth Science Regents Exam was new last year, our students earning a "3" or "4" was very similar to students who earned a "4" on the old exam in 23-24.
- Continue to provide support to students who require intervention such as small-group and individual support as indicated by the assessments. Students are currently receiving interventions based on these assessments.

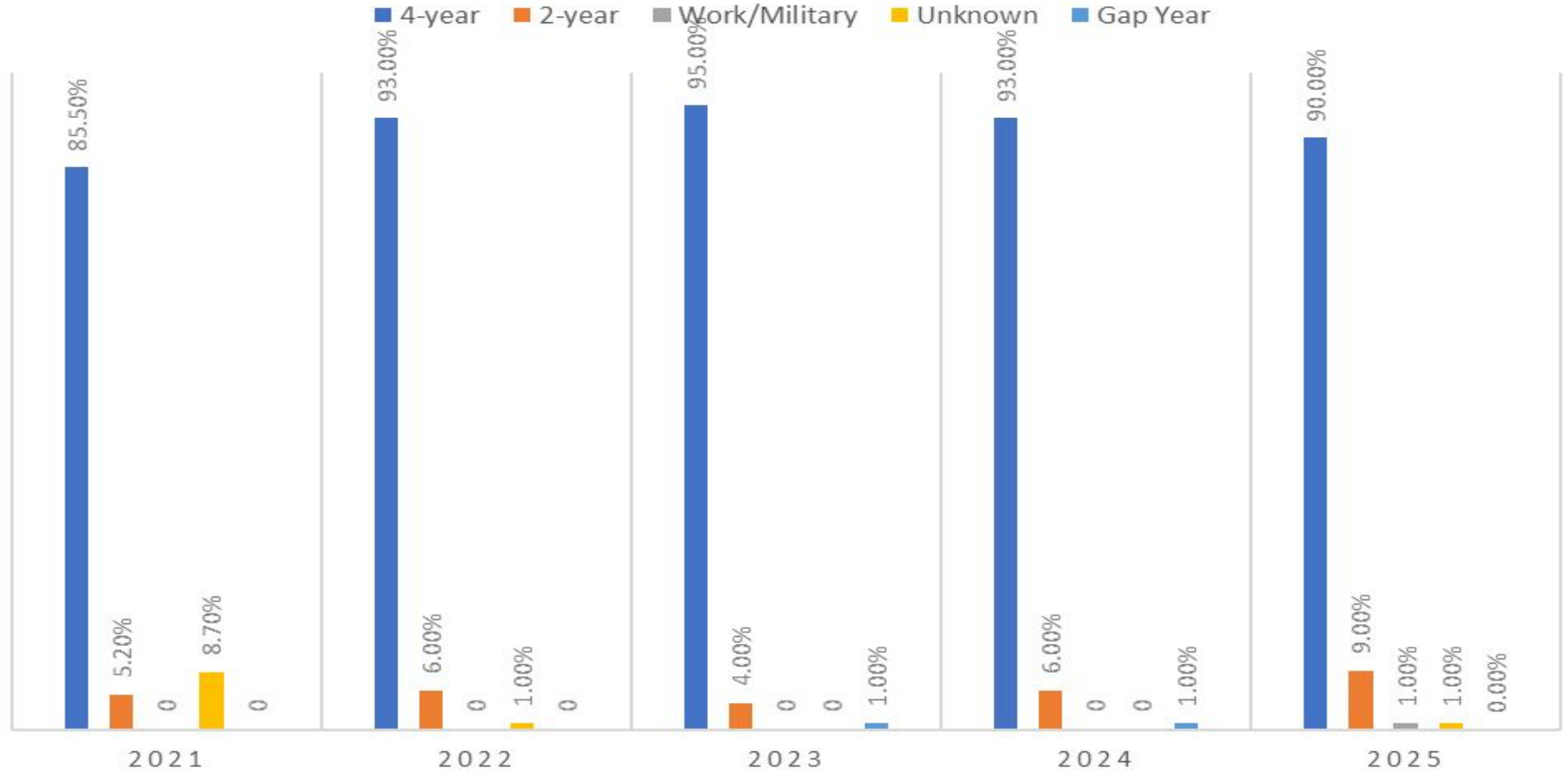


# Ardsley High School



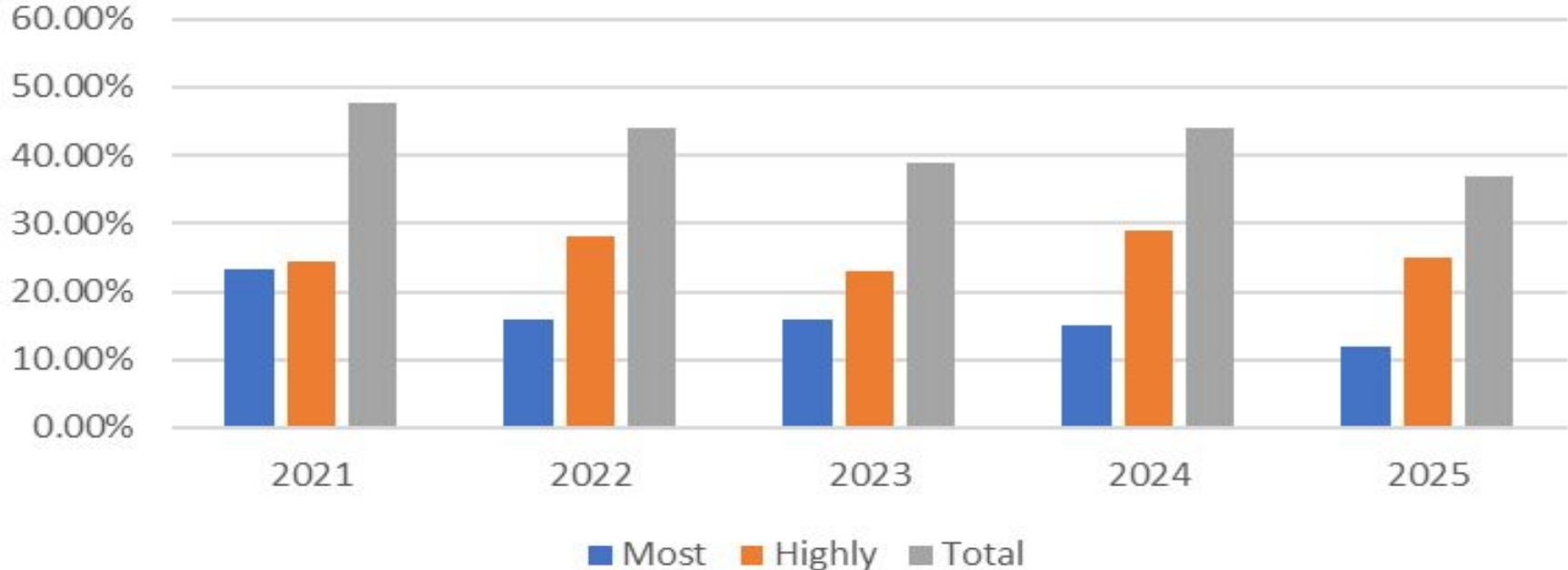
100% Graduation Rate (Regents)

90% Attending 4 year College After Graduation (92% - Average of Past 5 Years)





## % of AHS Students Attending Most Competitive and Highly Selective Schools





# Geographic Distribution College Map

Class of 2024 Matriculation

**CLASS OF 2024**



**CLASS OF 2025**





# Some Early Decision Schools as of January, 2026

**American University**

**Babson College**

**Bates College**

**Boston College**

**Bucknell University**

**Cornell University**

**Duke University**

**Fordham University**

**Gettysburg College**

**Hobart and William Smith College**

**Iona University**

**Lehigh University**

**Muhlenberg College**

**Oberlin College**

**Rollins College**

**Syracuse University**

**Temple University (Japan Campus)**

**Tufts University**

**Tulane University**

**University of Chicago**

**University of  
Massachusetts**

**Vanderbilt University**

**Villanova University**

**Wake Forest University**

**Washington University  
in St. Louis**



# Advanced Placement Exams 2024-2025

- AHS offered 20 Advanced Placement Courses in 2024-25.
- 11th and 12th grade students were eligible for enrollment.
- AP Computer Science Principles was an option for 10th grade students.
- Scores indicate how capable the student is of receiving credit for a college course.

