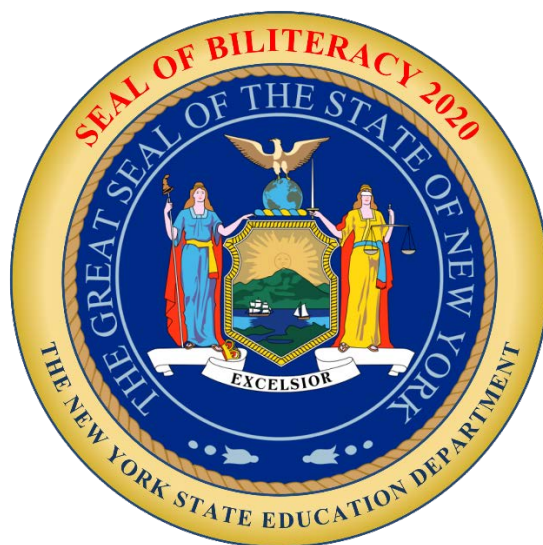


The New York State Seal of Biliteracy



2019-20 Report

Office of Bilingual Education
and World Languages

New York State Education Department



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity



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Executive Summary

New York State boasts a rich linguistic and cultural heritage, with students speaking over 200 languages. Understanding the importance of multilingualism and multiliteracy, the New York State Legislature established the New York State Seal of Biliteracy (NYSSB) in 2012, with the first set of graduates earning the Seal in the 2015-2016 academic year. The NYSSB is an award given by a high school, school district or county office of education that formally recognizes students who have attained a high level of proficiency in two or more world languages (one of which must be English) by high school graduation. The Seal is awarded by the Commissioner to students who meet the criteria (see Appendix A) established by the Board of Regents and who attend schools that voluntarily agree to participate in the program. The NYSSB is affixed to the student's high school diploma and transcript and must be made available to students at no cost.

The intent of the Seal is to:

- affirm the value of diversity in a multilingual society;
- encourage the study of languages;
- identify high school graduates with multilingualism and multiliteracy skills for employers;
- provide universities with additional information about applicants seeking admission;
- prepare students with twenty-first century skills; and to
- recognize the value of world and home language instruction in schools.

The Seal acknowledges the importance of being biliterate in today's global society. It highlights the hard work and achievement of students, and encourages students to pursue language study while in school, including the continued development of one's home language. The recognition of attaining biliteracy is also a statement of accomplishment for future employers and for college admission.



NYSSB Graduates of the Class of 2020 from White Plains High School celebrate their accomplishments.

Requirements to Earn the NYSSB

Since the New York State Board of Regents adopted the Seal of Biliteracy in 2012, the NYSSB has been awarded to over 12,300 students in New York State. This award is denoted by a Seal affixed to the student's diploma and a notation on the student's high school transcript. To be awarded the NYSSB, students must demonstrate a high level of proficiency in English and in one or more world languages as evidenced by some of the following criteria (see Appendix A):

- Completing coursework in English and a world language with an average of 85% or better;
- Completing a Bilingual Education Program or a Home Language Arts Program with an average of 85% or better;
- Earning a set score on approved assessments in English and a world language (see Appendix B);
- Demonstrating successful completion of coursework in a foreign nation; and
- Completing and presenting a Culminating Project/Biliteracy Capstone Project in English and/or a world language that demonstrates ACTFL's Intermediate High level of proficiency in all three modes of communication (Interpretive, Interpersonal, and Presentational).

Changes in the 2019-20 Annual Report

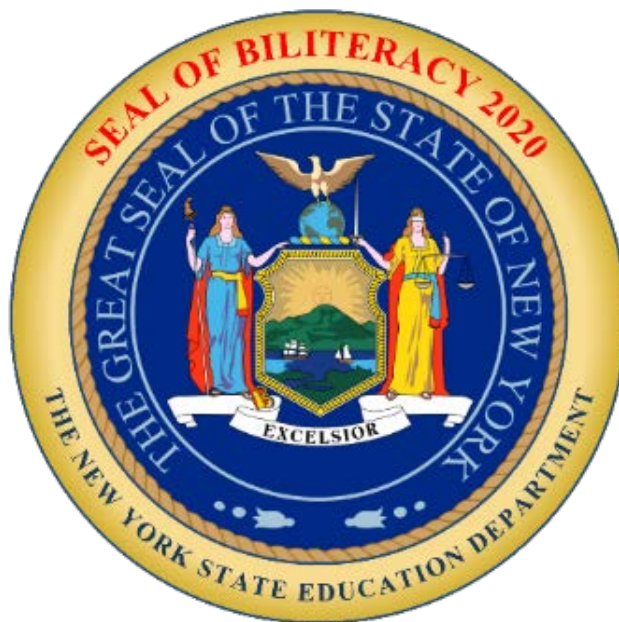
As a result of feedback on the 2018-19 Annual Report from the field and the NYSSB Task Force, the following changes were made to the 2019-20 Annual Report:

- ***Infographic Summary*** – this section presents a graphic summary of the key elements of the report and a data retrospective from 2015-16 to the present.
- ***Additional data points*** – in 2019-20 schools were required to report enrollment, demographic data (gender, race, ethnicity), and ELL status for all students in the senior class that were eligible for the Seal. For information on what constitutes eligibility, please refer to page 49. The purpose of gathering data on eligible students was to be able to determine what percentage of eligible students actually pursued the Seal. With this additional data, deeper analysis was able to be performed.
- ***BIG 5 School Districts*** – Seal data was disaggregated for BIG 5 School Districts, including Buffalo, New York City, Rochester, Syracuse, and Yonkers.

2019-20 Facts and Figures

- ***Schools*** - 292 schools in New York State offered the Seal of Biliteracy (a 28% increase from the prior year). The number of schools offering the Seal grew in all seven regions of the state. 22% of all NYS public high schools offer the NYSSB (more than one in every five public schools).
- ***Students*** - 4,609 students earned the NYSSB, representing 7% of seniors attending public high schools in New York State. This exceeds last year's level by more than 500 students, which is particularly impressive given the closure of schools in mid-March due to the COVID-19 pandemic. Almost all students using the Culminating Project to earn points towards the English and/or World Language criteria had to conduct their presentations via video conferencing or other remote connection methods. Other students had to complete work towards the Seal remotely and still others took the approved Checkpoint C assessments online.

- **Gender** – 70% of all Seal earners are female; 30% are male.
- **Current ELLs, Ever ELLs and Never ELLs** - Of the students who earned the Seal in 2019-20, 181 were Current ELLs, 1,046 were Ever ELLs, and 3,382 were Never ELLs.
 - While we did see a decrease in the number of Current ELLs who earned the Seal, this group represented 4% of all Seal earners, down only 1% from 2018-19 (5%). From a longer-term perspective, we've also seen, over the last 5 years, an overall and significant increase in the number of Current ELLs earning the Seal.
 - In 2019-20, Current ELLs made up 7% of 12th grade enrollment statewide. Eligible Current ELLs, those that have achieved at least the Expanding level of English proficiency by the beginning of senior year, make up a subset of this 7%. Current ELLs make up 4% of all Seal earners, meaning at the most, there is only 3 percentage points difference between the entire Current ELL enrollment in 12th grade of Seal schools and the number of Current ELLs who earned the Seal.
- **Race and Ethnicity** – Students in each of the five federal race designations, as well as those of Hispanic ethnicity, earned the Seal in 2019-20. Data indicates that with one exception, the percentage of Seal earners for each racial or ethnic group is approximately equal to or greater than the overall make-up of the statewide class of 2020.
- **Languages** – Students earned the Seal in 58 languages in addition to English in 2019-20, up from 47 languages in the prior year. The vast majority of students earn the Seal in Spanish, French, or Italian. In 2019-20, the very first Seal was awarded in an Indigenous Language, Tuscarora.
- **Seals in multiple languages** - Eighty students earned the NYSSB in two world languages in addition to English and three students earned the NYSSB in three world languages in addition to English.





Who are the recipients of the NYS Seal of Biliteracy (NYSSB)?



The NYSSB is an award given to a student who has demonstrated a high level of proficiency in English and one or more world languages.



Total # of students who earned the NYSSB in

2019-20: **4,609**



3,246
(70%)



1,363
(30%)



80 students have earned the Seal in TWO world languages in addition to English!



3 students have earned the Seal in THREE world languages in addition to English!



English Language Learners
(ELLs): **181 (4%)**



Former/Ever ELLs:
1,046 (23%)



Never ELLs: **3,382 (73%)**



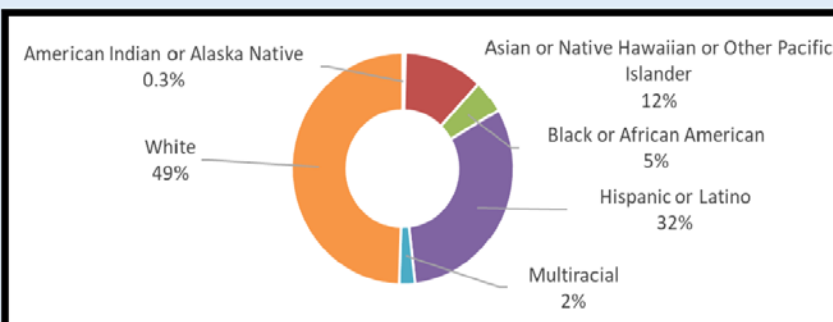
of schools reporting data :

292



of languages in which
Seals were earned:

58



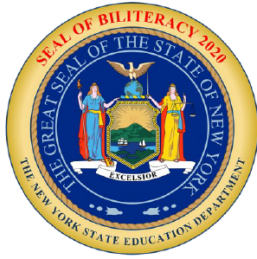
Albanian, American Sign Language, Arabic, Bengali, Bosnian, Burmese, Chin, Chinese, Czech, Dari, Dutch, Finnish, French, German, Greek, Gujarati, Haitian Creole, Hausa, Hebrew, Hindi, Hungarian, Italian, Japanese, Karen, Kinyarwanda, Kirundi, Kiswahili, Khmer, Korean, Kurdish, Latin, Latvian, Lithuanian, Macedonian, Malay, Malayalam, Mandarin, Mongolian, Nepali, Persian/Farsi, Polish, Portuguese, Punjabi, Romanian, Russian, Serbo-Croatian, Somali, Spanish, Swahili, Tagalog, Thai, Tibetan, Tigrinya, Turkish, Tuscarora, Ukrainian, Urdu, and Vietnamese



Office of Bilingual Education & World Languages
Elisa Alvarez, Associate Commissioner
Candace Black, World Language Associate

For more information on the New York State Seal of Biliteracy, please visit our [website](#).

How has the Seal of Biliteracy evolved in New York State?



The NYSSB was offered for the first time as a pilot program in 2015-16.

Total # of students who have earned the NYSSB:



2015-16	2016-17	2017-18	2018-19	2019-20
284	1,355	2,054	4,031	4,609



English Language Learners (ELLs)	# of students earning the Seal	Former/Ever ELLs	# of students earning the Seal	Never ELLs	# of students earning the Seal
2015-16	22	2015-16	84	2015-16	178
2016-17	80	2016-17	279	2016-17	995
2017-18	87	2017-18	524	2017-18	1,440
2018-19	218	2018-19	873	2018-19	2,940
2019-20	181	2019-20	1,046	2019-20	3,382

Total # of schools reporting data on the NYSSB:



2015-16	2016-17	2017-18	2018-19	2019-20
14	84	115	228	292

Total # of languages in which students have earned the Seal:



2015-16	2016-17	2017-18	2018-19	2019-20
9	33	39	47	58

Data on gender and race/ethnicity were only collected in the current year (2019-20) and therefore, there are no comparative statistics.

Year	# of students who earned the Seal in 2 world languages (in addition to English)	# of students who earned the Seal in 3 world languages (in addition to English)
2015-16	0	0
2016-17	6	0
2017-18	12	0
2018-19	23	1
2019-20	80	3



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The Seal of Biliteracy: A National Perspective

As of the publication of this document, 40 states and the District of Columbia have approved State Seal of Biliteracy programs for their students (see Figure 1 on the right and Table 1 starting on page 12). New York (2012) was the second state in the nation, following California (2008) to authorize a State Seal of Biliteracy. Four states are in the process of developing a State Seal of Biliteracy program: Alabama, New Hampshire, Pennsylvania, and Vermont. Six states are in the early stages of developing a State Seal of Biliteracy program: Alaska, Kentucky, Montana, South Dakota, West Virginia, and Wyoming. As mentioned in the National Seal of Biliteracy Report for the 2018-19 Academic Year, for the first time ever, all 50 states and the District of Columbia have or are working towards establishing a State Seal of Biliteracy (Black, Chou & Hancock, 2020).

State Laws Regarding the Seal of Biliteracy

- Approved State Seal
- Under Consideration
- Early Stages
- No Seal of Biliteracy, Yet!

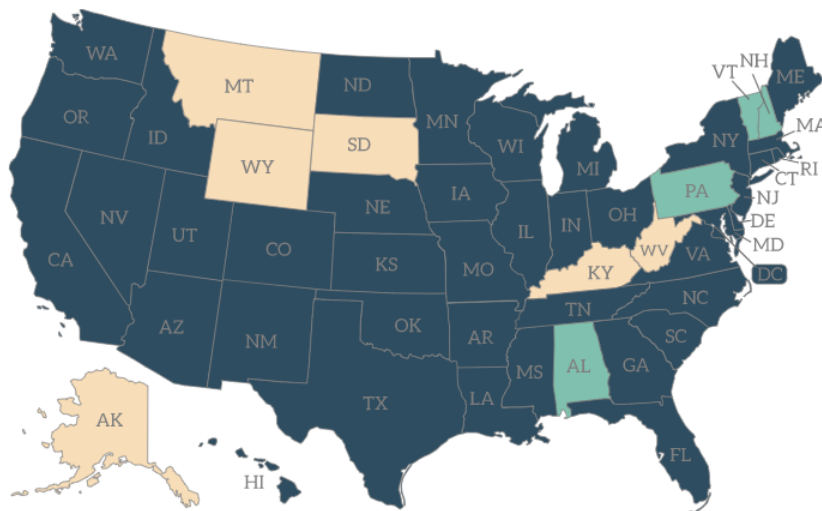
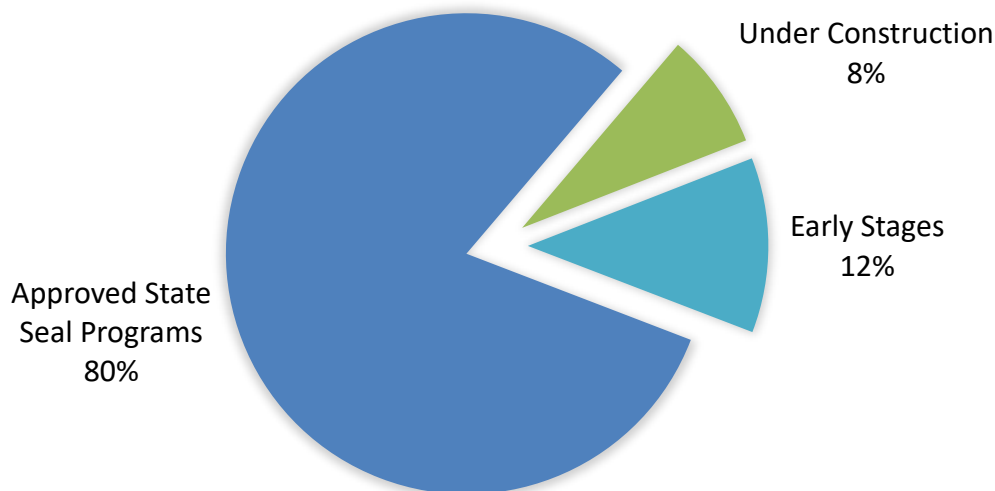


Figure 1. Map of US State Seal of Biliteracy Programs by Status [Source: <https://sealofbiliteracy.org/> (downloaded February 3, 2021)]

Figure 2 below illustrates the percentage of states at each level of implementation of a State Seal of Biliteracy Program.

Figure 2. Percentage of States by Stage of Implementation of a State Seal of Biliteracy Program



Approved State Seals of Biliteracy Across the Nation

Most states have designated a particular level of proficiency that the student must demonstrate to earn the Seal of Biliteracy from the guidelines established by ACTFL. The ACTFL Proficiency Guidelines are a description of what individuals can do with language in terms of Interpretive, Interpersonal, and Presentational communication in real-world situations. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice, as depicted by the ACTFL Inverted Pyramid in Figure 3.

Figure 3. ACTFL Inverted Pyramid

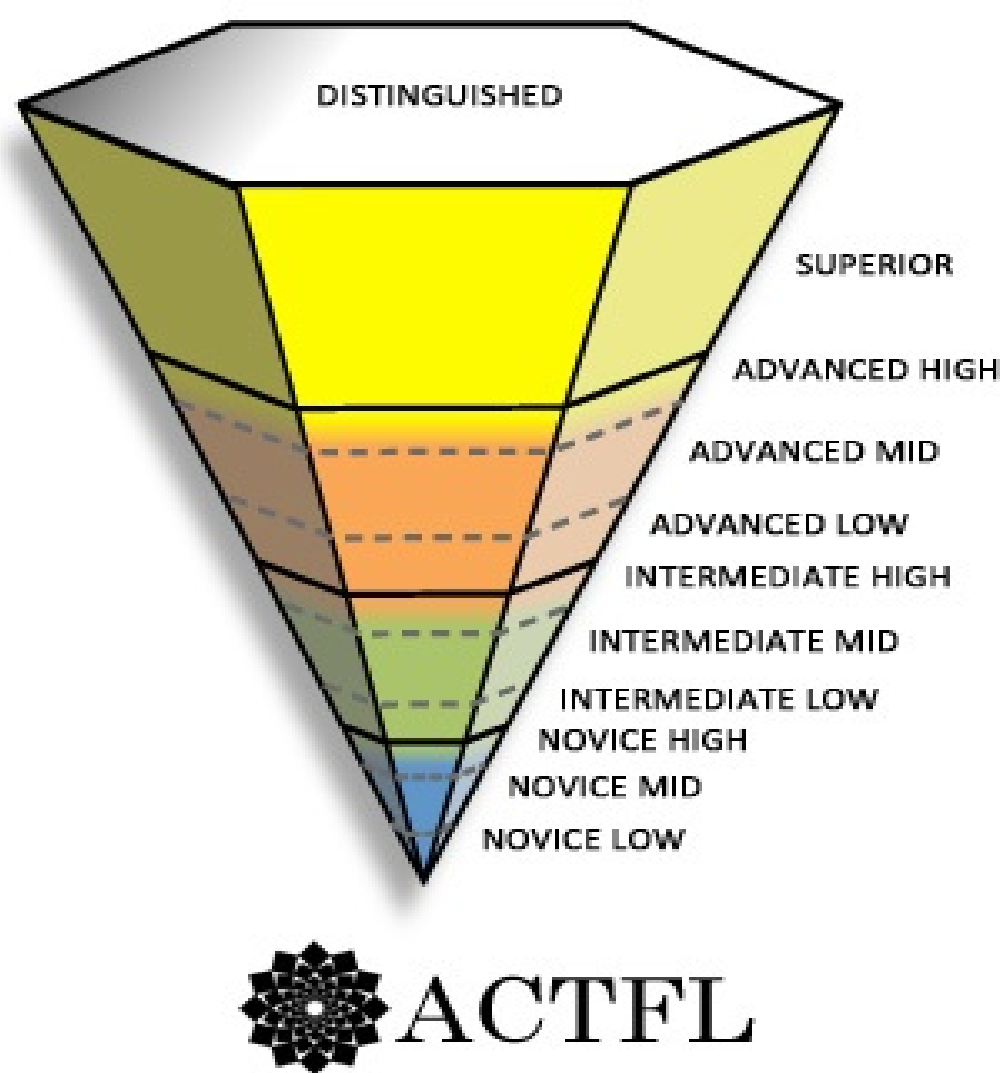


Table 1 on the next page lists each state that has a State Seal of Biliteracy program, the required level of proficiency to earn the Seal, Advanced Placement (AP) and/or International Baccalaureate (IB) scores accepted by the states as evidence of proficiency, and the year of adoption of the State Seal program.

Table 1. Required Proficiency Levels, AP Scores, IB Scores, and Year of Adoption by State
(Black, Chou & Hancock, 2020)

State	Multi-Level Seal Program¹	ACTFL Level(s)	AP Score	IB Scores²	Year of Adoption³
Arizona	n/a	Intermediate Mid	3	5 SL, 4 HL	2016
Arkansas	n/a	Intermediate Mid	3	4	2018
California	n/a	No ACTFL level designated	3	4	2012
Colorado	n/a	Intermediate Mid	3	4	2017
Connecticut	n/a	Intermediate Mid	3	4	2017
Delaware	Gold, Diamond	Intermediate Mid (Gold), Advanced Low (Diamond)	3 (Gold), 5 (Diamond)	4 (Gold), 5 (Diamond)	2017
Florida	Silver, Gold	Intermediate Mid (Silver), Advanced Low (Gold)	3 (Silver), 4 (Gold)	4 (Silver), 5 (Gold)	2017
Georgia	n/a	Intermediate High	4	5	2016
Hawai'i	n/a	Intermediate Mid	3	4	2017
Illinois	n/a	Intermediate High	4	n/a	2013
Idaho	n/a	Intermediate Mid	n/a	n/a	2020
Indiana	n/a	Intermediate High	4	4	2016
Iowa	n/a	Intermediate Mid	3	4	2018
Kansas	Silver, Gold	Intermediate Mid (Silver), Advanced Low (Gold)	3 (Silver), 5 (Gold)	4 (Silver), 6 (Gold)	2016
Louisiana	n/a	Intermediate High	3	n/a	2014
Maine	n/a	Intermediate Mid	3	4	2018
Maryland	n/a	Intermediate High	4	6 (SL 6, HL 5)	2016
Massachusetts	Seal "with distinction"	Intermediate High (Seal), Advanced Low (Seal w/distinction)	4	6 SL, 5 HL (Seal), 6 HL (Seal w/distinction)	2018
Michigan	n/a	Intermediate High	4	4	2018
Minnesota	Gold, Platinum	Intermediate High (Gold), Advanced Low (Platinum)	4 (Gold), 5 (Platinum)	4SL, 3-4 HL (Gold), 5 SL, 5HL (Platinum)	2014

¹ Some states offer multiple levels for their Seals of Biliteracy (for instance, silver, gold, etc.). In states that have multi-level Seal programs, the table lists the ACTFL level of proficiency for the lowest Seal of Biliteracy.

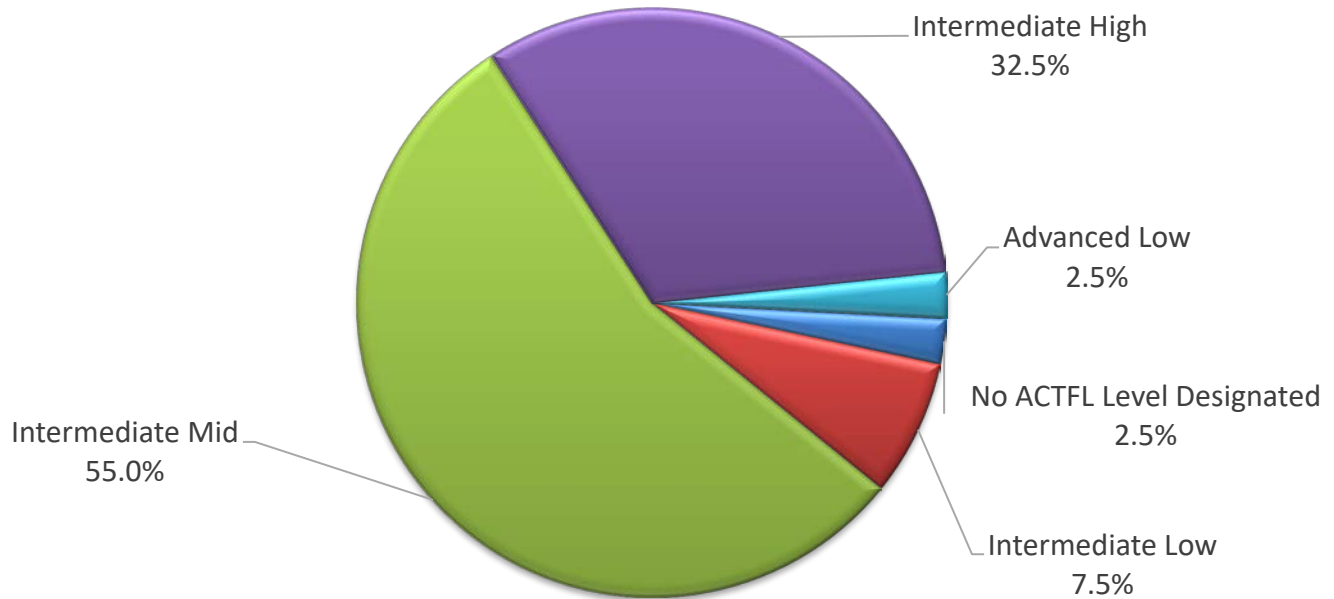
² IB courses are generally offered at the Standard Level (SL) or the Higher Level (HL). Standard Level courses consist of 150 hours of instruction, while Higher Level courses consist of 240 hours of instruction.

³ The year of adoption represents the year that each state approved the use of the Seal by schools.

State	Multi-Level Seal Program¹	ACTFL Level(s)	AP Score	IB Scores²	Year of Adoption³
Mississippi	Silver, Gold	Intermediate Mid	3 (Silver), 4 (Gold)	4HL (Silver), 5HL (Gold)	2019
Missouri	Additional Distinguished Seal	Intermediate Mid (Seal), Advanced Low (Distinguished Seal)	3 (Seal), 5 (Dist. Seal)	4 SL (Seal), 6 SL, 5 HL (Dist. Seal)	2017
Nebraska	Silver, Gold	Intermediate Mid	3 (Silver), 4 (Gold)	4 (Silver), 5 (Gold)	2020
Nevada	n/a	Intermediate Mid	3	4	2016
New Jersey	n/a	Intermediate Mid	4	4	2016
New Mexico	n/a	Intermediate Low	3	4	2015
New York	n/a	Intermediate High	4	5	2012
North Carolina	n/a	Intermediate Low	3	4 SL, 4HL	2015
North Dakota	Silver, Gold	Intermediate Low (Silver), Intermediate High (Gold)	n/a	n/a	2019
Ohio	n/a	Intermediate High	4	6SL, 5HL	2017
Oklahoma	n/a	Intermediate Mid	n/a	n/a	2020
Oregon	n/a	Intermediate High	4	4	2015
Rhode Island	n/a	Intermediate Mid	3	4	2016
South Carolina	Bronze, Silver, Gold	Intermediate Mid (Bronze), Intermediate High (Silver), Advanced Low (Gold)	n/a	n/a	2018
Texas	n/a	Intermediate High	3	n/a	2013
Utah	n/a	Intermediate Mid	3	n/a	2015
Virginia	n/a	Intermediate Mid	3	4	2015
Washington	n/a	Intermediate Mid	3	4	2014
Washington, D.C.	n/a	Advanced Low	3	4	2014
Wisconsin	n/a	Intermediate High	n/a	n/a	2015

Figure 4 summarizes the percentages of states that offer a Seal of Biliteracy by the proficiency level required. The majority of states (55%) use Intermediate Mid as evidence of the required proficiency for students to earn the Seal of Biliteracy. One-third of states (33%), including New York State, use the Intermediate High level of proficiency. Only a small percentage of states use Advanced Low (3%) or Intermediate Low (8%) for their Seals of Biliteracy.

Figure 4. Percentage of States by Required ACTFL Proficiency Levels for the Seal of Biliteracy*
(Black, Chou & Hancock, 2020)



Number of states using Intermediate Low for their Seals: 3 (7.5%)

Number of states using Intermediate Mid for their Seals: 22 (55.0%)

Number of states using Intermediate High for their Seals: 13 (32.5%)

Number of states using Advanced Low for their Seal: 1 (2.5%)

*The chart reflects the minimum proficiency level required to earn the Seal. In cases where states have a multi-level Seal, only the proficiency level required to earn the lowest level Seal is reflected in this chart. Other designations, such as commendations or pathway awards, which are not officially Seals of Biliteracy, are not included.

High Schools

Number of High Schools Offering the NYSSB

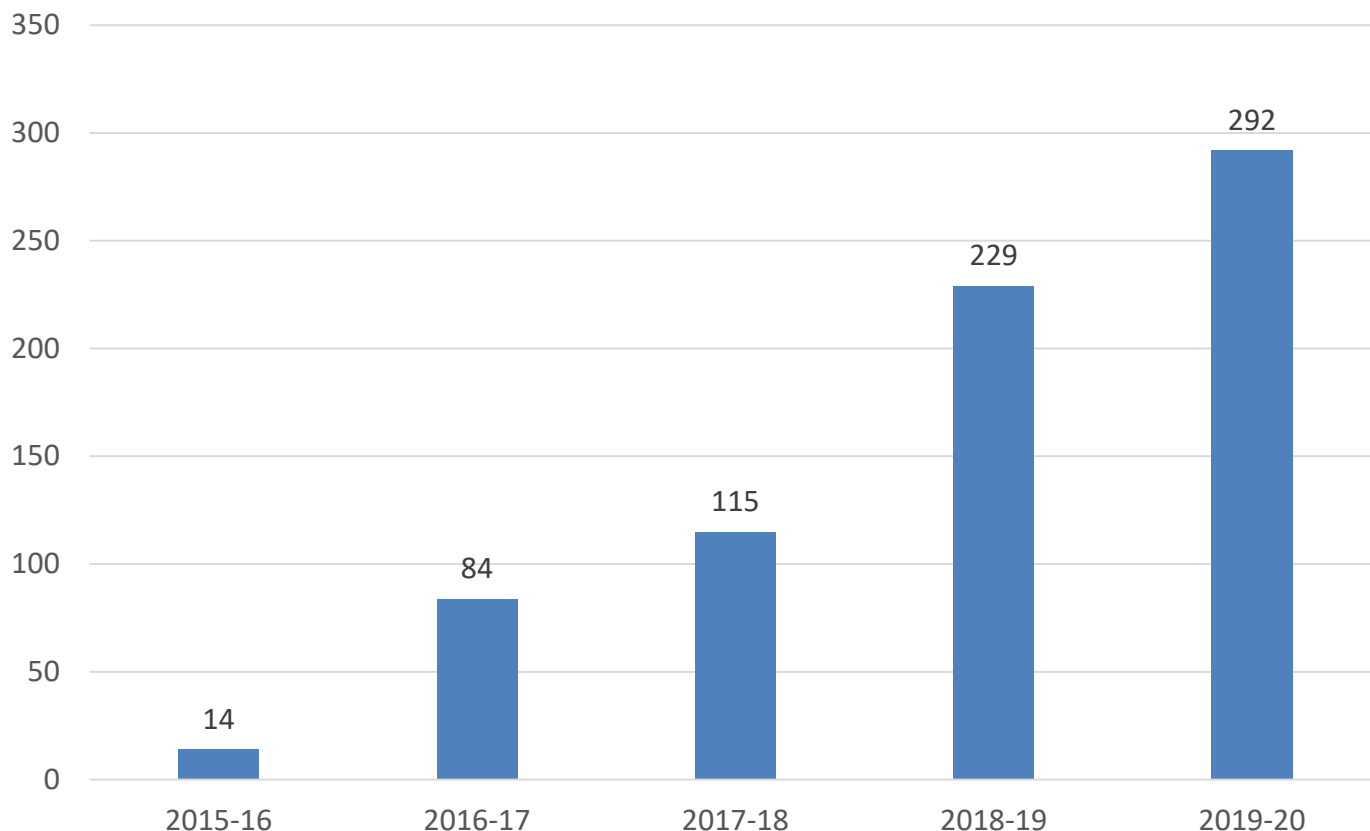
In 2019-20, 292 high schools offered a NYSSB program. (For a complete list of participating high schools, see Appendix C: Districts/Schools Awarding the NYSSB in 2019-20 by Region.) Figure 5 below is a map of New York State with a pin for each school that offered a Seal of Biliteracy program in 2019-20, demonstrating a wide geographic distribution of Seal schools, as well as areas in which Seal programs are concentrated (Buffalo, Rochester, Syracuse, Hudson Valley, New York City and Long Island).

Figure 5. Map of High Schools in New York State Offering the NYSSB in 2019-20



After an initial pilot program in 2015-16 with a handful of schools, the number of schools offering the NYSSB has grown significantly each year, as demonstrated in Figure 6 below. In 2019-20, the number of schools offering the Seal grew by 28% overall.

Figure 6. Growth in the Number of High Schools Offering the NYSSB (2015-16 to 2019-20)



Districts that would like to start a NYS Seal of Biliteracy program for their students and be part of this continued growth should consult the NYSSB Handbook on our [NYSSB webpage](#) and contact Candace Black at candace.black@nysed.gov with any questions. High schools within the New York City Department of Education (NYCDOE) should contact the Division of Multilingual Learners at dml@schools.nyc.gov.

