

NEW YORK STATE
2022-23 REPORT CARD GLOSSARY & GUIDE

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Assessment Data

COVID Impact: Due to the impacts of COVID-19, it may not be appropriate to compare 2022-23 assessment results with results from prior years.

Elementary- and Intermediate-Level English Language Arts, Mathematics, Science

Advanced Grades 6-8 Students: For 2021-22 through 2024-2025, USDE granted NYSED a [waiver](#) to permit (a) students enrolled in grade 7 or 8 to take a Regents examination in science in lieu of the Intermediate-Level Science test, and (b) students enrolled in grades 6 and 7 to take a Regents examination in math in lieu of the Grades 6 and 7 New York State Testing Program (NYSTP) tests in math. Per the New York State ESSA Plan, students enrolled in grade 8 may take a Regents examination in math in lieu of the Grade 8 NYSTP.

Bar Charts and Tables: In the bar charts, school data are compared to the school's district and statewide results. District and charter school data are compared to statewide results. 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. The summary bar charts for math and science include the combined results of students taking a Regents examination in lieu of a NYSTP/Intermediate Science test, as well as results of the Grade 8 Regents taken in lieu. The summary tables provide additional detail on the by-grade Regents examination results.

Grades 3-8 English Language Arts (ELA)

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

Summary Results

Total (#): Number of students in the grade

Not Tested (# and %): Number and percent of students in the grade with no valid test score on the NYSTP in ELA

Tested (# and %): Number and percent of students in the grade with a valid test score on the NYSTP in ELA

Level 1, Level 2, Level 3, Level 4 (# and %): Number and percent of tested students in the grade scoring at Level 1, Level 2, Level 3, or Level 4

Proficient (Levels 3 & 4) (# and %): Number and percent of tested students in the grade proficient (scoring Level 3 or above) on the NYSTP in ELA

Grades 3-8: Combined results for students in grades 3-8

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

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

Summary Results

Total (#): Number of students in the grade

Not Tested (# and %): Number and percent of students in the grade with no valid test score on the NYSTP in Math

Tested (# and %): Number and percent of students in the grade with a valid test score on the NYSTP or Regents examination in Math

Level 1, Level 2, Level 3, Level 4 (# and %): Number and percent of tested students in the grade scoring at Level 1, Level 2, Level 3, or Level 4

Proficient (Levels 3 & 4) (# and %): Number and percent of tested students in the grade proficient (scoring Level 3 or above)

Regents 6: Data for students in grade 6 who took a Regents math examination in lieu of the Grade 6 NYSTP

Combined 6: Combination of data for students in grade 6 who took the Grade 6 NYSTP assessment or a Regents math examination in lieu of the Grade 6 NYSTP

Regents 7: Data for students in grade 7 who took a Regents math examination in lieu of the Grade 7 NYSTP

Combined 7: Combination of data for students in grade 7 who took the Grade 7 NYSTP assessment or a Regents math examination in lieu of the Grade 7 NYSTP

Regents 8: Data for students in grade 8 who took a Regents math examination in lieu of the Grade 8 NYSTP

Combined 8: Combination of data for students in grade 8 who took the Grade 8 NYSTP assessment or a Regents math examination in lieu of the Grade 8 NYSTP

Grades 3-8: Combined results for students in grades 3-8, including Regents examinations taken in lieu of the NYSTP

Grade-Specific Results

Data in the grade tables are the same as those in the summary table for the NYSTP only but disaggregated by demographic **Subgroups**.

Grade 8 Science

Summary Results

Total (#): Number of students in the grade

Not Tested (# and %): Number and percent of students in the grade with no valid test score on the Intermediate-Level Science Test

Tested (# and %): Number and percent of students in the grade with a valid test score on the Intermediate-Level Science Test or Regents science examination

Level 1, Level 2, Level 3, Level 4 (# and %): Number and percent of tested students in the grade scoring at Level 1, Level 2, Level 3, or Level 4

Proficient (Levels 3 & 4) (# and %): Number and percent of tested students in the grade proficient (scoring Level 3 or above)

Regents 8: Data for students in grade 8 who took a Regents science examination in lieu of the Intermediate-Level Science Test

Combined 8: Combination of data for students in grade 8 who took the Intermediate-Level Science Test or a Regents science examination in grade 8 in lieu of the Intermediate-Level Science Test

Grade-Specific Results

Data in the grade tables are the same as those in the summary table for the Grade 8 Intermediate science exam only but disaggregated by demographic **Subgroups**.

Annual Regents Examinations

Annual Regents examination results are those taken by students in August, January, and June of the reporting year, regardless of grade.

All Regents examinations were administered in 2022-23, except the August 2022 and January 2023 Regents examination in U.S. History and Government (Framework). The first administration of the Regents U.S. History and Government (Framework) examination was June 2023.

Due to the impacts of COVID-19, it may not be appropriate to compare 2022-23 Annual Regents examination results with results from prior years.

If multiple administrations of the same Regents examination title are taken by a student in the same reporting year, the exam on which the student earned the highest performance level is reported. If the

same performance level was earned on the same exam, the exam on which the student earned the highest score is reported.

Bar Charts: In the bar charts, school data are compared to the school’s district and statewide results. District and charter school data are compared to statewide results. 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.