<b>Score</b>	<b>Recommendation</b>
<b>5</b>	<b>Extremely Well Qualified</b>
<b>4</b>	<b>Very Well Qualified</b>
<b>3</b>	<b>Qualified</b>
<b>2</b>	<b>Possibly Qualified</b>
<b>1</b>	<b>No Recommendation</b>

# Ardsley High School Advanced Placement Summary

	2020	2021	2022	2023	2024	2025
<b>Total Overall Students</b>	11th 172 12th 145	11th 184 12th 172	11th 165 12th 184	11th 163 12th 166	11th 195 12th 165	11th 201 12th 197
<b>Total AP Students</b>	182	215	204	186	203	250
<b>Number of exams</b>	369	488	456	413	472	595
<b>AP # / % Students Scores 3+</b>	163 90%	184 86%	179 88%	168 90%	192 95%	231 93%
<b># / % of Exams Scores 3+</b>	302 82%	390 80%	378 83%	346 84%	419 89%	511 86%



# AP Scores over time - Science and Math:

COURSE	2022 # Scores 3-5	2023 # Scores 3-5	2024 # Scores 3-5	2025 # Scores 3-5	2022 % Scores 3-5	2023 % Scores 3-5	2024 % Scores 3-5	2025 % Scores 3-5
Biology	15	32	34	37	93%	93%	97%	99%
Chemistry	9	11	15	19	78%	100%	92%	98%
Environ. Sci.	26	23	24	24	82%	78%	80%	99%
Physics	48	18	34	33	62%	60%	46%	60%
Calc AB	25	15	26	33	72%	60%	72%	69%
Calc BC	13	13	16	13	80%	92%	100%	98%
Statistics	4	7	24	14	48%	52%	90%	70%
Comp Sci A	11	6	6	7	85%	86%	50%	55%
Comp Sci Princ.	23	21	28	31	70%	84%	88%	85%



# AP Scores over time -World Language, Art, Psychology

<b>COURSE</b>	<b>2022 # Scores 3-5</b>	<b>2023 # Scores 3-5</b>	<b>2024 # Scores 3-5</b>	<b>2025 # Scores 3-5</b>	<b>2022 % Scores 3-5</b>	<b>2023 % Scores 3-5</b>	<b>2024 % Scores 3-5</b>	<b>2025 % Scores 3-5</b>
<b>Studio Art</b>	<b>3</b>	<b>5</b>	<b>2</b>	<b>10</b>	<b>100%</b>	<b>70%</b>	<b>100%</b>	<b>70%</b>
<b>French</b>	<b>4</b>	<b>7</b>	<b>14</b>	<b>7</b>	<b>100%</b>	<b>90%</b>	<b>100%</b>	<b>82%</b>
<b>Spanish</b>	<b>23</b>	<b>31</b>	<b>33</b>	<b>26</b>	<b>99%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Latin</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>20%</b>
<b>Italian</b>	<b>5</b>	<b>3</b>	<b>8</b>	<b>2</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Psych</b>	<b>42</b>	<b>30</b>	<b>52</b>	<b>68</b>	<b>75%</b>	<b>98%</b>	<b>97%</b>	<b>97%</b>



# AP Scores over time -English, Social Studies

COURSE	2022 # Scores 3-5	2023 # Scores 3-5	2024 # Scores 3-5	2025 # Scores 3-5	2022 % Scores 3-5	2023 % Scores 3-5	2024 % Scores 3-5	2025 % Scores 3-5
Lang / Comp	54	38	50	58	92%	98%	100%	100%
English Lit / Comp	56	52	28	42	98%	99%	100%	98%
US History	20	8	27	40	99%	90%	99%	100%
Comp. Gov.	19	9	11	22	98%	80%	100%	100%
US Gov.	11	14	24	23	100%	100%	100%	98%