New York State Education Department

The New York State Seal of Biliteracy Handbook



Number of High Schools Offering the NYSSB by Region

The largest number of high schools offering the NYSSB can be found in the Hudson Valley and Long Island regions. (For a complete list of participating high schools, see Appendix C: Districts/Schools Awarding the NYSSB in 2019-2020 by Region.) Figure 7 below shows the percentage of Seal schools by region. Table 2 lists both the number of Seal schools in each region and the corresponding percentage of these schools by region.

Figure 7. Percentage of High Schools Offering the NYSSB by Region (2019-20)

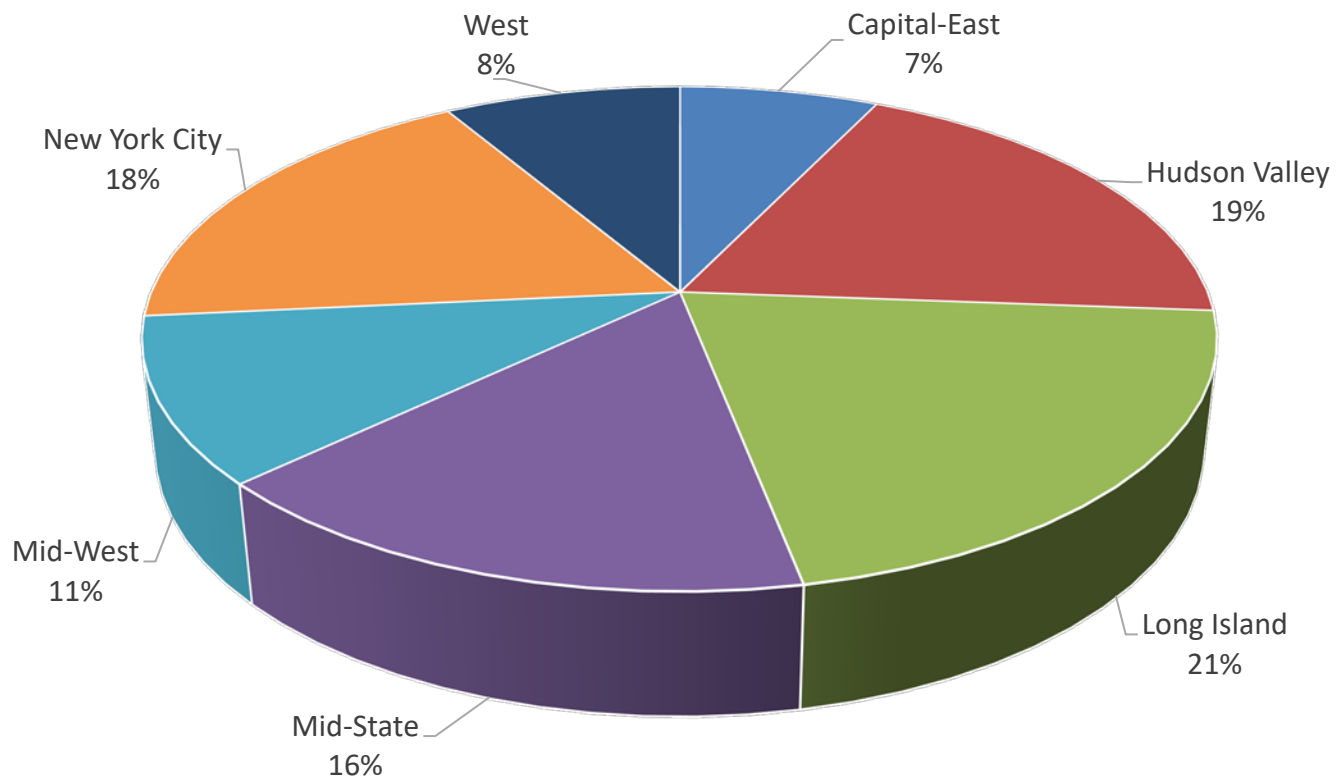


Table 2. Number of High Schools Offering the NYSSB by Region and Percentage of Total Seal Schools Represented by Each Region (2019-20)

Region	Number of High Schools Offering the NYSSB	% of Total NYSSB High Schools by Region
Capital	21	7%
Hudson Valley	56	19%
Long Island	61	21%
Mid-State	47	16%
Mid-West	31	11%
New York City	53	18%
West	23	8%
TOTAL	292	100%

High Schools Offering the NYSSB as a Percentage of Total Eligible Schools in Region

Any NYS high school at which students can earn a Regents Diploma is eligible to offer the NYSSB. This includes public schools, charter schools, and non-public schools that offer the Regents Diploma. Of the 1,339 public high schools in NYS, 292 (22%) offered the NYSSB, which represents 1 in every 4.5 public high schools statewide. Table 3 lists each region of New York, the number of high schools within each region that offered the Seal in 2019-20, the total number of public high schools in the region, and the high schools offering the Seal as a percentage of the total number in the region.

Table 3. High Schools Offering the NYSSB as a Percentage of Total High Schools in Region (2019-20)

Region	Number of High Schools* Offering the Seal	Total Number of Public High Schools in Region**	Schools Offering the NYSSB as a % of the Total Number of Public High Schools in Region
Capital	21	149	14%
Hudson Valley	56	145	38%
Long Island	61	136	46%
Mid-State	47	137	36%
Mid-West	31	83	40%
New York City	53	593	9%
West	23	96	24%
TOTAL	292	1339	22%

*The “Number of High Schools Offering the Seal” counts any school offering the Seal (public, charter, non-public).

**The “Total Number of Public High Schools in Region” does not include charter or non-public schools. Only three charter schools and 1 non-public school offered the Seal in 2019-20.

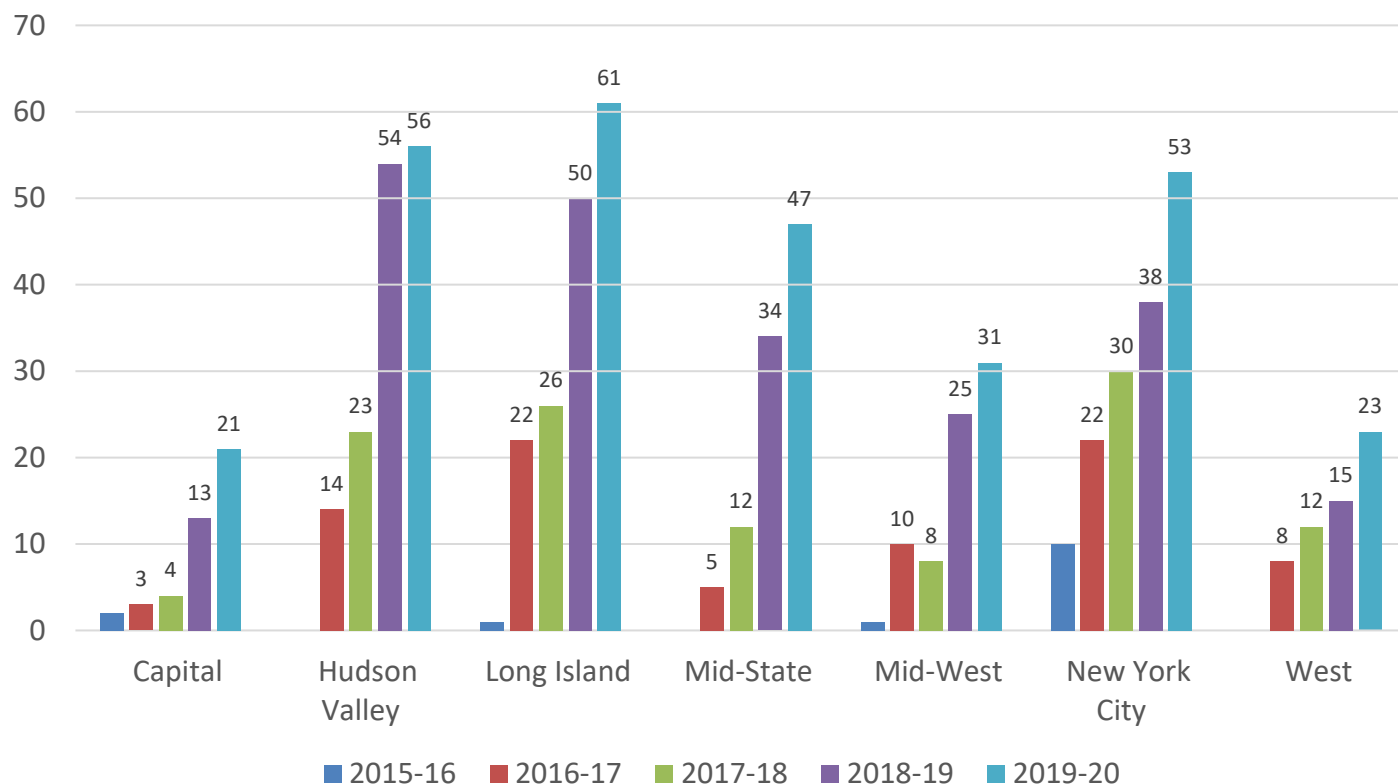


NYSSB Graduates from Kenmore West High School and Lancaster High School

Growth in the Number of High Schools Offering the NYSSB by Region

All regions have shown significant growth in the number of high schools offering the NYSSB each year. The 2019-20 academic year saw gains from the prior year, which is especially significant given the COVID-19 related school closures. It is important to note that while the number of Seal schools may be relatively small in some regions, the percentage of growth in 2019-20 is still significant. For instance, the Western Region increased the number of schools offering the Seal in 2019-20 by 67% and the Capital Region by 62%.

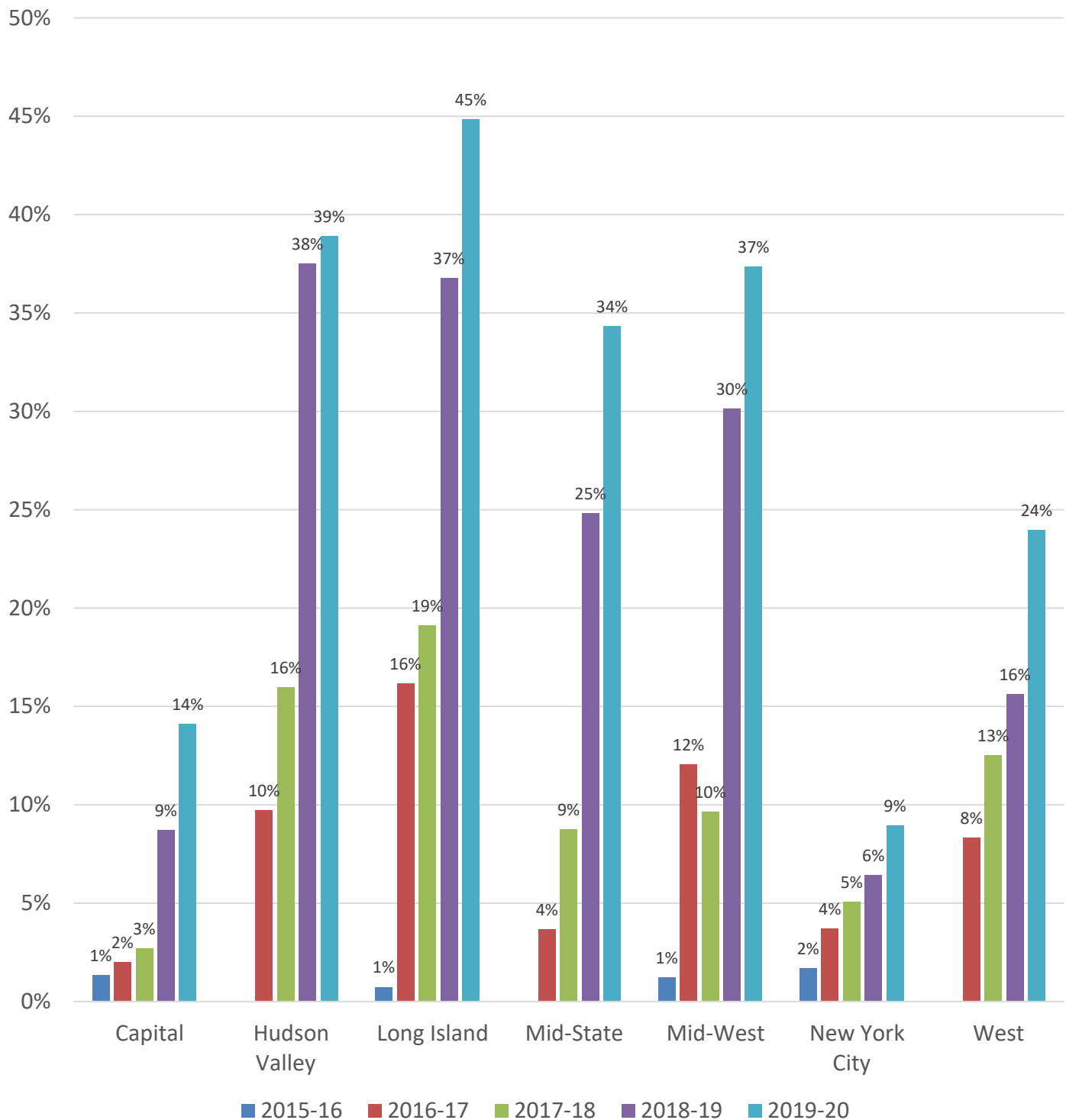
Figure 8. Number of High Schools Offering the NYSSB by Region (2015-16 to 2019-20)



NYSSB Graduate (center) of the Class of 2020 from Naples High School

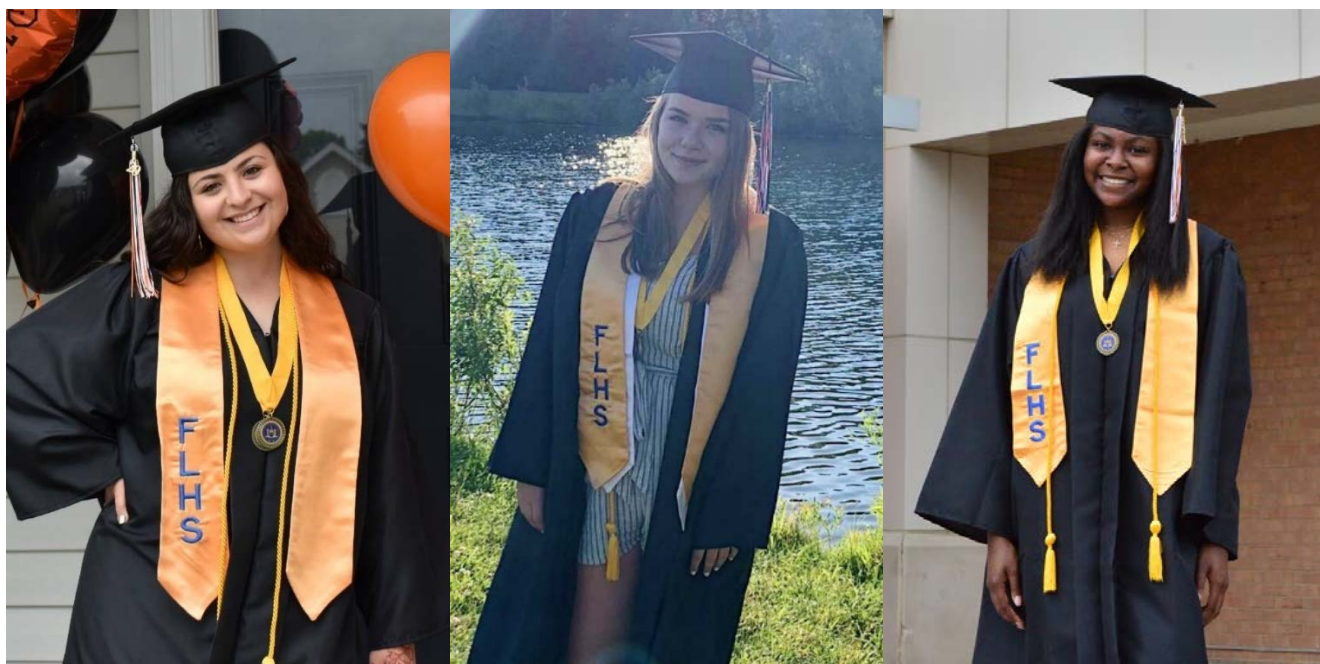
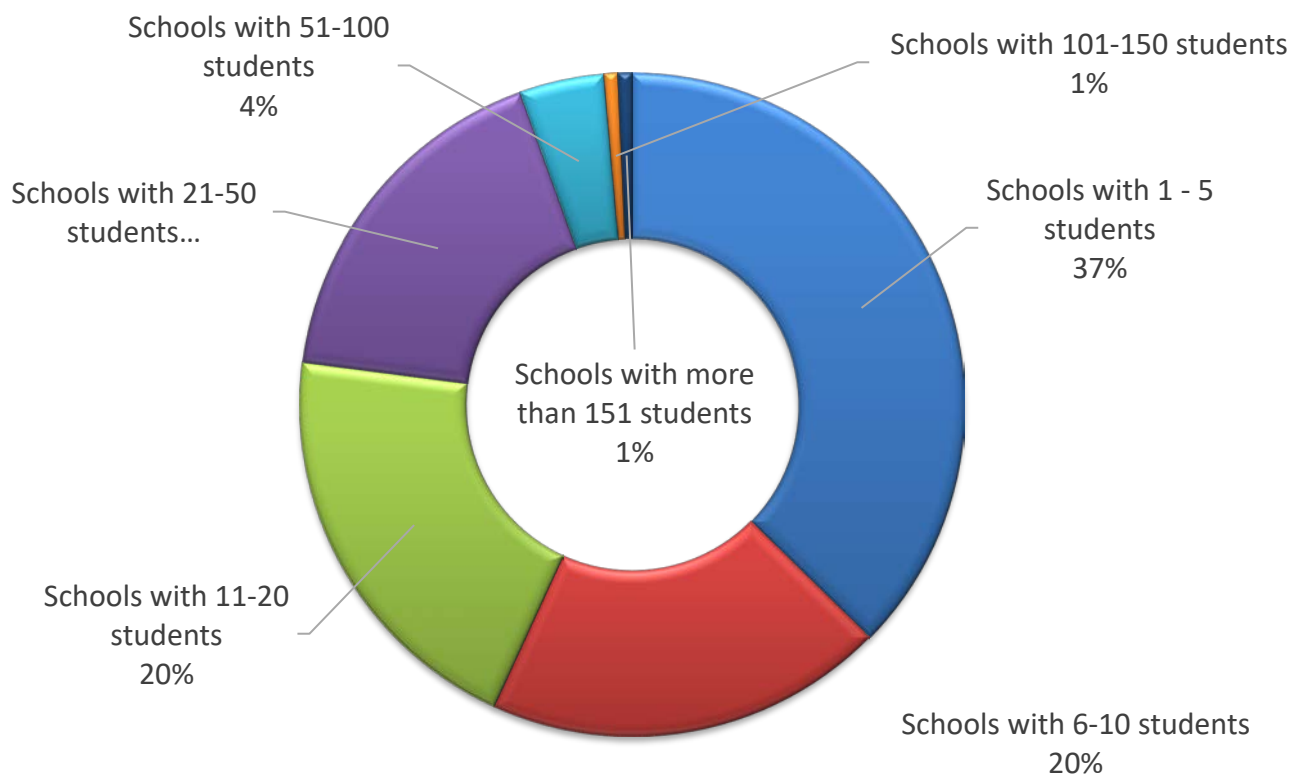
Another measure of growth is the number of schools offering the Seal as a percentage of all public high schools in the region. Figure 9 demonstrates significant growth in Seal programs in each region in each year since the beginning of the NYSSB program. For example, as of the publication of this document, 45% of public high schools on Long Island offered the NYSSB and more than one-third of schools in the Hudson Valley, Mid-State, and Mid-West regions offered the Seal. This data will help OBEWL and the NYSSB Task Force target their efforts to provide catered support in particular regions for their promotion of the Seal.

Figure 9. Seal Schools by Region as a Percentage of Total Public Schools in Region (2015-2020)



As the Seal has only been implemented in our state for five years, most schools are still in their first two years of offering this program. These schools have started with small programs of between one and ten Seal candidates each year. Schools that have offered the Seal program for more than two years have grown their programs significantly with 11-50 candidates each year. Figure 10 depicts the percentages of schools, grouped by the number of Seal candidates.

Figure 10. Percentage of Schools by Seal Enrollment Levels

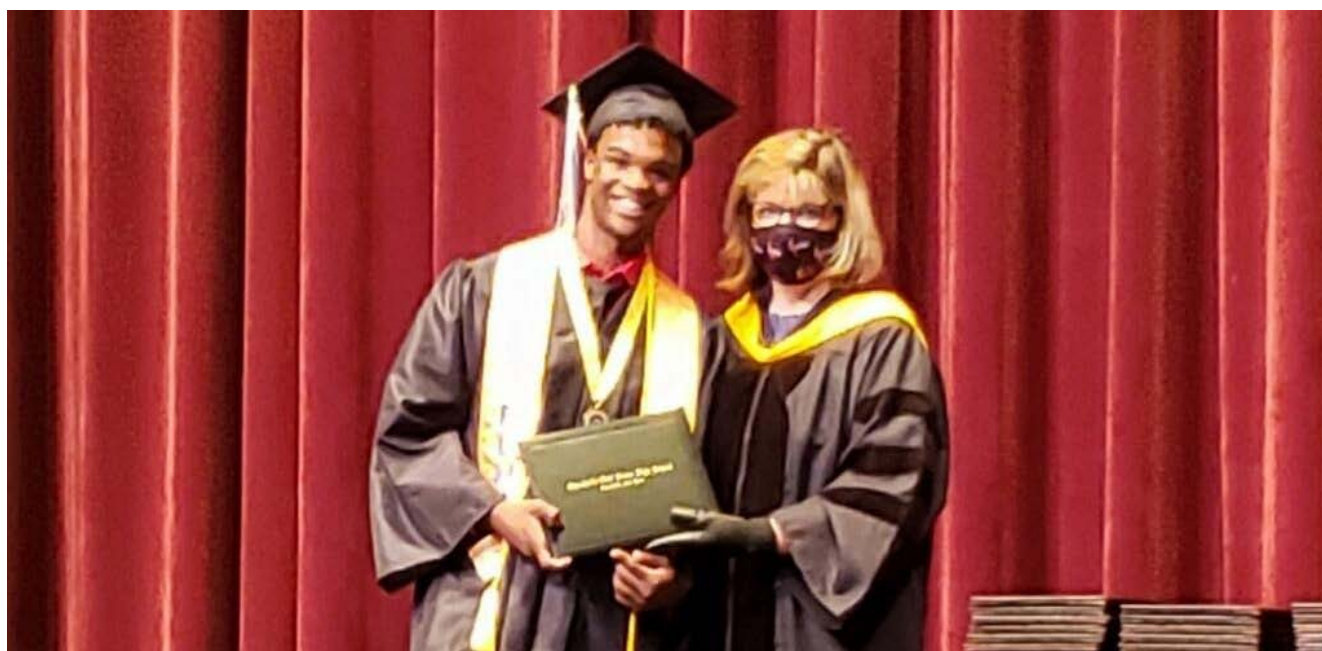
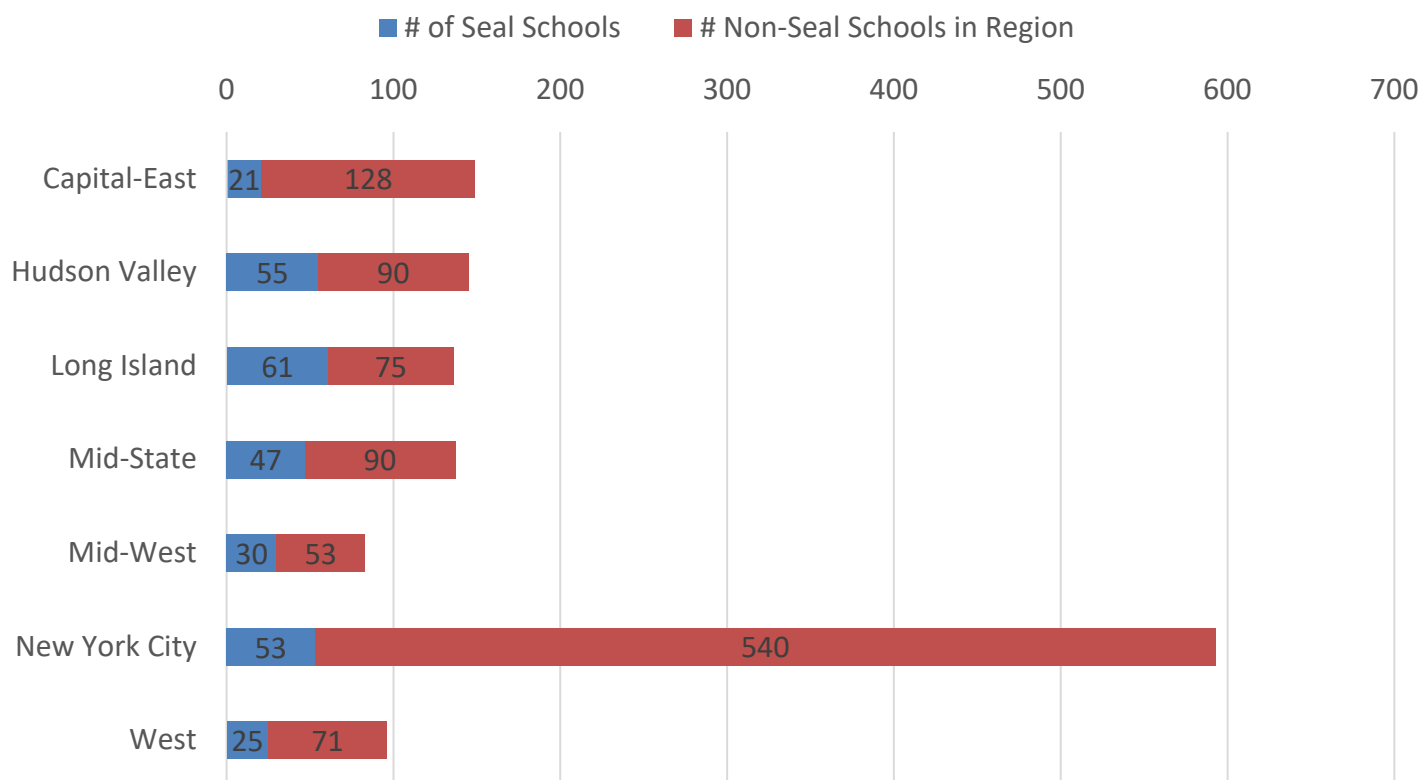


NYSSB Graduates of the Class of 2020 from Churchville-Chili High School

Potential for Regional Growth in High Schools offering the NYSSB

Even given the increased number of high schools offering the NYSSB across our state, there is ample room for additional growth in each region. Figure 11 below shows the number of high schools offering the NYSSB in each region (blue) as compared to the number of public high schools not currently offering the NYSSB in each region (red).

Figure 11. Number of High Schools Offering vs. Number of Public High Schools Not Offering the NYSSB (2019-20)



NYSSB Graduate of the Class of 2020 from Churchville-Chili High School

Students

Number of Students Earning the NYSSB

In 2019-20, 4,609 students earned the NYSSB, up from 4,031 in the prior year.

Growth by Year in the Number of Students Earning the NYSSB

The number of students earning the New York State Seal of Biliteracy grows each year. Figure 12 shows the number of students who earned the Seal by year since 2015-16.

Figure 12. Number of Students Awarded the NYSSB (2015-16 through 2019-20)

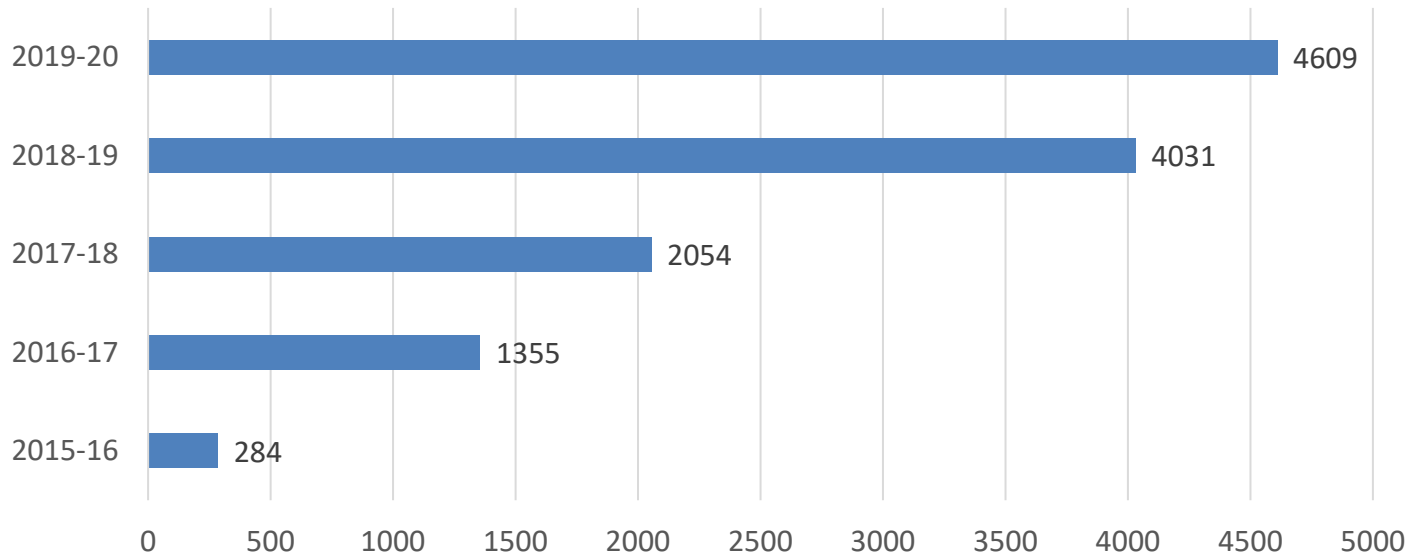
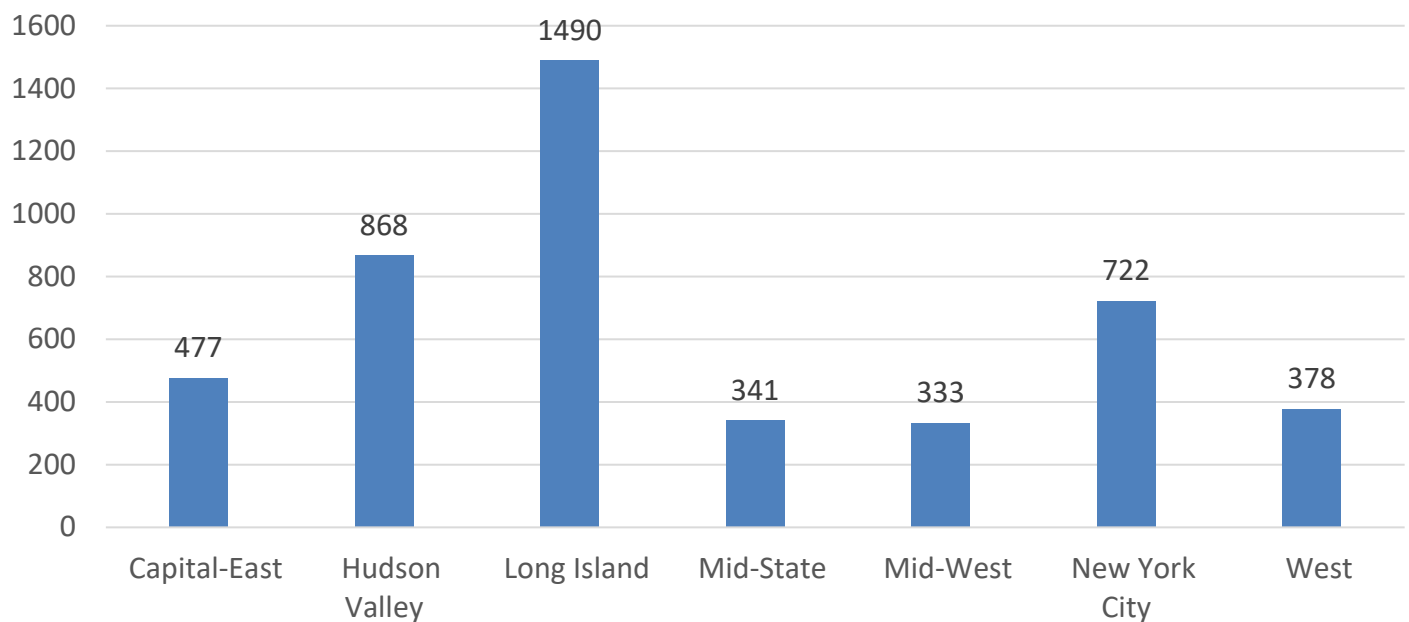


Figure 13 shows the number of students who earned the Seal in 2019-20 by region.