Tested (#): Number of students, regardless of grade, with a valid test score on the Regents examination

Level 1, Level 2, Level 3, Level 4, Level 5 (# and %): Number and percent of tested students scoring at Level 1, Level 2, Level 3, Level 4, or Level 5

Proficient (Levels 3 & Above) (# and %): Number and percent of tested students proficient (scoring Level 3 or above) on the Regents examination

Annual Regents Exemptions in U.S. History & Government (Framework)

In 2022-23, exemptions could only be reported for the August and January administrations of the U.S. History & Government (Framework) Regents examination. 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 the [Student Information Repository System \(SIRS\) Manual Version 18.11](#) pp. 155-156 and the [Frequently Asked Questions](#) NYSED Resource.

Total Exempt: Students reported as “exempt” from taking a specific Regents examination during the reporting year

Exempt, Not Tested (# and %): Number and percent of exempt students who had no valid score on the Regents examination

Exempt, Tested (# and %): Number and percent of exempt students who also had a valid score on the Regents examination

Total Cohort Regents Examinations

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 June 2022 through January 2023. The first administration of the U.S. History & Government (Framework) examination was in June 2023. Caution should be used when comparing 2019 cohort results on Regents examinations with those of cohorts from prior years.

Cohort: Number of students who first entered grade 9 (anywhere) in the 2019-20 reporting year (July 1, 2019 – June 30, 2020) or, if ungraded, reached the age of 17 in the 2019-20 reporting year. Data for cohorts are reported as of June 30th four years after the student first entered grade 9 (or, for ungraded students, turned 17).

Not Tested (# and %): Number and percent of students in the cohort with no valid test score on a Regents examination in the subject

Tested (# and %): Number and percent of students in the cohort with a valid test score on a Regents examination or [NYSED-approved Regents alternative](#) in the subject

Level 1, Level 2, Level 3, Level 4 & Above (# and %): Number and percent of students in the cohort scoring at Level 1, Level 2, Level 3, or Level 4 & Above. Students in the cohort who passed an approved Regents alternative are included in the counts and percents at Level 3.

Proficient (Levels 3 & Above) (# and %): Number and percent of students in the cohort proficient (scoring Level 3 or above) on a Regents examination or NYSED-approved Regents alternative in the subject

Total Cohort Exemptions

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 “exemption”-specific resources at [Coronavirus \(COVID-19\) Guidance for P-12 Schools](#).

Total Exempt: Students in the cohort reported as “exempt” from taking any Regents examination or NYSED-approved Regents examination alternative in a subject from the year in which they entered the cohort until June 30th four years after entering the cohort.

Exempt, Not Tested: Total Exempt students with no valid score on any Regents examination or alternative in a subject.

Exempt, Tested: Total Exempt students with a valid score on any Regents examination or alternative in a subject.

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

The NYSESLAT is used to evaluate the English Language proficiency of English Language Learner (ELL) students enrolled in grades K-12.

Total (#): Students reported as an ELL

Not Tested (# and %): Number and percent of ELLs by grade (K-12) with no valid test score on the NYSESLAT

Tested (# and %): Number and percent of ELLs by grade (K-12) with a valid test score on the NYSESLAT

Entering, Emerging, Transitioning, Expanding, and Commanding (Proficient) (# and %): Number and percent of ELLs by grade (K-12) scoring at each of the five performance levels on the NYSESLAT

New York State Alternate Assessment (NYSAA)

The NYSAA is used to evaluate the performance of students with severe cognitive disabilities.

Total (#): Students reported as NYSAA eligible, as ungraded, and as having a disability

Not Tested (# and %): Number and percent of Total by grade and subject with no valid test score on the NYSAA

Tested (# and %): Number and percent of Total by grade and subject with a valid test score on the NYSAA

Level 1, Level 2, Level 3, Level 4 (# and %): Number and percent of Tested scoring at Level 1, Level 2, Level 3, or Level 4 on the NYSAA

Proficient (Levels 3 & 4) (# and %): Number and percent of Total proficient (scoring Level 3 & 4) on the NYSAA

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. The most recent administration of NAEP was in 2022. 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.

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.

School, Staff, and Graduation Rate Data

Staff Qualifications

If a school or district did not report complete data, a statement will reflect such within the report card.

High-Poverty Schools: Schools in the 4th quartile based on the percentage of economically disadvantaged students.

Low-Poverty Schools: Schools in the 1st quartile based on the percentage of economically disadvantaged students.

Inexperienced Teachers and Principals

Total Teachers and Principals: Counts are as reported by schools and districts in the Student Information Repository System (SIRS). To be counted as a Teacher, the person must be reported in SIRS as the teacher of at least one course. To be counted as a Principal, the person must be reported in SIRS as a Principal.

Inexperienced Teachers: Teachers with fewer than 4 years of experience as a teacher.

Inexperienced Principals: Principals with fewer than 4 years of experience as a principal.

Teachers Teaching Out of Their Subject or Field of Certification

Total Teachers: Beginning in 2020-21, counts are as reported in SIRS. For prior years, counts were as reported in the Teacher Access and Authorization (TAA) system. Caution should be used when comparing results across years.

Teachers Teaching Out of their Subject/Field of Certification: Teachers teaching classes in subjects or fields for which they do not hold certifications.

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 a subgroup has fewer than five students (e.g., Hispanic), counts and percentages are suppressed for that group and the next smallest group. For assessment data, the number of students tested is the litmus for suppression. Suppressed data are indicated with a dash. If a subgroup is part of a binary grouping (such as ELL and Not ELL), and one subgroup has less than five students, both subgroups will be suppressed.

Subgroup Definitions

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.

Non-Binary: Student reported to the Department as nonbinary, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian.

Small Group Total: Gender: Sum of the data for suppressed gender fields, if applicable.

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: Race & Ethnicity: Sum of the data for suppressed race and ethnicity fields, 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.