

**NEW YORK STATE
2021-22 REPORT CARD GLOSSARY & GUIDE**

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Assessment Data

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 assessment results with results from prior years.

Elementary- and Intermediate-Level State Assessments: English Language Arts, Mathematics, Science

Grades 3-8 English Language Arts (ELA) Results

School data are compared to the school's district and statewide results in the bar chart, while district and charter school data are compared to statewide data in the bar chart. District data include all public schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

Summary Results: Total (#) students, count (#) and percent (%) not tested (**Not Tested**), tested (**Tested**), performing at each of the four performance levels (**Level 1, Level 2, Level 3, Level 4**), and scoring **Proficient (Levels 3 & 4)** on the New York State Testing Program (NYSTP) assessment in English Language Arts (ELA) by **Grade** and **Grades 3-8** combined. **Tested #** is used as the denominator for performance **Level %** calculations.

Grade-Specific Results: Data in the grade tables are the same as those in the summary table but disaggregated by demographic **Subgroups**.

Grades 3-8 Mathematics Results

School data are compared to the school's district and statewide results in the bar chart, while district and charter school data are compared to statewide data in the bar chart. District data include all public schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

Summary Results: Total (#) students, count (#) and percent (%) not tested (**Not Tested**), tested (**Tested**), performing at each of the four performance levels (**Level 1, Level 2, Level 3, Level 4 & Above**), and scoring **Proficient (Levels 3 & Above)** on the New York State Testing Program (NYSTP) assessment in mathematics by **Grade** and **Grades 3-8** combined and on the Regents examinations in mathematics taken in lieu of the NYSTP in mathematics in Grade 6 (**Regents 6**), Grade 7 (**Regents 7**), and Grade 8 (**Regents 8**). NYSTP and Regents results for Grade 6 students are combined in the **Combined 6** row. NYSTP and Regents results for Grade 7 students are combined in the **Combined 7** row. NYSTP and Regents results for Grade 8 students are combined in the **Combined 8** row. The **Grades 3-8** row is the aggregate of **Grade 3, Grade 4, Grade 5, Combined 6, Combined 7, and Combined 8**. **Tested #** is used as the denominator for performance **Level %** calculations.

In 2022, **Regents 6, Regents 7, and Regents 8, Not Tested** are students reported as "exempt" from taking a Regents examination in mathematics who had no valid score on a grade-level NYSTP and no valid score on a Regents examination in mathematics during the reporting year. **Grade 6 Total #, Grade 7 Total #, and Grade 8 Total #** are used as the denominators for **Not Tested %** calculations for **Regents 6, Regents 7, and Regents 8**, respectively.

Regents Mathematics Exemptions, Grades 6-8 Students: Total Exempt are students with no valid score on a grade-level NYSTP but reported as "exempt" from taking a Regents examination in mathematics during the reporting year. **Exempt, Not Tested** are Total Exempt students with no valid score on a Regents examination in mathematics. **Exempt, Tested** are Total Exempt students with a valid score on a Regents examination in mathematics.

Regents Exam Exemption Eligibility: Students who met the standards for the related course of study, as locally determined, could qualify for an exemption to the examination requirements. For more information and specific criteria, see NYS Board of Regents Announcement.

Grade-specific Results: Data in the grade tables are the same as those in the summary table but disaggregated by demographic **Subgroups**.

Grades 4 & 8 Science Results

School data are compared to the school's district and statewide results in the bar chart, while district and charter school data are compared to statewide data in the bar chart. District data include all public schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

Summary Results: Total (#) students, count (#) and percent (%) not tested (**Not Tested**), tested (**Tested**), performing at each of the four performance levels (**Level 1, Level 2, Level 3, Level 4**), and scoring **Proficient (Levels 3 & 4)** on the New York State Grades 4 & 8 Science Tests by **Grade** and **Grades 4 & 8** combined and on the Regents examinations in science taken in lieu of the NYS Grade 8 Science Test in Grade 8 (**Regents 8**). NYSTP and Regents results for Grade 8 students are combined in the **Combined 8** row. The **Grades 4 & 8** row is the aggregate of **Grade 4** and **Combined 8**. **Tested #** is used as the denominator for performance **Level %** calculations.