Figure 13. Number of Students Awarded the NYSSB by Region (2019-20)



Gender Make-up of Students Awarded the NYSSB (2019-20)

Females (70%) make up the vast majority of Seal earners. While OBEWL just began collecting gender information on Seal candidates in 2019-20, anecdotal data from past years indicates that this trend has been true since the beginning of the NYSSB program. One explanation for this is that the majority of students earning the Seal are students who take a sequence of courses in a world language while in high school. Data from public high schools in our state demonstrates that females have historically made up a large majority of the enrollment in these courses. Figure 14 shows the percentage of students who earned the Seal in 2019-20 by gender.

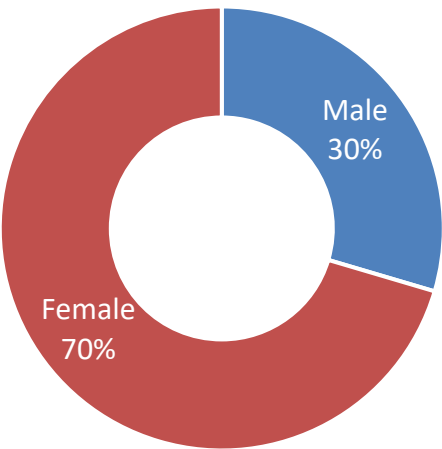
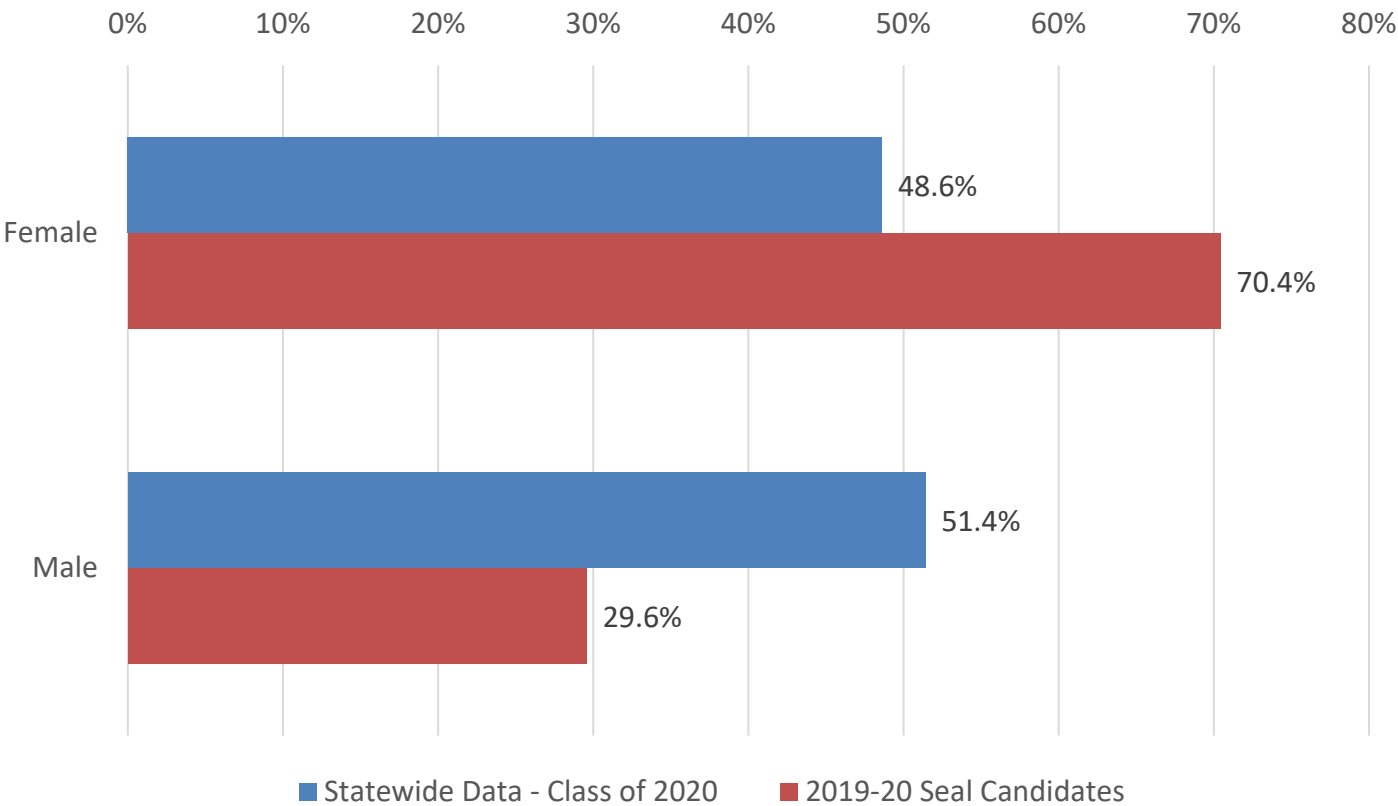


Figure 14. Percentage of Students Awarded the NYSSB by Gender (2019-20)

Figure 15 shows the gender make-up of the all NYS students in the class of 2020 as compared to the gender make-up of the Seal Earners in 2019-20. Data indicates that males, which make up over 51% of total graduates in 2020, accounted for only 30% of Seal earners. OBEWL will use this information to delve deeper into strategies to engage and support more male students to pursue the Seal.

Figure 15. Gender Make-up of the Class of 2020 (Statewide) vs. Seal Earners (2019-20)



Racial/Ethnic Make-up of Students Awarded the NYSSB (2019-20)

OBEWL also began collecting data on the races and ethnicities of Seal earners in 2019-20. Data shows that students from each of the five federal race designations and students of Hispanic ethnicity earn the Seal.

Figure 16. Percentage of Students Awarded the NYSSB by Race/Ethnicity (2019-20)

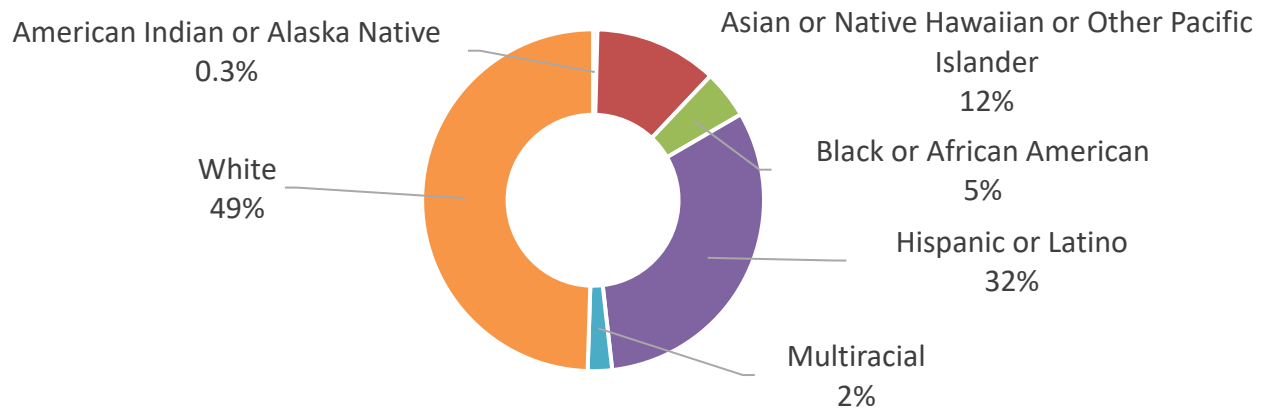
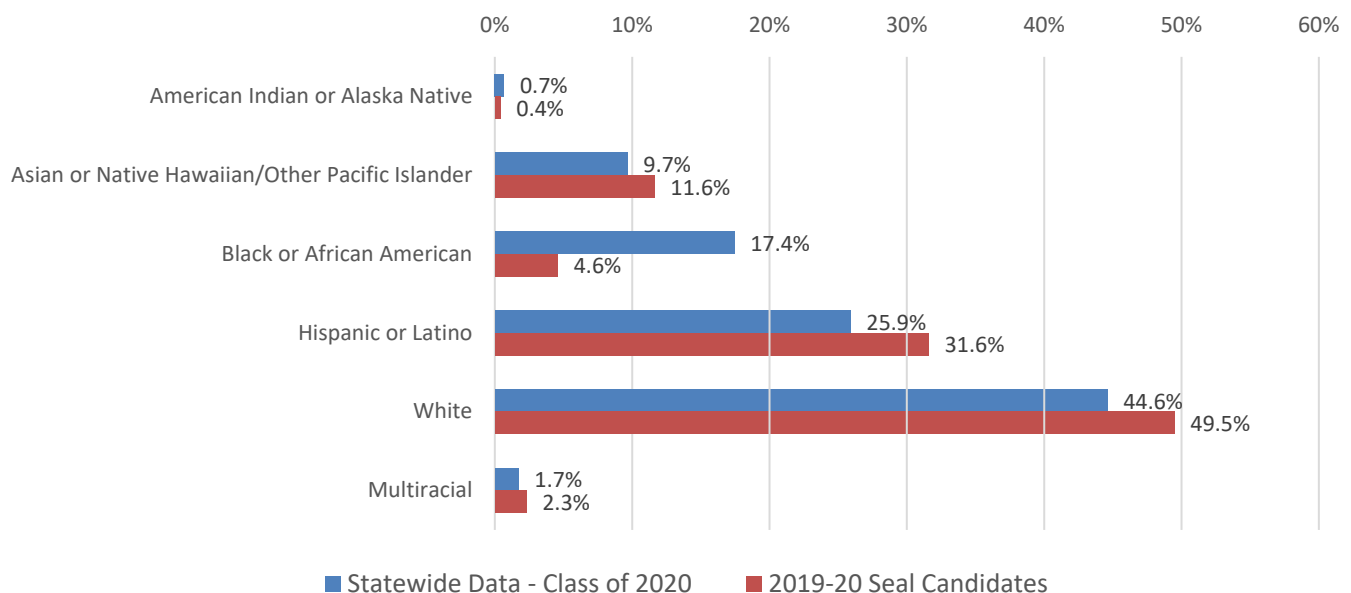


Figure 17 shows the racial/ethnic make-up of all NYS students in the class of 2020 as compared to the racial/ethnic make-up of Seal earners in 2019-20. Data indicates that with one exception, the percentage of Seal earners for each racial or ethnic group is approximately equal to or greater than the overall make-up of the statewide class of 2020. The percentages of Seal earners of four of the six race/ethnicity categories (Asian or Native Hawaiian/Other Pacific Islander, Hispanic or Latino, White, and Multiracial), significantly outpaced the statewide populations of the respective groups for the class of 2020. The percentage of American Indian or Alaska Native Seal earners (0.4%) was within three-tenths of a percentage point of the overall population of this group (0.7%) in our state. The percentage of Black or African American Seal earners (4.6%) was less than a third of the overall population of this group (17.4%) in our state. This data indicates that OBEWL and schools must strengthen their efforts to recruit and support Black or African American students to pursue the Seal of Biliteracy as well as to pursue courses of study in world languages through high school.

Figure 17. Racial/Ethnic Make-up of the Class of 2020 (Statewide) vs. Seal Earners (2019-20)



Number of Students Earning the NYSSB by ELL Status

In 2019-20, there were three possible groups of students at any high school that could pursue the NYSSB:

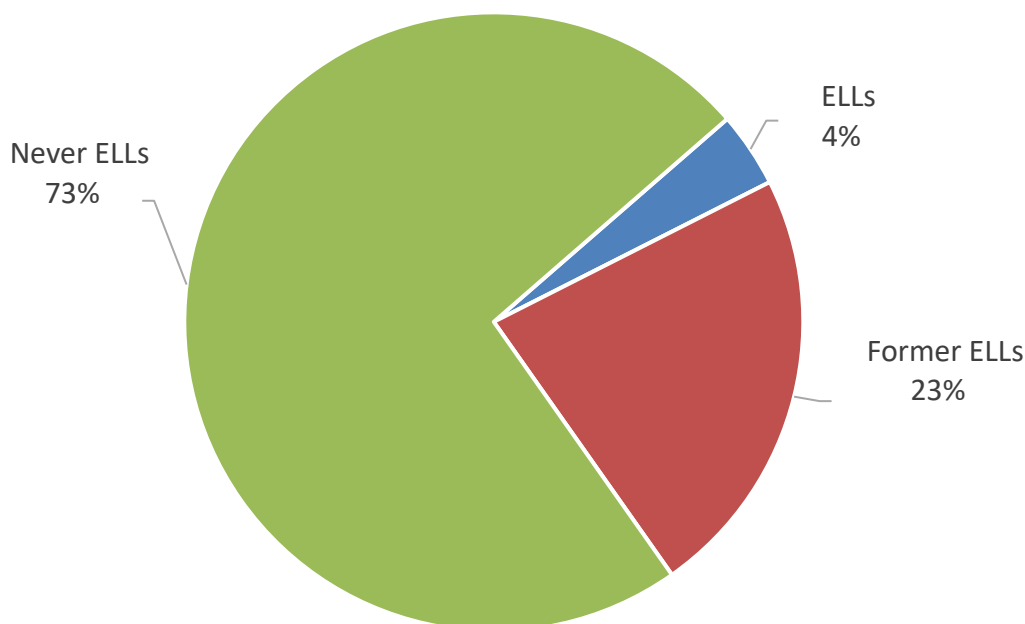
1. Current English Language Learners (ELLs) – Student who, by birth or ancestry, speak or understand a language other than English and who score below a NYS designated level of proficiency on the NYSITELL or the NYSESLAT
2. Ever ELLs – Students who were once ELLs, but who have demonstrated the NYS designated level of proficiency necessary to exit ELL status
3. Never ELLs – Students who have never been identified as ELLs (For the purposes of reporting on the Seal moving forward, the Never ELL group will be further broken down by those whose home language is English and those whose home language is other than English.)



NYSSB graduate of the Class of 2020 from Lehman High School

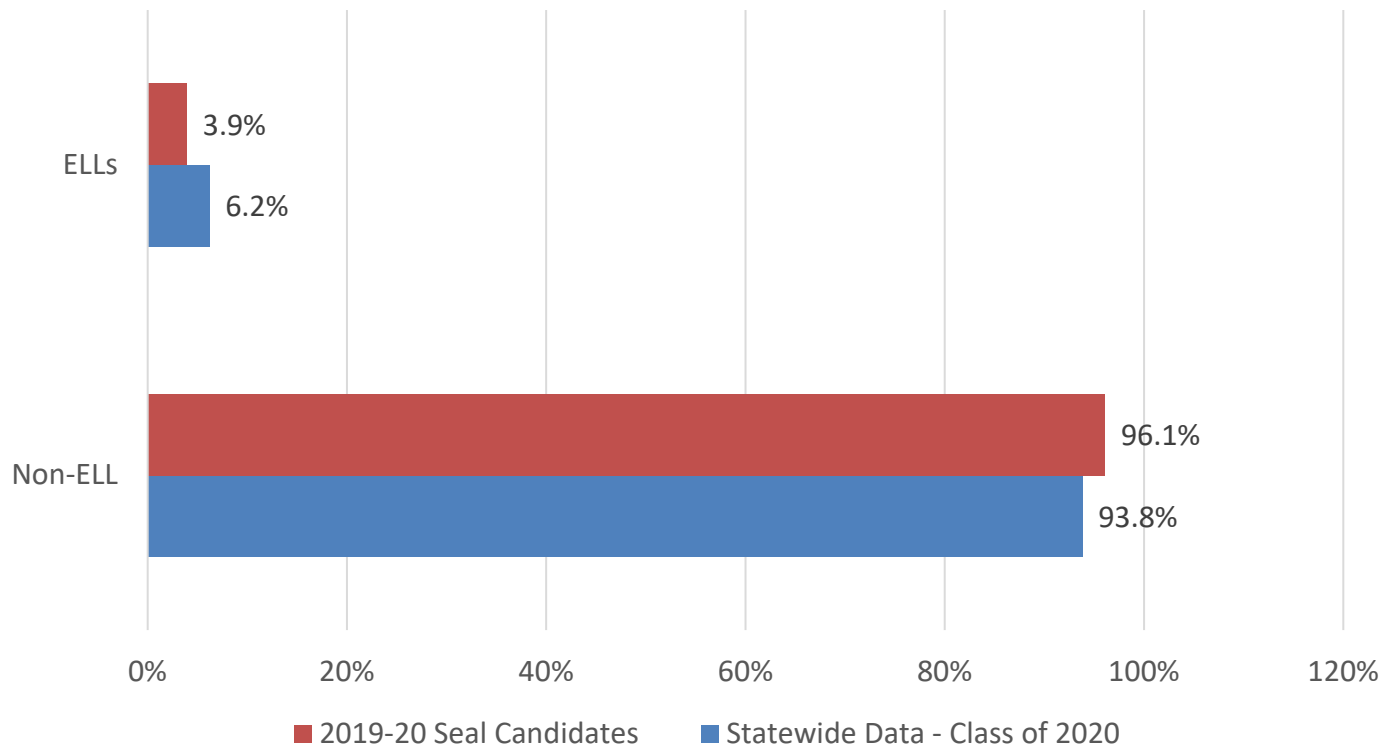
Figure 18 shows the breakdown of students by ELL status who earned the Seal in 2019-20. Consistent with national trends, the majority of students who earned the NYSSB in 2019-20 (73%) were Never ELLs. The next largest cohort of students who earned the Seal was Ever ELLs, representing more than one-fifth of all students. The smallest cohort (4%) of students who completed the Seal was Current ELLs.

Figure 18. Percentage of Students Awarded the NYSSB by ELL Status (2019-20)



For the purpose of reporting graduation data, New York State distinguishes between ELLs (students who, by birth or ancestry, speak or understand a language other than English and who score below a NYS designated level of proficiency on the NYSITELL or the NYSESLAT) and non-ELLs (students who are not ELLs – this includes students who were once ELLs, but who have since demonstrated the required proficiency level in English to be designated Former ELLs). Data indicates that the percentage of ELLs earning the Seal (3.9%) is within 2.3% of the percentage of ELLs (6.2%) in the statewide class of 2020. The percentage of Non-ELLs, which includes both Never ELLs and Ever ELLs, is slightly higher (96.1%) than the overall percentage of Non-ELLs (93.8%) in the statewide class of 2020.

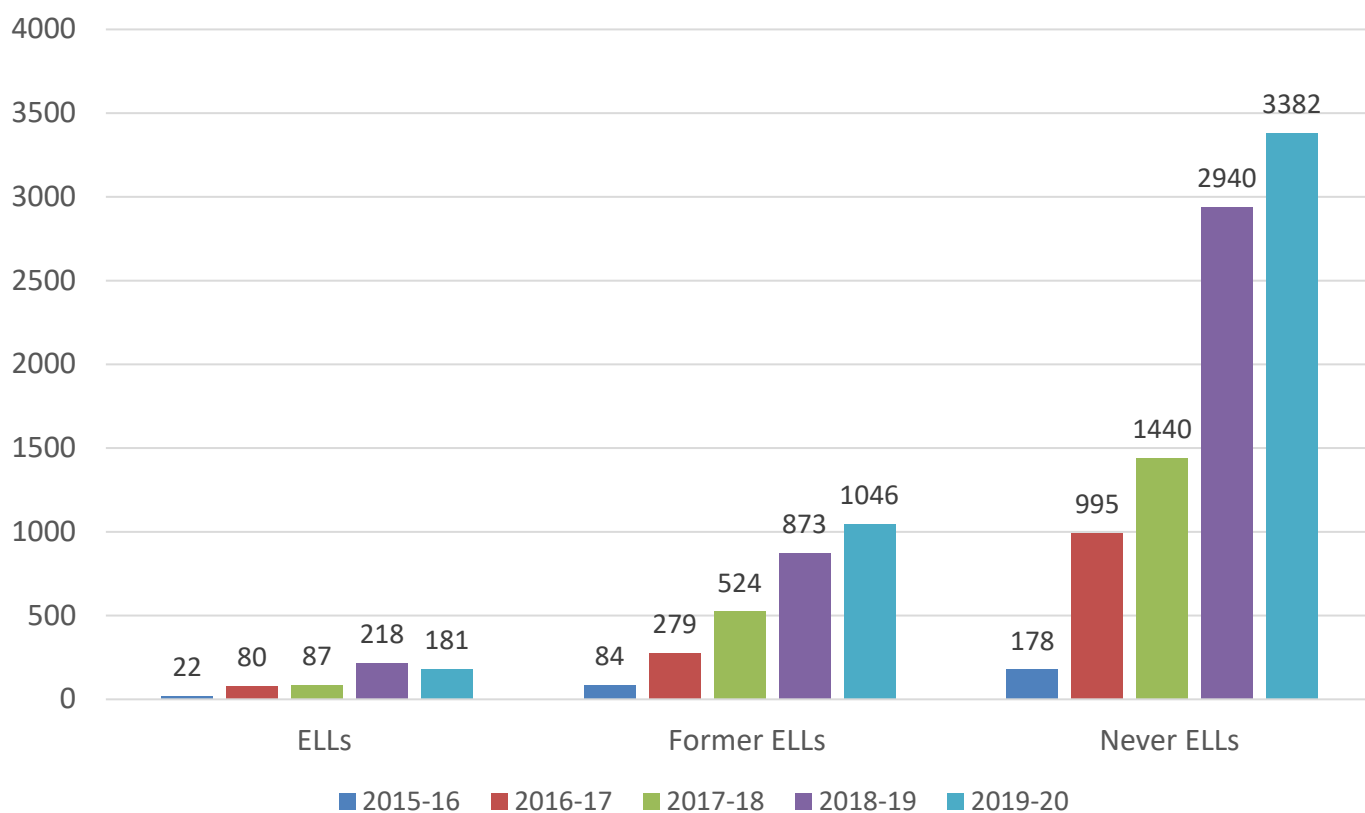
Figure 19. ELL Status Make-up of the Class of 2020 (Statewide) vs Seal Earners (2019-20)



Growth in the Number of Students Earning the NYSSB by ELL Status

We have seen significant growth (see Figure 20) in the participation in the NYSSB by both Ever ELLs and Never ELLs, with a slight decrease in 2019-20 in the participation of Current ELLs. It is believed that the COVID-19 pandemic and resulting school closures had a greater negative impact upon ELLs than others relative to earning the Seal. NYSED remains committed to identifying and breaking down barriers to earn the Seal of Biliteracy, as well as to supporting ELLs in pursuit of the Seal.

Figure 20. Number of Students Awarded the NYSSB by ELL Status by Year (2015-16 to 2019-20)



NYSSB Graduates of the Class of 2020 from White Plains High School with their Advisor

World Languages in which Students Earned the NYSSB

Number of languages in which students earned the Seal of Biliteracy in 2019-20: 58

Table 4. Languages in which Students Earned the NYSSB

Language	# of Seals Earned	% of Seals Earned
Albanian	2	0.04%
American Sign Language	43	0.92%
Arabic	39	0.83%
Bengali	15	0.32%
Bosnian	2	0.04%
Burmese	4	0.09%
Chin	1	0.02%
Chinese*	111	2.36%
Czech	1	0.02%
Dari	3	0.06%
Dutch	1	0.02%
Finnish	1	0.02%
French	599	12.76%
German	77	1.64%
Greek	3	0.06%
Gujarati	5	0.11%
Haitian Creole	2	0.04%
Hausa	1	0.02%
Hebrew	1	0.02%
Hindi	5	0.11%
Hungarian	1	0.02%
Italian	326	6.94%
Japanese	2	0.04%
Karen	5	0.11%
Khmer	1	0.02%
Kinyarwanda	6	0.13%
Kirundi	2	0.04%
Kiswahili	1	0.02%
Korean	6	0.13%
Kurdish	2	0.04%
Latin	67	1.43%
Latvian	1	0.02%
Lithuanian	1	0.02%
Macedonian	2	0.04%
Malay	2	0.04%
Malayalam	1	0.02%
Mongolian	1	0.02%
Nepali	6	0.13%
Persian/Farsi	4	0.09%

Polish	6	0.13%
Portuguese	9	0.19%
Punjabi	3	0.06%
Romanian	1	0.02%
Russian	38	0.81%
Serbo-Croatian	1	0.02%
Somali	8	0.17%
Spanish	3,227	68.73%
Swahili	10	0.21%
Tagalog	3	0.06%
Thai	1	0.02%
Tibetan	1	0.02%
Tigrinya	2	0.04%
Turkish	7	0.15%
Tuscarora	1	0.02%
Ukrainian	6	0.13%
Urdu	10	0.21%
Vietnamese	7	0.15%
Wolof	1	0.02%
*Chinese includes all dialects of the language, in particular, Mandarin and Cantonese.		

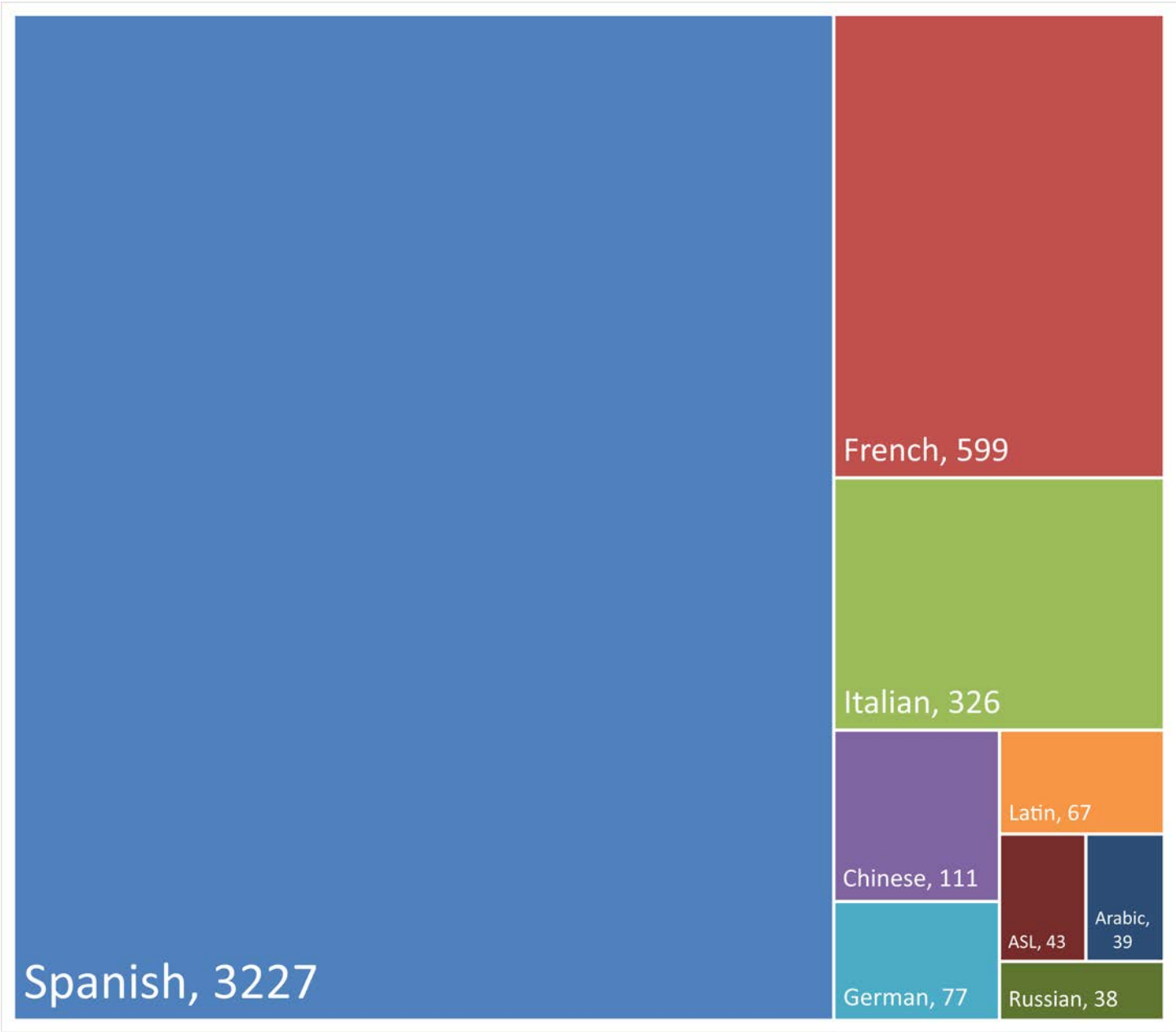


Gabrielle Capton, Graduate of the Class of 2020 from Niagara-Wheatfield and New York State's First Seal of Biliteracy Graduate in an Indigenous Language (Tuscarora)

Most Frequent Languages in which Students Earned the NYSSB

The following treemap represents the top nine languages in which students earned the NYSSB in 2019-20. In this chart, each language is represented by a rectangular shape, where the size corresponds to the relative number of Seal earners in that language.

Figure 21. Tree of the Most Frequent Languages in which Students Earned the Seal (2019-20)



Earning the NYSSB in Two or More World Languages

There were a total of 4,609 individual students who earned the NYSSB in 2019-20. Of those, 4,526 earned the Seal in one world language in addition to English, 80 earned the Seal in two world languages in addition to English, and three students earned the Seal in three world languages in addition to English.

Table 5. Number of Students Completing the NYSSB in Two or More World Languages

	2018-19	2019-20
Total number of Seals Earned	4031	4609
Number of Students earning Seal in 1 world language + English	4028	4526
Number of Students earning Seal in 2 world languages + English	2	80
Number of Students earning Seal in 3 world languages + English	1	3

Table 6 shows the second of two world languages in addition to English in which students earned the Seal in 2019-20.

Table 6. Number of Students Completing the NYSSB in Two World Languages by the Second Language

Language	# of Secondary Seals Earned by Language
Spanish	24
French	15
Italian	8
ASL	7
Chinese	5
German	3
Turkish	3
Gujarati	2
Hindi	2
Polish	2
Portuguese	2
Czech	1
Greek	1
Lithuanian	1
Macedonian	1
Persian/Farsi	1
Punjabi	1
Romanian	1
Russian	1
Ukrainian	1
Vietnamese	1



Evelyn Bibbins, 2020 graduate of South Jefferson High School, earned the Seal of Biliteracy in English, French, and Spanish.

Table 7. Number of Students Completing the NYSSB in Three World Languages by the Third Language

Language	# of Tertiary Seals Earned by Language
French	1
Italian	1
Russian	1

To earn the NYSSB, students must demonstrate a high level of proficiency in English and another world language by earning three points in each language according to the criteria established by the NYS Board of Regents. To earn the NYSSB in more than one world language in addition to English, students must earn three points in English and three points in each additional language.

The following schools each had one student who earned the NYSSB in English and three world languages:

- Connetquot High School
- George W. Hewlett High School (Hewlett-Woodmere PS)
- The Wheatley School (East Williston CSD)

Pádraig Brady, 2020 graduate of the Wheatley School in the East Williston CSD, is one of only 4 students in the history of New York to earn the Seal of Biliteracy in three world languages in addition to English. A true linguist with an outstanding passion for languages, Pádraig earned the Seal of Biliteracy in English, French, Italian, and Spanish. The Wheatley School had to create a new award for their academic awards ceremony because they had never had a student who attained such a high level of fluency in three languages.

Pádraig began studying Italian as a sixth grader in middle school. By ninth grade, he had taught himself the beginning level of Spanish. Over the years, he taught himself French and enrolled in AP French in his senior year. Outside of the classroom, Pádraig participated in the Wheatley-San José de Monterrico Exchange Program, opening his home to his exchange student and, in turn, travelling to Lima, Peru to complete the exchange. He also participated in a school trip to Italy. Pádraig has won numerous medals for excellence on the National French, Spanish, and Italian Exams, as well as in poetry competitions. In addition, the American Association of Teachers of Italian awarded him a travel/study opportunity to Italy for his perfect score on the National Italian Exam.



Pádraig Brady attends Trinity College in Dublin where he is majoring in the Irish language. He plans to be a translator working in education policy in Ireland.

Earning Points Towards the NYSSB in English

To earn the NYSSB, students must earn 3 points in English and 3 points in a World Language by demonstrating a high level of proficiency in both through various assessments (see Appendix A). This point matrix provides a multitude of ways in which students can earn these points to achieve the Seal. Figure 22 below shows the evolution of the use of various assessment points to earn the Seal of Biliteracy.

