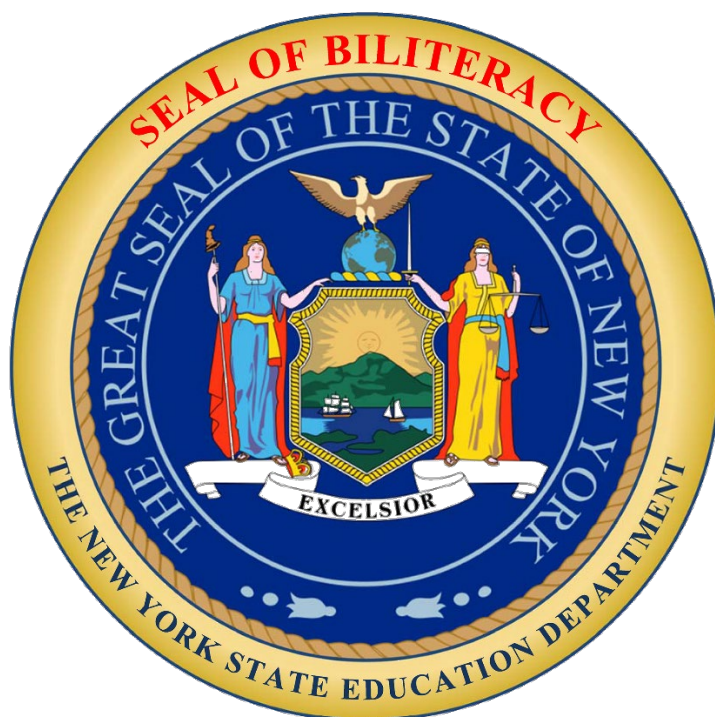


# The New York State Seal of Biliteracy



## 2022-23 Annual Report

Office of Bilingual Education  
and World Languages

New York State Education Department



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity





*2023 New York State Seal of Biliteracy (NYSSB) graduates from Preston HS  
(Photo courtesy of Preston HS)*

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**Table of Contents**

Executive Summary ..... 5

    Requirements to Earn the NYSSB ..... 5

    2022-23 Facts and Figures..... 6

The Seal of Biliteracy: A National Perspective..... 10

    Approved State Seals of Biliteracy Across the Nation ..... 11

    Required Proficiency Levels to Earn State Seals of Biliteracy ..... 14

    Required Minimum Scores on Advanced Placement and International Baccalaureate Assessments ..... 15

2022-23 Statistics and Analysis ..... 16

    High Schools ..... 16

        Number of High Schools Offering the NYSSB..... 16

        Number of High Schools Offering the NYSSB by Region ..... 18

        Growth in the Number of High Schools Offering the NYSSB by Region..... 19

        High Schools Offering the NYSSB as a Percentage of Total District Schools in Region ..... 21

        Potential for Regional Growth in High Schools Offering the NYSSB ..... 22

    Students ..... 24

        Number of Students Awarded the NYSSB..... 24

        Growth in the Number of Students Awarded the NYSSB ..... 24

        Gender Make-up of Students Awarded the NYSSB..... 25

        Racial/Ethnic Make-up of Students Awarded the NYSSB..... 27

        ELL Status of Students Awarded the NYSSB..... 31

        Growth in the Number of Students Awarded the NYSSB by ELL Status..... 32

        Growth Potential within Student Populations ..... 33

    World Languages in which Students Were Awarded the NYSSB..... 36

        Most Frequent Languages in which Students Were Awarded the NYSSB ..... 37

        Earning the NYSSB in Two or More World Languages ..... 38

    Earning Points Toward the NYSSB in English ..... 43

    Earning Points Toward the NYSSB in a World Language Other Than English..... 48

    Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute (PRHYLI) ..... 57

Goals for the NYSSB in 2023-24 ..... 58

Strategies to Achieve Goals and Support High Schools Offering the NYSSB ..... 59



Conclusions and Next Steps ..... 61

Resources ..... 62

Appendices..... 63

    Appendix A: Criteria to Earn the New York State Seal of Biliteracy..... 63

    Appendix B: English Language Assessments and Minimum Scores..... 64

    Appendix C: Checkpoint C World Language Assessments and Minimum Scores ..... 65

    Appendix D: High Schools Awarding the NYSSB by Region (2022-23) ..... 69

    Appendix E: NYSSB Professional Learning Series..... 76

    Appendix F: NYSSB Task Force..... 77

    Appendix G: New York State Education Department Staff Members Supporting the NYSSB  
    ..... 77

List of Figures and Tables ..... 78

    Figures ..... 78

    Tables ..... 80

References ..... 81



2023 NYSSB graduates from Esperanza Preparatory Academy  
(Photo courtesy of NYCPS)



## Executive Summary

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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 NYSSB in the 2015-2016 academic year. The NYSSB is an award given by a high school 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 NYSSB is awarded by the Commissioner to students who meet the criteria (see [Appendix A: Criteria to Earn the New York State Seal of Biliteracy](#)) established by the NYS 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 NYSSB is to:

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

The NYSSB 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.

### ***Requirements to Earn the NYSSB***

Since the New York State Board of Regents adopted the NYSSB in 2012, it has been awarded to over 33,600 students. This award is denoted by a seal affixed to the student's diploma, a notation on the student's high school transcript, and a medallion that students may wear at graduation. 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 (for a full list of criteria, see [Appendix A: Criteria to Earn the New York State Seal of Biliteracy](#)):

- 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: English Language Assessments and Minimum Scores](#));
- Demonstrating successful completion of coursework in a foreign nation; and



*2023 NYSSB graduate from Edison Career and Technology HS  
(Photo courtesy of Rochester CSD)*

- Completing and presenting a Culminating Project in English and/or a world language that demonstrates the required level of proficiency in all three modes of communication (Interpretive, Interpersonal, and Presentational).

### **2022-23 Facts and Figures**

- **Schools** - 428 schools in New York State offered the NYSSB (a 14% increase from the prior year). At the time of this report, there were 1,234 district high schools offering 12th grade in New York State. Almost thirty-five percent of all district high schools offered the NYSSB (more than one in every 3 district schools), a 4% increase from last year. The number of schools offering the NYSSB grew in all seven regions of the state. For a full list of schools that offered the NYSSB in 2022-23, see [Appendix D: High Schools Awarding the NYSSB by Region \(2022-23\)](#).
- **Students** – 8,745 students earned the NYSSB, representing 4.6% of seniors attending public (district and charter) high schools in New York State. This exceeds last year’s level by more than 1,600 students.
- **Gender** – 65.7% of all NYSSB earners were female; 34.2% were male, and 0.1% were of non-binary gender.
- **Race and Ethnicity** – Both the number and percentage of students in each of the five federal race designations increased in 2022-23. While the number of students of Hispanic ethnicity that earned the NYSSB increased by more than 160, the percentage of NYSSB earners of Hispanic ethnicity decreased slightly in 2022-23 (from 17% to 15.7%).



*2023 NYSSB graduates from Brewster HS with their Seal Coordinator (front left)  
(Photo courtesy of Brewster CSD)*