Note: For 2021-22 through 2024-2025, USDE granted NYSED a [waiver](#) to permit students enrolled in grade 7 or 8 who take high school level Regents science courses to take the corresponding high school level Regents examination in science in lieu of the Intermediate-Level Science test. Since the School Report Card reports assessments taken during the reporting year (e.g., 2021-22), only students in Grade 8 who took a corresponding high school level Regents examination in science in lieu of the Intermediate-Level Science test in Grade 8 are included. Results of Grade 8 students who took a Regents examination in Grade 7 in lieu of the Intermediate-Level Science test in Grade 8 are not included in the Summary. However, these students are included in Annual Regents examination results.

In 2021, **Regents 8, Not Tested** are students reported as "exempt" from taking a Regents examination in science who had no valid score on a grade-level science assessment and no valid score on a Regents examination in science during the reporting year. **Grade 8 Total #** is used as the denominator for **Regents 8, Not Tested %** calculations.

Regents Science Exemptions, Grade 8 Students: Total Exempt are students with no valid score on a grade-level science assessment but reported as "exempt" from taking a Regents examination in science during the reporting year. **Exempt, Not Tested** are Total Exempt students with no valid score on a Regents examination in science. **Exempt, Tested** are Total Exempt students with a valid score on a Regents examination in science.

Regents Exam Exemption Eligibility: Students who met the standards for the related course of study, as locally determined, could qualify for an exemption to the examination requirements. For more information and specific criteria, see [NYS Board of Regents Announcement](#).

Grade-specific Results: Data in the grade tables are the same as those in the summary table but disaggregated by demographic **Subgroups**.

Annual Regents Examinations

Annual Regents examination results are those administered in August, January, and June of the reporting year. All administrations of Regents examinations in August 2021 and January 2022 as well as the June 2022 administration of the Regents U.S. History and Government exam were canceled. Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

School data are compared to the school's district and statewide results in the bar chart, while district and charter school data are compared to statewide data in the bar chart. District data include all public schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

Results for Regents examinations include students in the reporting year, regardless of grade, tested (**Tested**) on a specific Regents examination, performing at each of the performance levels (**Level 1, Level 2, Level 3, Level 4, & Level 5**, if applicable), and scoring **Proficient (Level 3 & Above)** disaggregated by demographic **Subgroup**. **Tested #** is used as the denominator for performance **Level %** calculations.

Annual Regents Exemptions Tables:

For examinations with at least one administration

Total Exempt are students reported as “exempt” from taking a specific Regents examination during the reporting year. **Exempt, Not Tested** are Total Exempt students with no valid score on the Regents examination. **Exempt, Tested** are Total Exempt students with a valid score on the Regents examination.

Regents Exam Exemption Eligibility: Students who met the standards for the related course of study, as locally determined, could qualify for an exemption to the examination requirements. For more information and specific criteria, see NYS Board of Regents Announcement.

For examinations with no administrations

Exempt, Not Tested are students reported as “exempt” from taking a specific Regents examination during the reporting year and had no valid score on the Regents examination.

Regents Exam Exemption Eligibility: Students who met the standards for the related course of study, as locally determined, could qualify for an exemption to the examination requirements. For more information and specific criteria, see NYS Board of Regents Announcement.

Total Cohort Regents Examination Results

Due to COVID-19 and changes to New York State testing requirements, June 2020, August 2020, January 2021, August 2021, and January 2022 Regents examinations were canceled. Only Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science were offered in June 2021. Regents Examinations in U.S. History & Government were canceled in June 2022. Caution should be used when comparing 2018 cohort results on Regents examinations with those of cohorts from prior years.