Figure 22. Number of Students that Used Various Points in English to Earn the Seal (2015-2020)

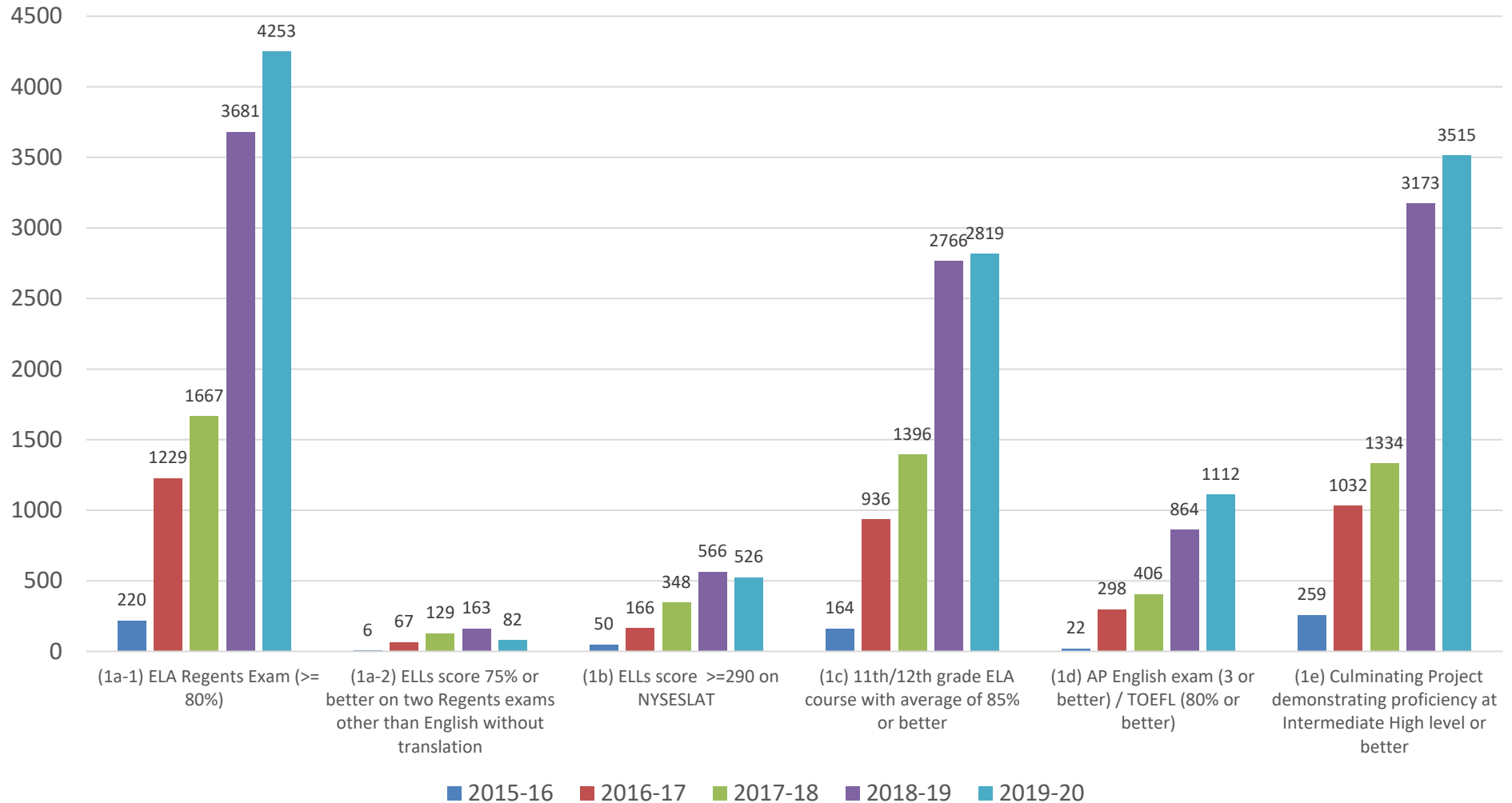
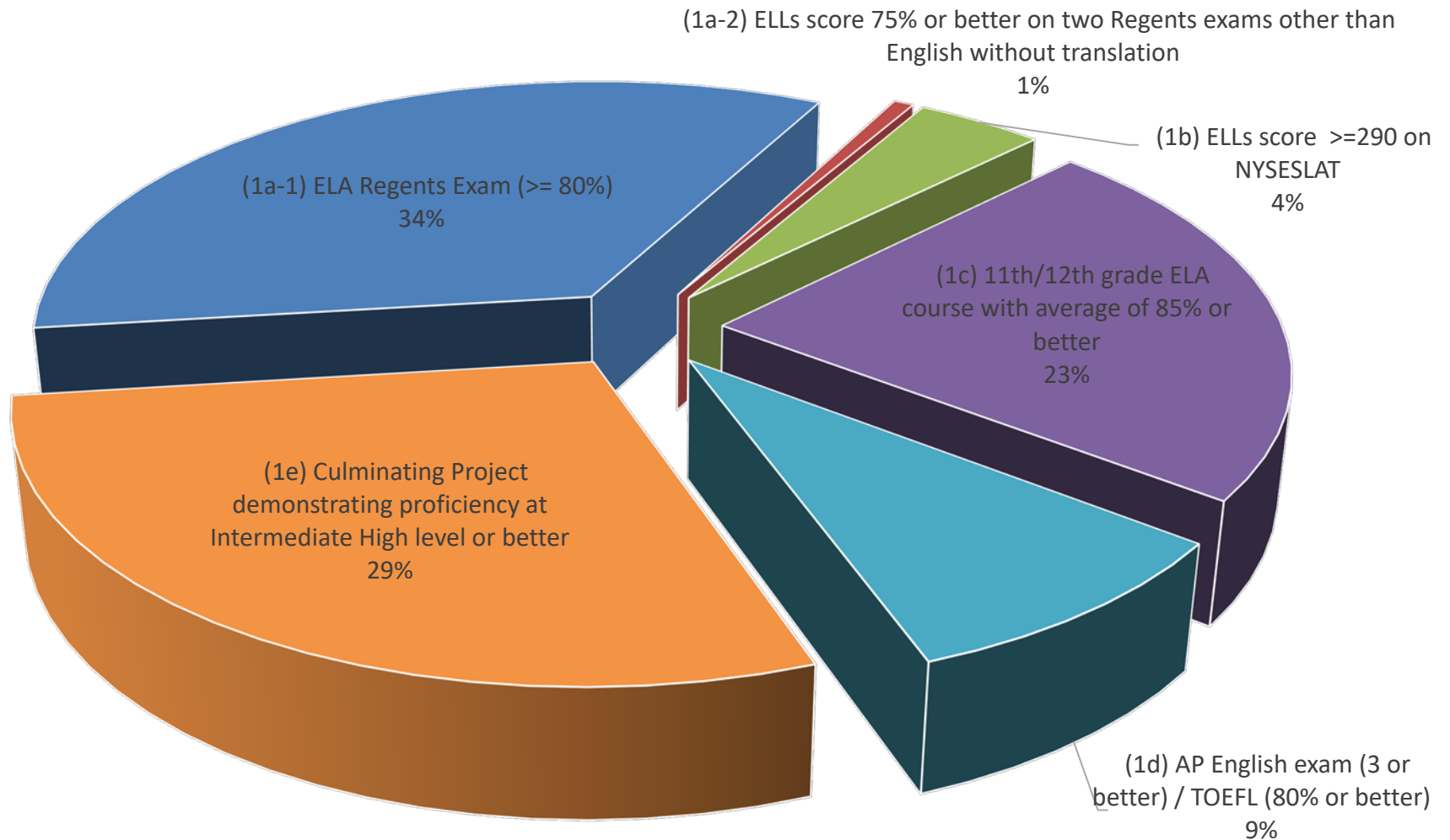


Figure 23. Percentage of English Points Used by Students (2019-20)



Note: Criteria 1a has two different options: 1a-1, which is for students to score at least an 80% on the ELA Regents exam, and 1a-2, which is an option reserved for ELLs to score 75% or better on two or more Regents exams other than English without translation. In 2019-20, both the NYSESLAT and the ELA Regents Exam were cancelled due to the COVID-19 Pandemic. The NYS Board of Regents enacted amendments to the Seal regulation to permit students who received exemptions from these exams to use them as points towards the Seal. When the student data is disaggregated by ELL status (see Figures 24, 25, 26 on the following page), different patterns of use of the various criteria emerge.

Figure 24

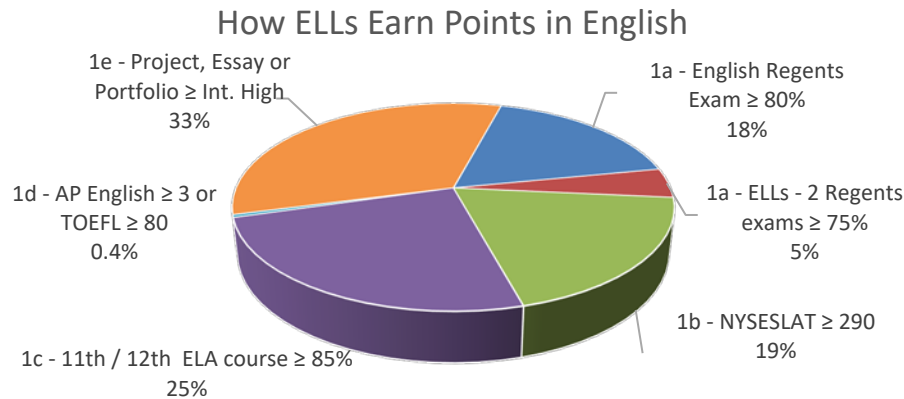


Figure 25

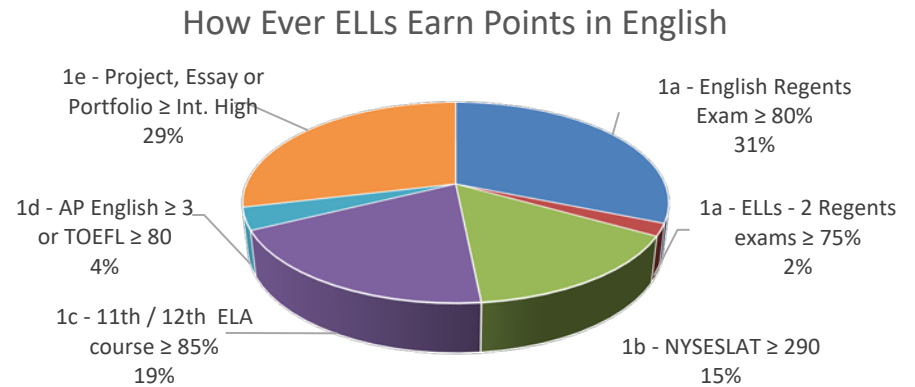
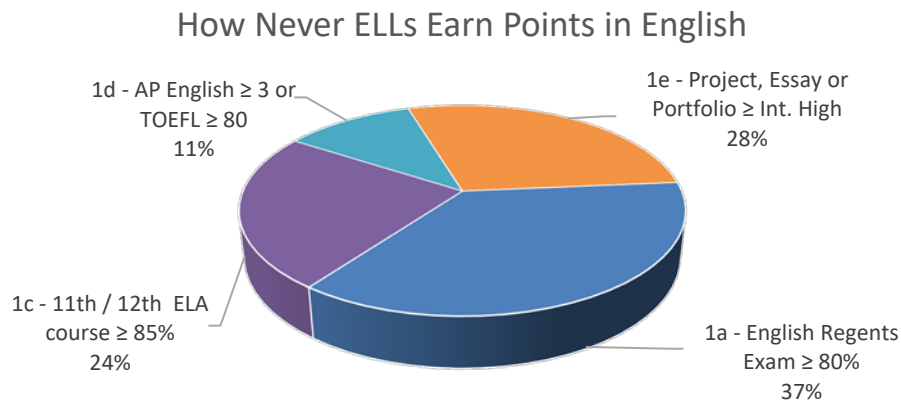


Figure 26



Conclusions:

1. Current ELLs earn their points in English most frequently using the Culminating Project combined with one of the following: earning an 85% or better in the 11 & 12th grade courses, a commanding score (290) on the NYSESLAT exam, or an 80% or better on the ELA Regents exam. Only a few ELLs use the option to score 75% or better on two Regents exams other than English not in translation, the AP English exam, or the TOEFL exam.
2. Ever ELLs balance their points between the Culminating Project, the required scores on the ELA Regents Exam, and the 11th & 12th grade ELA courses. About 1 in 7 Ever ELLs use a commanding score on the NYSESLAT as a point towards the Seal. Only a few Ever ELLs use the 2 Regents exams not in translation or the AP English/TOEFL exams.
3. Never ELLs generally use the ELA exam, the grade in the 11th & 12th grade ELA courses, and the Culminating Project to satisfy the requirements of the Seal. A little more than 10% use an AP English exam score as a point towards the Seal.

Earning Points Towards the NYSSB in a World Language Other Than English

Figure 27. Number of Students that Used Various Points in World Languages to Earn the Seal (2015-2020)

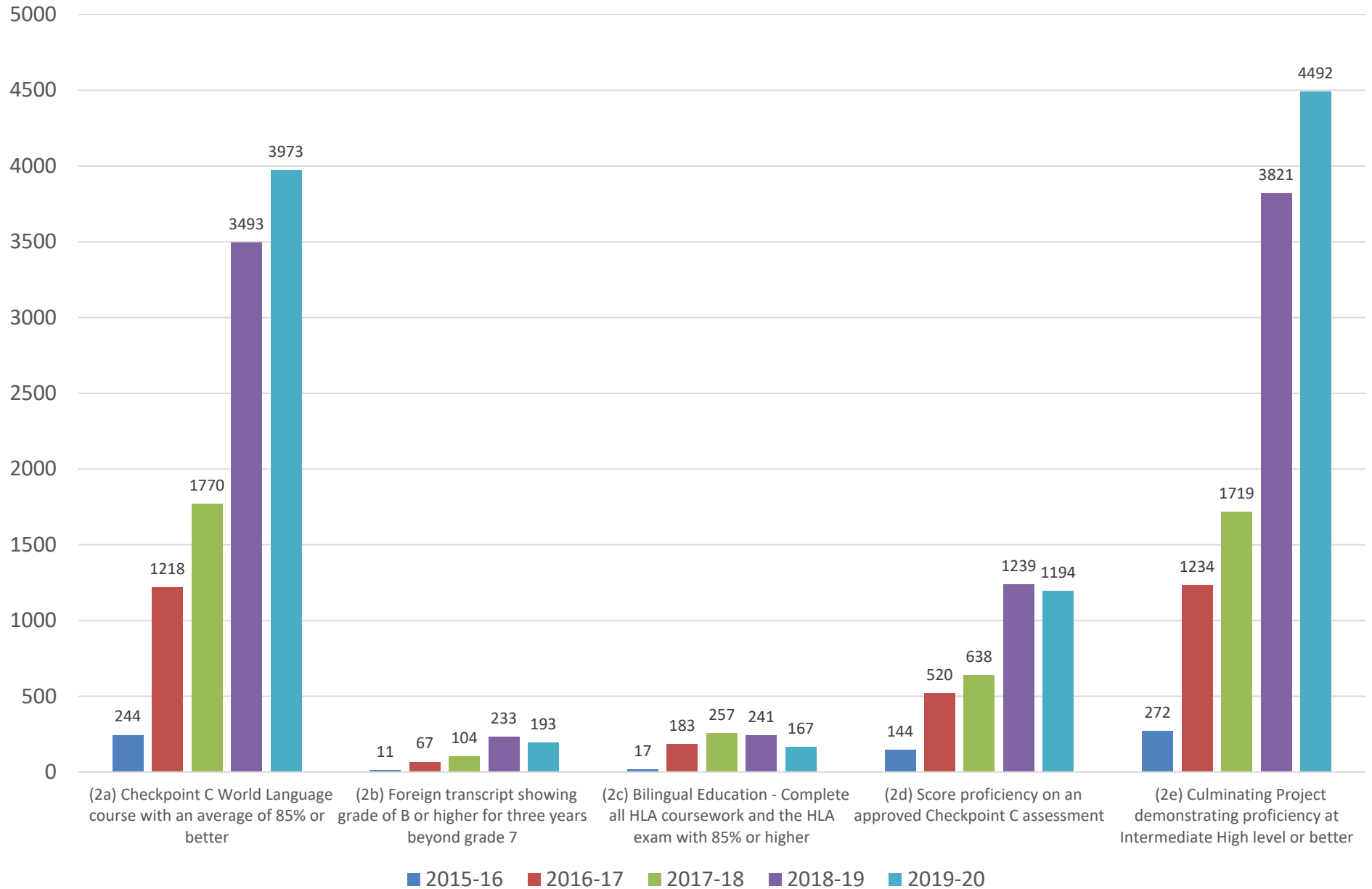
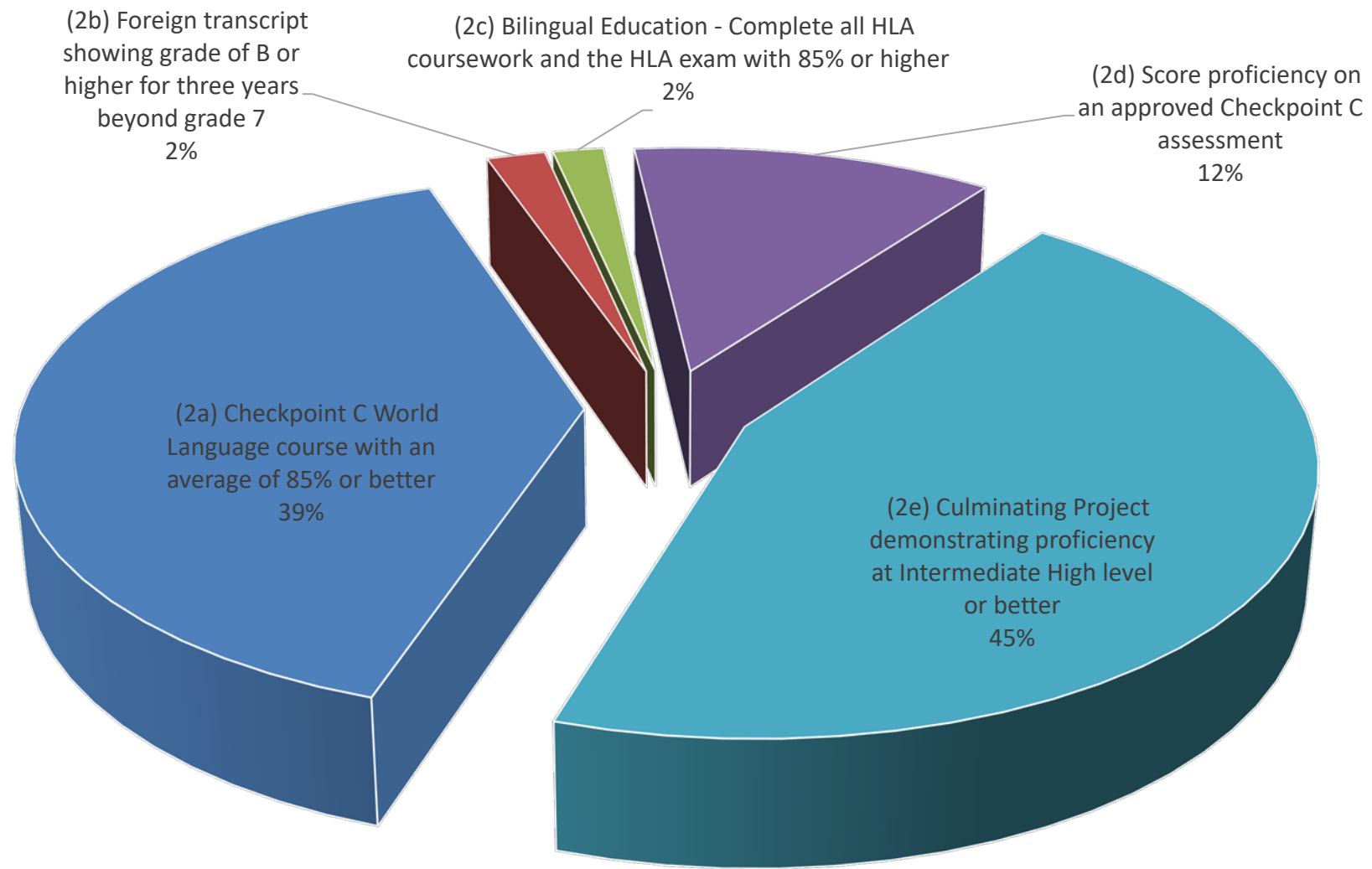


Figure 28. Percentage of World Language Points Used by Students (2019-20)



When the student data is disaggregated by ELL status (see Figures 29, 30, 31 below), different patterns of use of the various criteria emerge.

Figure 29

How ELLs Earn Points in World Languages

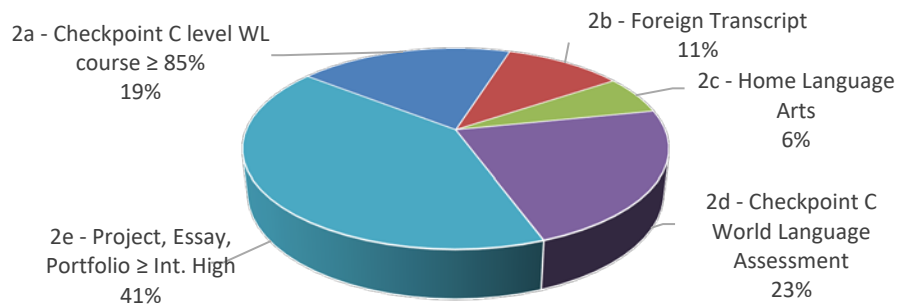


Figure 30

How Ever ELLs Earn Points in World Languages

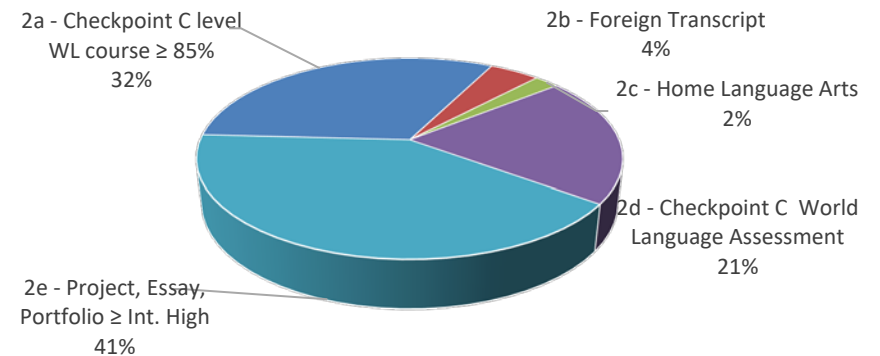
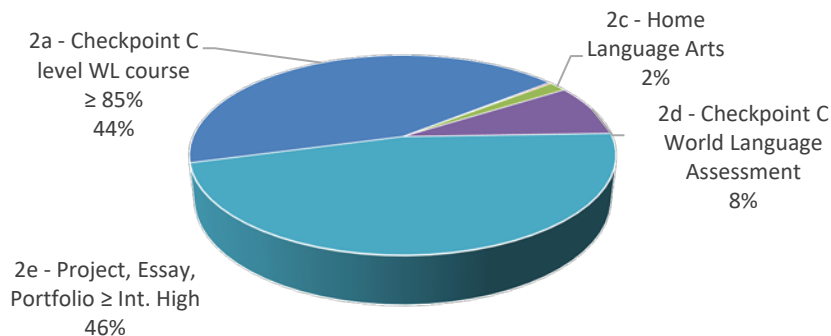


Figure 31

How Never ELLs Earn Points in World Languages



Conclusions:

1. Only about 1 in 5 ELLs take a world language course to earn a point (most commonly Spanish). For students whose language is not offered as a course of study in high school, the primary path to the Seal is the Culminating Project combined with a Checkpoint C assessment, with some students replacing the assessment with a Home Language Arts Program or a foreign transcript.
2. In general, Ever ELLs earn their points in world languages using a combination of the Culminating Project, a Checkpoint course and/or a Checkpoint C assessment. Only a few Ever ELLs use a foreign transcript or an HLA course.
3. The most common path for Never ELLs to earn points in world languages is the Culminating Project and the Checkpoint C course. Some Never ELLs earn a point by taking a Checkpoint C Assessment.

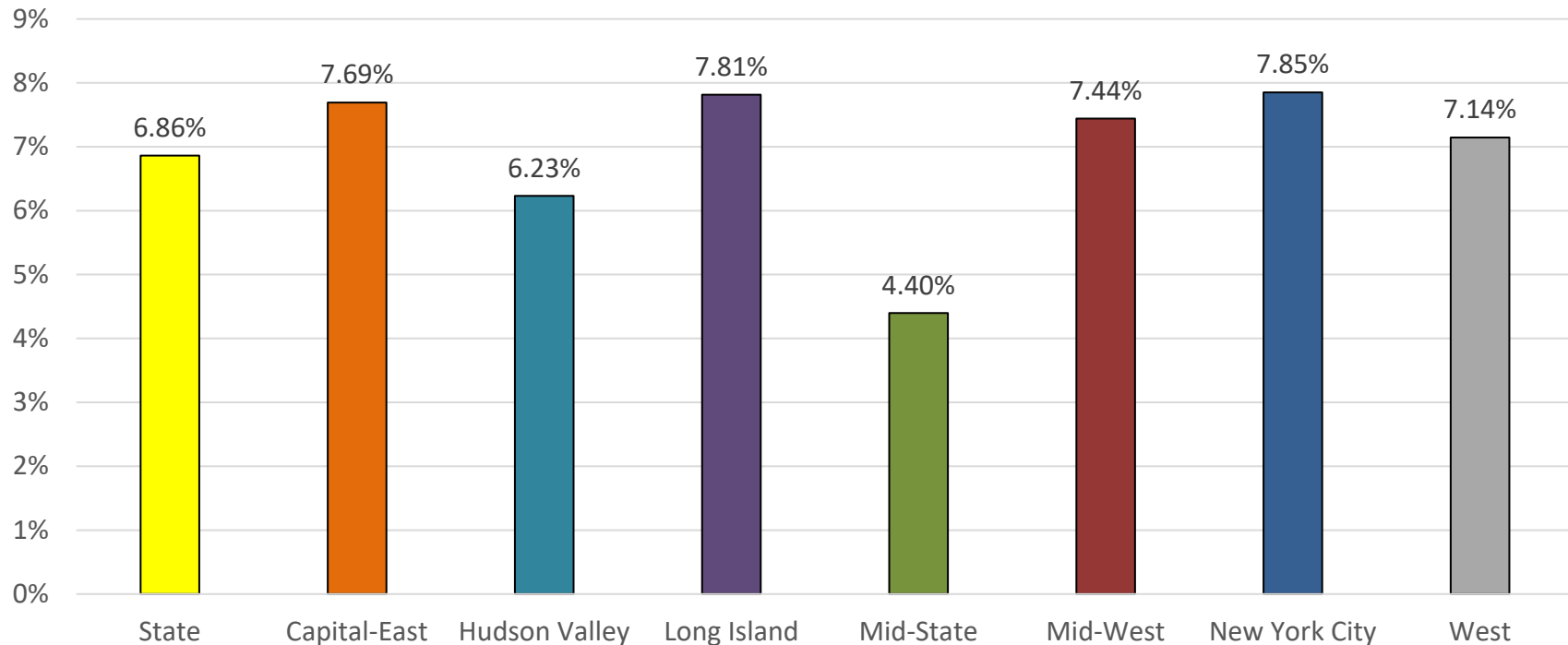
Disaggregating Seal Performance by Demographic Factors and Eligibility

In order to better analyze and understand our students' performance in the Seal of Biliteracy program, OBEWL collected additional data starting in 2019-20. This included measuring, at the school and regional levels, the number of Seal Earners relative to several factors: total 12th grade enrollment, gender, racial and ethnic demographics, and ELL status of the students. By disaggregating this data, we can begin to identify and promote best practices within particular regions and schools as well as to support underrepresented populations.

12th Grade Enrollment

Statewide, just under 7% of seniors attending schools who offer the NYSSB earned this distinction in 2019-20. Figure 32 shows the average number of Seal Earners in 2019-20 as a percentage of the 12th grade enrollment by region. Five of the seven regions of our state had rates above 7%, with the highest rates in Long Island and New York City schools.

Figure 32. Average 2019-20 Seal Earners as a % of 12th Grade Enrollment by Region



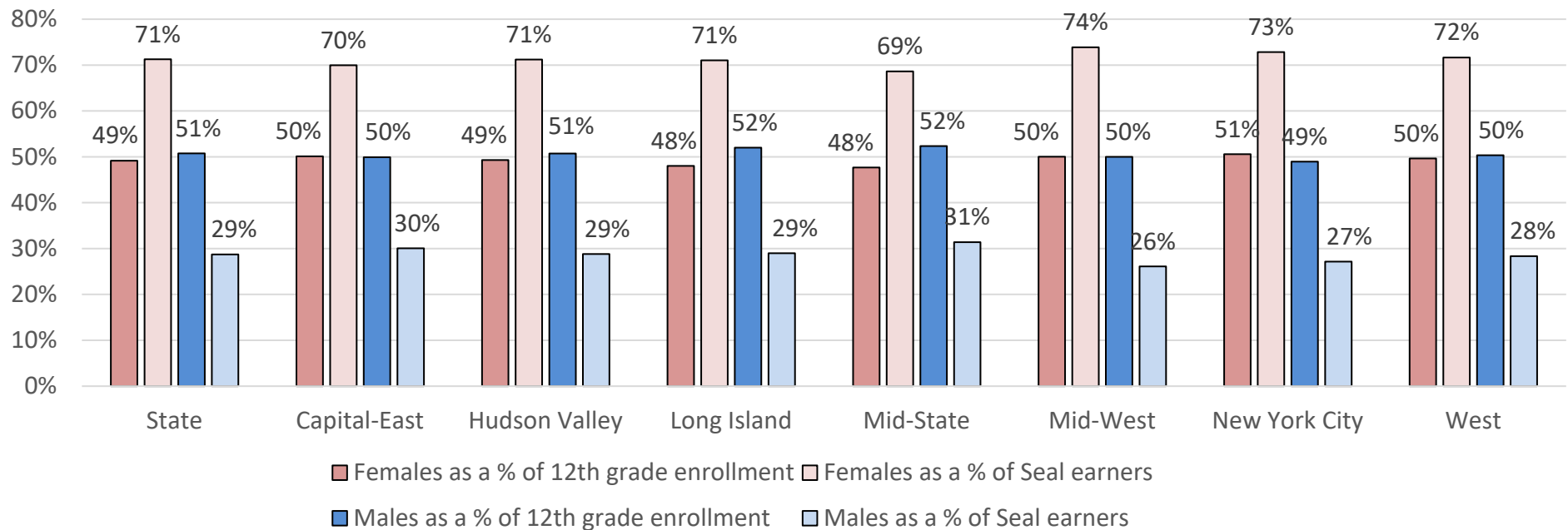
By Gender

Schools offering the NYSSB in 2019-20 reported the gender of each candidate earning the Seal. Females are coded as shades of pink and males as shades of blue in the following chart. Columns are grouped in sets of two:

- Column 1 represents the average number of students of that gender as a percentage of the average 12th grade enrollment. For example, the very first column in the chart illustrates that female students made up on average 49% of the total 12th grade enrollment in schools offering the Seal in 2019-20.
- Column 2 represents the average number of students of that gender as a percentage of Seal earners. For example the second column in the chart illustrates that female students made up on average 71% of all Seal earners in 2019-20.

Figure 33 demonstrates that while enrollment in schools is generally balanced by gender, in each region of the state, female students make up on average 70% or more of Seal Earners and male students about 30% of Seal Earners. This is a direct reflection of the enrollment in upper level world language courses, which is primarily female, as 75% of Seal Earners take a course of study in a world language through Checkpoint C. In 2020-21, there will be three options for gender: male, female, and non-binary.

Figure 33. Average 2019-20 Seal Earners by Gender as a % of 12th Grade Enrollment vs. as a % of Seal Earners by Region



By Race & Ethnicity

Schools offering the NYSSB in 2019-20 reported the race and ethnicity of each candidate earning the Seal. Racial demographics in schools vary from region to region and this is demonstrated clearly when the data is disaggregated by region. In each region, the average percentage of Seal earners closely trails the average percentage of 12th grade enrollment in that region. From Long Island to the West, the difference between the average percentage of Seal earners of each demographic group and the average percentage of enrollment by demographic group is no more than 7%.

Figure 34 breaks down data by race and ethnicity, comparing the average percentage of 12th grade enrollment in Seal schools with the average percentage of Seal earners represented by each demographic group. Hispanic or Latino students averaged almost 30% of Seal earners in 2019-20, while they represented a little more than 24% of 12th grade enrollment in Seal schools in the same year. Multiracial students and those of Asian, Native Hawaiian or Other Pacific Islander origin were similarly well represented in Seal schools, with the average percentage of Seal earners exceeding the average enrollment for those groups. The percentage of students of American Indian or Alaska Native origin earning the Seal were within 0.11% of the average 12th grade enrollment for this group. Black or African American students represented on average 12% of seniors in schools offering the Seal, however, they only represented 5% of Seal earners. OBEWL will continue to assist schools in recruiting and supporting all students in their pursuit of the NYSSB so that Seal recipients are representative of the overall student population in NYS.