# Advanced Placement Next Steps

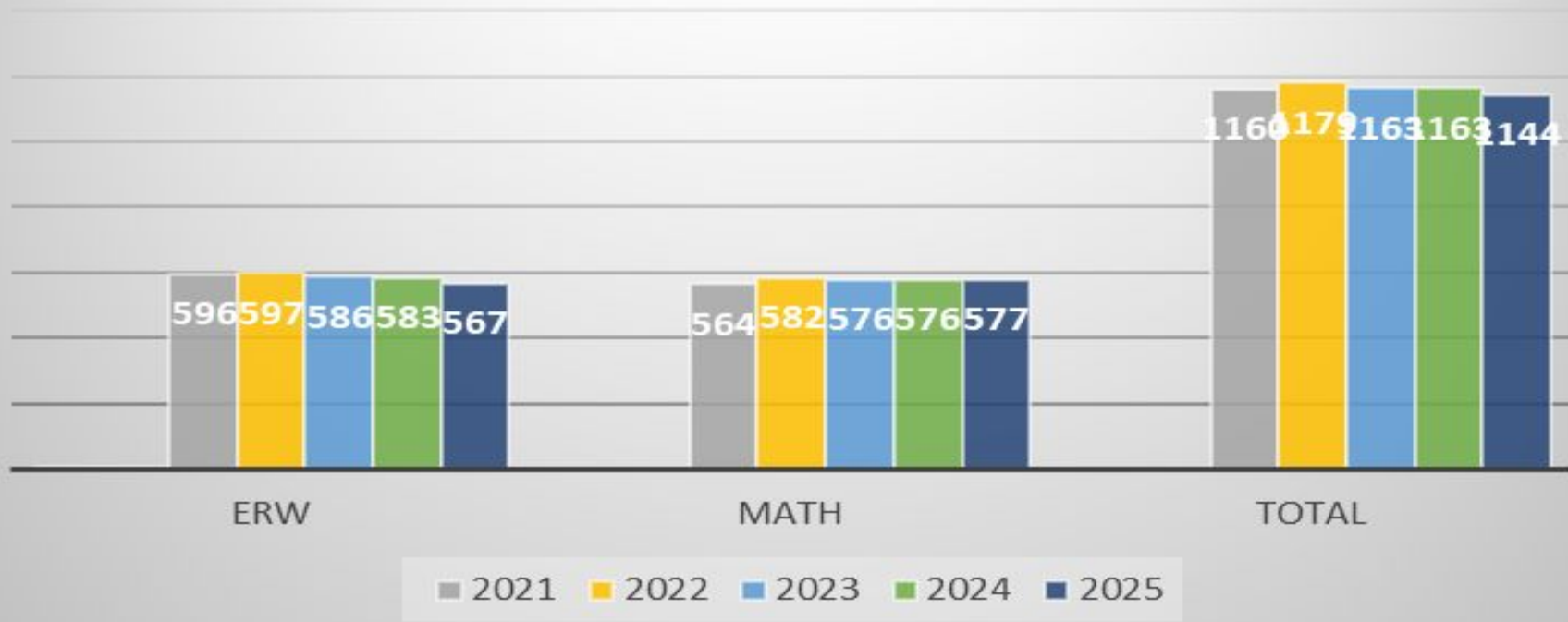
## AP Pathway and Access

- Beginning in the 2026-2027 school year, students can choose to take an AP class if they were not initially recommended
- Matriculation and Attrition data is being tracked and recorded

## AP Capstone Designation

- Addition of AP Seminar and AP Research Courses beginning in 2026-2027 & 2027-2028
- Additional AP Courses added in 2025-2026
- Increased AP course choices

# PSAT Average Score Analysis





# PSAT/NMSQT Exams for the Class of 2025

- 3 National Merit Semi-Finalist
- 3 National Merit Finalists
- 11 National Merit Commended Students
- 213 10th and 11th Grade Students sat for the PSAT/NMSQT exam