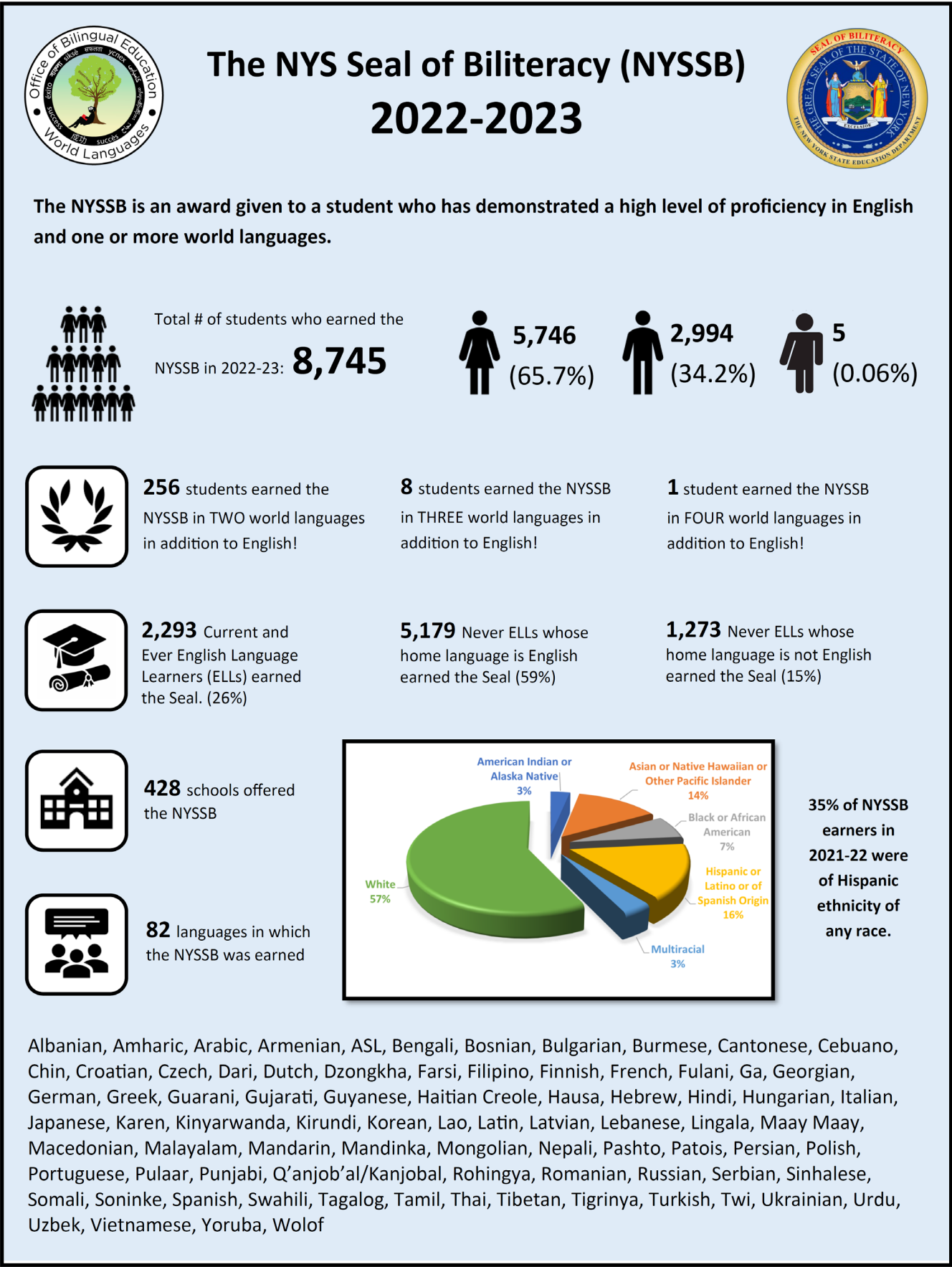


- **Current ELLs, Ever ELLs, and Never ELLs** - Of the students who earned the NYSSB in 2022-23, 2,293 were Current or Ever ELLs, 5,179 were Never ELLs whose home language is English, and 1,273 were Never ELLs whose home language is other than English. The percentages of these three NYSSB earner groups remained stable in 2022-23. Current and Ever ELLs continue to make up more than one in every four NYSSB earners. NYSED data shows that 609 senior Current ELLs earned the NYSSB, which is 60% of the number of Current ELLs who scored Commanding on the NYSESLAT by graduation. About 7.4% of Ever ELLs earned the NYSSB in 2022-23, representing a potential growth area.
- **Languages** – Students earned the NYSSB in 82 languages in addition to English in 2022-23, a dramatic increase (20%) from 68 languages in the prior year. In 2022-23, the vast majority of students earned the NYSSB in Spanish, French, or Italian in addition to English.
- **Seals in Multiple Languages** – Two hundred fifty-six students earned the NYSSB in two world languages in addition to English (close to a 40% increase from last year); 11 students earned the NYSSB in three world languages in addition to English; and for the second time in New York history, a student earned the NYSSB in four world languages in addition to English.



*2023 NYSSB graduates from James A. Green JSHS  
(Photo courtesy of Dolgeville CSD)*

Figure 1. Infographic Summary of the NYSSB (2022-23)





# 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 through 2023: 33,684



2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
284	1,355	2,054	4,031	4,609	5,492	7,114	8,745

Year	# of Current & Ever ELLs	# of Never ELLs (HL = English)	# of Never ELLs (HL ≠ English)
2015-16	106	178	*
2016-17	359	995	*
2017-18	611	1,440	*
2018-19	1,091	2,940	*
2019-20	1,227	3,382	*
2020-21	1,283	3,493	716
2021-22	1,872	5,242	997
2022-23	2,293	5,179	1,273

Year	# Schools offering the NYSSB
2015-16	14
2016-17	84
2017-18	115
2018-19	228
2019-20	292
2020-21	324
2021-22	374
2022-23	428

\*Never ELLs whose Home Language (HL) is English was created as a separate category in 2020-21.

Year	# of students who earned the Seal in 2 languages + English	# of students who earned the Seal in 3 languages + English	# of students who earned the Seal in 4 languages + English
2015-16	0	0	0
2016-17	6	0	0
2017-18	12	0	0
2018-19	23	1	0
2019-20	80	3	0
2020-21	93	4	0
2021-22	184	11	1
2022-23	256	11	1

Year	# of Languages
2015-16	9
2016-17	33
2017-18	39
2018-19	47
2019-20	58
2020-21	54
2021-22	68
2022-23	82



Office of Bilingual Education & World Languages  
89 Washington Avenue, EB301  
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For more information on the New York State Seal of Biliteracy, please visit our [website](#).

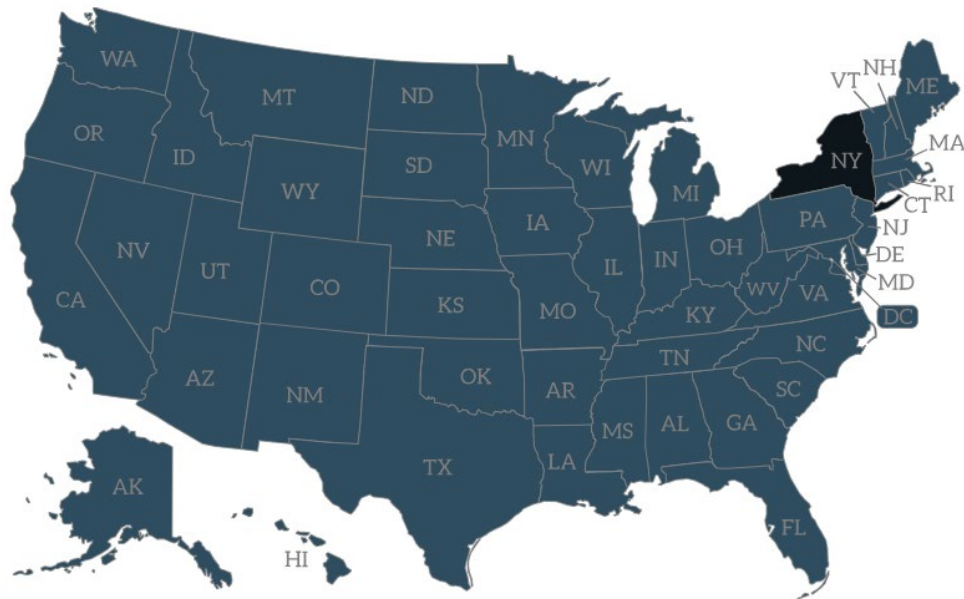
## The Seal of Biliteracy: A National Perspective

As of the publication of this document and for the first time in US history, all 50 states and the District of Columbia have approved State Seal of Biliteracy programs for their students (see Figure 2 below and Table 1 starting on page 11). New York (2012) was the second state in the nation following California (2008) to authorize a State Seal of Biliteracy.

Figure 2. Map of State Seal of Biliteracy Programs

State Laws Regarding the Seal of Biliteracy

● Approved State Seal ● Under Consideration ● Early Stages ●



[Source: [Californians Together](#) (downloaded April 1, 2024)]



2023 NYSSB graduates from John Jay SHS with faculty members  
(Photo courtesy of Wappingers CSD)



## Approved State Seals of Biliteracy Across the Nation

Table 1 below lists each state that has a State Seal of Biliteracy program, the required level of proficiency to earn the Seal in each state, 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 of the State Seals of Biliteracy*

State	Multi-Level Seal Program <sup>1</sup>	ACTFL Level(s)	AP Score	IB Scores <sup>2</sup>	Year of Adoption <sup>3</sup>
Alabama	n/a	Intermediate Mid	3	4	2022
Alaska	n/a	Intermediate Low-Mid <sup>4</sup>	4	6 SL, 5 HL	2022
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
Idaho	n/a	Intermediate Mid	n/a	n/a	2020
Illinois	n/a	Intermediate High	4	n/a	2013
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
Kentucky	n/a	Intermediate Mid	3	5	2021
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

<sup>1</sup> Some states offer multiple levels for their Seals of Biliteracy (for instance, silver, gold, etc..).

<sup>2</sup> IB courses are 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.

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

<sup>4</sup> Alaska recognizes the Foreign Service Institute's research on the relative difficulty of learning various languages for speakers of English and designates different ACTFL level requirements for earning the Seal based on the category of the language in which the Seal is pursued.

State	Multi-Level Seal Program <sup>1</sup>	ACTFL Level(s)	AP Score	IB Scores <sup>2</sup>	Year of Adoption <sup>3</sup>
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
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
Montana	Gold, Platinum	Intermediate Mid (Gold), Advanced Low (Platinum)	3 (Gold), 5 (Platinum)	4 (Gold), 6 (Platinum)	2021
Nebraska	Silver, Gold	Intermediate Mid	3 (Silver), 4 (Gold)	4 (Silver), 5 (Gold)	2020
Nevada	n/a	Intermediate Mid	3	4	2016
New Hampshire	n/a	Intermediate High	4	5 SL, 6HL	2020
New Jersey	n/a	Intermediate Mid	4	4	2016
New Mexico	n/a	Intermediate Low	3	4	2015
New York	n/a	Intermediate Mid-High <sup>5</sup>	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
Pennsylvania	n/a	Intermediate High	4	4	2022
Rhode Island	n/a	Intermediate Mid	3	4	2016

<sup>5</sup> New York recognizes the Foreign Service Institute's research on the relative difficulty of learning various languages for speakers of English and designates different ACTFL proficiency level requirements for earning the Seal based on the category of the language in which the Seal is pursued. Category 1-2 languages require the achievement of Intermediate High proficiency to earn the NYSSB, while Category 3-4 languages require Intermediate Mid proficiency to earn the NYSSB. Classical languages require Intermediate High proficiency in Interpretive Reading. Category 1-2 languages are Afrikaans, Danish, Dutch, French, German, Haitian Creole, Indonesian, Italian, Malaysian, Norwegian, Portuguese, Romanian, Spanish, Swahili, and Swedish. All other modern languages are considered Category 3-4 languages.



State	Multi-Level Seal Program <sup>1</sup>	ACTFL Level(s)	AP Score	IB Scores <sup>2</sup>	Year of Adoption <sup>3</sup>
South Carolina	Bronze, Silver, Gold	Intermediate Mid (Bronze), Intermediate High (Silver), Advanced Low (Gold)	n/a	n/a	2018
South Dakota	Silver, Gold	Intermediate Mid (Silver), Intermediate High (Gold),	3 (silver), 5 (gold)	n/a	2024
Tennessee	Seal, Seal Honors Award	Intermediate Mid (Seal), Advanced Low (Seal Honors Award)	n/a	n/a	2018
Texas	n/a	Intermediate High	3	n/a	2013
Utah	n/a	Intermediate Mid	3	n/a	2015
Vermont	n/a	Intermediate Mid	3	4	2020
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
West Virginia	n/a	Intermediate Mid	3	4	2021
Wisconsin	n/a	Intermediate High	n/a	n/a	2015
Wyoming	Seal, Seal with Advanced Distinction	Intermediate Mid (Seal), Intermediate High (Seal with Advanced Distinction)	3 (Seal), 4 (Seal with Advanced Distinction)	5SL, 4HL (Seal), 6SL, 5HL (Seal with Advanced Distinction)	2022



*2023 NYSSB graduates from Marcellus HS  
(Photo courtesy of Marcellus CSD)*

### Required Proficiency Levels to Earn State Seals of Biliteracy

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: Novice, Intermediate, Advanced, Superior, and Distinguished, as depicted by the ACTFL Inverted Pyramid in Figure 3.