Figure 34. Number of Students by Race & Ethnicity as a % of 12th Grade Enrollment vs. as a % Seal Earners (Statewide)

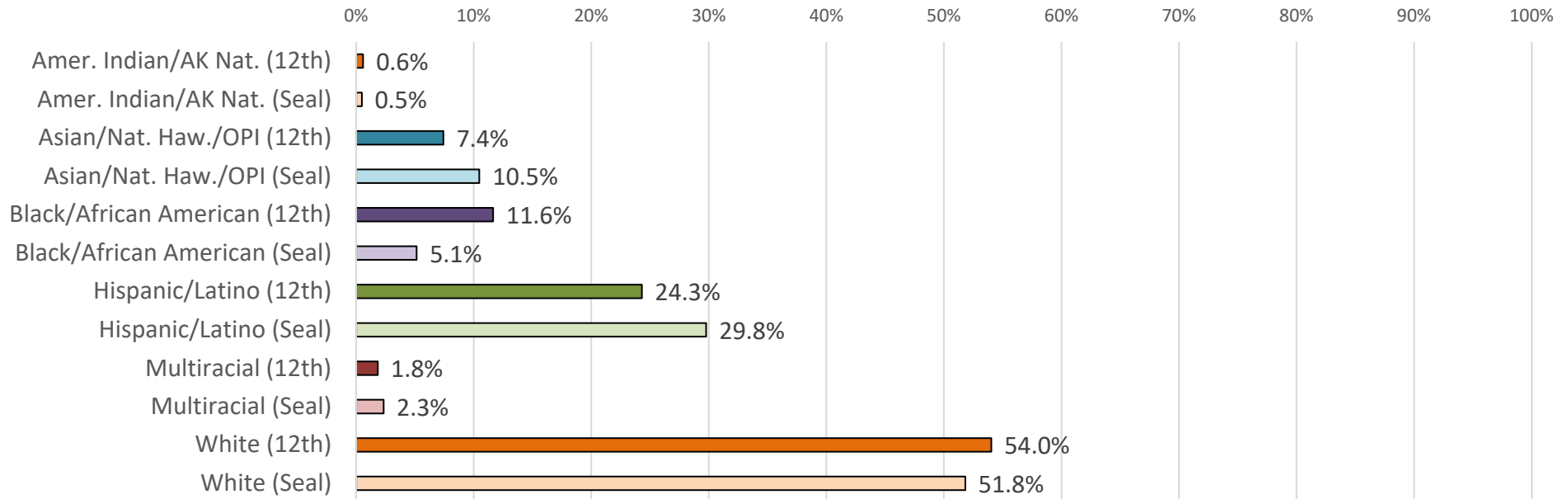


Figure 35. Number of Students by Race & Ethnicity as a % of 12th Grade Enrollment vs. as a % Seal Earners - Capital-East

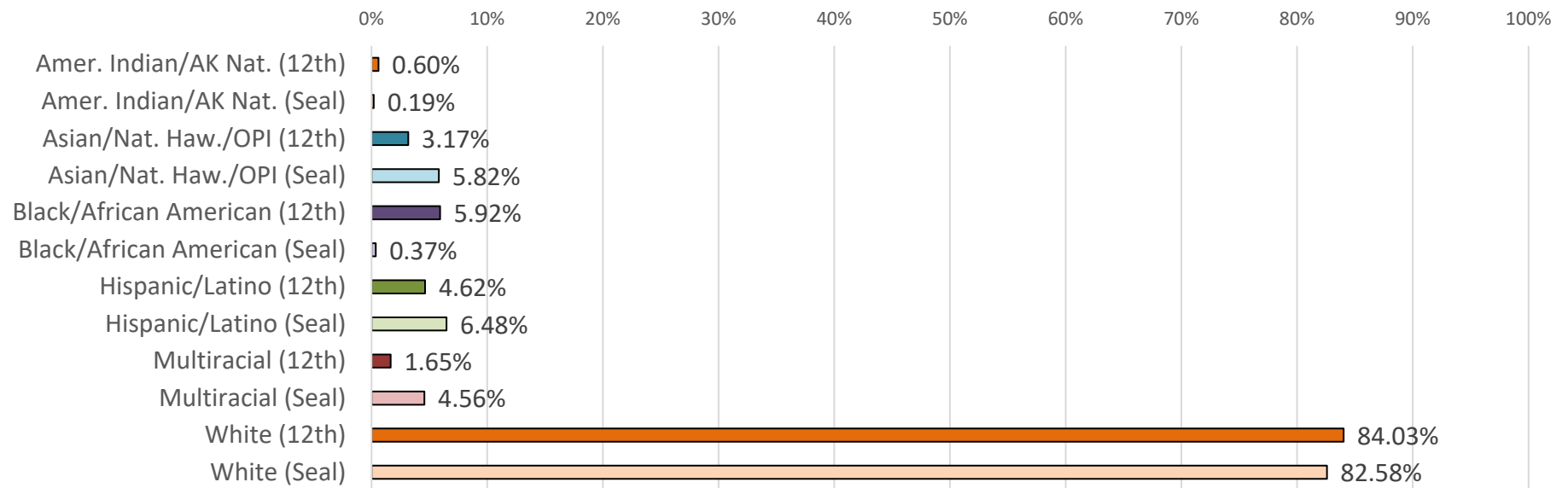


Figure 36. Number of Students by Race & Ethnicity as a % of 12th Grade Enrollment vs. as a % Seal Earners – Hudson Valley

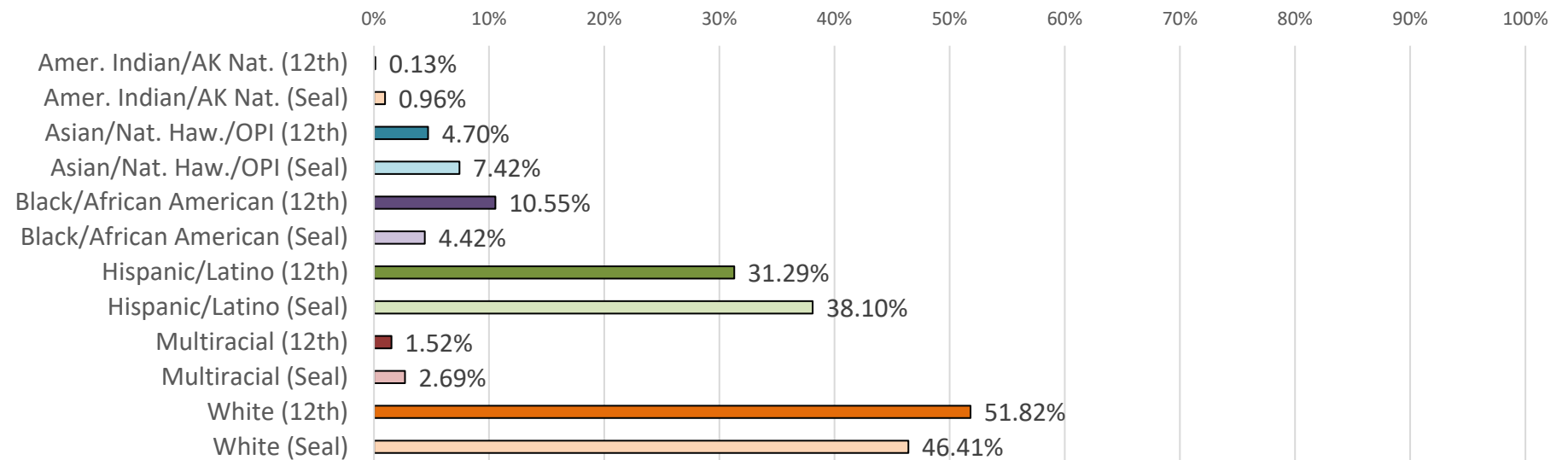


Figure 37. Number of Students by Race & Ethnicity as a % of 12th Grade Enrollment vs. as a % Seal Earners – Long Island

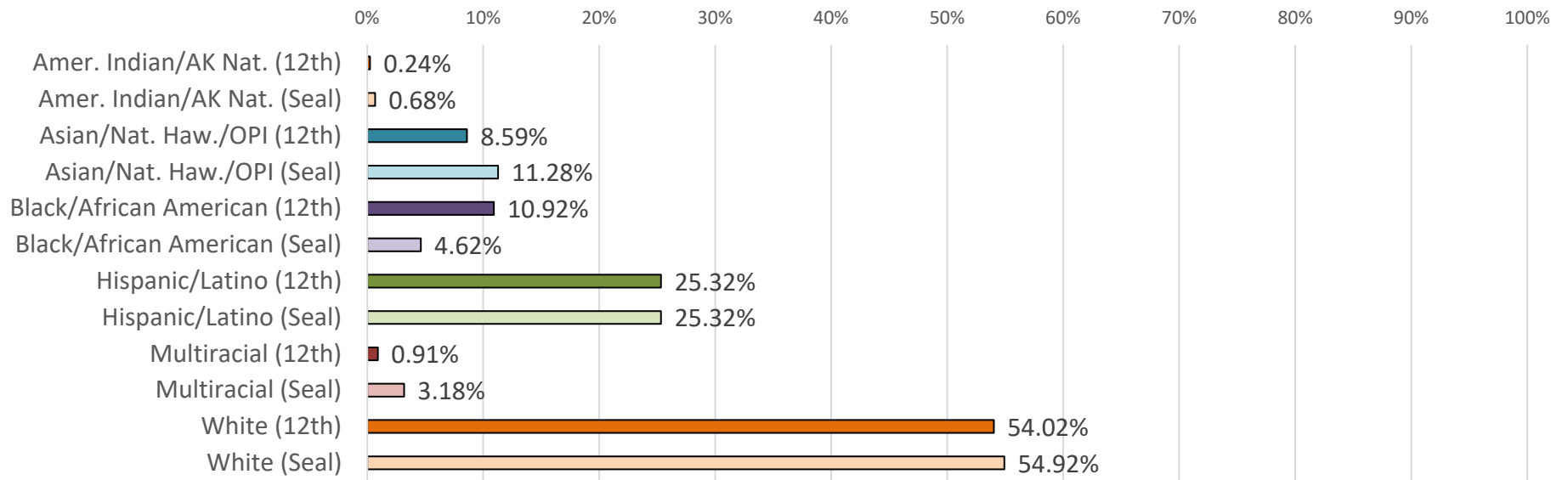


Figure 38. Number of Students by Race & Ethnicity as a % of 12th Grade Enrollment vs. as a % Seal Earners – Mid-State

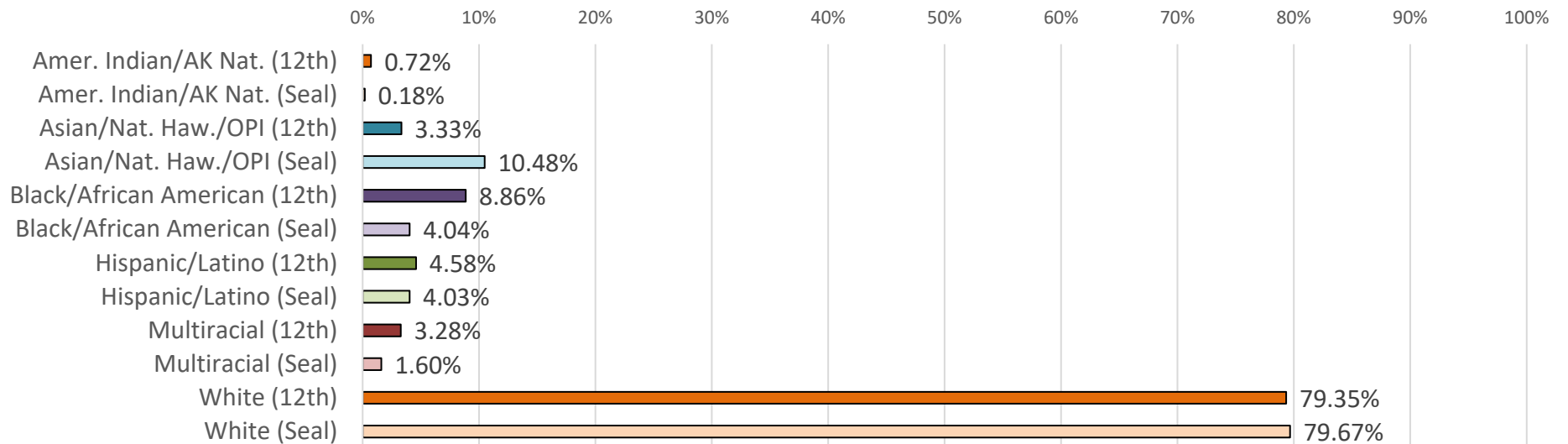


Figure 39. Number of Students by Race & Ethnicity as a % of 12th Grade Enrollment vs. as a % Seal Earners – Mid-West

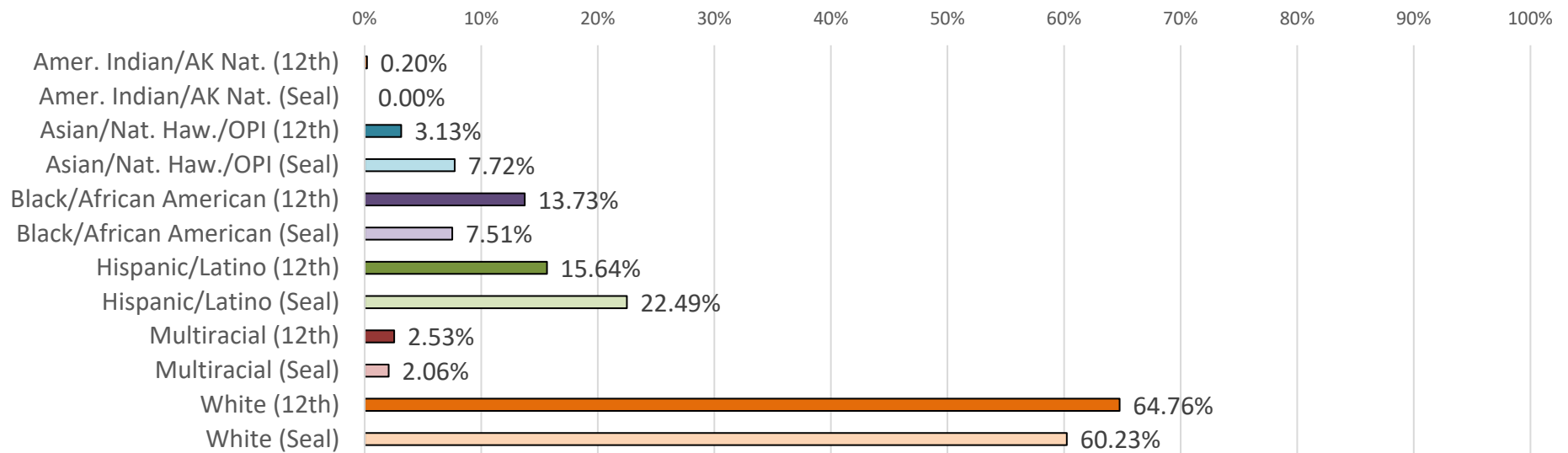


Figure 40. Number of Students by Race & Ethnicity as a % of 12th Grade Enrollment vs. as a % Seal Earners – New York City

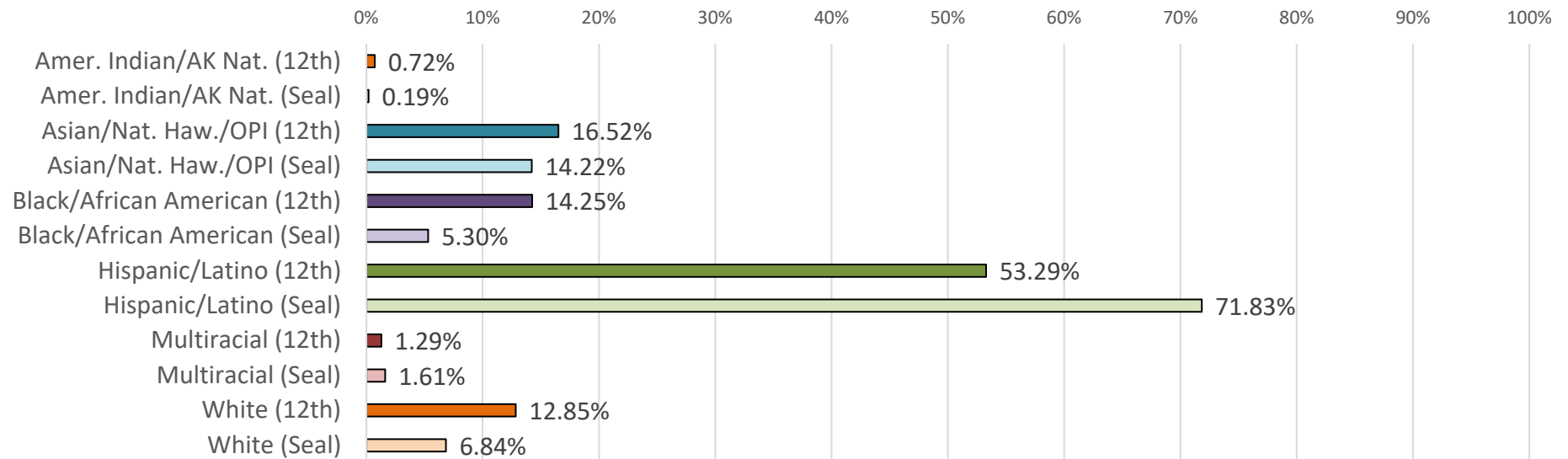
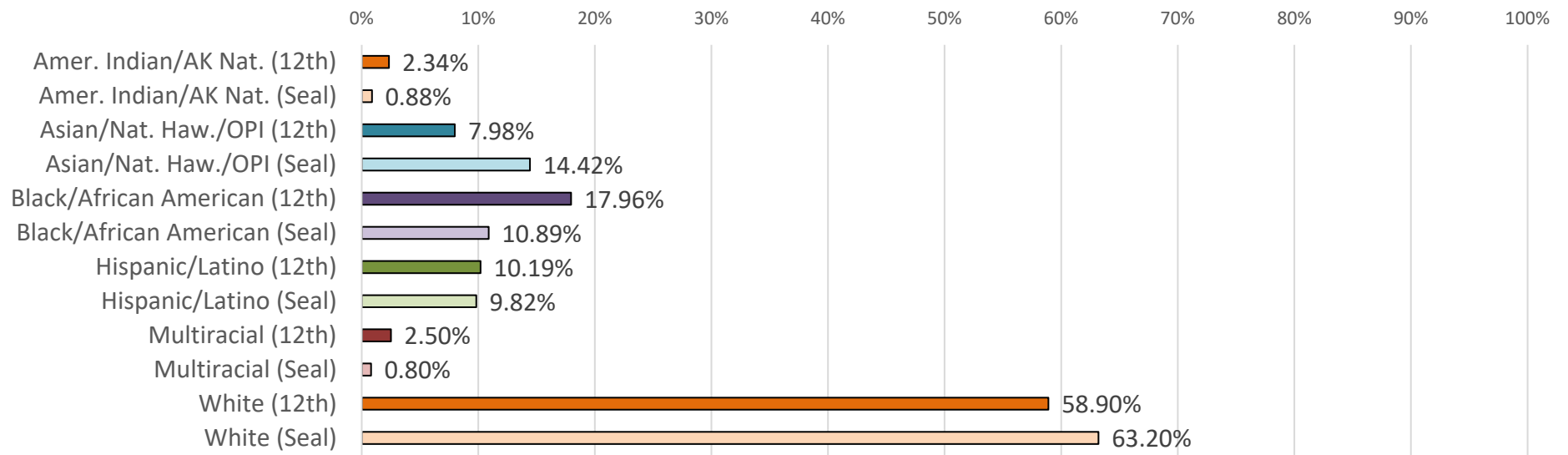


Figure 41. Number of Students by Race & Ethnicity as a % of 12th Grade Enrollment vs. as a % Seal Earners - West



By ELL Status

Since the beginning of the NYSSB Program, ELLs have made up approximately 4% of Seal earners, Ever ELLs a little more than 20% and the remainder, about 75%, made up of Never ELLs. In 2019-20, OBEWL took specific action to identify the reasons behind these trends. As of that year, schools were required to identify all students eligible to pursue the Seal, including:

- Current ELLs - students who, by birth or ancestry, speak or understand a language other than English and who score below a NYS designated level of proficiency on the NYSITELL or the NYSESLAT;
- Ever ELLs - students who were once ELLs, but who have demonstrated the NYS designated level of proficiency necessary to exit ELL status; and
- Never ELLs - students who were never identified as ELLs.

Current Senior ELLs made up on average 7% of 12th grade enrollment in schools offering the Seal in 2019-20. In the same year, Current ELLs represented 4% of all Seal earners, indicating a 3% gap between average enrollment of ELLs in 12th grade and Seal earners who were ELLs. By the same token, Non-ELL Seal earners, which include Ever ELLs, made up 93% of 12th grade enrollment in schools offering the Seal in 2019-20 and made up 96% of all Seal earners. Statewide data is illustrated below in Figure 42, while regional data is shown in Figures 43-49 that follow.

Figure 42. Average Number of Current ELLs and Non-ELLs as a % of Seal Earners vs. as a % of 12th Grade Enrollment (Statewide)

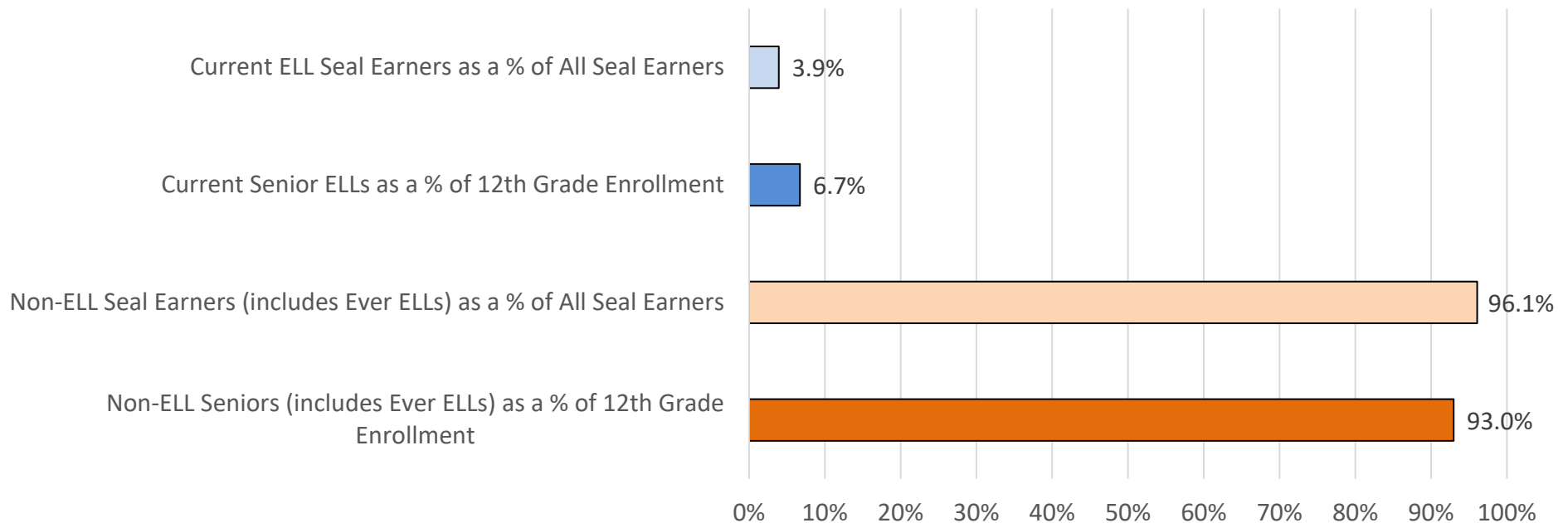


Figure 43-49. Average Number of Current ELLs and Non-ELLs as a % of Seal Earners vs. as a % of 12th Grade Enrollment by Region

Figure 43. Capital-East

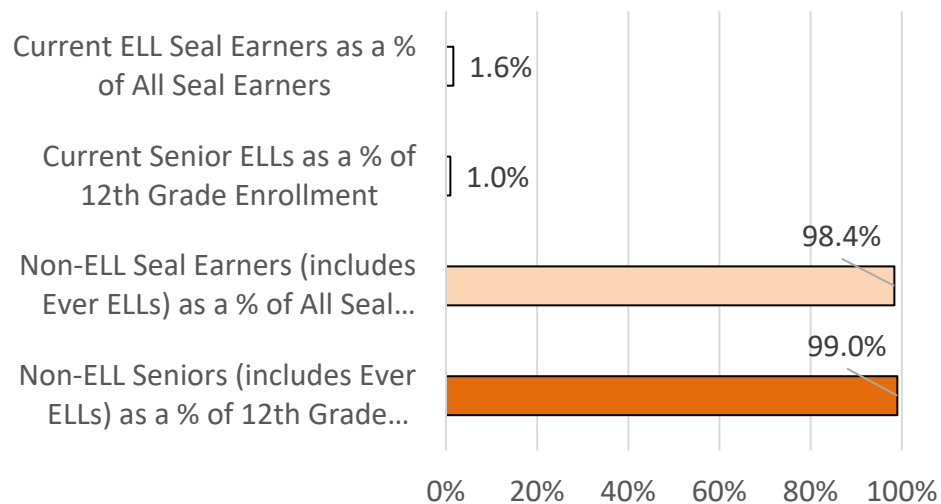


Figure 44. Hudson Valley

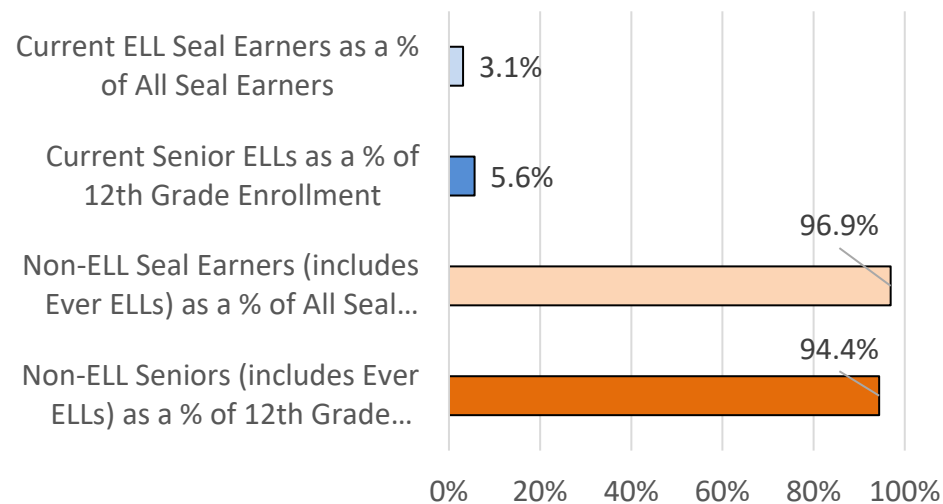


Figure 45. Long Island

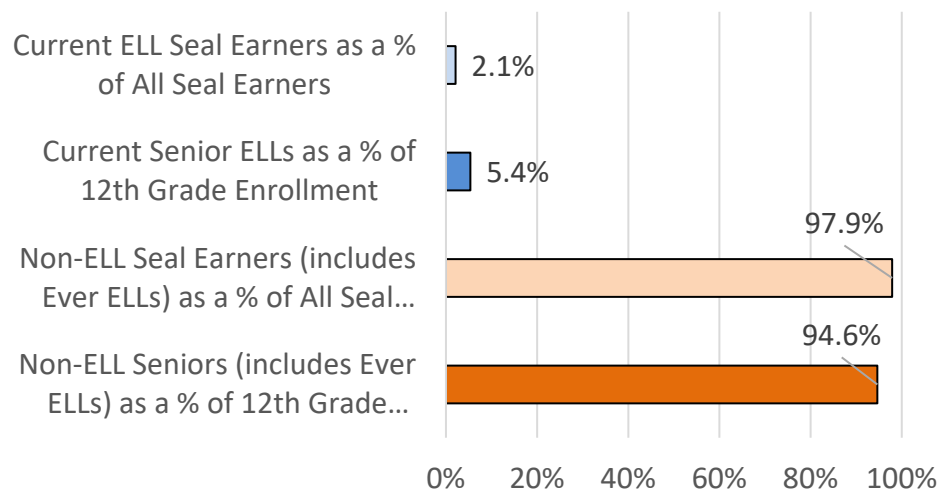


Figure 46. Mid-State

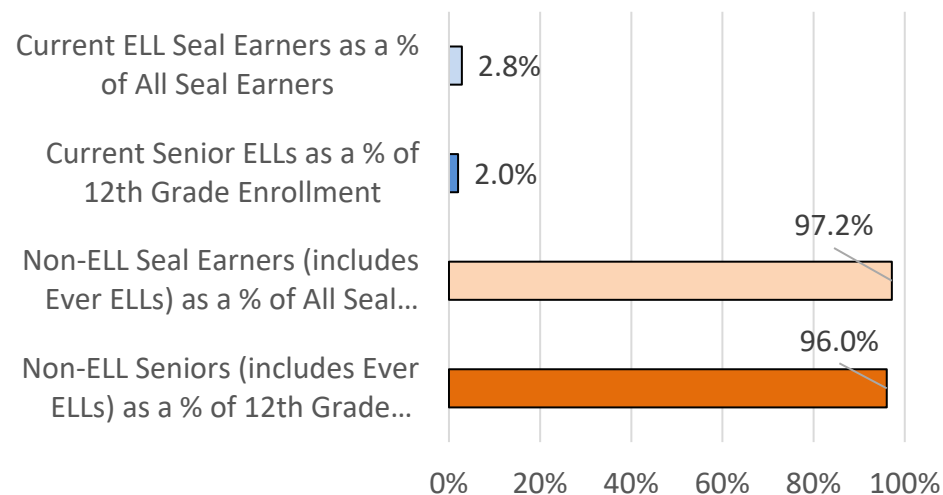


Figure 47. Mid-West

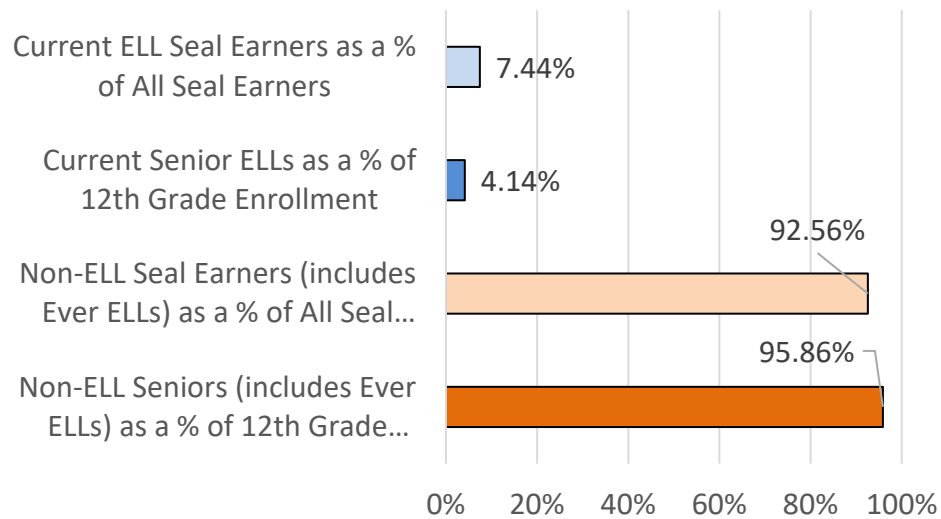


Figure 48. New York City

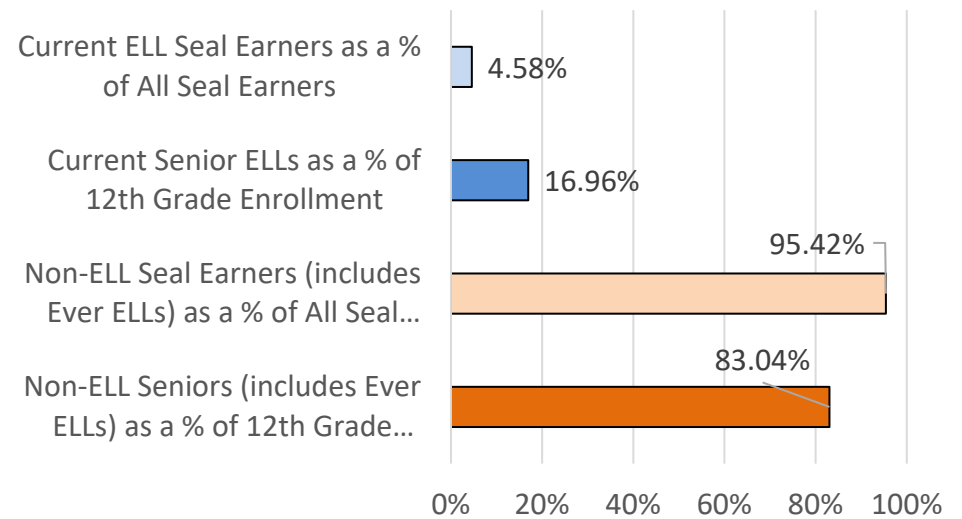
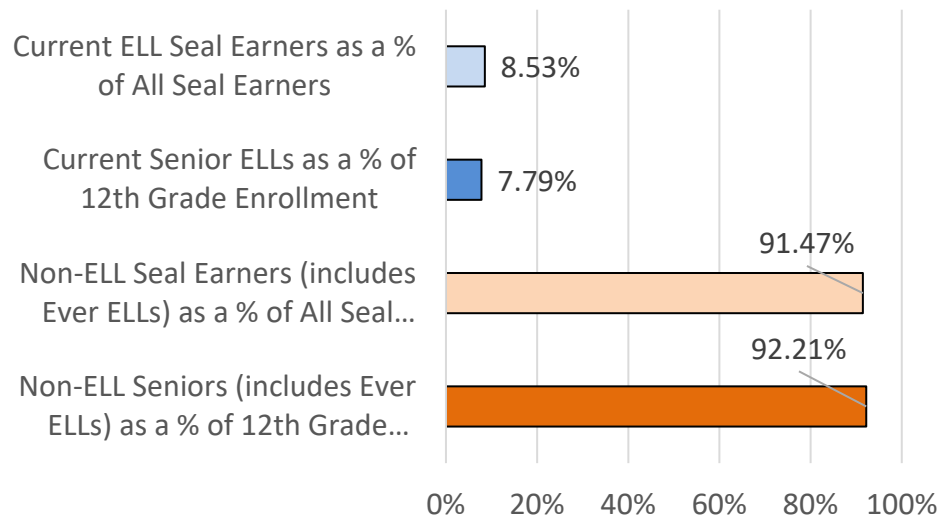


Figure 49. West



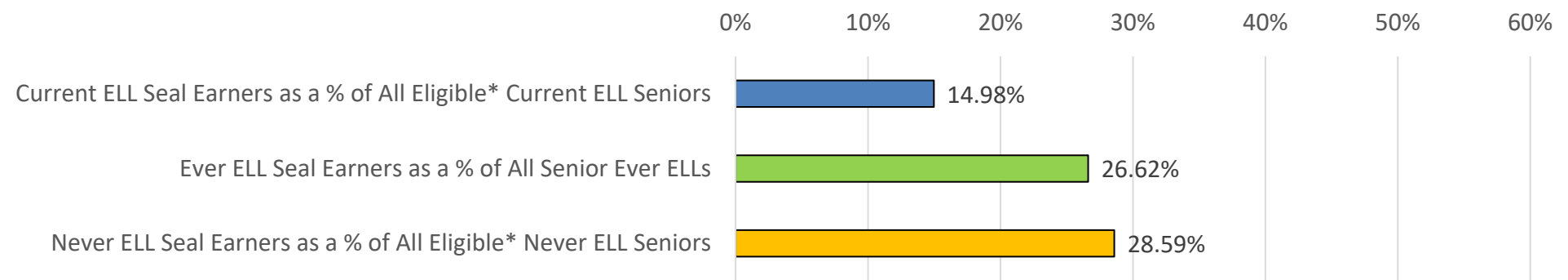
- In the Mid-State, Mid-West, and Western regions, the average percentage of Current ELLs that earned the Seal is greater than the average percentage of 12th grade enrollment they represented in schools offering the Seal.
- In the Capital-East, Hudson Valley, and Long Island regions, the average percentage of Current ELLs that earned the Seal is slightly less than the percentage they represented of 12th grade enrollment in schools offering the Seal.
- In New York City, Current ELL Seal Earners represented on average 5% of all Seal Earners, while Current ELLs represented on average 17% of 12th grade enrollment in schools offering the Seal.