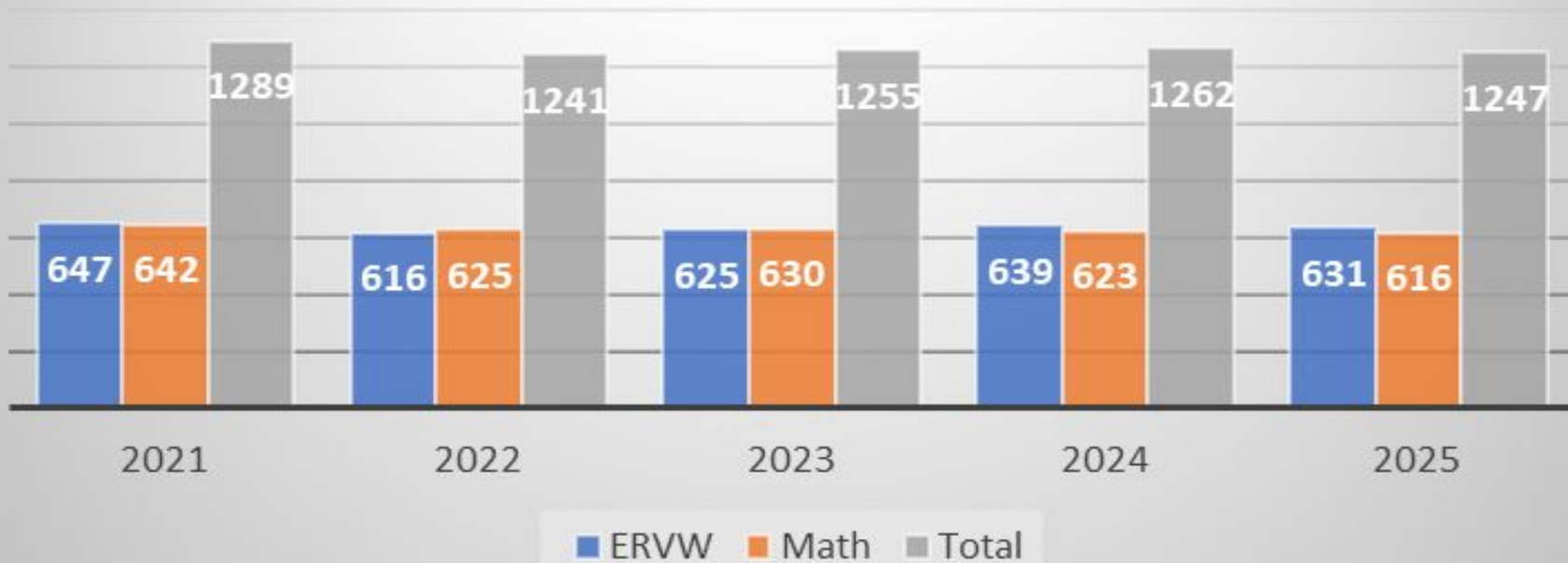
# ACT Mean Composite Scores for AHS and NYS

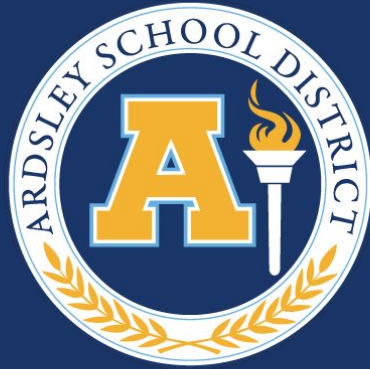




# SAT Mean Scores for AHS

## SAT Mean Scores





# MTSS Data

## Ardsley High School



# MTSS - Tiers 1 and 2 Supports

AHS Interventions/Supports	Number of Students 2024-2025	Measure of Success
Social Studies Center	98	Study skills, Historical Context, Enduring Issues essays, Research projects, AP course work
Writing Center	397	ELA Regents Mastery, Research, college essay
Writing Conference Mentorship-grades 10 and 11	910 conferences	ELA, personalized learning goals, Regents exam scores, Advanced Placement course readiness
Literacy Course	19	Reading & Writing skills across content areas
Credit Recovery	13	Course Credit recovered/earned and Graduation Rate
DBT, CBT, Stress Less	All grades 9, groups in 9-12	Successful completion rates
Junior College Bootcamp and College Essay Writing Workshop	All students in grade 11 All students in grade 11	Completed college applications and acceptances Completed college applications and acceptances
Period 9 Support Periods	N/A	Graduation Rate, Regents performance



# MTSS: Examples of Enrichment and Number of Participants

## Seal of Biliteracy

1. Class of 2025 - 31
2. Total Awarded - 34
3. Single Seal of Biliteracy - 28
4. Special Seal of Biliteracy (2 Seals) - 3