The proficiency level required to earn the Seal varies from state to state. Figure 4 summarizes the percentage of states that offer a Seal of Biliteracy by the proficiency level required. The majority of states (61%) use Intermediate Mid as evidence of the required proficiency for students to earn the Seal of Biliteracy. A little more than one-fourth of states (27%) use the Intermediate High level of proficiency. Only a small percentage of states use Advanced Low (2%) or Intermediate Low (8%) for their Seals of Biliteracy.

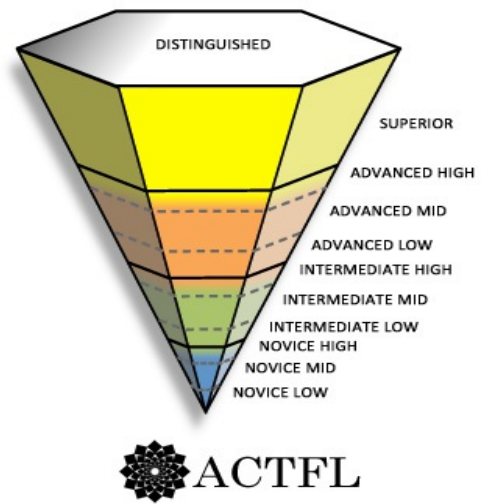
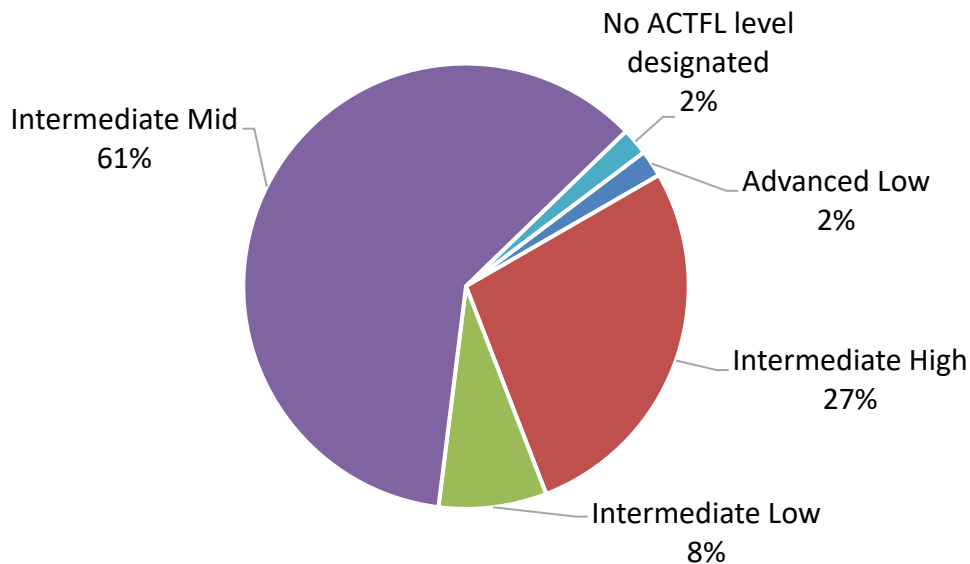


Figure 3. ACTFL's Inverted Pyramid

Figure 4. Percentage of States by ACTFL Proficiency Level\* Required for the Seal of Biliteracy



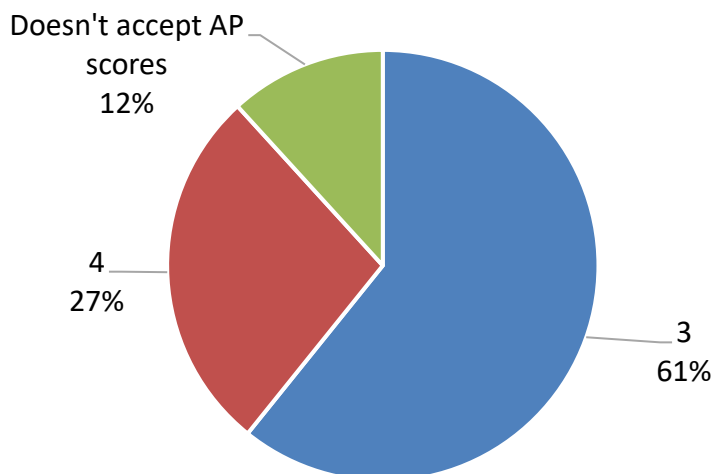
Number of states using Intermediate Low for their Seal: 4 (8%)  
Number of states using Intermediate Mid for their Seal: 31 (61%)  
Number of states using Intermediate High for their Seal: 14 (27%)  
Number of states using Advanced Low for their Seal: 1 (2%)  
Number of states with no level designated for their Seal: 1 (2%)

\*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 graph. Other designations such as commendations or pathway awards, which are not officially Seals of Biliteracy, are not included.

### ***Required Minimum Scores on Advanced Placement and International Baccalaureate Assessments***

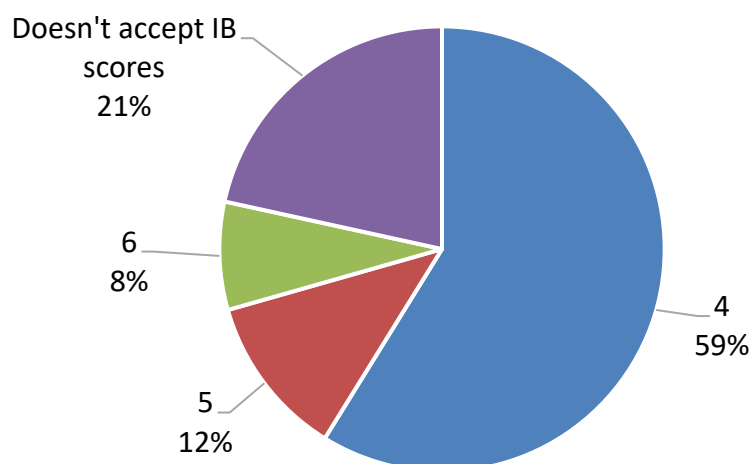
The vast majority of states (61%) accept a score of 3 or above on an Advanced Placement (AP) World Language exam as evidence of the required level of proficiency to earn the state's Seal of Biliteracy. A little more than a quarter of states (27%), including New York, require a score of 4 or above on an AP World Language exam as evidence. Approximately 12% of states do not use AP scores as evidence for their Seal of Biliteracy. Figure 5 below shows these percentages.

*Figure 5. Percentage of States by the Minimum AP Score required for the Seal of Biliteracy*



More than half of states (59%) accept a score of 4 or above on an International Baccalaureate (Standard Level) exam as evidence of the required level of proficiency to earn the state's Seal of Biliteracy. 12% of states require a score of 5 or better and 8% require a score of 6 or better. More than 20% of states do not use IB scores as evidence for their Seal of Biliteracy. Figure 6 below shows these percentages.

*Figure 6. Percentage of States by the Minimum IB Score required for the Seal of Biliteracy*