Starting in 2019-20, schools were required to identify the three groups of students eligible to pursue the Seal, including Current ELLs, Ever ELLs, and Never ELLs. Schools reported the number for each group to OBEWL on the School Notification Form, due by December 1st. While the charts on the prior pages were based on enrollment figures downloaded from [NYSED’s data website](#), the following charts represent finer grain data reported directly to OBEWL by schools using the School Notification Form. By requesting this data, schools (and OBEWL by extension) can specifically identify not just enrollment figures, but students who meet the basic eligibility requirements to pursue the Seal. Comparing students who actually earned the Seal against the pool of eligible candidates is a more accurate measure of how well schools are recruiting and supporting ELLs, Ever ELLs, and Never ELLs to pursue the Seal.

- To be considered "eligible" to pursue the Seal, a Current ELL in 12th grade must have scored at least "Expanding" on their last NYSESLAT score or have received an exemption from the 2020 NYSESLAT exam.
- To be considered "eligible" to pursue the Seal, an Ever ELL in 12th grade must be able to demonstrate a high level of proficiency in both English and their home language in all four skills of speaking, listening, reading, and writing.
- To be considered “eligible” to pursue the Seal, a Never ELL in 12th grade must have either pursued a course of study in a world language through Checkpoint C or have developed a high level of proficiency in all four skills in English and another language through another means.

Figure 50 shows the average number of Seal earners by ELL Status as a percentage of the eligible populations statewide. The chart illustrates that 15% of Eligible Current ELL Seniors, 27% of Ever ELL Seniors, and 29% of Never ELL Seniors earned the Seal. The data indicates that there is significant room for growth in recruitment and support of each of these populations. While more students earned the Seal in 2019-20 than in any other year, it can be concluded that the onset of the COVID-19 Pandemic and related school closures starting in March of 2020 had significant negative impact on the number of students from each group that completed the requirements to earn the Seal. It can be further concluded that COVID’s impact was greater on the more vulnerable population of English Language Learners.

Figure 50. Average Seal Earners by ELL Status as a % of Eligible Populations (Statewide)



*See eligibility information above.

Figures 51-57. Average Number of Students by ELL Status as a % of Seal Earners vs. as a % of 12th Grade Enrollment by Region

Figure 51. Capital-East

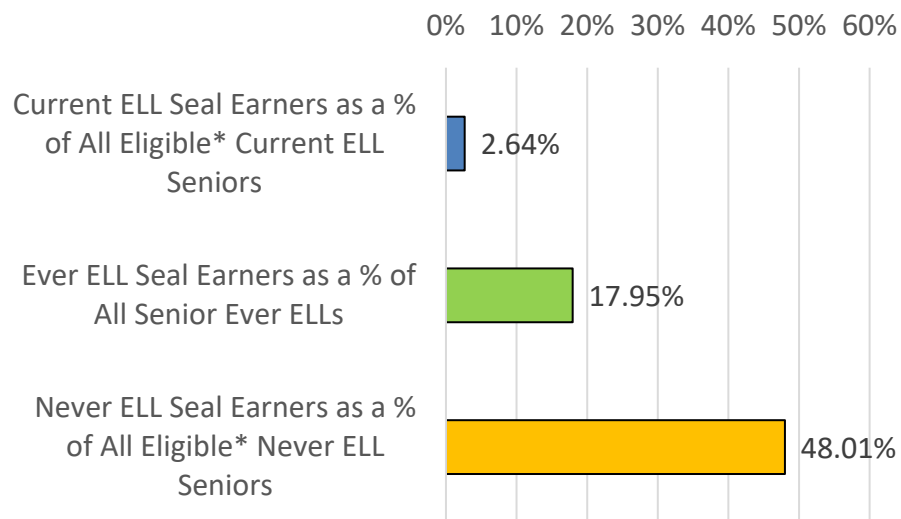


Figure 52. Hudson Valley

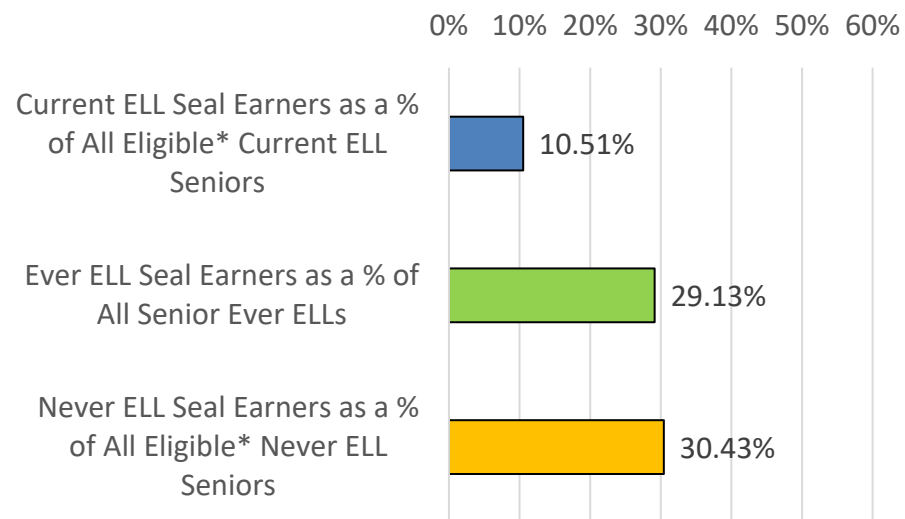


Figure 53. Long Island

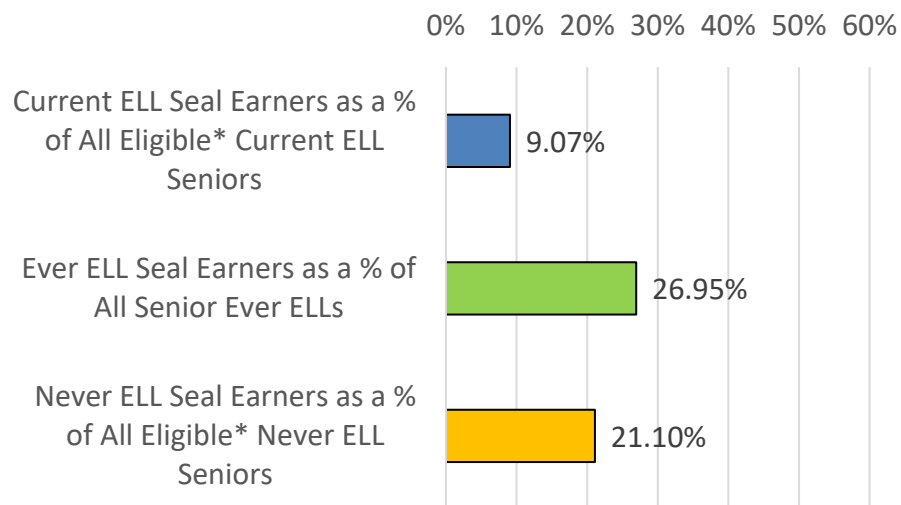


Figure 54. Mid-State

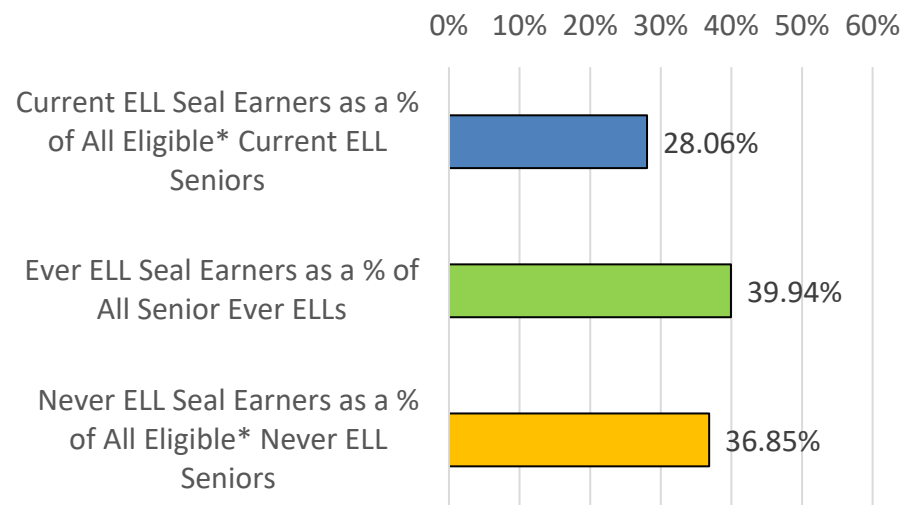


Figure 55. Mid-West

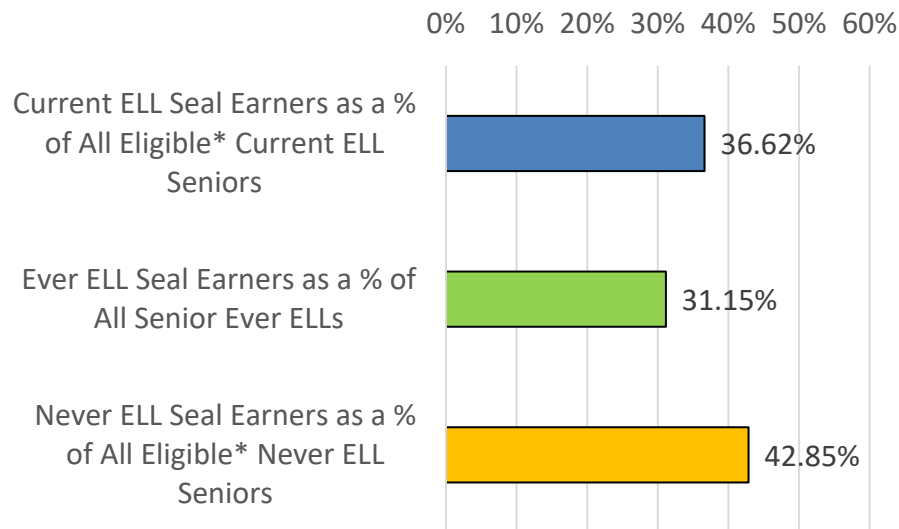


Figure 56. New York City

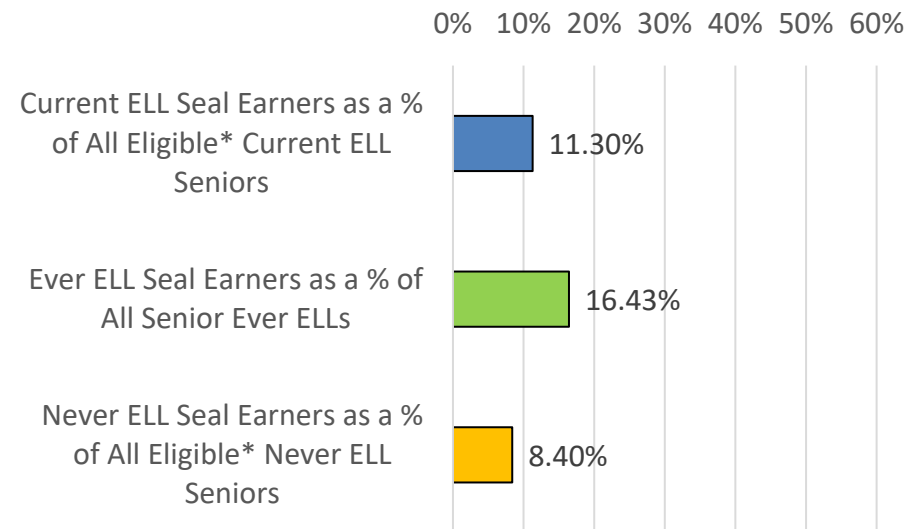
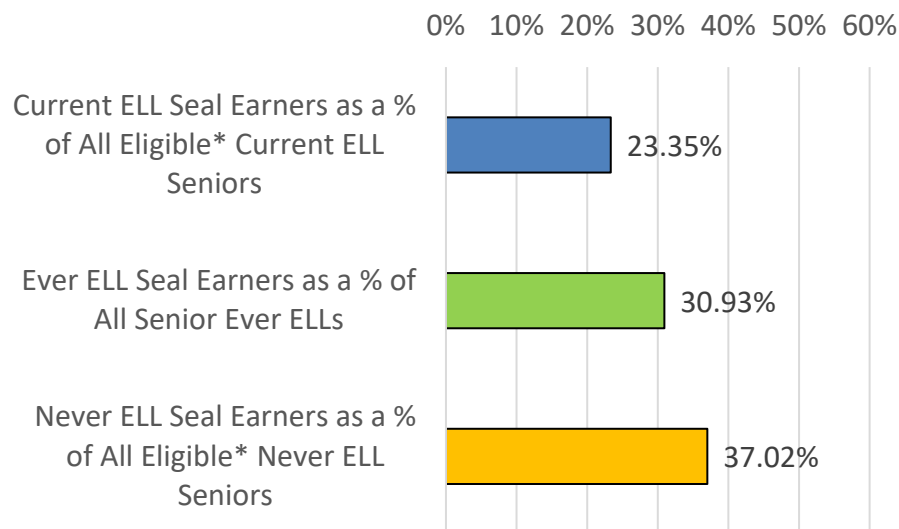


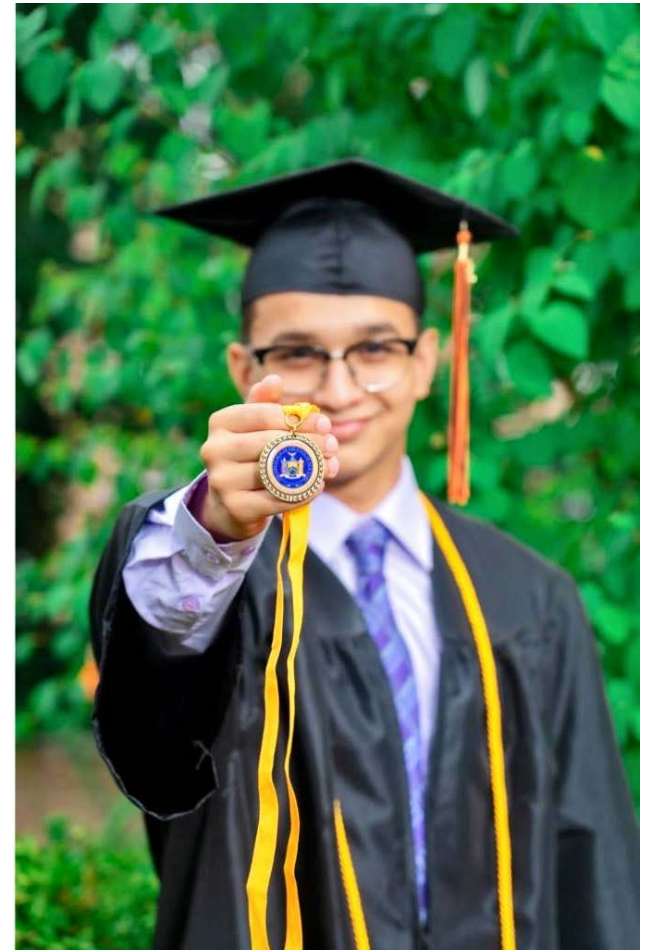
Figure 57. West



- In the Mid-West region, Seal schools on average supported a much greater percentage (37%) of Current ELLs from the eligible population to earn the Seal than in all other regions.
- In the Mid-State region, Seal schools on average supported a much greater percentage (40%) of Ever ELLs from the eligible population to earn the Seal than in all other regions.
- In the Capital-East region, Seal schools on average supported a much greater percentage (48%) of Never ELLs from the eligible population to earn the Seal than in all other regions.

In 2020-21, the three eligible student groups were expanded into four:

- Current ELLs - students who, by birth or ancestry, speak or understand a language other than English **and** who score below a NYS designated level of proficiency on the NYSITELL or the NYSESLAT;
- Ever ELLs - students who were once ELLs, but who have demonstrated the NYS designated level of proficiency necessary to exit ELL status;
- Never ELLs with a Home Language of English - students who were never identified as ELLs **and** whose home language is English; and
- Never ELLs with a Home Language Other Than English - students who were never identified as ELLs, but who, by birth or ancestry, speak or understand a language other than English.

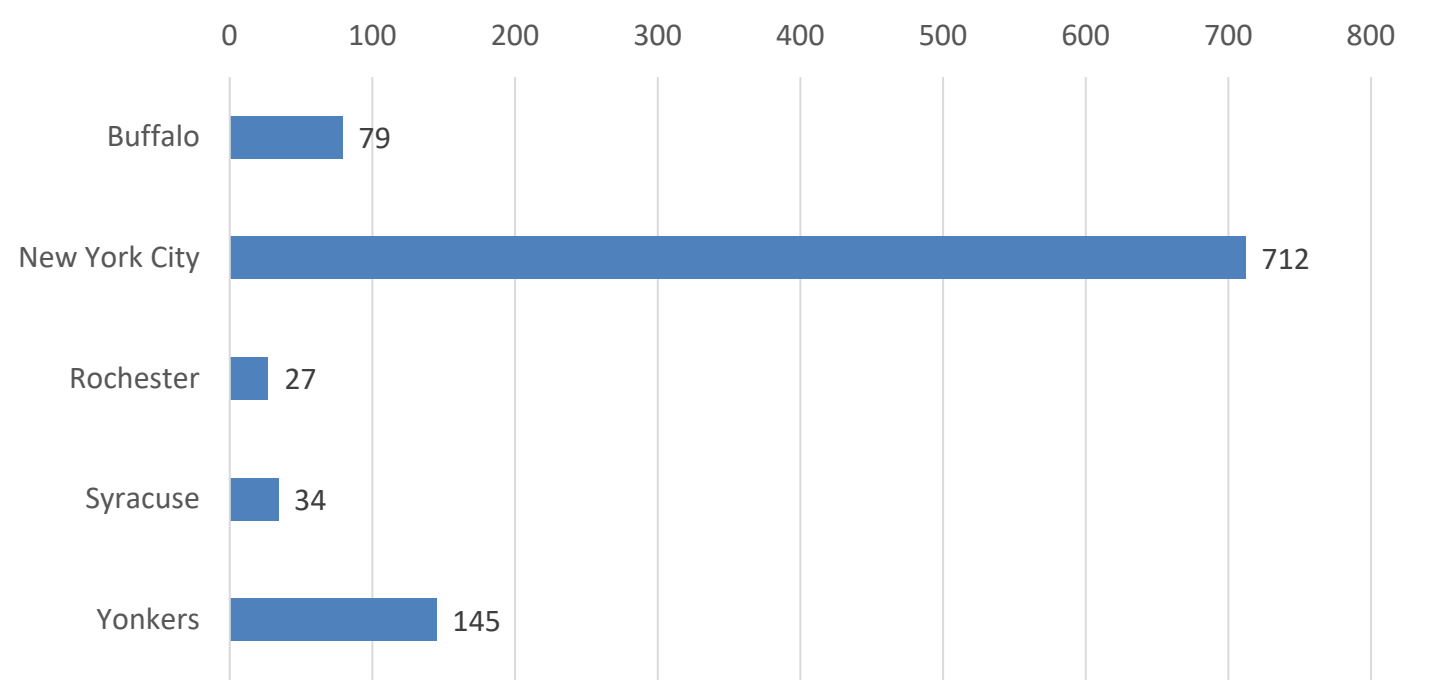


*NYSSB Graduate of the Class of 2020
from White Plains High School*

BIG 5 School Districts and the NYSSB

The BIG 5 School Districts include Buffalo, New York City, Rochester, Syracuse, and Yonkers. A total of 997 students from BIG 5 School Districts earned the Seal in 2019-20, which represents more than 1 in every 5 students that earned the Seal in that year. Figure 58 shows the number of students awarded the Seal from BIG 5 School Districts in 2019-20.

Figure 58. Number of Students Awarded the Seal from BIG 5 School Districts (2019-20)



NYSSB Graduates of the Class of 2020 from White Plains High School

Figure 59. Number of Students Awarded the Seal from BIG 5 Districts by Year (2015-2020)

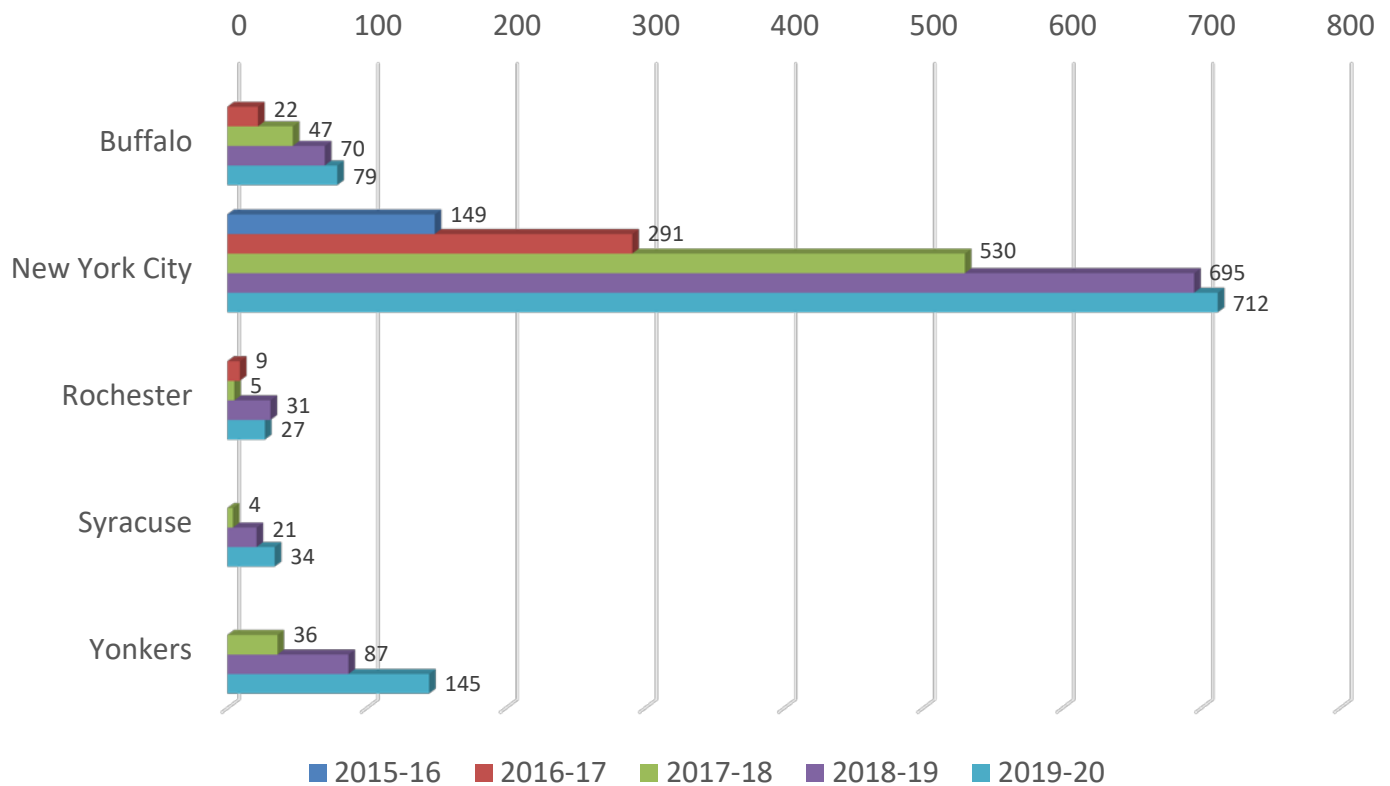


Figure 609. Percentage of Students Awarded the Seal from BIG 5 School Districts by Gender (2019-20)

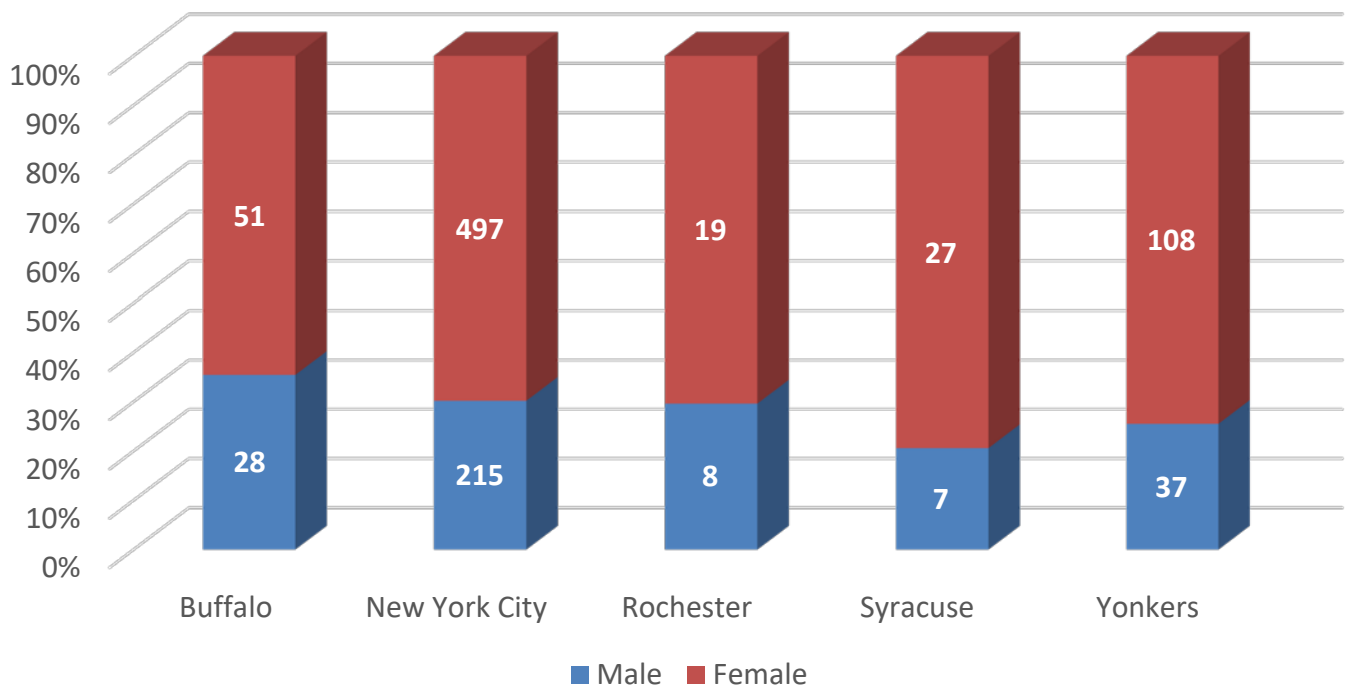


Figure 61. Percentage of Students Awarded the Seal from BIG 5 School Districts by ELL Status (2019-20)

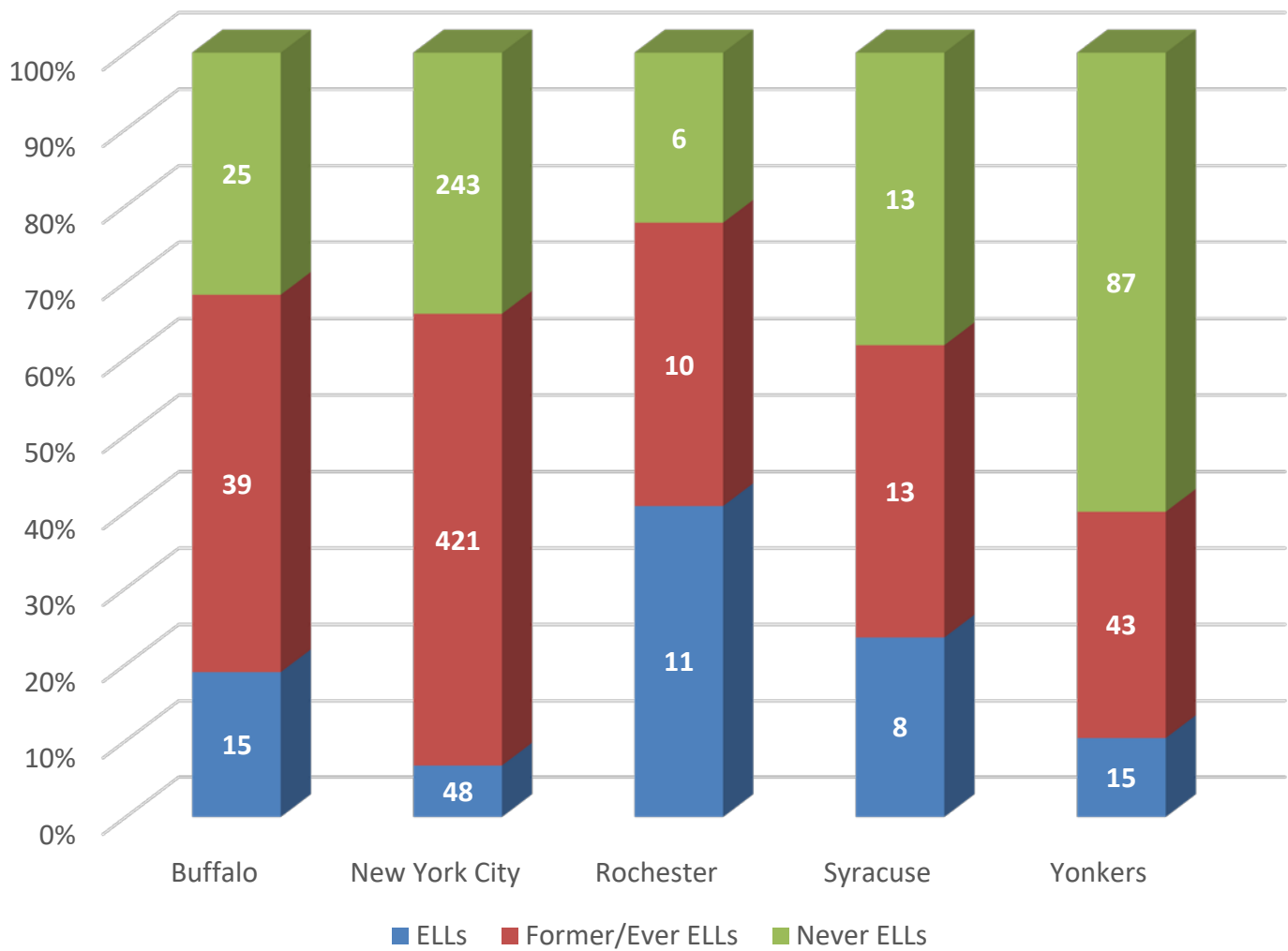


Figure 62. Percentage of Students Awarded the Seal from BIG 5 School Districts by Race & Ethnicity (2019-20)