Columbia Writers Workshop

14

Science Research (SUNY Albany)

57

Project Lead the Way

50

Advanced Placement

250

Dual Enrollment

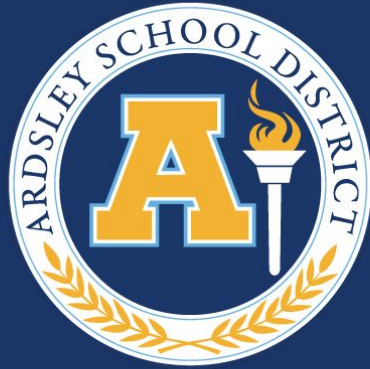
148

Computer Science

70

Cambridge: Global Perspectives

38



# Regents Scores

## Ardsley High School

### 2024-2025



# REGENTS SCORES I:

	4 85-100	3 65-84	2 55-64	1 0-54
<b>Chemistry</b> 90% @ 3 or 4 - 2024 83% @ 3 or 4 - 2025	40% - 2024 45% - 2025	50% - 2024 38% - 2025	8% - 2024 12% - 2025	2% - 2024 5% - 2025
<b>Physics</b> 85% @ 3 or 4 - 2024 92% @ 3 or 4 - 2025	26% - 2024 38% - 2025	59% - 2024 54% - 2025	15% - 2024 4% - 2025	0% - 2024 4% - 2025



Yellow = Proficient



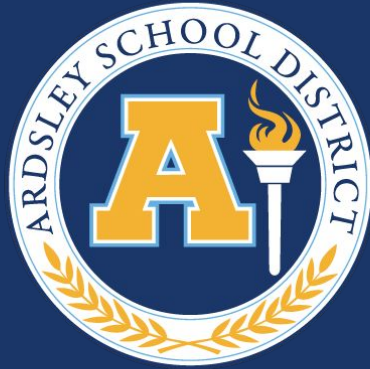
# REGENTS SCORES II:

	5 85-100	4 79-84	3 65-78	2 79-84	1 0-54
<b>Global History</b> 96% - 2024 94% - 2025 Scoring 3, 4 or 5	41% -2024 56% -2025	36% - 2024 25% -2025	19% - 2024 13%- 2025	4% -2024 4% 2025	1% - 2024 2% - 2025
<b>English Language Arts</b> 97% - 2024 99% - 2025 Scoring 3, 4 or 5	74% - 2024 75% - 2025	15% - 2024 13% - 2025	8% -2024 11% - 2025	2% - 2024 1% - 2025	1% - 2024 0% - 2025
<b>US History &amp; Government</b> 95% - 2024 96% -2025 Scoring 3, 4 or 5	41% - 2024 36% - 2025	36% - 2024 41% - 2025	19% - 2024 19% - 2025	4% - 2024 3% - 2025	1% - 2024 1% - 2025



# REGENTS SCORES III: New

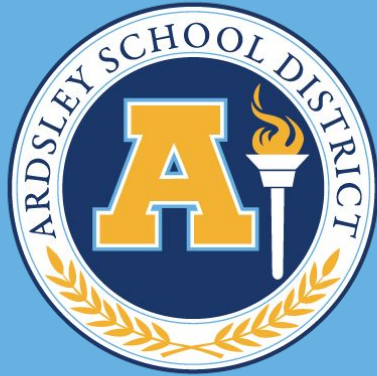
	5 85-100	4 79-84	3 65-78	2 79-84	1 0-54
<b>Life Sciences / Biology</b> 94% - New Exam '25 (96% - Old Exam/Scale '24) Scoring 3, 4 or 5	56% - 2025	25%	13%	4%	2%
<b>Earth and Space Sciences</b> 77% - New Exam '25 (80% - Old Exam/Scale '24) Scoring 3, 4 or 5	9%	26%	42%	18%	6%
<b>Algebra 1</b> 94% - 2024 78% 2025* Scoring 3, 4 or 5	48% - 2024 10% - 2025* <small>*1st year administered after only 1 year of instruction</small>	29% - 2024 26% - 2025	17% - 2024 42% - 2025	5% - 2024 11% - 2025	1% - 2024 5% - 2025
<b>Geometry (2025 only)</b> 79% - 1st Admin Scoring 3, 4 or 5	30%	18%	31%	14%	7%