School data are compared to the school’s district and statewide results in the bar chart, while district and charter school data are compared to statewide data in the bar chart. District data include all public schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

Results for students in the 4-year cohort as of June 30th of the reporting year (**Cohort**), count (#) and percent (%) not tested (**Not Tested**) and tested (**Tested**) on Regents examinations within subjects, performing at each of the performance levels (**Level 1, Level 2, Level 3, Level 4, & Level 4 & Above**), and scoring **Proficient (Level 3 & Above or Levels 3 & 4**, depending on the subject) disaggregated by demographic **Subgroup**. **Cohort #** is used as the denominator for performance **Level %** calculations. If a student has more than one valid score within a Regents subject, the examination on which the student earned with the highest performance level is used.

Total Cohort Exemptions Table: **Total Exempt** are students reported as “exempt” from taking any Regents examination in a subject during the 4-year period. **Exempt, Not Tested** are Total Exempt students with no valid score on any Regents examination in a subject. **Exempt, Tested** are Total Exempt students with a valid score on any Regents examination in a subject.

Regents Exam Exemption Eligibility: Students who met the standards for the related course of study, as locally determined, could qualify for an exemption to the examination requirements. For more information and specific criteria, see NYS Board of Regents Announcement.

New York State English as a Second Language Achievement Test (NYSESLAT)

Total (#) students reported as English Language Learners, count (#) and percent (%) of students not tested (**Not Tested**) and tested (**Tested**), and performing at each of the five performance levels (**Entering, Emerging, Transitioning, Expanding, & Commanding [Proficient]**) on the New York State English as a Second Language Achievement Test (NYSESLAT) for English Language Learners (ELLs) by **Grade**. **Total #** is used as the denominator for performance level % calculations.

New York State Alternate Assessment (NYSAA)

Total (#) students reported as NYSAA eligible, as ungraded, and as having a disability, count (#) and percent (%) of students not tested (**Not Tested**), tested (**Tested**), performing at each of the four performance levels (**Level 1, Level 2, Level 3, & Level 4**), and scoring **Proficient (Levels 3 & 4)** on the New York State Alternate Assessment (NYSAA) for students with severe cognitive disabilities by **Grade/Subject**.

National Assessment of Academic Progress (NAEP)

The National Assessment of Educational Progress (NAEP) measures what U.S. students know and can do in various subjects across the nation, states, and in some urban districts. Also known as The Nation's Report Card, NAEP has provided important information about how students are performing academically since 1969.

NAEP is typically administered every other year to a representative sample of students across the country. Most recently NAEP was administered in 2022; NAEP was administered in 2019 prior to that. State and national results are reported for groups of students with similar characteristics (e.g., gender, race and ethnicity, school location); data for individual schools or districts are not reported in the School Report Card, nor are the data available to NYSED.

New York State and national student results on the NAEP are reported for Grade 4 Reading, Grade 4 Mathematics, Grade 8 Reading, and Grade 8 Mathematics, showing percentages of students performing at each of the NAEP achievement levels: "Below Basic," "Basic," "Proficient," and "Advanced." NAEP achievement levels are performance standards that describe what students should know and be able to do. Students performing at or above the Proficient level on NAEP assessments demonstrate solid academic performance and competency over challenging subject matter. Descriptions of NAEP achievement levels for each assessment subject are available at https://nces.ed.gov/nationsreportcard/guides/scores_achv.aspx. Data in the tables are disaggregated by subgroups: All Students, Students with Disabilities, American Indian/Alaska Native, Asian/Pacific Islander, Black, Hispanic, White, Two or more races, Economically Disadvantaged, and English Language Learners.

NAEP national and state participation rates are also reported in the NYS Report Card for all students and for subgroups of English Language Learners and Students with Disabilities in Grades 4 and 8 Reading and Mathematics.