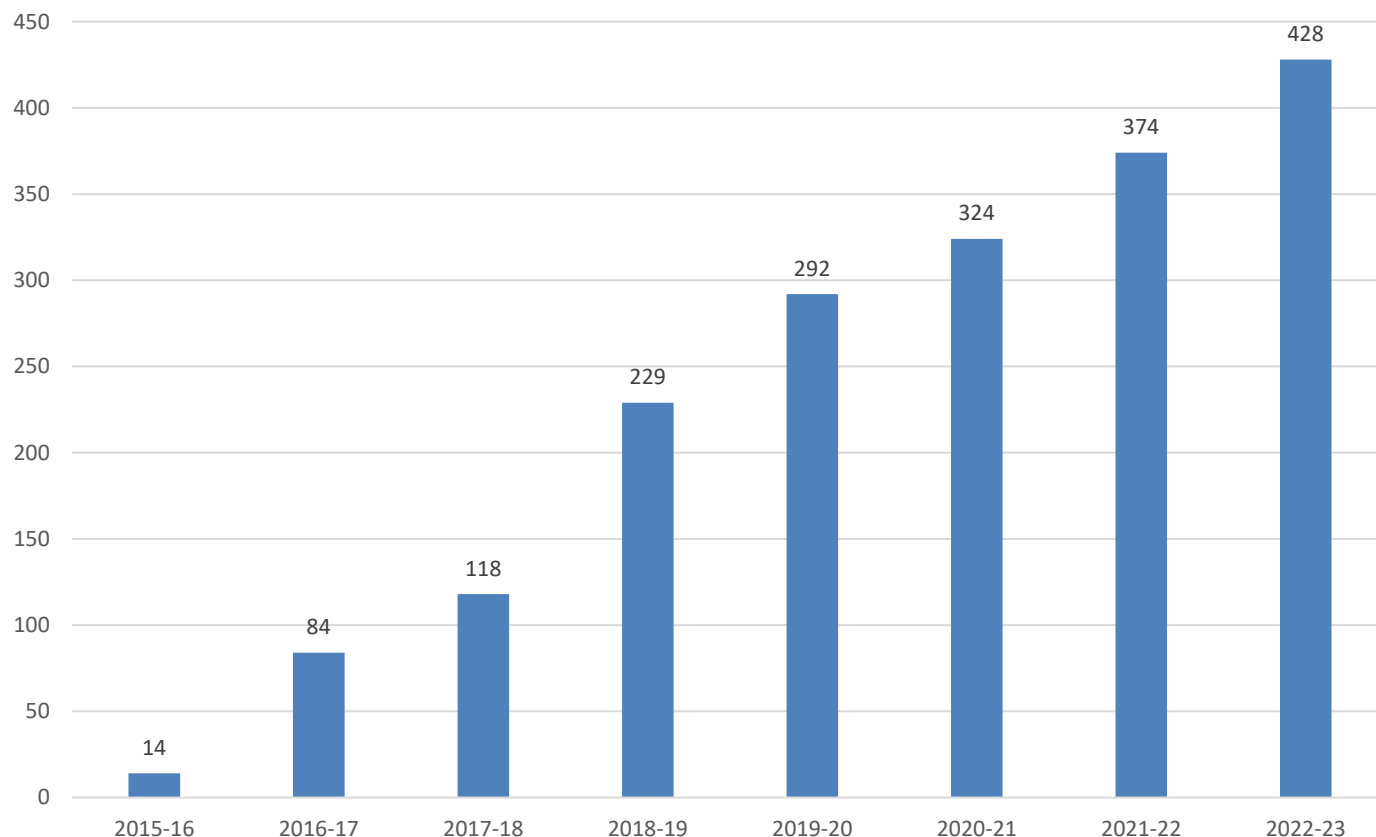




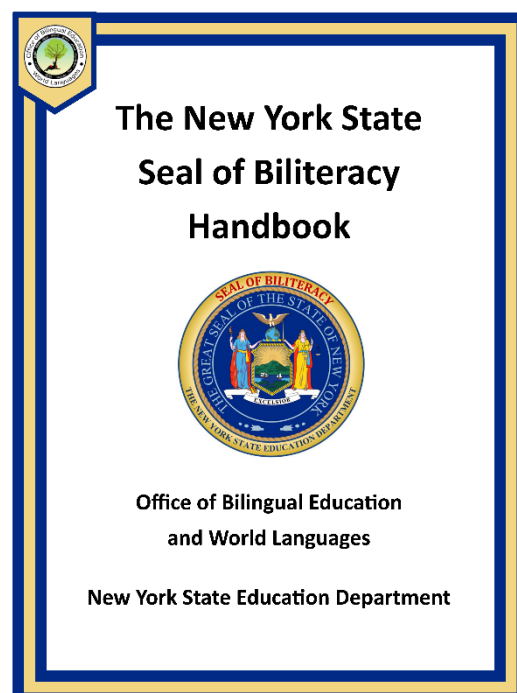


After an initial pilot program in 2015-16 with a handful of schools, the number of schools offering the NYSSB has grown significantly each year, as demonstrated in Figure 8 below. In 2022-23, the total number of schools offering the NYSSB grew by 14% overall.

*Figure 8. Growth in the Number of Total High Schools Offering the NYSSB (2016-2023)*



Schools that would like to start a NYS Seal of Biliteracy program for their students should consult the [NYSSB Handbook](#) on the [NYSSB website](#) or email [nyssb@nysed.gov](mailto:nyssb@nysed.gov) with any questions. This includes all district, charter, and non-public (religious and independent) schools within the state. New York City public high schools (not including NYC charter schools) wishing to offer the NYSSB should contact the Division of Multilingual Learners at [dml@schools.nyc.gov](mailto:dml@schools.nyc.gov).



### Number of High Schools Offering the NYSSB by Region

The largest number of high schools offering the NYSSB can be found in New York City (19.9%), on Long Island (18.2%) and in the Hudson Valley region (17.8%). (For a complete list of participating high schools, see [Appendix D: High Schools Awarding the NYSSB by Region](#).) Figure 9 below shows the percentage of NYSSB schools by region. Table 2 lists both the number of NYSSB schools in each region and the percentage of all NYSSB schools they represent.

Figure 9. Percentage of High Schools Offering the NYSSB by Region (2022-23)

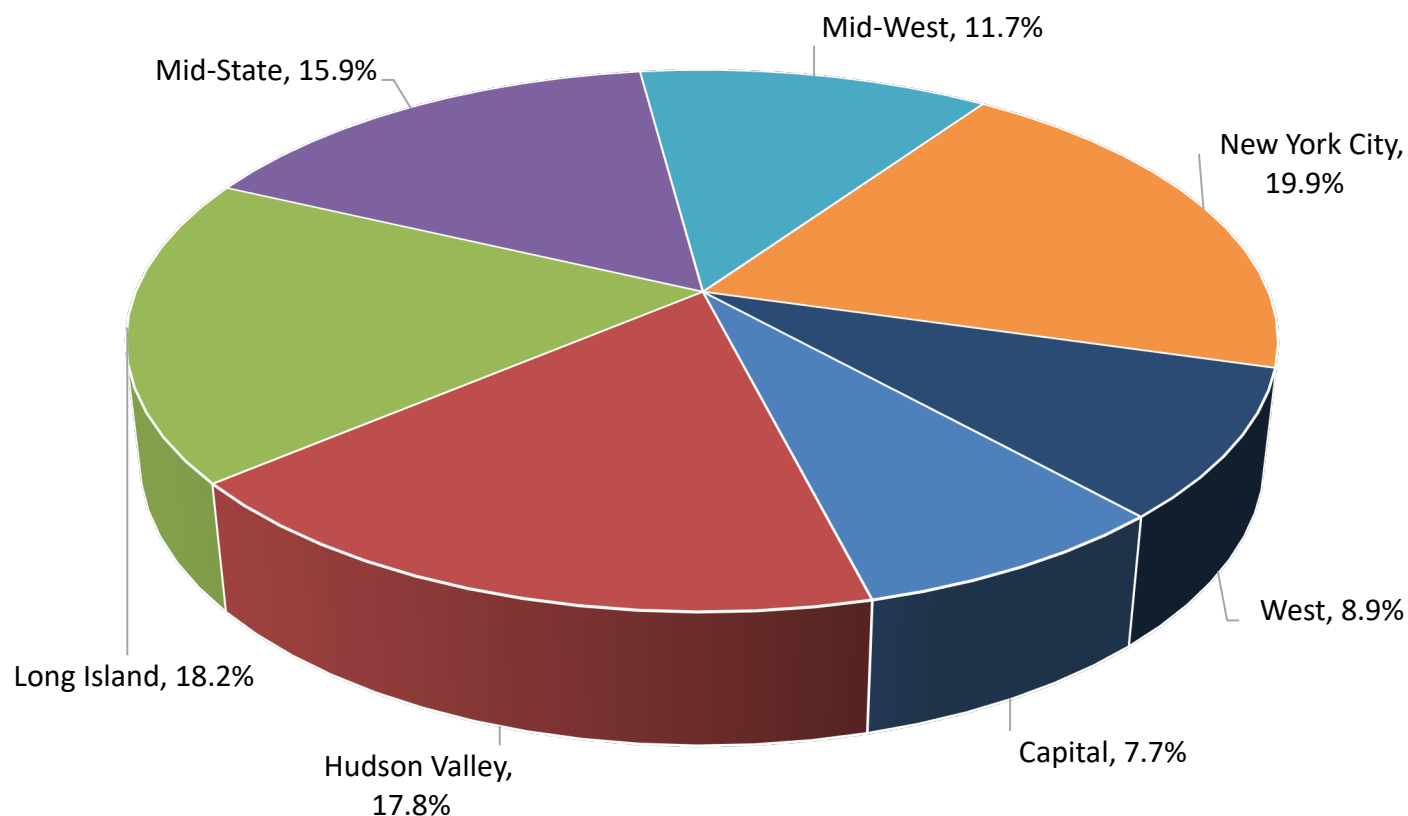


Table 2. Number of High Schools Offering the NYSSB by Region and Percentage of Total NYSSB Schools Represented (2022-23)

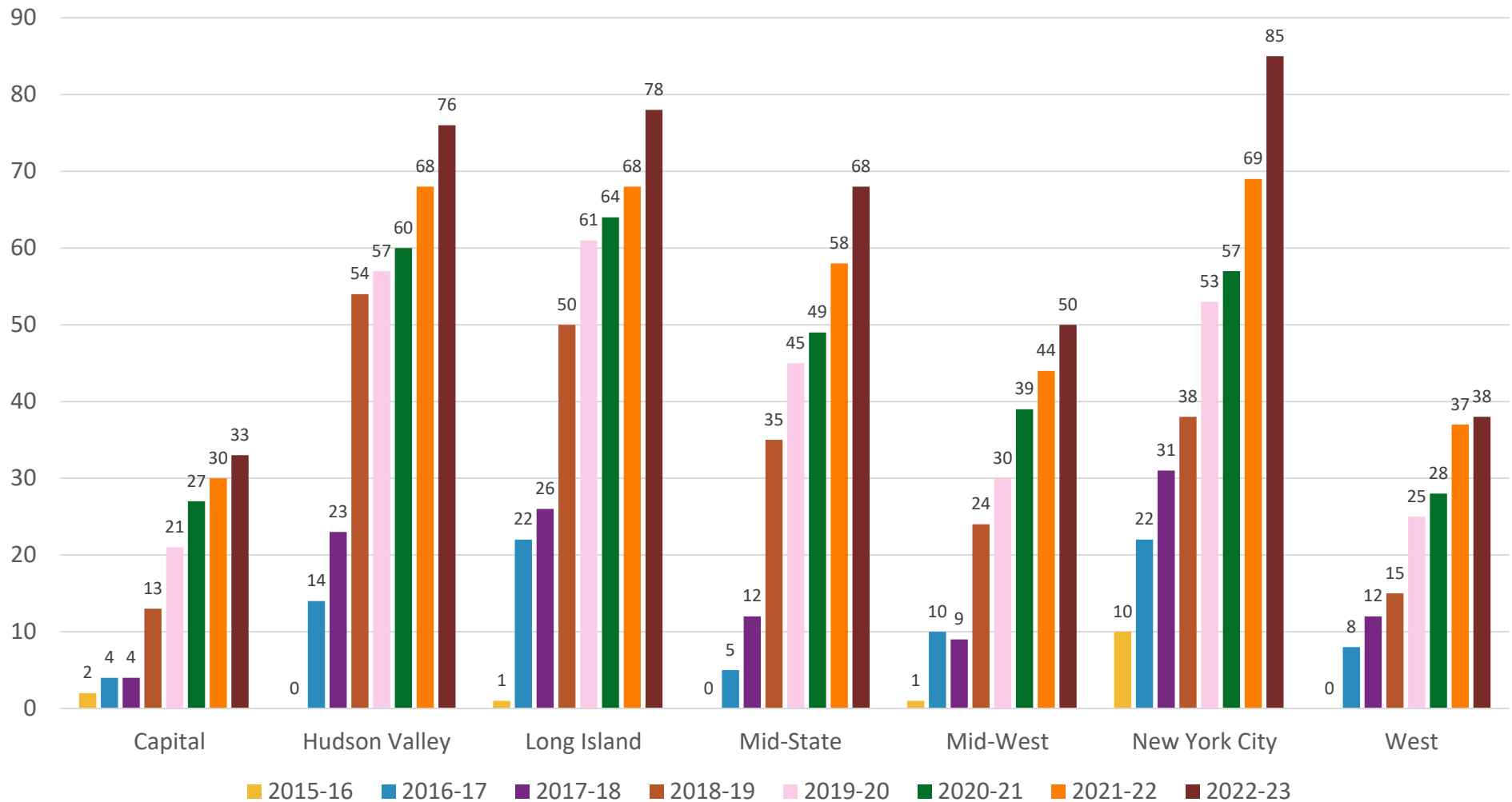
Region	Number of High Schools Offering the NYSSB	% of Total NYSSB High Schools Represented
Capital	33	7.7%
Hudson Valley	76	17.8%
Long Island	78	18.2%
Mid-State	68	15.9%
Mid-West	50	11.7%
New York City	85	19.9%
West	38	8.9%
<b>TOTAL</b>	428	100%