# Clubs at Ardsley High School

# *Clubs at AHS 2024-2025*

<b>Art Club</b>	<b>Amnesty International</b>	<b>Spanish Club</b>	<b>Ardsley Innovate</b>	<b>Robotics</b>
<b>Pre-Med Club</b>	<b>Asian Students Union</b>	<b>Book Club</b>	<b>Student Council</b>	<b>Building Bridges</b>
<b>Math Club</b>	<b>Chess Club</b>	<b>Cooking with Care</b>	<b>Culture Club</b>	<b>Dance Club</b>
<b>Debate Club</b>	<b>DECA</b>	<b>Drama Club</b>	<b>Dungeons and Dragons Club</b>	<b>Environmental Task Force</b>
<b>Fashion Club</b>	<b>Feminism Club</b>	<b>Film Club</b>	<b>French Club</b>	<b>Friendship Club</b>
<b>Frisbee</b>	<b>Girls Who Code</b>	<b>Glam4Good</b>	<b>Glamour Gals</b>	<b>Gay-Straight Alliance</b>
<b>Fuller Center (Habitat for Humanity)</b>	<b>Italian Club</b>	<b>Key Club</b>	<b>Silver Linings Club</b>	<b>Math Team</b>
<b>Model UN</b>	<b>More than Mozart</b>	<b>Mountain Club</b>	<b>National Alliance on Mental Illness</b>	<b>National Art Honor Society</b>
<b>National Honor Society</b>	<b>National Science Bowl</b>	<b>Operation Play!</b>	<b>Panther Voice</b>	<b>Poetry and Writing Club</b>
<b>Project Paws</b>	<b>Red Cross Club</b>	<b>Science Bowl</b>	<b>Science Olympiad</b>	<b>Over 50 Clubs!</b>
<b>Wellness Club</b>	<b>Table Tennis Club</b>	<b>Yearbook</b>	<b>Youth Movement Against Alzheimers</b>	



# **Pupil Personnel Services/ Special Education**

# CLASSIFICATION RATE

<b>Students with Disabilities (SWD) - School Age -</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>
<b>Concord Road Elementary</b>	<b>96</b>	<b>105</b>	<b>145</b>
<b>Ardsley Middle School</b>	<b>92</b>	<b>110</b>	<b>123</b>
<b>Ardsley High School</b>	<b>96</b>	<b>95</b>	<b>102</b>
<b>Out-of-District</b>	<b>16</b>	<b>13</b>	<b>12</b>
<b>TOTAL:</b>	<b>300</b>	<b>323</b>	<b>382</b>
<b>Classification Rate:</b>	<b>12.9%</b>	<b>13.8%</b>	<b>16.8%</b>

\* as of October 1, 2026 (BEDS Day)

# SECTION 504 Accommodation Plans:

<b>Students with SECTION 504 Plans:</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>
<b>Concord Road Elementary</b>	<b>44</b>	<b>40</b>	<b>26*</b>
<b>Ardsley Middle School</b>	<b>80</b>	<b>71</b>	<b>59*</b>
<b>Ardsley High School</b>	<b>107</b>	<b>132</b>	<b>116*</b>
<b>TOTAL:</b>	<b>231</b>	<b>243</b>	<b>201*</b>

\* as of January 9, 2026

# PRESCHOOL (CPSE) ENROLLMENT

## DATA.

<b>Students with Disabilities (SWD)</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>
<b>Preschool</b>	<b>69</b>	<b>52</b>	<b>40*</b>

<b>CPSE</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>
<b>Initial Referrals:</b>	<b>64</b>	<b>43</b>	<b>33*</b>

\* as of January 9, 2026

# REFERRALS AND TRANSFERS

<b>REFERRALS:</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>
<b>CSE/504</b>	<b>85</b>	<b>103</b>	<b>38*</b>