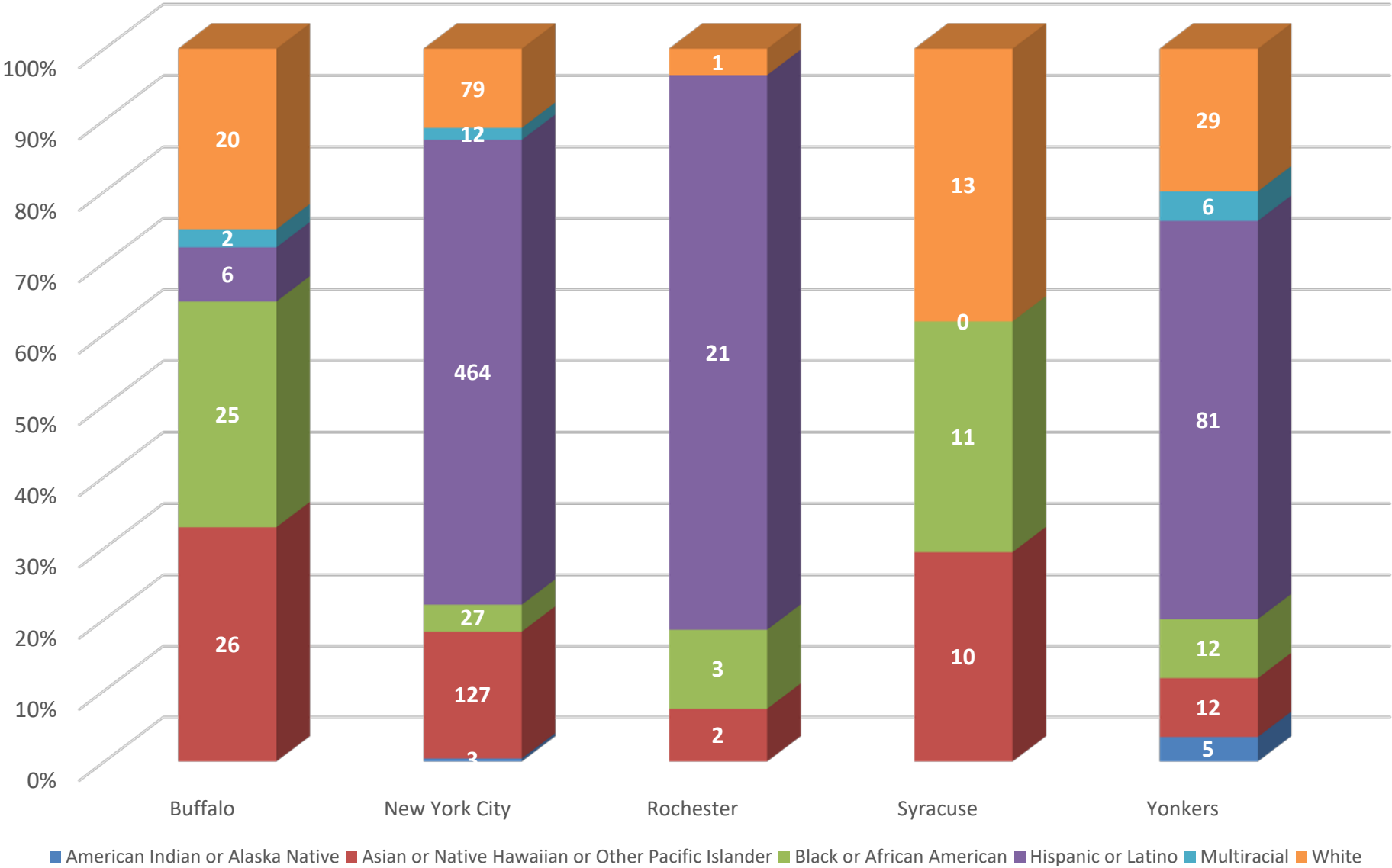
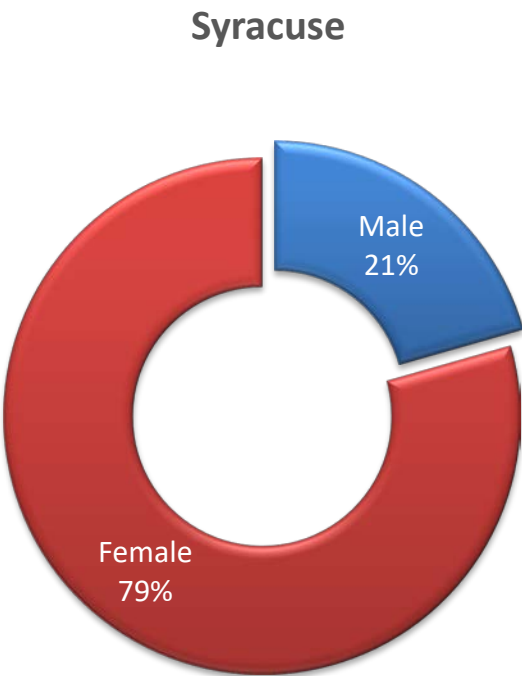
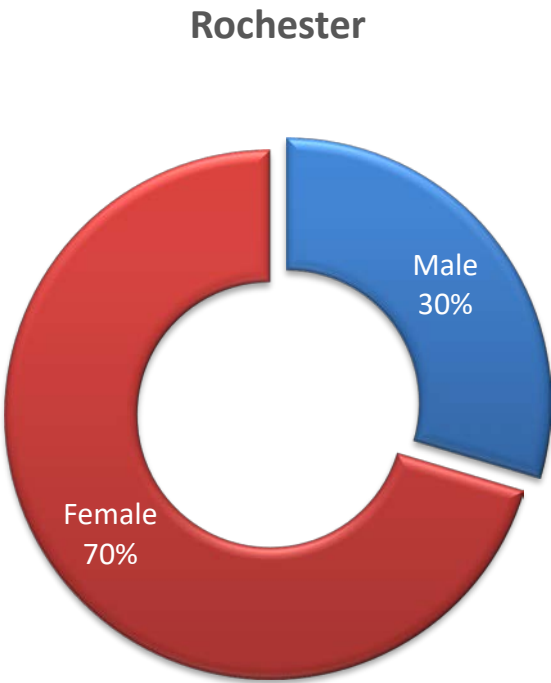
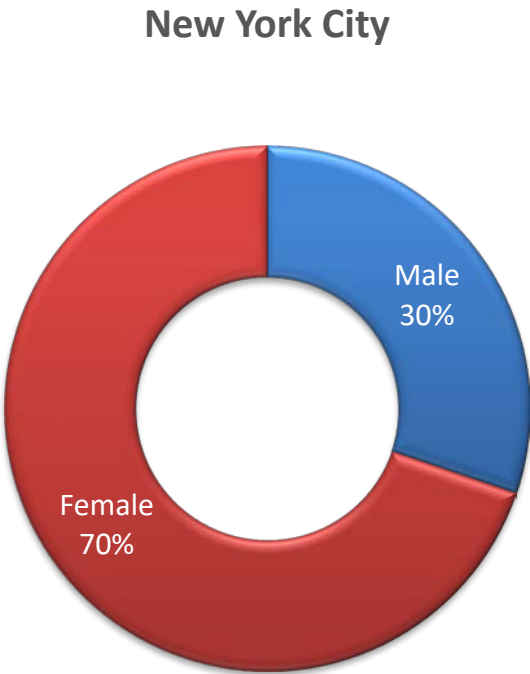
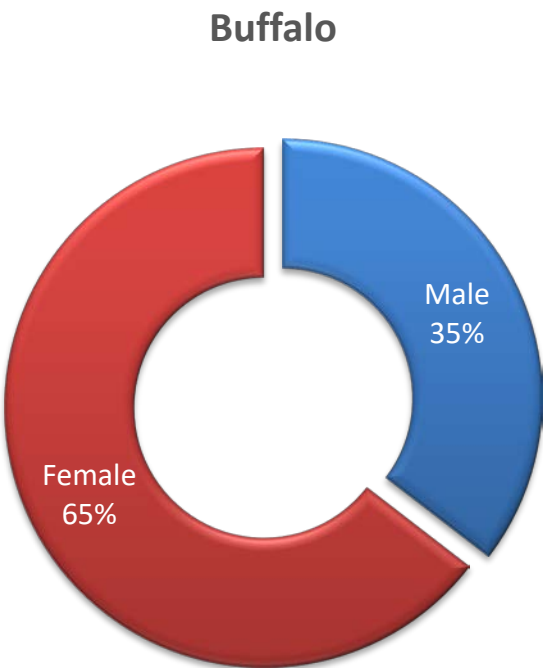
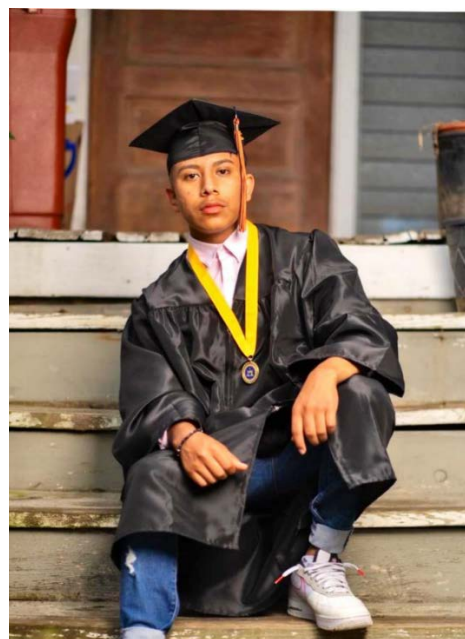
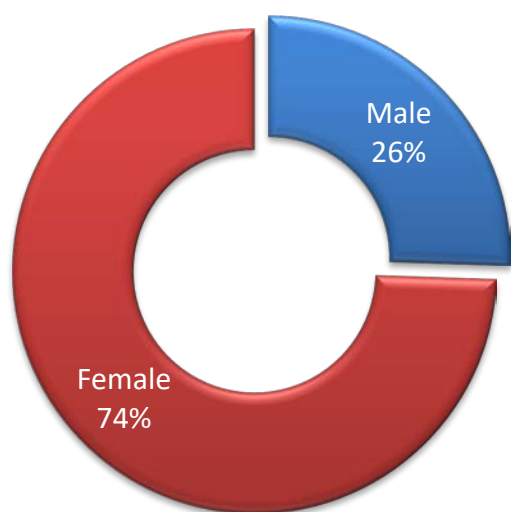


Figure 63. Percentage of Students Awarded the Seal from BIG 5 School Districts by Gender by Region (2019-20)



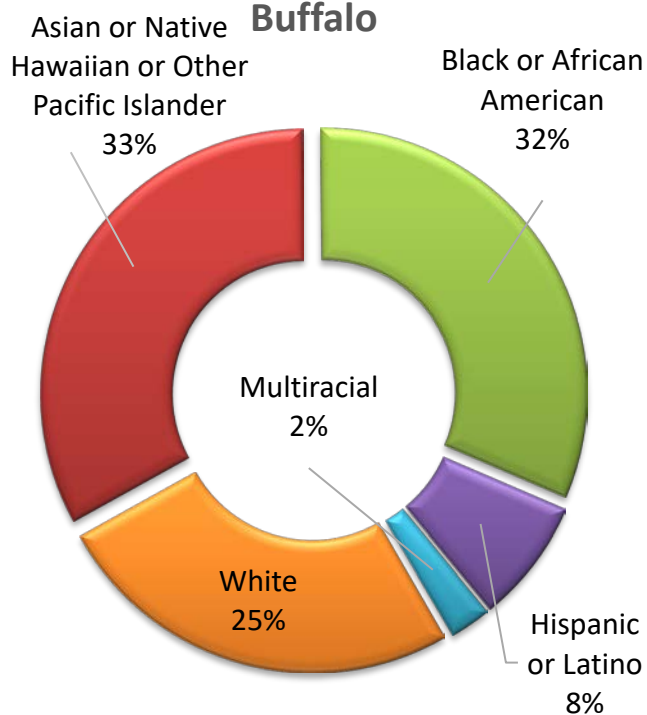
Yonkers



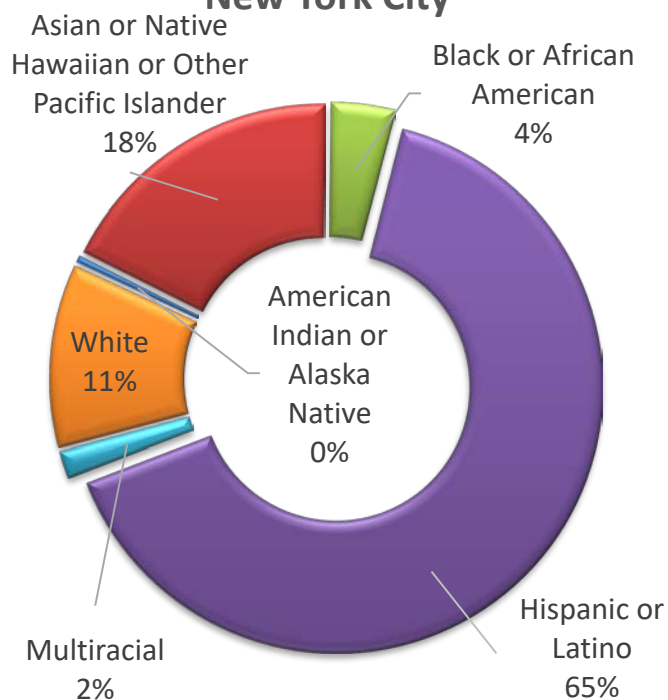
NYSSB Graduate of the Class of 2020 from White Plains High School

Figure 64. Percentage of Students Awarded the Seal from BIG 5 School Districts by Race & Ethnicity by Region (2019-20)

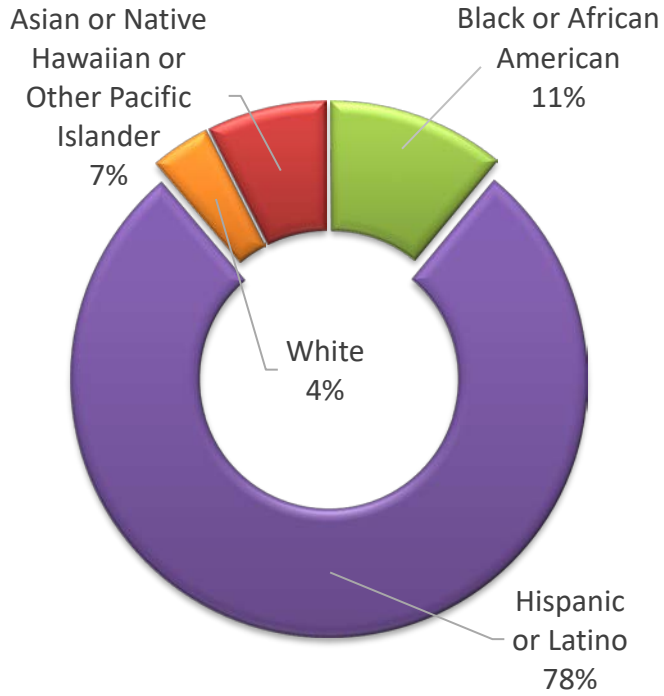
Buffalo



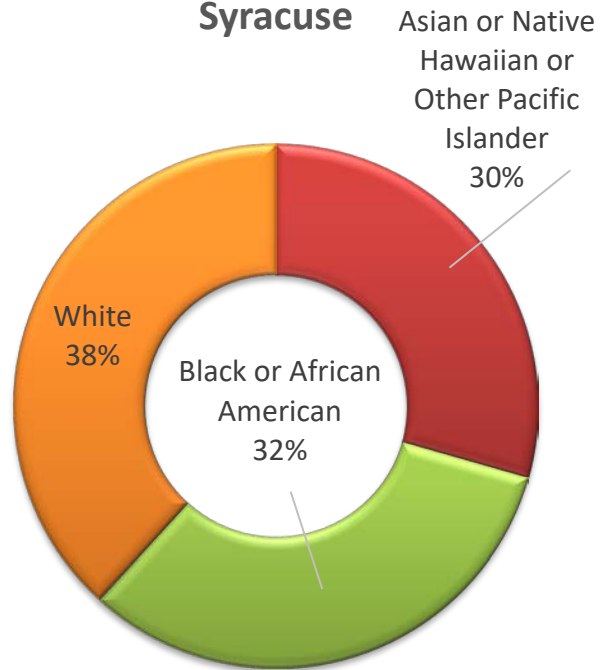
New York City



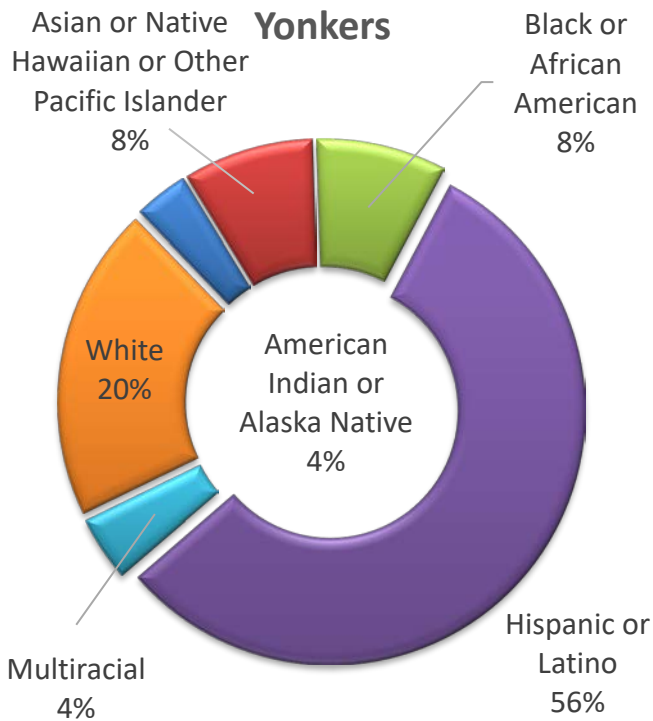
Rochester



Syracuse

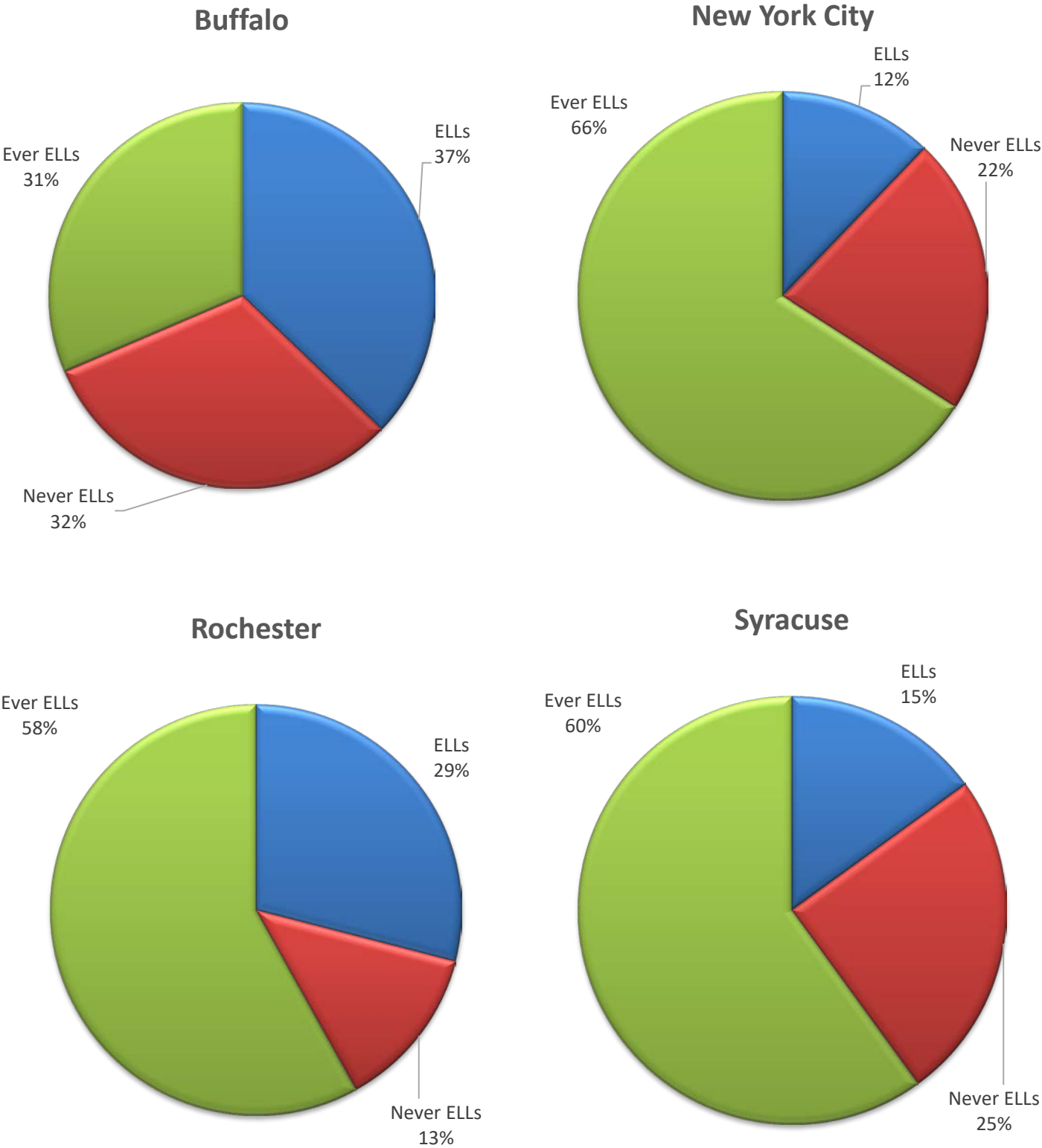


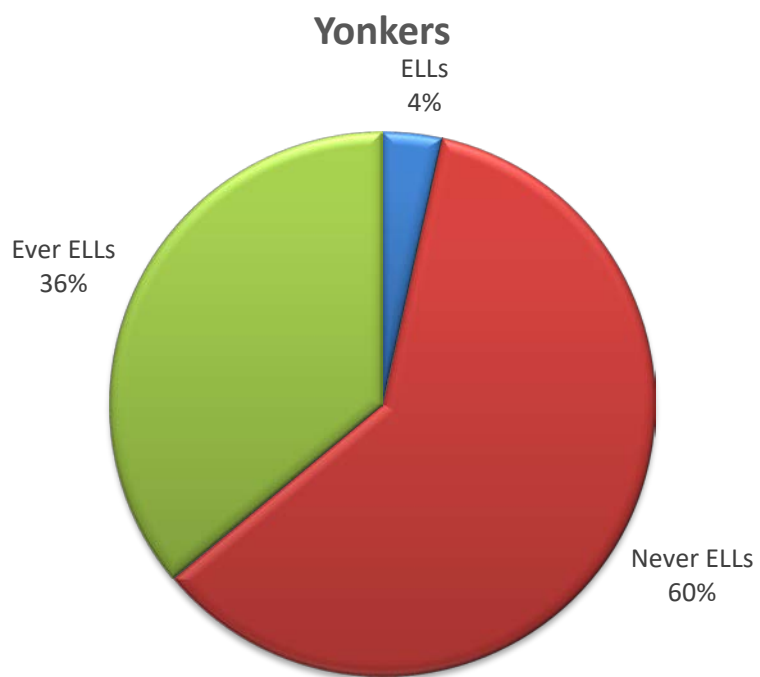
Yonkers



NYSSB Graduate of the Class of 2020 from White Plains High School

Figure 65. Percentage of Students Awarded the Seal from BIG 5 School Districts by ELL Status by Region (2019-20)





*NYSSB Graduate of the Class of 2020 from
White Plains High School*

Goals for the NYSSB

While the number of high schools offering the NYSSB has grown significantly over the past five years, NYSED would like the number of schools offering the Seal and the number of students earning the Seal to grow. The following priority targets will contribute to this larger goal:

- To continue to broaden awareness of the NYSSB among stakeholder groups (students, parents, teachers, guidance counselors, administrators, college and university faculty, and admissions officers) by informing them about the benefits of earning the NYS Seal of Biliteracy
- To continue to expand the total number of public, charter, and non-public high schools that offer the Seal from 292 (2019-2020) to at least 350 in 2020-21
- To increase the total number of students that earn the Seal from 4,609 (2019-20) to at least 5,000 students in 2020-21
- To increase the total number of current ELLs that earn the Seal from 181 (2019-20) to at least 225 in 2020-21
- To increase the total number of Ever ELLs that earn the Seal from 1,046 (2019-20) to at least 1,200 in 2020-21
- To continue to support high schools considering and offering the Seal through virtual visits and workshops, virtual and archived webinars, workshops presented at conferences, and an expanded NYSSB Guidance Toolkit to guide high schools through the implementation process
- To work with various stakeholder groups to identify post-graduation opportunities for students who earn the Seal through college, community, and career partnerships
- To increase the number of languages available for the approved Checkpoint C assessments, as well as the number of available English assessments
- To streamline and update the reporting process for high schools offering the Seal through:
 - Carefully-designed reporting instruments that avoid errors and ensure accurate data
 - Continued use of online forms and data collection
- To work with the Regional Bilingual Education Resource Networks (RBERNs), consortia, and high schools to ensure that students are meeting the ACTFL Intermediate High level of proficiency required by the NYSSB for all Culminating Projects through virtual meetings that will provide guidance and support, especially for students pursuing the Seal in less commonly taught or low incidence languages
- To continue to provide a physical Seal and medallion for each student who earns the NYSSB, along with a certificate template bearing the signature of a NYSED representative

Strategies to Achieve Goals and Support High Schools Offering the NYSSB

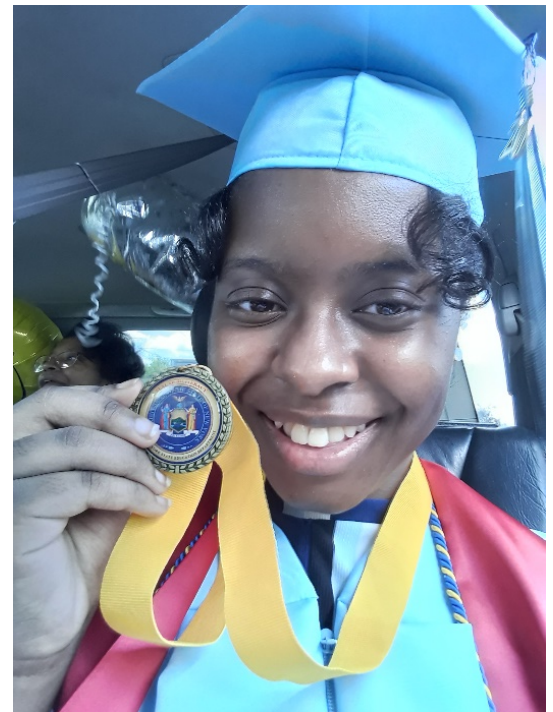
OBEWL will work in collaboration with various stakeholders, including the NYSSB Task Force, the Division of Multilingual Learners of the New York City Department of Education, the RBERNs, and individual districts and schools offering the NYSSB program to accomplish the aforementioned goals by:

- Continuing to work monthly with the NYSSB Task Force to identify and research best practices for supporting students' pursuit of the NYSSB, especially for ELLs;
- Promoting the NYSSB via outreach efforts to stakeholder groups (students, parents, teachers, guidance counselors, building-level administrators, district staff and superintendents, college and university faculty, and admissions officers) to inform them about the availability and benefits of earning the Seal through virtual school visits, workshops, conferences, promotional materials, and a regularly updated website;
- Ensuring appropriate identification of students by requiring high schools to report the number of eligible students in each of four groups on the Notification form: (1) Current ELLs, (2) Ever ELLs, (3) Never ELLs whose home language is English, and (4) Never ELLs whose home language is other than English;
- Assisting high schools currently offering the Seal in planning for how they could recruit and support ELLs and Ever ELLs to earn the NYSSB by working directly with the Seal of Biliteracy Coordinator (phone, email, video conference, consortia meetings) and updating the NYSSB Handbook with best practices and effective strategies gleaned from successful programs;
- Tracking the number of students in each group who succeed in earning the NYSSB and understanding the data in the context of the larger, state-wide framework;
- Surveying participating high schools in the summer of 2021 to continue to identify and address barriers to student participation and success, disaggregated by student sub-groups;
- Collaborating with various stakeholders (including RBERN personnel, members of the ELL Leadership Council, and Seal of Biliteracy Coordinators);
- Offering workshops on the Seal at statewide and regional conferences, as well as via individualized, virtual meetings for consortia and high schools;
- Highlighting, in both promotional materials and workshops, the intent of the NYSSB as both encouraging the study of languages and recognizing the value of home languages;
- Developing additional modules designed to guide consortia and individual high schools through the implementation of the NYSSB;

- Reviewing submissions of additional exams to be considered for the list of approved Checkpoint C assessments and English assessments, as well as monitoring the availability of additional languages for already approved assessments that can be added to this list;
- Working with State University of New York (SUNY) and City University of New York (CUNY) schools, as well as with businesses and Community-Based Organizations to identify and discuss opportunities for students who earn the NYSSB, leveraging their achievement towards college, career, and civic readiness;
- Updating the NYSSB Handbook to include feedback and questions submitted to OBEWL, as well as examples of best practices and effective strategies; and
- Collecting examples of high-quality Culminating Projects that can be shared with schools as a resource.

Conclusion and Next Steps

New York State has experienced great progress in the number of high schools offering the Seal of Biliteracy, as well as in the number of students earning the Seal since its first offering in 2015-16. We have seen impressive gains in a number of student sub-groups, which show the Seal is being earned by representative numbers of these sub-groups. Based on the available data and the goals and strategies outlined in this report, NYSED anticipates experiencing significant future growth in the number of high schools offering the Seal and the number of students earning it. Through consistent effort, NYSED will strive to make sure the Seal is accessible to all students who wish to pursue it, especially to English Language Learners and Heritage Language Speakers who bring with them a rich cultural heritage and a solid foundation in a world language other than English. To achieve our goals, OBEWL will partner with a variety of stakeholders, including the NYSSB Task Force, NYSSB high schools, the Division of Multilingual Learners of the New York City Department of Education, the Regional Bilingual Education Resource Networks, local consortia, and Community-Based Organizations.