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

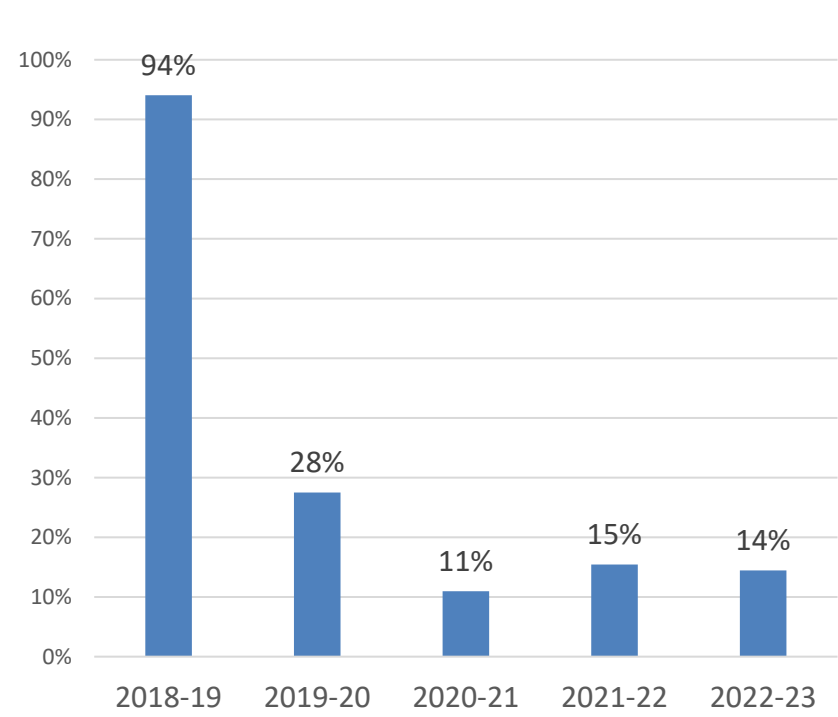
All regions have shown significant growth in the number of high schools offering the NYSSB since the NYSSB was first offered. The 2022-23 academic year continued to see gains from the prior year. Figure 10 shows the number of high schools offering the NYSSB in each region from 2015-16 to 2022-23.

Figure 10. Number of High Schools Offering the NYSSB by Region (2016-2023)



The annual growth rate of the NYSSB across the state has varied, with a large increase in the first years after the pilot and then variable rates in subsequent years. This growth rate has appeared to stabilize at about 15% over the last three years. Figure 11 below shows the annual growth rate from 2018-19 to 2022-23.

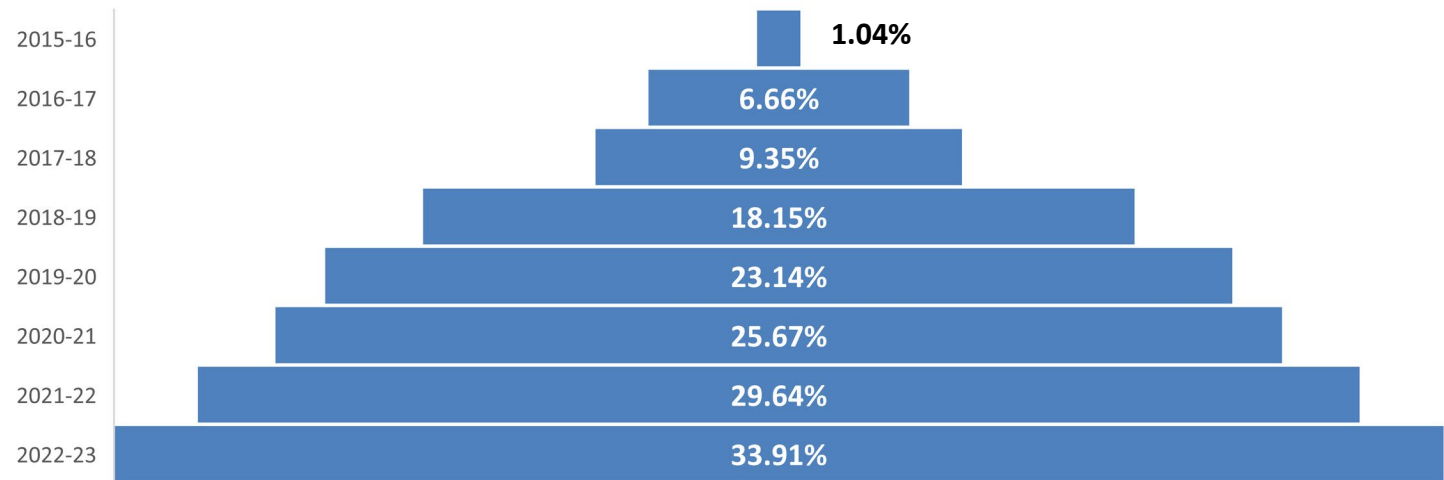
Figure 11. Percentage of Growth in Number of Schools Offering the NYSSB (2019-2023)



2023 NYSSB graduates from Port Jervis HS  
(Photo courtesy of Port Jervis UFSD)

The number of schools offering the NYSSB as a percentage of total district high schools also continues to show regular growth, reaching one-third of district schools in 2023. Figure 12 shows the number of NYSSB schools as a percentage of total district high schools from 2015-16 to the present.

Figure 12. Number of High Schools Offering the NYSSB as a Percentage of Total District High Schools (2016-2023)



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

Any NYS high school at which students can earn a Regents Diploma is eligible to offer the NYSSB. This includes district schools, charter schools, and non-public schools that are registered with the [Office of Religious and Independent School Support](#) (ORISS) of NYSED to offer the Regents Diploma. Of the 1,234 district high schools in NYS, 428 (35%) offered the NYSSB, which represents more than 1 in every 3 district high schools statewide. Table 3 lists each region of New York, the number of district high schools within each region that offered the NYSSB in 2022-23, the total number of district high schools in the region, and the high schools offering the NYSSB as a percentage of the total number in the region.

*Table 3. Number of High Schools Offering the NYSSB as a Percentage of Total District High Schools in the Region (2022-23)*

Region	Number of High Schools* Offering the NYSSB	Total Number of District High Schools**	Schools Offering the NYSSB as a % of the Total Number of District High Schools in Region
Capital	33	129	25.6%
Hudson Valley	76	150	50.7%
Long Island	78	117	66.7%
Mid-State	68	146	46.6%
Mid-West	50	81	61.7%
New York City	85	507	16.8%
West	38	104	36.5%
<b>TOTAL</b>	<b>428</b>	<b>1,234</b>	<b>34.7%</b>

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

\*\*The “Total Number of District High Schools in Region” does not include charter or non-public schools. Of the 428 schools offering the NYSSB in 2022-23, seven were charter schools and six were non-public schools.