Reference: Assessment Data Suppression Rules

To ensure student confidentiality, the Department does *not* publish results for subgroups with fewer than five students or data that would allow readers to easily determine the performance of a subgroup with fewer than five students. When fewer than five students in a subgroup (e.g., Hispanic) were tested, counts and percentages of tested students scoring at various levels are suppressed for that group and the next smallest group. Suppressed data are indicated with a dash.

Reference: Demographic Subgroups Defined

All Students: All students, regardless of ethnicity, ELL status, disability status, or economic status.

Female: Student reported to the Department as female, as identified by the student.

Male: Student reported to the Department as male, as identified by the student.

Notes about Gender: In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian. In 2021-22, a new valid gender category was introduced, “nonbinary.” Since processes for data collection were still in development during the 2021-22 reporting year, district access to the code was significantly limited and, thus, the 2021-22 School Report Card does not disaggregate data by nonbinary.

General Education: Students not identified as Students with Disabilities.

Students with Disabilities: Student classified by the Committee on Special Education as having one or more disabilities.

American Indian or Alaska Native: Student reported as having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

Asian or Native Hawaiian/Other Pacific Islander: Student reported as having origins in any of the original peoples of the Far East, Southeast Asia, Hawaii, Guam, Samoa, or other Pacific Islands, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American: Student reported as having origins in any of the black racial groups of Africa.

Hispanic or Latino: Student reported as belonging to, identifying with, or regarded in the community as Hispanic or Latino, regardless of whether the student also considers themselves to belong to, identify with, or is regarded in the community as belonging to an American Indian/Alaska Native, Asian or Native Hawaiian/Other Pacific Islander, Black or African American, or White races.

White: Student reported as having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Multiracial: Student reported as belonging to more than one racial/ethnic group.

Small Group Total: Results for the sum of the suppressed data for racial/ethnic fields for which data are suppressed, if applicable.

Economically Disadvantaged: Student who participates in, or whose family participates in, economic assistance programs, such as the Free or Reduced-Price Lunch Programs; Social Security Insurance (SSI); Food Stamps; Foster Care; Refugee Assistance (cash or medical assistance); Earned Income Tax Credit (EITC); Home Energy Assistance Program (HEAP); Safety Net Assistance (SNA); Bureau of Indian Affairs (BIA); or Family Assistance: Temporary

Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

Not Economically Disadvantaged: Students not identified as Economically Disadvantaged.

English Language Learner: Student who, by reason of foreign birth or ancestry, speaks or understands a language other than English and speaks or understands little or no English, and requires support in order to become proficient in English and is identified pursuant to Section 154.3 of New York State's Commissioner's Regulations.

Non-English Language Learner: Students not identified as English Language Learners.

In Foster Care: Student who is in 24-hour substitute care for children placed away from their parents and for whom the agency under title IV-E of the Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether or not the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.

Not in Foster Care: Students not identified as Foster.

Homeless: Student who lacks a fixed, regular, and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship, or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; or a migratory child, as defined in subsection 2 of section 1309 of the Elementary and Secondary Education Act of 1965, as amended, who qualifies as homeless under any of the above provisions; or has a primary nighttime location that is a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the State or local department of social services, and residential programs for runaway and homeless youth established pursuant to article 19H of the executive law or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a car, park, public space, abandoned building, substandard housing, bus, train stations, or similar setting. Homeless students do not include children in foster care placements or who are receiving educational services pursuant to subdivision four, five, six, six-a, or seven of Education Law section 3202 or pursuant to article 81, 85, 87, or 88 of Education Law.

Not Homeless: Students not identified as Homeless.

Migrant: Student who is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

Not Migrant: Students not identified is Migrant.

Parent in Armed Forces: Student with one or more parent or guardian who is a member of the Armed Forces and on Active Duty. The Armed Forces are the Army, Navy, Air Force, Marine Corps, the Coast Guard, or full-time National Guard. Active duty means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.

Parent Not in Armed Forces: Students not identified as Parent in Armed Forces.