**\* as of January 9, 2026**

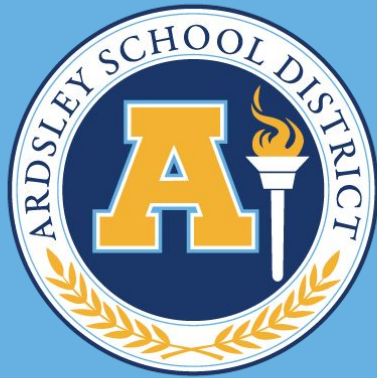
<b>TRANSFER STUDENTS</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>
<b>Transfers with IEPs:</b>	<b>24</b>	<b>13</b>	<b>20*</b>
<b>Transfers with 504 plans:</b>	<b>4</b>	<b>5</b>	<b>0*</b>

**\* as of January 9, 2026**



# Next Steps PPS

- Population rising. Ardsley has a positive reputation for delivering special education.
- Need to review implications in terms of programming and budgeting for expanding special education population.
- Need to make sure we are continuing to educate staff on working with 504 plans and IEPs. Look at how MTSS helps us to meet the needs of our students.



# Athletics



# Historical Look at Athletic Registration Numbers

## Modified - Grades 7 and 8

	FALL SPORTS	WINTER SPORTS	SPRING SPORTS	TOTAL
2022-2023	224	151	194	569
2023-2024	234	155	192	581
2024-2025	229	159	210	598

## JV / Varsity - Grades 9-12

	FALL SPORTS	WINTER SPORTS	SPRING SPORTS	TOTAL
2022-2023	363	390	356	1,109
2023-2024	371	401	362	1,134
2024-2025	379	375	378	1,132



# Next Steps Athletics

- Highly consistent numbers of students registering to participate in athletics. We have it broken down by sport from year to year, and over three years the number do not change very much.
- We would like to see as many students as possible participate in athletics, so we need to ensure we are working to expand our registrations from modified to JV/Varsity.
- While we offer a lot of programs for a school district our size, we can look at offering more programs. Due to the size of our district, we need to be thoughtful when adding a program. When we add a sport it impacts other sports. For example, when we added Girls Flag Football last year, number decreased in girls lacrosse and girls tennis.



# THREE KEY TAKEAWAYS

## TAKEAWAYS

## ACTIONS

We have seen an increase in the number of students at AHS who are taking Advanced Placement classes. Despite the increase in the number of students taking these classes, the percentage of students who have achieved a score of “3” or higher on the AP Tests has held steady. This means that we can encourage additional students to take these challenging classes, and support them in their success.

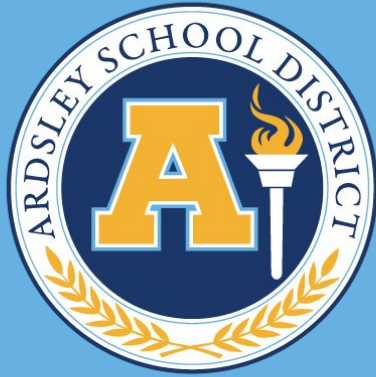
Continue implementing the “Path to Access” program, giving more students a pathway to access advanced classes. Continue encouraging students during scheduling to take advanced classes that are offered at AHS. Continue to encourage teachers of advanced placement classes to support students as they may enter these classes for the first time, and encourage all students to take the AP tests when the opportunity arises.

Our SAT and ACT mean scores have held steady over the past five years. With our college admissions getting more competitive and our students competing to get into some well regarded colleges, we may want to take a look at the opportunities we have to provide students some added practice and support on doing well on these tests.

Work with the counseling department to identify programs that we may be able to run to provide support and practice for our students on college admissions tests. Continue monitoring scores. Encourage students to take the assessments early so that they have multiple opportunities to perform well on them.

This was one of my takeaways last year, but the trend continues. Students being classified has risen significantly over the past three years. Approximately 80 student increase since the 2022-2023 school year. We also see the upward trend in 504 plans. This is something we need to look at more deeply.

We need to focus on our multi-tiered system of supports initiative. We must provide guidance and professional development to our entire educational team to ensure all of our teachers are able to deliver interventions and accommodations for students before the student is referred for classification. We also need to commit to our foundational math and literacy programs at the primary level. We must continue to implement evidenced-based instructional methodologies.



THANK YOU