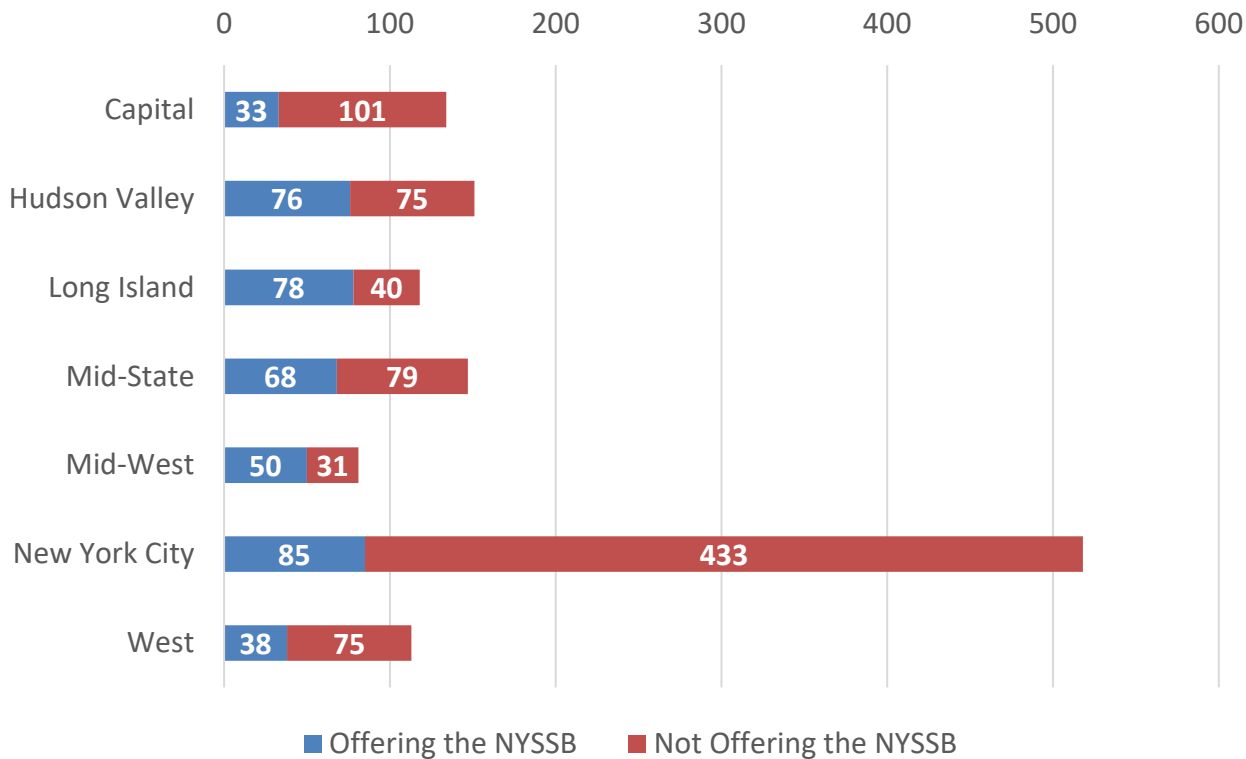
*2023 NYSSB graduates from Newburgh Free Academy  
(Photo courtesy of Newburgh CSD)*



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 13 below shows the number of high schools offering the NYSSB in each region (blue) as compared to the number of district high schools not currently offering the NYSSB in each region (red).

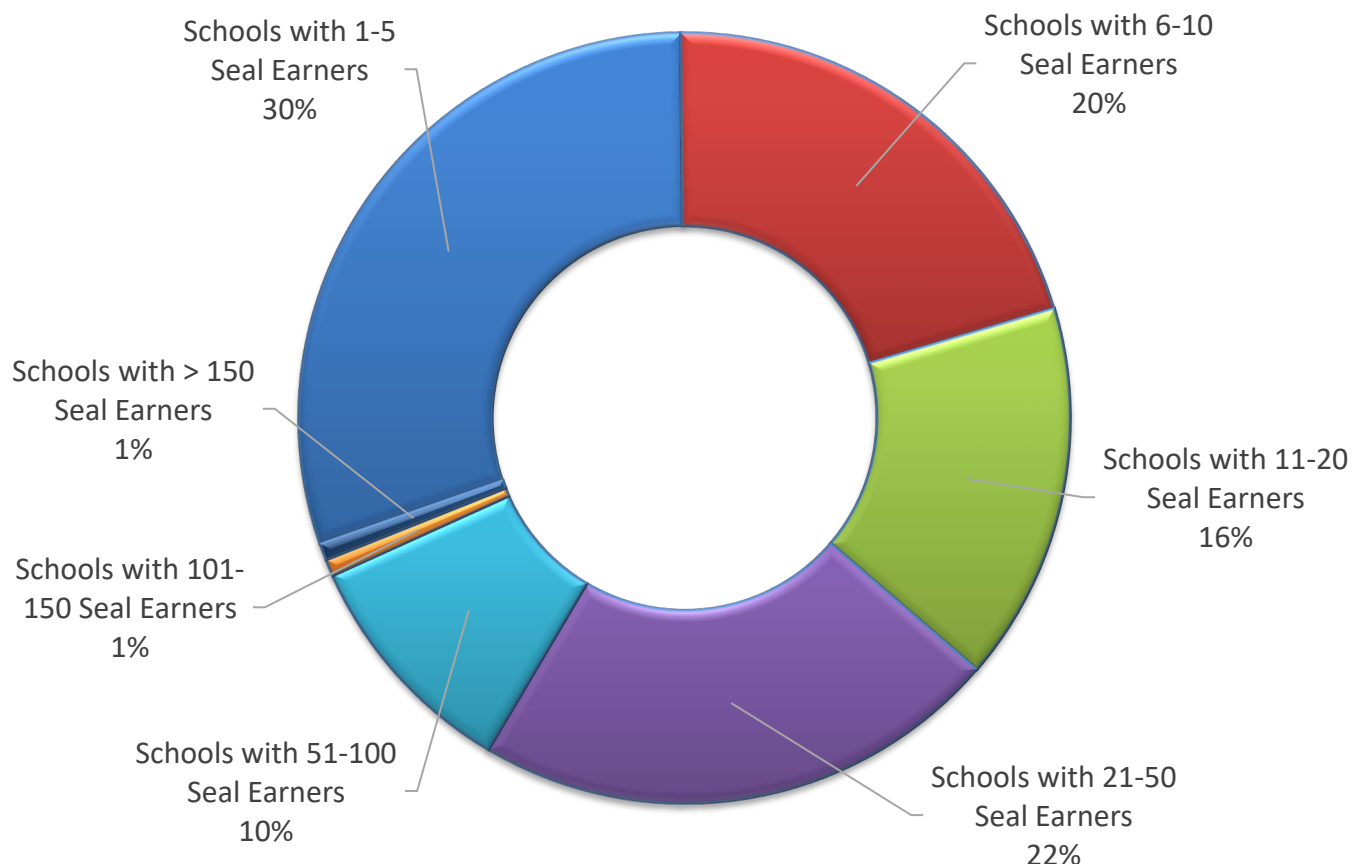
Figure 13. Number of High Schools Offering the NYSSB vs. Not Offering the NYSSB by Region (2022-23)



2023 NYSSB graduates from Thomas R. Proctor HS  
(Photo courtesy of Utica CSD)

As the NYSSB has only been implemented in our state for eight years, most schools are still in their first two to three years of offering this program. These schools have started with small programs of between one and ten NYSSB candidates. Schools that have offered the NYSSB program for more than two years have grown their programs significantly with 11-50 candidates each year. Figure 14 depicts the percentages of schools at each level of student participation in 2022-23.

*Figure 14. Percentage of Schools by NYSSB Earner Participation Levels (2022-23)*



*2023 NYSSB graduates from Edward R. Murrow HS  
[Photo courtesy of New York City Public Schools (NYCPS)]*

## Students

### Number of Students Awarded the NYSSB

In 2022-23, 8,745 students were awarded the NYSSB, up from 7,114 in the prior year.

### Growth in the Number of Students Awarded the NYSSB

The number of students awarded the NYSSB grows each year. Figure 15 shows the number of students who were awarded the NYSSB by year from 2016 through 2023.

Figure 15. Number of Students Awarded the NYSSB (2016-2023)

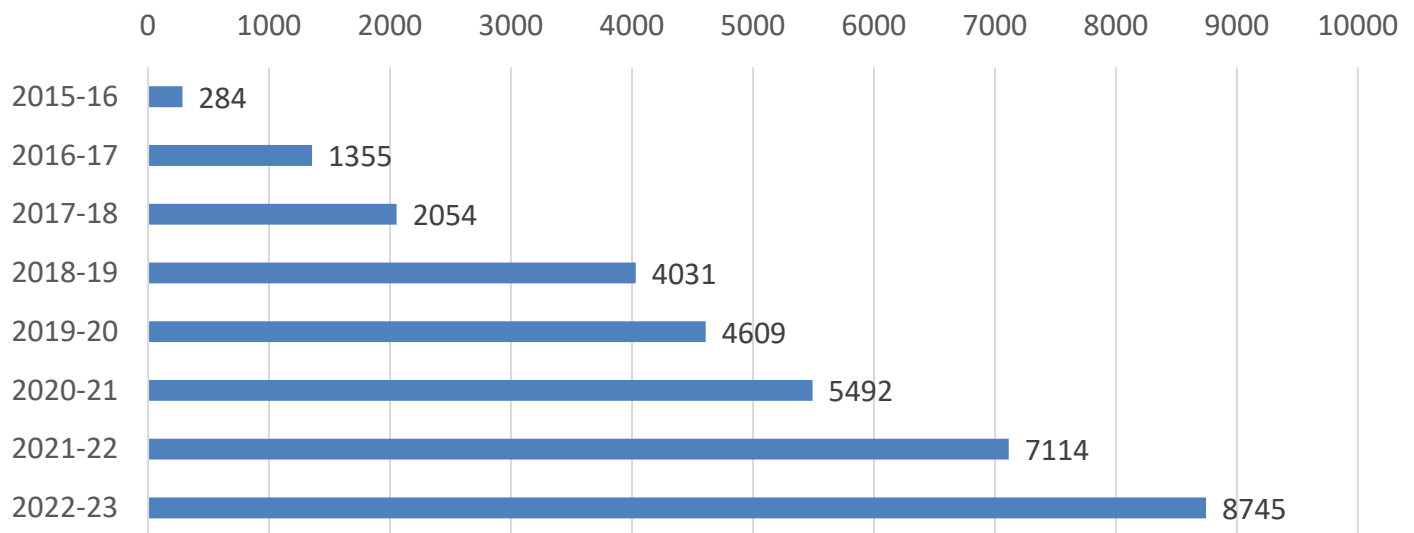
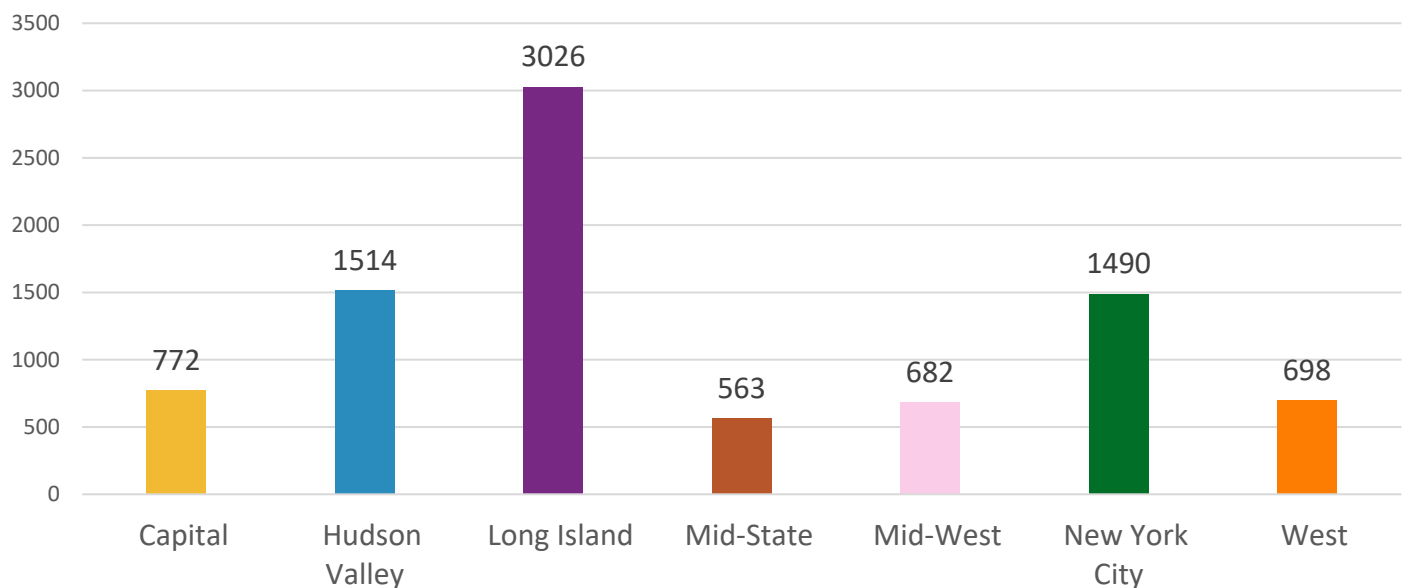