*NYSSB Graduate of the Class of 2020
from John Jay High School
(Wappingers CSD)*

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 - Melissa Duquette, West RBERN
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 - David Mumper, Hudson Valley RBERN
 - Wanda Ortiz-Rivera, Brentwood CSD
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 - Long Island RBERN at Eastern Suffolk BOCES, Christa Stevenson (Director)
 - Mid-State RBERN at Onondaga Cortland Madison BOCES, Tanya Rosado-Barringer (Director)
 - Mid-West RBERN at Monroe 2 Orleans BOCES, Lourdes Roa (Director)
 - NYC Regional RBERN at Fordham University, Eva Garcia (RBERN Director, 2021 President of the New York State Association of Bilingual Educators - NYSABE)
 - NYS Statewide Language RBERN at New York University, Ron Woo (Director)
 - RBERN West at Erie 1 BOCES, Denise Goñez-Santos (Director)

Resources

[ACTFL Can-Do Statements](#)

[ACTFL Making Languages our Business Report](#)

[ACTFL Performance Descriptors for Language Learners](#)

[ACTFL Proficiency Guidelines 2012](#)

[American Council on the Teaching of Foreign Languages \(ACTFL\)](#)

[Conference of BIG 5 School Districts](#)

[National Guidelines for Implementing the Seal of Biliteracy](#)

[National Seal of Biliteracy Report for the 2018-19 Academic Year](#)

[National Seal of Biliteracy website](#)

[New York State Seal of Biliteracy Annual Report \(2018-2019\)](#)

[New York State Education At-A-Glance website](#)

[New York State Education Department website](#)

[The New York State Seal of Biliteracy Guidance Toolkit](#)

[The New York State Seal of Biliteracy Handbook](#)

[The New York State Seal of Biliteracy Website](#)

Appendices

Appendix A: Earning the New York State Seal of Biliteracy

A. Students wishing to receive the New York State (NYS) Seal of Biliteracy must complete all requirements for graduating with a NYS Regents diploma;

B. In addition to the above minimum requirement, students wishing to receive a NYS Seal of Biliteracy must earn **three (3) points** in each of the **two (2) areas** listed below:

Criteria for Demonstrating Proficiency in <u>English</u>	Point Value	Criteria for Demonstrating Proficiency in a <u>World Language</u>	Point Value
1a.* (1) Score 80 or higher on the NYS Regents Examination in English Language Arts or (2) English Language Learners (ELLs) score 75 or above on two Regents exams other than English Language Arts without translation.	1	2a. Complete a Checkpoint C level World Language course, with a grade of 85 or higher, or a comparable score using another scoring system set by the district and approved by the Commissioner, for both the coursework <u>and</u> final examination consistent with Checkpoint C standards.	1
1b.* ELLs score at the Commanding level on two modalities on the New York State English as a Second Language Achievement Test (NYSESLAT**) as demonstrated by an overall scale score of 290.	1	2b. Provide transcripts from a school in a country outside of the U.S. showing at least three years of instruction in the student's home/native language in Grade 8 or beyond, with an equivalent grade average of B or higher.	1
1c. Complete all 11 th and 12 th grade ELA courses with an average of 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.	1	2c. For students enrolled in a Bilingual Education program, complete all required Home Language Arts (HLA) coursework and the district HLA exam with an 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.	1
1d. Achieve the following scores on the examinations listed below: -3 or higher on an Advanced Placement (AP) English Language or English Literature examination, or -80 or higher on the Test of English as a Foreign Language (TOEFL).	1	2d. Score at a proficient level on an accredited Checkpoint C World Language assessment (See "Checkpoint C World Language Assessments and Minimum Scores" on the following page.)	1
1e. Present a culminating project, scholarly essay or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee to a panel of reviewers with proficiency in English.	2	2e. Present a culminating project, scholarly essay, or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee and that is aligned to the NYS Checkpoint C Learning Standards to a panel of reviewers with proficiency in the target language.	2

Testing accommodations recommended in an individualized education program or section 504 Accommodations Plan must be provided for all State and districtwide assessments administered to students with disabilities, as consistent with State policy. Students with disabilities should also receive these testing accommodations on Checkpoint C World Language Assessments, as permitted.

*Due to the COVID-19 Pandemic, the Spring 2020 NYSESLAT and June 2020 Regents Examinations were cancelled. The NYS Board of Regents approved amendments to allow certain exam exemptions to qualify for a point towards either criterion 1A or 1B. More information on these amendments can be found in the [Summary of the September 2020 NYS Board of Regents Meeting](#) on pages 61-63.

**In order to earn a point for an overall score of 290 or better on the NYSESLAT, a student must have earned that score while in 9th-12th grades. NYSESLAT scores earned prior to 9th grade do not satisfy the requirements for a point towards criterion 1B.

Appendix B: Checkpoint C World Language Assessments and Minimum Scores

Completing one or one group of these examinations will yield one point towards the three total points necessary on the criteria point system for demonstrating world language proficiency.

ASSESSMENT	MIN SCORE
AP – Advanced Placement Examination (Chinese, French, German, Italian, Japanese, Latin, Spanish, Spanish Literature)	4
IB - International Baccalaureate (Albanian, Amharic, Arabic, Azerbaijani, Bengali, Bosnian, Bulgarian, Catalan, Chinese, Croatian, Czech, Danish, Dutch, English, Estonian, Finnish, French, German, Modern Greek, Hebrew, Hindi, Hungarian, Icelandic, Indonesian, Italian, Japanese, Khmer, Korean, Lao, Latvian, Lithuanian, Macedonian, Malay, Nepali, Norwegian, Norwegian (Nynorsk), Persian, Portuguese, Russian, Serbian, Slovak, Slovenian, Sotho, Spanish, Swahili, Swedish, Thai, Turkish, Urdu, Vietnamese)	Standard level -5 Upper level - 4
STAMP4S - Standard Based Measurement of Proficiency (Arabic, Chinese (Traditional and Simplified), English, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Polish, Portuguese, Russian and Spanish)	6
DELE (Diplomas of Spanish as a Foreign Language) – through Cervantes Institute NYC	B1
AAPPL -The ACTFL Assessment of Performance toward Proficiency in Languages (Arabic, Chinese, French, German, Hindi, Italian, Japanese, Korean, Portuguese, Russian, Spanish, Thai, and ESL.)	I-5
<p>OPI – The ACTFL Oral Proficiency Interview (Afrikaans, Akan-Twi, Albanian, Amharic, Arabic, Armenian, Azerbaijani, Baluchi, Bengali, Bosnian, Bulgarian, Burmese, Cambodian, Cantonese, Cebuano, Czech, Danish, Dari, Dutch, English, Finnish, French, Ga, Georgian, German, Greek (Modern), Gujarati, Haitian Creole, Hausa, Hebrew, Hiligaynon, Hindi, Hmong-Mong, Hungarian, Igbo, Ilocano, Indonesian, Italian, Japanese, Javanese, Kashmiri, Kazakh, Kikongo-Kongo, Korean, Krio, Kurdish, Lao, Malay, Malayalam, Mandarin, Mandingo-Bambara, Nepali, Norwegian, Pashto, Persian-Farsi, Polish, Portuguese, Punjabi, Romanian, Russian, Serbian/Croatian, Sindhi, Sinhalese, Slovak, Somali, Spanish, Swahili, Swedish, Tagalog, Tajik, Tamil, Tausug, Telugu, Thai, Tigrinya, Turkish, Turkmen, Uighur, Ukrainian, Urdu, Uzbek, Vietnamese, Wolof, Wu, and Yoruba.)</p> <p>OPIc - The ACTFL Oral Proficiency Interview by Computer (Arabic, English, French, German, Italian*, Korean, Mandarin, Pashto, Persian, Farsi, *Portuguese, Russian and Spanish. (*Limitations apply)</p> <p>WPT/BWT – The ACTFL Writing Proficiency Test/Business Writing Test (Albanian, Arabic, Armenian, Cantonese, Czech, Danish Dutch, English, Finnish, French, German, Greek, Haitian Creole, Hebrew, Hindi, Italian, Japanese, Korean, Malay, Mandarin, Norwegian, Persian-Farsi, Polish, Portuguese, Romanian, Russian, Serbian/Croatian, Spanish, Swedish, Tagalog, Thai, Turkish, Urdu, and Vietnamese)</p> <p>RPT – The ACTFL Reading Proficiency Test (English, French, German, Italian, Portuguese, Russian, and Spanish)</p> <p>LPT – The ACTFL Listening Proficiency Test (English, French, Italian, Portuguese, Russian, Spanish, and German.)</p>	<p>Intermediate High</p> <p>In this section, students should take exams in as many modalities (speaking, listening, reading and writing) as available to qualify for Checkpoint C credit.</p>
ALIRA – The ACTFL Latin Interpretive Reading Assessment	I-4
AP – Advanced Placement Examination (Chinese, French, German, Italian, Japanese, Latin, Spanish, Spanish Literature)	Intermediate Plus

NOTE: Some exams do not give results until after June, so students/advisors may need to plan accordingly.

Appendix C: Districts/High Schools Awarding the NYSSB (2019-2020) by Region

Region	District/High School	
Capital	Averill Park HS	Mt. Markham HS
	Ballston Spa HS	Niskayuna HS
	Central Valley Academy	North Colonie CSD (Shaker HS)
	Crown Point CS	Northville HS
	CSD of Albany (Albany HS)	Rotterdam-Mohonasen (Mohonasen HS)
	Dolgeville CSD (James A. Green HS)	Saratoga Springs HS
	Granville HS	Shenendehowa HS
	Greenwich HS	Troy HS
	Hudson Falls HS	Wells Central HS
	Lake George JSHS	West Canada Valley HS
	Massena HS	

Region	District/High School	
Hudson Valley	Bedford CSD (Fox Lane HS)	Nyack HS
	Brewster HS	Oneonta HS
	Bronxville HS	Onteora HS
	Carmel HS	Ossining HS
	Clarkstown CSD (North HS)	Pawling HS
	Cornwall Central HS	Pearl River HS
	Croton Harmon HS	Peekskill HS
	Downsville HS	Pine Bush HS
	East Ramapo CSD (Ramapo HS)	Port Chester SHS
	East Ramapo CSD (Spring Valley HS)	Putnam Valley HS
	Enlarged CSD of Middletown	Roscoe HS
	Fallsburg JSHS	South Orangetown CSD (Tappan Zee HS)
	Greene HS	Suffern HS
	Harrison HS	Tarrytown UFSD (Sleepy Hollow HS)
	Hastings-on-Hudson CSD	Valley Central HS
	Haverstraw-Stonypoint CSD (North Rockland HS)	Wappingers CSD (John Jay HS)
	Hendrick Hudson HS	Wappingers CSD (Roy C. Ketcham HS)
	Highland Falls - Fort Montgomery CSD (James O'Neill HS)	Warwick Valley HS
	Hyde Park CSD (Franklin D. Roosevelt SHS)	White Plains HS
	Marlboro HS	Yonkers CSD (Charles E. Gorton HS)
	Minisink CSD (Minisink Valley HS)	Yonkers CSD (Lincoln HS)
	Monroe-Woodbury HS	Yonkers CSD (Palisade Preparatory HS)
	Monticello HS	Yonkers CSD (Riverside HS)
	Nanuet SHS	Yonkers CSD (Roosevelt HS - Early College Studies)
	New Paltz HS	Yonkers CSD (Saunders Trades & Technical HS)
	Newburgh Enlarged CSD (Newburgh Free Academy - North Campus)	Yonkers CSD (Yonkers Middle HS)
	North Salem JSHS	Yonkers CSD (Yonkers Montessori Academy)

Region	District/High School	
Long Island	Babylon HS	Levittown CSD (MacArthur HS)
	Baldwin HS	Lindenhurst HS
	Bay Shore HS	Locust Valley HS
	Bayport-Blue Point HS	Long Beach HS
	Bellmore-Merrick CSD (John F. Kennedy HS)	Longwood HS
	Bellmore-Merrick CSD (Sanford H. Calhoun HS)	Malverne HS
	Bellmore-Merrick CSD (Wellington C. Mepham HS)	Massapequa HS
	Brentwood HS	Mineola HS
	Carle Place HS	North Babylon HS
	Commack HS	North Shore HS
	Connetquot HS	Oceanside HS
	Copiague CSD (Walter G. O'Connell HS)	Patchogue-Medford HS
	Deer Park HS	Rockville Centre CSD (South Side HS)
	Diocese of Rockville Center (St. John the Baptist Diocesan HS)	Roslyn HS
	East Meadow CSD (East Meadow HS)	Sayville HS
	East Meadow CSD (W. Tresper Clarke HS)	Sewanhaka CSD (Elmont Memorial HS)
	East Williston CSD (The Wheatley School)	Sewanhaka CSD (H. Frank Carey HS)
	Eastport-South Manor JSHS	Sewanhaka CSD (New Hyde Park Memorial HS)
	Elwood CSD (John Glenn HS)	Sewanhaka CSD (Sewanhaka HS)
	Fishers Island School	South Huntington CSD (Walt Whitman HS)
	Freeport HS	Southampton HS
	Hampton Bays HS	Southold JSHS
	Harborfields HS	Syosset HS
	Hauppauge HS	Uniondale HS
	Hempstead HS	Valley Stream Central High SD (Central HS)
	Hewlett-Woodmere PS (George W. Hewlett HS)	Valley Stream Central High SD (North HS)
	Huntington HS	Valley Stream Central High SD (South HS)
	Island Trees HS	Wantagh HS
	Islip HS	West Hempstead HS
	Lawrence HS	West Islip HS
	Levittown CSD (Division Ave HS)	

Region	District/High School	
Mid-State	Afton JSHS	Marcellus HS
	Auburn Enlarged CSD (Auburn HS)	North Syracuse CSD (Cicero-North Syracuse HS)
	Baldwinsville CSD (C. W. Baker HS)	Onondaga JSHS
	Binghamton HS	Remsen HS
	Carthage Central HS	Rome Free Academy
	Cato-Meridian HS	Sackets Harbor HS
	Cazenovia HS	Sandy Creek HS
	Chenango Forks HS	Sidney JSHS
	Chenango Valley HS	Skaneateles HS
	Cortland HS	Solvay HS
	Dryden HS	South Jefferson HS
	General Brown JSHS	South Lewis HS
	Hancock HS	Susquehanna Valley HS
	Indian River HS	Syracuse CSD (Corcoran HS)
	Ithaca City SD (Ithaca HS)	Syracuse CSD (Henninger HS)
	Ithaca City SD (Lehman Alternative Community School)	Syracuse CSD (Institute of Technology at Syracuse Central)
	Jamesville DeWitt HS	Syracuse CSD (Nottingham HS)
	Johnson City HS	Tully JSHS
	Jordan-Elbridge HS	Union-Endicott HS
	LaFargeville HS	Utica HS
	Lansing HS	Vestal HS
	Liverpool HS	Watertown HS
	Lowville Academy HS	West Genesee HS
	Maine-Endwell HS	

Region	District/High School	
Mid-West	Batavia HS	LeRoy JSHS
	Brockport HS	Marion JSHS
	Caledonia-Mumford HS	Naples HS
	Eugenio Maria de Hostos Charter School	Perry HS
	Churchville-Chili SHS	Red Creek HS
	East Bloomfield CSD (Bloomfield HS)	Rochester CSD (East High/EPO)
	East Irondequoit CSD (Eastridge HS)	Rochester CSD (Integrated Arts and Technology HS)
	Gates Chili HS	Rochester CSD (James Monroe HS)
	Geneva HS	Rochester CSD (School of the Arts)
	Greece CSD (Arcadia HS)	Rush-Henrietta SHS
	Greece CSD (Athena HS)	Sodus JSHS
	Greece CSD (Odyssey HS)	Spencerport HS
	Greece CSD (Olympia HS)	Webster CS (Schroeder HS)
	Hilton HS	Webster CS (Thomas HS)
	Honeoye Falls-Lima HS	West Irondequoit CSD (Irondequoit HS)

Region	District/High School	
New York City	A. Philip Randolph Campus HS	Long Island City HS
	Academy of American Studies	Manhattan Academy For Arts & Language
	Baruch College Campus HS	Manhattan Bridges HS
	Beacon HS	Manhattan Hunter Science HS
	Brooklyn Technical HS	MESA Charter HS
	Claremont International HS	Midwood HS
	Columbia Secondary School	Multicultural HS
	Curtis HS	New Visions Charter (Advanced Math & Science II)
	Edward R. Murrow HS	Newtown HS
	Energy Tech HS	Pan American International HS (Elmhurst)
	Esperanza Preparatory Academy	Pan American International HS at Monroe
	Eximius College Preparatory Academy: A College Board School	Richmond Hill HS
	Fordham Leadership Academy	Robert F. Kennedy Community HS
	Forest Hills HS	South Bronx Preparatory: A College Board School
	Francis Lewis HS	Staten Island Technical HS
	Franklin Delano Roosevelt HS	Stuyvesant HS
	Gregorio Luperon HS for Science and Mathematics	Susan E. Wagner HS
	Grover Cleveland HS	The Boerum Hill School for International Studies
	Health Opportunities HS	The Brooklyn School for Social Justice
	Herbert H. Lehman HS	The College Academy
	HS for Arts and Business	The Laboratory School of Finance and Technology
	HS for Health Careers and Sciences	The Scholars' Academy
	HS of Language and Innovation	Uncommon Charter HS
	HS of World Cultures	University Neighborhood HS
	International School for Liberal Arts	Validus Preparatory Academy
	James Madison HS	Westchester Square Academy
	John Adams HS	

Region	District/High School	
West	Alden SHS	Gowanda HS
	Amherst Central HS	Iroquois HS
	Bemus Point CS (Maple Grove HS)	Kenmore-Tonawanda UFSD (Kenmore East HS)
	Buffalo PS (City Honors School)	Kenmore-Tonawanda UFSD (Kenmore West HS)
	Buffalo PS (Hutchinson Tech)	Lancaster HS
	Buffalo PS (Lafayette International HS)	Medina HS
	Buffalo PS (Lewis J. Bennett HS of Innovative Technology)	Niagara Falls HS
	Buffalo PS (McKinley HS)	Niagara Wheatfield SHS
	Buffalo PS (Newcomer Academy)	Orchard Park HS
	Buffalo PS (Research Laboratory for BioInformatics and Life Sciences)	Springville-Griffith Institute HS
	Buffalo PS (The International Preparatory School at Grover)	Sweet Home HS
	Clarence Central SHS	Westfield HS
	Dunkirk HS	

Appendix D: Districts/Schools Awarding the NYSSB (2015-16 to 2019-20) by Region

District/High School Name – Capital Region	2019-20	2018-19	2017-18	2016-17	2015-16
Averill Park CSD	X	X		X	
Ballston Spa CSD	X	X	X	X	X
Cairo-Durham CSD					X
Central Valley	X	X			
Crown Point CSD	X	X			
CSD of Albany	X	X	X	X	
Dolgeville CSD (James A. Green HS)	X				
Granville HS	X				
Greenwich HS	X				
Hudson Falls HS	X				
Lake George CSD	X	X			
Massena HS	X				
Mt. Markham CSD	X	X	X		
Niskayuna CSD	X	X		X	
North Colonie CSD (Shaker HS)	X	X	X	X	
Northville CSD	X	X			
Rotterdam-Mohonasen (Mohonasen HS)	X				
Saratoga Springs CSD	X	X		X	
Shenendehowa HS	X				
Troy City SD	X	X			
Wells Central HS	X				
West Canada Valley	X	X			
Willsboro CSD			X		

District/High School Name – Hudson Valley Region	2019-20	2018-19	2017-18	2016-17
Beacon City SD		X		
Bedford CSD (Fox Lane HS)	X	X	X	X
Brewster CSD	X	X	X	X
Bronxville CSD	X			
Carmel CSD	X	X		
Clarkstown CSD (North HS)	X	X		
Cornwall CSD	X	X		
Croton-Harmon UFSD	X	X	X	X
Delaware Academy CSD (@ Delhi)		X		
Downsville CSD	X	X		
East Ramapo CSD (Ramapo HS)	X	X	X	X
East Ramapo CSD (Spring Valley HS)	X	X	X	X
Ellenville CSD		X	X	
Enlarged CSD of Middletown	X	X		
Fallsburg CSD	X	X	X	X
Greene CSD	X	X		
Haldane CSD		X		
Harrison CSD	X			
Hastings-On-Hudson	X	X	X	
Haverstraw-Stony Point CSD (North Rockland HS)	X	X	X	X
Hendrick Hudson CSD	X	X		
Highland Falls-Fort Montgomery CSD (James O'Neill HS)	X	X		
Hyde Park CSD	X	X		
Marlboro CSD	X	X		
Minisink Valley CSD	X	X		
Monroe-Woodbury	X	X	X	
Monticello CSD	X			
Nanuet CSD	X			
New Paltz CSD	X	X	X	X
New Rochelle CSD		X		X
Newburgh City SD (NFA Main, NFA North)	X	X	X	X
North Salem CSD	X	X		
Nyack UFSD	X	X		
Oneonta City SD	X	X		
Onteora CSD	X	X	X	
Ossining CSD	X	X		X
Pawling CSD	X	X	X	X
Pearl River UFSD	X	X		
Peekskill City SD	X	X	X	X
Pine Bush CSD	X	X		
Port Chester-Rye UFSD	X	X		X
Putnam Valley CSD	X	X		
Roscoe CSD	X			

District/High School Name – Hudson Valley Region	2019-20	2018-19	2017-18	2016-17
South Orangetown CSD (Tappan Zee HS)	X	X		
Suffern CSD	X	X	X	
Tarrytown UFSD (Sleepy Hollow HS)	X	X	X	X
Wappingers CSD (John Jay HS)	X	X		
Wappingers CSD (Roy C Ketcham HS)	X	X		
Warwick Valley CSD	X	X	X	X
White Plains CSD	X	X	X	X
Yonkers (Gorton HS)	X	X		
Yonkers (Lincoln HS)	X	X	X	
Yonkers (Palisade Preparatory School)	X	X		
Yonkers (Riverside HS)	X	X	X	
Yonkers (Roosevelt HS - Early College Studies)	X	X	X	
Yonkers (Saunders Trades & Technical HS)	X	X		
Yonkers (Yonkers Middle HS)	X	X	X	
Yonkers (Yonkers Montessori Academy)	X	X		
Yorktown CSD	X			

District/High School Name – Long Island Region	2019-20	2018-19	2017-18	2016-17	2015-16
Babylon UFSD	X	X			
Baldwin UFSD	X	X	X		
Bay Shore UFSD	X	X			
Bayport-Blue Point SD	X				
Bellmore-Merrick (Calhoun HS)	X	X	X		
Bellmore-Merrick (JF Kennedy HS)	X	X	X		
Bellmore-Merrick (Wellingham Mepham HS)	X	X	X		
Brentwood UFSD	X	X	X	X	
Carle Place UFSD	X	X	X	X	
Commack UFSD	X	X	X	X	
Connetquot CSD	X	X			
Copiague UFSD	X	X		X	
Deer Park UFSD	X	X			
East Meadow CSD (East Meadow HS)	X				
East Meadow CSD (W. Tresper Clarke HS)	X				
East Williston UFSD (The Wheatley School)	X	X	X	X	X
Eastport-South Manor CSD	X	X	X	X	
Elwood UFSD (John Glen HS)	X	X		X	
Fishers Island UFSD	X	X	X	X	
Freeport UFSD	X	X		X	
Hampton Bays UFSD	X	X	X	X	
Harborfields CSD	X	X			
Hauppauge UFSD	X	X		X	
Hempstead UFSD	X	X	X		
Hewlett-Woodmere (G W Hewlett HS)	X	X	X		
Huntington UFSD	X	X	X	X	
Islip UFSD	X	X			
Lawrence UFSD	X	X		X	X
Levittown UFSD (Division Ave HS)	X	X	X		
Levittown UFSD (General Douglas MacArthur HS)	X	X	X		
Lindenhurst UFSD	X	X		X	
Locust Valley CSD	X	X	X		
Long Beach City SD	X	X			
Longwood CSD	X	X		X	
Malverne UFSD	X	X	X	X	
Massapequa SD	X				
Miller Place UFSD		X		X	
Mineola UFSD	X	X	X	X	
North Babylon UFSD	X				
North Shore CSD	X	X	X	X	
Oceanside CSD	X	X		X	
Patchogue-Medford CSD	X	X			

District/High School Name – Long Island Region	2019-20	2018-19	2017-18	2016-17	2015-16
Rockville Centre UFSD (South Side HS)	X	X	X		
Roosevelt UFSD			X		
Roslyn UFSD	X	X	X	X	
Sayville UFSD	X				
Sewanhaka CSD (Elmont Memorial HS)	X				
Sewanhaka CSD (H. Frank Carey HS)	X				
Sewanhaka CSD (New Hyde Park Memorial HS)	X	X			
Sewanhaka CSD (Sewanhaka HS)	X	X			
Shelter Island UFSD				X	
South Huntington UFSD (Walt Whitman HS)	X	X		X	
Southampton UFSD	X	X	X	X	
Southold UFSD	X	X	X	X	
St. John the Baptist Diocesan HS	X				
Syosset CSD	X	X			
Uniondale UFSD	X	X	X	X	
Valley Stream Central HS District (Valley Stream Central HS)	X				
Valley Stream Central HS District (Valley Stream North HS)	X	X			
Valley Stream Central HS District (Valley Stream South HS)	X				
Wantagh UFSD	X	X	X		
West Hempstead UFSD	X	X			
West Islip Public Schools	X	X	X	X	

District/High School Name – Mid-State Region	2019-20	2018-19	2017-18	2016-17
Afton CSD	X			
Auburn City SD	X	X		
Baldwinsville CSD (C.W. Baker HS)	X	X	X	X
Belleville Henderson				X
Binghamton CSD	X			
Carthage CSD	X	X		
Cato-Meridian CSD	X	X		
Cazenovia CSD	X	X		
Chenango Forks CSD	X	X		
Chenango Valley CSD	X	X		
Copenhagen CSD		X		X
Cortland Enlarged City SD	X	X		
Dryden CSD	X			
General Brown CSD	X	X		
Hancock	X			
Indian River CSD	X	X	X	X
Ithaca City SD (Ithaca HS)	X	X		
Ithaca City SD (Lehman Alternative Community School)	X			
Jamesville-DeWitt CSD	X			
Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES				X
Johnson City CSD	X	X		
Jordan-Elbridge CSD	X	X		
LaFargeville CSD	X			
Lansing CSD	X	X		
Liverpool CSD	X	X	X	
Lowville CSD	X			
Maine-Endwell CSD	X			
Marcellus CSD	X	X	X	
North Syracuse CSD (Cicero-North Syracuse HS)	X	X	X	
Onondaga CSD	X	X		
Remsen CSD	X			
Rome CSD	X			
Sackets Harbor CSD	X	X	X	X
Sandy Creek CSD	X			
Sidney CSD	X			
Skaneateles CSD	X		X	X
Solvay UFSD	X	X	?	X
South Jefferson CSD	X	X	X	
South Lewis CSD	X	X	X	X
Susquehanna Valley CSD	X	X		
Syracuse City SD (Corcoran)	X	X	X	X
Syracuse City SD (Henninger)	X	X	X	X
Syracuse City SD (Institute of Technology @ Central)	X	X	X	X

District/High School Name – Mid-State Region	2019-20	2018-19	2017-18	2016-17
Syracuse City SD (Nottingham)	X	X	X	X
Syracuse City SD (Public Service Leadership Academy)		X	X	X
Tully CSD	X	X		
Union-Endicott CSD	X	X		
Utica CSD	X			
Vestal CSD	X	X		
Watertown City SD	X	X	X	X
West Genesee CSD	X	X	X	X

District/High School Name – Mid-West Region	2019-20	2018-19	2017-18	2016-17	2015-16
Batavia City SD	X	X		X	
Brockport CSD	X	X			
Caledonia-Mumford CSD	X				
Churchville-Chili CSD	X	X	X	X	
East Bloomfield CSD	X				
East Irondequoit CSD (Eastridge HS)	X	X		X	X
Eugenio Maria de Hostos Charter School	X				
Gates-Chili CSD	X	X			
Geneva City SD	X	X		X	
Greece CSD (Arcadia HS)	X	X	X	X	
Greece CSD (Athena HS)	X	X	X	X	
Greece CSD (Odyssey HS)	X	X	X	X	
Greece CSD (Olympia HS)	X	X	X	X	
Hilton CSD	X	X			
Honeoye Falls-Lima	X	X			
Le Roy CSD	X				
Marion CSD	X	X	X		
Naples CSD	X				
Perry CSD	X	X			
Red Creek CSD	X		X	X	
Rochester CSD (Early College International HS)		X			
Rochester CSD (East High/EPO)	X	X	X	X	
Rochester CSD (Integrated Arts & Technology HS)	X				
Rochester CSD (James Monroe HS)	X	X	X		
Rochester CSD (School of the Arts)	X				
Rush-Henrietta CSD	X				
Seneca Falls CSD (Mynderse Academy)		X			
Sodus CSD	X	X		X	
Spencerport CSD	X	X	X		
Watkins Glen CSD		X	X		
Webster CSD (Webster Schroeder HS)	X	X			
Webster CSD (Webster Thomas HS)	X	X			
West Irondequoit CSD (Irondequoit HS)	X	X	X	X	
Wheatland-Chili CSD		X	X		

District/High School Name – New York City Region	2019-20	2018-19	2017-18	2016-17	2015-16
A. Philip Randolph Campus HS	X	X			
Academy of American Studies	X	X			
Academy of Finance and Enterprise				X	
Academy of Medical Technology: A College Board School				X	
Academy of Urban Planning and Engineering				X	
Baruch College Campus HS	X				
Beacon HS	X				
Bronx Collaborative HS		X	X		
Bronx HS for Writing and Communication Arts				X	
Brooklyn Preparatory HS				X	
Brooklyn Technical HS	X	X	X	X	X
Bushwick Leaders HS for Academic Excellence				X	
Clara Barton HS				X	
Claremont International HS	X	X	X	X	
Columbia Secondary School	X	X	X	X	X
Coney Island Preparatory Public Charter School				X	
Crotona International HS				X	
Curtis HS	X			X	
Cypress Hills Collegiate Preparatory School				X	
Edward R. Murrow HS	X	X	X	X	
Energy Tech HS	X	X	X		
Esperanza Preparatory Academy	X			X	X
Eximius College Preparatory Academy: A College Board School	X	X			
Fiorello H. LaGuardia HS of Music & Art and Performing Arts				X	
Fordham Leadership Academy	X				
Forest Hills HS	X	X	X	X	X
Francis Lewis HS	X				
Franklin Delano Roosevelt HS	X	X			
Gregorio Luperon HS for Science and Mathematics	X	X	X	X	
Grover Cleveland HS	X	X			
Health Opportunities HS	X				
Herbert H. Lehman HS	X	X	X	X	
HS for Arts and Business	X	X	X	X	X
HS for Civil Rights				X	
HS for Enterprise, Business and Technology				X	

District/High School Name – New York City Region	2019-20	2018-19	2017-18	2016-17	2015-16
HS for Youth and Community Development at Erasmus				X	
HS of Language and Innovation	X	X	X	X	
HS of World Cultures	X	X	X	X	X
HS for Health Careers & Sciences	X				
International School for Liberal Arts	X	X	X	X	X
James Madison HS	X	X	X	X	
John Adams HS	X	X	X	X	
Knowledge and Power Preparatory Academy International HS (Kappa)				X	
Long Island City HS	X	X	X	X	X
Longwood Preparatory Academy			X		
Manhattan Academy For Arts & Language	X	X	X		
Manhattan Bridges HS	X	X			
Manhattan Comprehensive Night and Day HS				X	
Manhattan Hunter Science HS	X				
Marble Hill HS for International Studies				X	
Math, Engineering, and Science Academy Charter HS	X	X	X		
Midwood HS	X				
Multicultural HS	X	X	X	X	
New Visions Charter HS for Advanced Math and Science II	X	X			
New Visions Charter HS for the Humanities II		X			
Newtown HS	X	X	X	X	
Origins HS				X	
P.S. 171 Patrick Henry				X	
Pan American International HS	X	X	X	X	X
Pan American International HS at Monroe	X	X	X	X	X
Park East HS				X	
Port Richmond HS				X	
Queens HS for Language Studies				X	
Richmond Hill HS	X				
Robert F. Kennedy Community HS	X	X			
South Bronx Preparatory: A College Board School	X				
Staten Island Technical HS	X				
Stuyvesant HS	X	X	X	X	
Sunset Park HS				X	
Susan E. Wagner HS	X		X	X	

District/High School Name – New York City Region	2019-20	2018-19	2017-18	2016-17	2015-16
The Boerum Hill School for International Studies	X				
The Brooklyn School for Social Justice	X	X			
The College Academy	X			X	
The Laboratory School of Finance and Technology	X	X	X	X	
The Scholars' Academy	X	X			
Tottenville HS				X	
Uncommon Charter HS	X	X	X		
University Neighborhood HS	X	X	X	X	
Validus Preparatory Academy	X				
Victory Collegiate HS				X	
Westchester Square Academy	X	X			

District/High School Name – Western Region	2019-20	2018-19	2017-18	2016-17
Alden CSD	X	X	X	
Amherst CSD	X			
Bemus Point CSD (Maple Grove HS)	X			
Buffalo PS (City Honors School)	X	X	X	X
Buffalo PS (FL Olmstead HS)		X	X	X
Buffalo PS (Hutchinson Technical HS)	X	X	X	X
Buffalo PS (iPrep HS)	X	X	X	
Buffalo PS (Lafayette HS)	X		X	X
Buffalo PS (Lewis J. Bennett HS of Innovative Technology)	X			
Buffalo PS (McKinley HS)	X		X	X
Buffalo PS (Newcomer Academy)	X	X	X	
Buffalo PS (Research Laboratory for BioInformatics and Life Sciences)	X			
Buffalo PS (Riverside HS)				X
Cheektowaga-Sloan (JFK HS)			X	X
Clarence CSD	X	X	X	X
Dunkirk City SD	X	X		
Gowanda CSD	X			
Iroquois CSD	X	X	X	X
Kenmore-Tonawanda UFSD (Kenmore East HS)	X	X		
Kenmore-Tonawanda UFSD (Kenmore West HS)	X	X		
Lancaster CSD	X	X	X	X
Medina CSD	X	X		
Niagara Falls CSD	X			
Niagara-Wheatfield CSD	X			
Orchard Park CSD	X	X		
Springville-Griffith Institute CSD	X	X		
Sweet Home CSD	X			
Westfield CSD	X			

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