Figure 16 shows the number of students who were awarded the NYSSB in 2022-23 by region.

Figure 16. Number of Students Awarded the NYSSB by Region (2022-23)





Gender Make-up of Students Awarded the NYSSB

Females continued to make up the majority (67%) of NYSSB earners in 2022-23. While OBEWL began collecting gender information on NYSSB 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 NYSSB are students who take a sequence of courses in a world language while in high school. Data from district high schools in our state demonstrates that females have historically made up a large majority of the enrollment in these courses. In 2020-21, NYSED added the “Non-Binary” category to its data collection process. Figure 17 shows the percentage of students who were awarded the NYSSB in 2022-23 by gender.

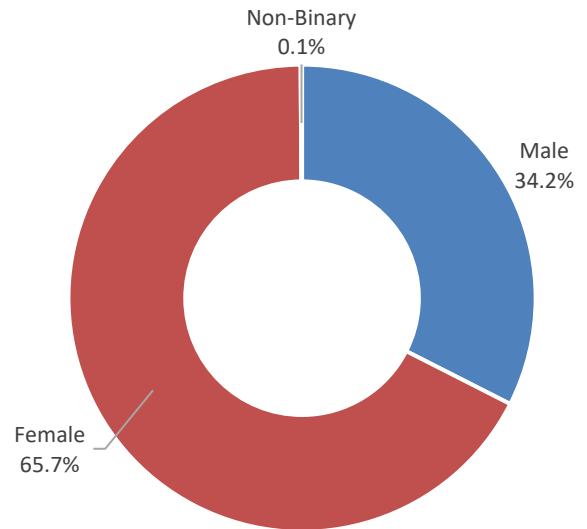
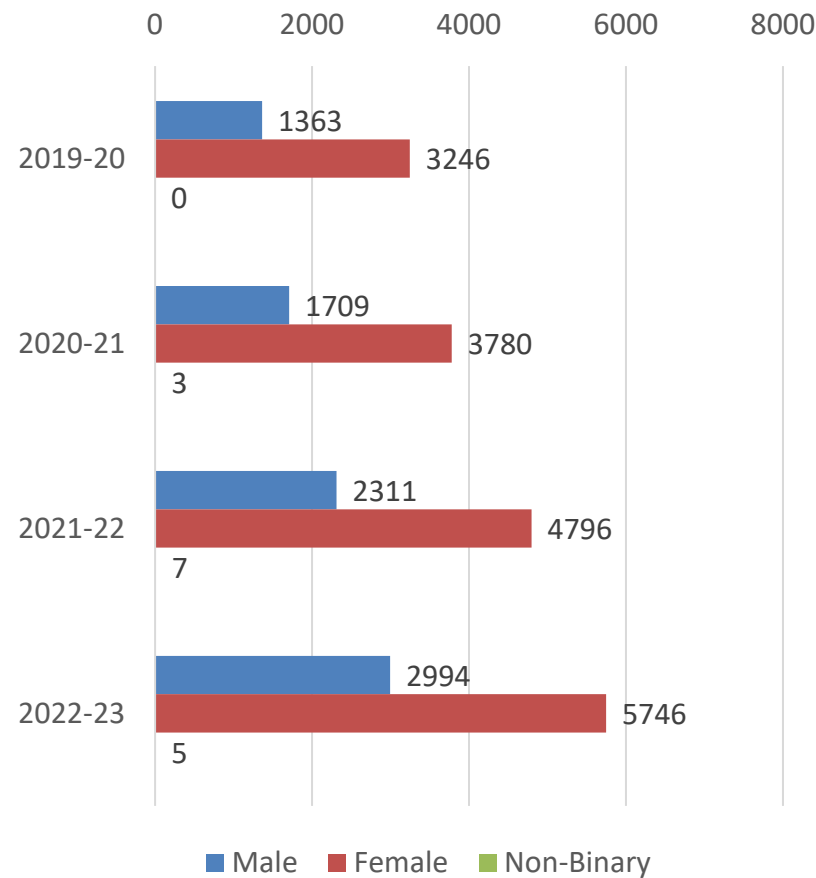


Figure 17. Percentage of Students Awarded the NYSSB by Gender (2022-23)

The 2022-23 school year saw a 30% increase in the number of males awarded the NYSSB, a 20% increase in the number of females awarded the NYSSB, and a very slight decrease in the number of non-binary students awarded the NYSSB. Figure 18 shows the comparative data among genders over the last four years.

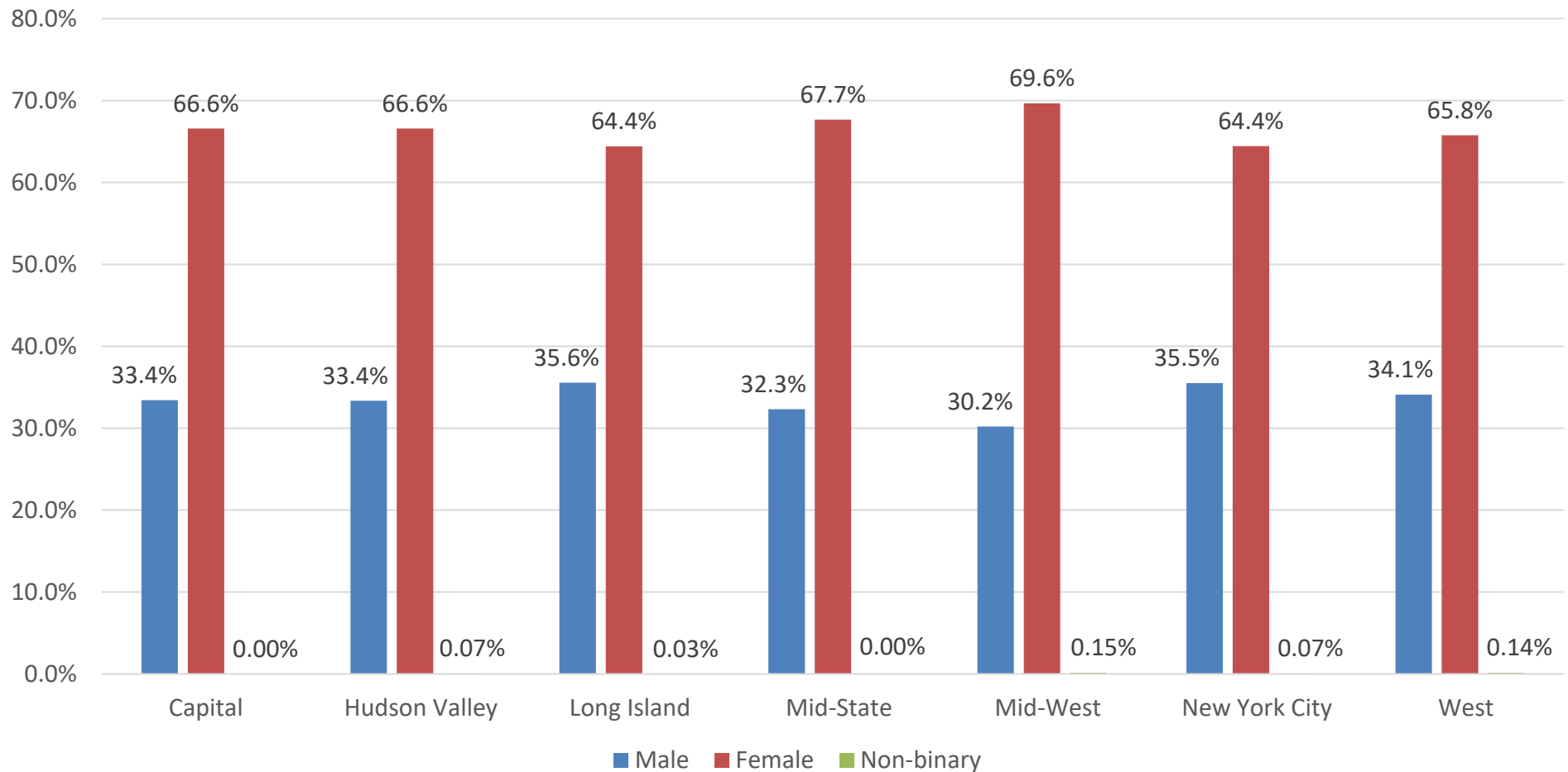
Figure 18. Number of Students Awarded the NYSSB by Gender (2020-2023)



2023 NYSSB graduate from Brentwood HS  
(Photo courtesy of Brentwood UFSD)

12th graders in New York State public schools are generally split evenly between males and females. The twelve-year average (mean) of males to females in 12th grade in our state is 50.4% male to 49.6% female with a standard deviation of 0.33%. The gender make-up of NYSSB earners has not reflected the even split in genders among 12th graders. Instead, a clear pattern of gender disparity appears. In four of the seven regions, NYSSB earners who identify as female outnumber their counterparts who identify as male two-to-one. The smallest gender gaps exist on Long Island and in New York City, although students who identify as female still make up the vast majority of NYSSB earners in both regions. Figure 19 shows the gender make-up of 2022-23 NYSSB earners by region. OBEWL will use this information to delve deeper into strategies to engage and support more male students to pursue the NYSSB.

*Figure 19. Percentages of Male, Female, and Non-Binary NYSSB Earners by Region\* (2022-23)*

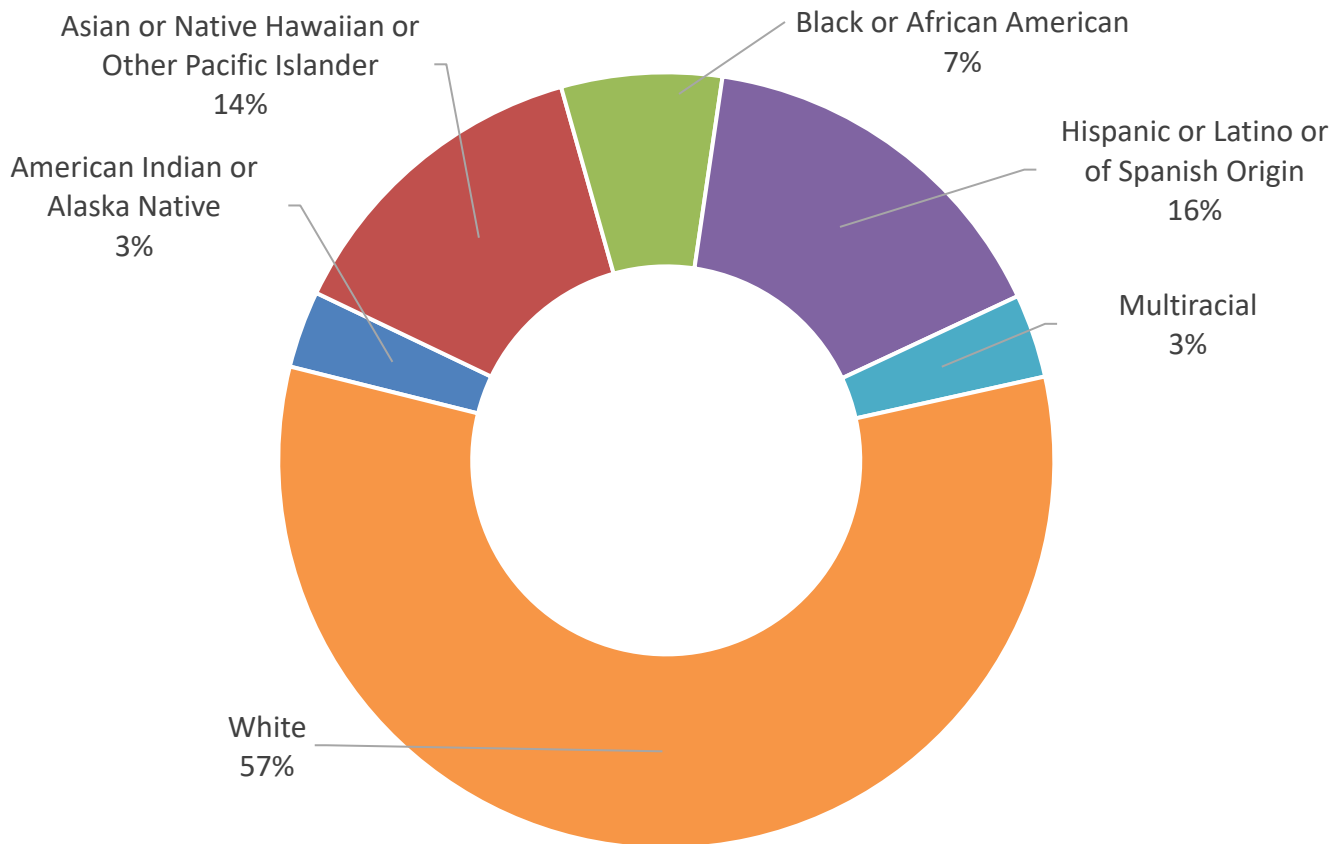


\*The New York City Public School (NYCPS) system does not currently collect data on non-binary NYSSB earners.

### Racial/Ethnic Make-up of Students Awarded the NYSSB

OBEWL also began collecting data on the races and ethnicities of NYSSB earners in 2019-20. Figure 20 shows that students from each of the five federal race designations and students of Hispanic ethnicity earned the NYSSB in 2022-23.

Figure 20. Percentage of Students Awarded the NYSSB by Race/Ethnicity (2022-23)



2023 NYSSB graduates from Niagara Falls HS  
(Photo courtesy of Niagara Falls CSD)



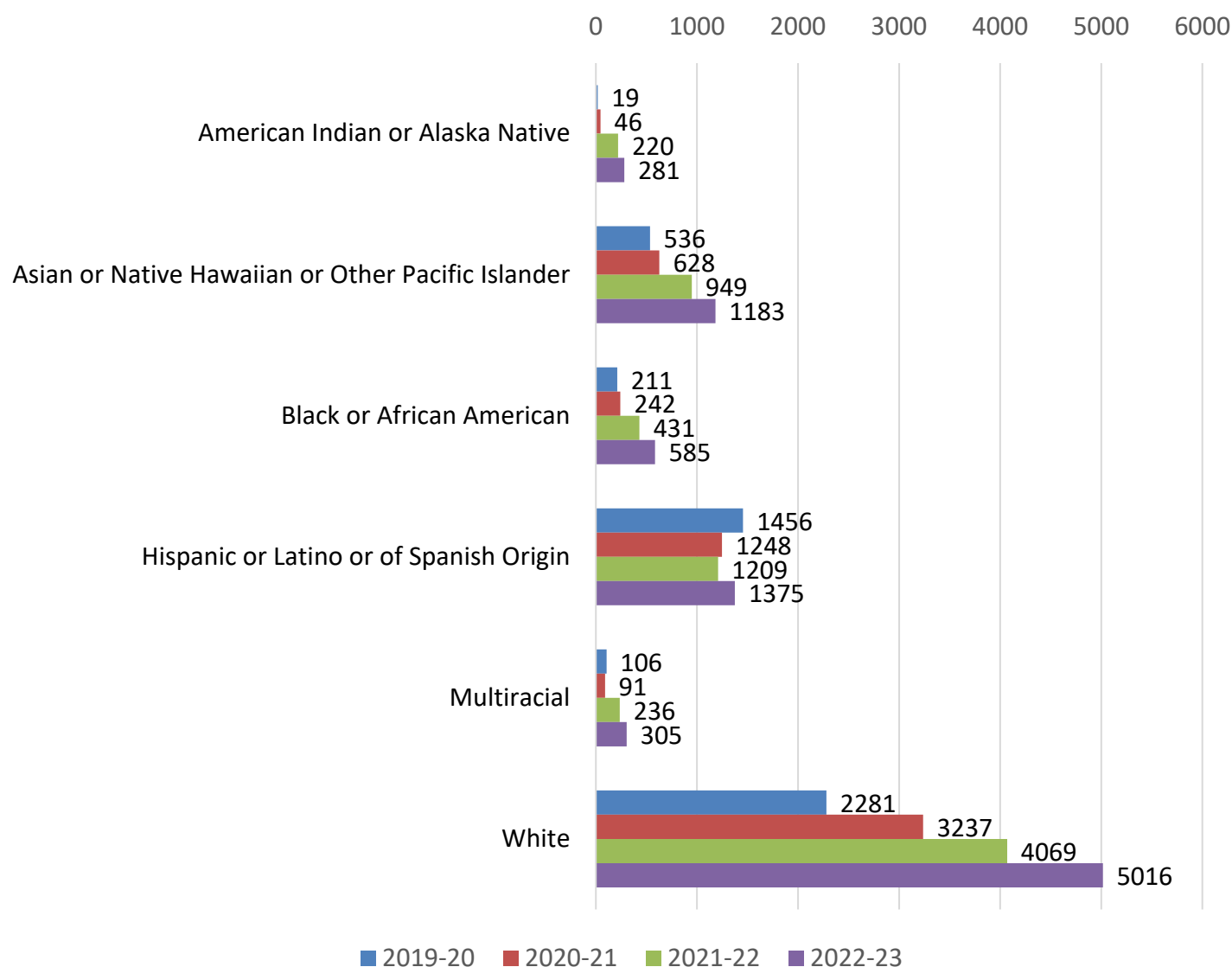
The number of NYSSB earners from each racial designation continued to grow steadily in 2022-23, while the percentages of NYSSB earners from each race designation appear to be stabilizing.

When the overall number of NYSSB earners is disaggregated by race/ethnicity, the following changes are observed in 2022-23, as compared to the prior year:

- American Indian or Alaska Native NYSSB earners increased by 0.1% to 3.2% of total NYSSB earners.
- Asian, Hawaiian or Other Pacific Islander NYSSB earners increased 0.2% to 13.5% of total NYSSB earners.
- Black or African American NYSSB earners increased 0.6% to 6.7% of all NYSSB earners.
- Hispanic, Latino, or of Spanish origin NYSSB earners decreased by 1.3% to 15.7% of all NYSSB earners.
- Multiracial NYSSB earners increased by 0.2% to 3.5% of all NYSSB earners.
- White NYSSB earners increased 0.2% to 57.4% of all NYSSB earners.

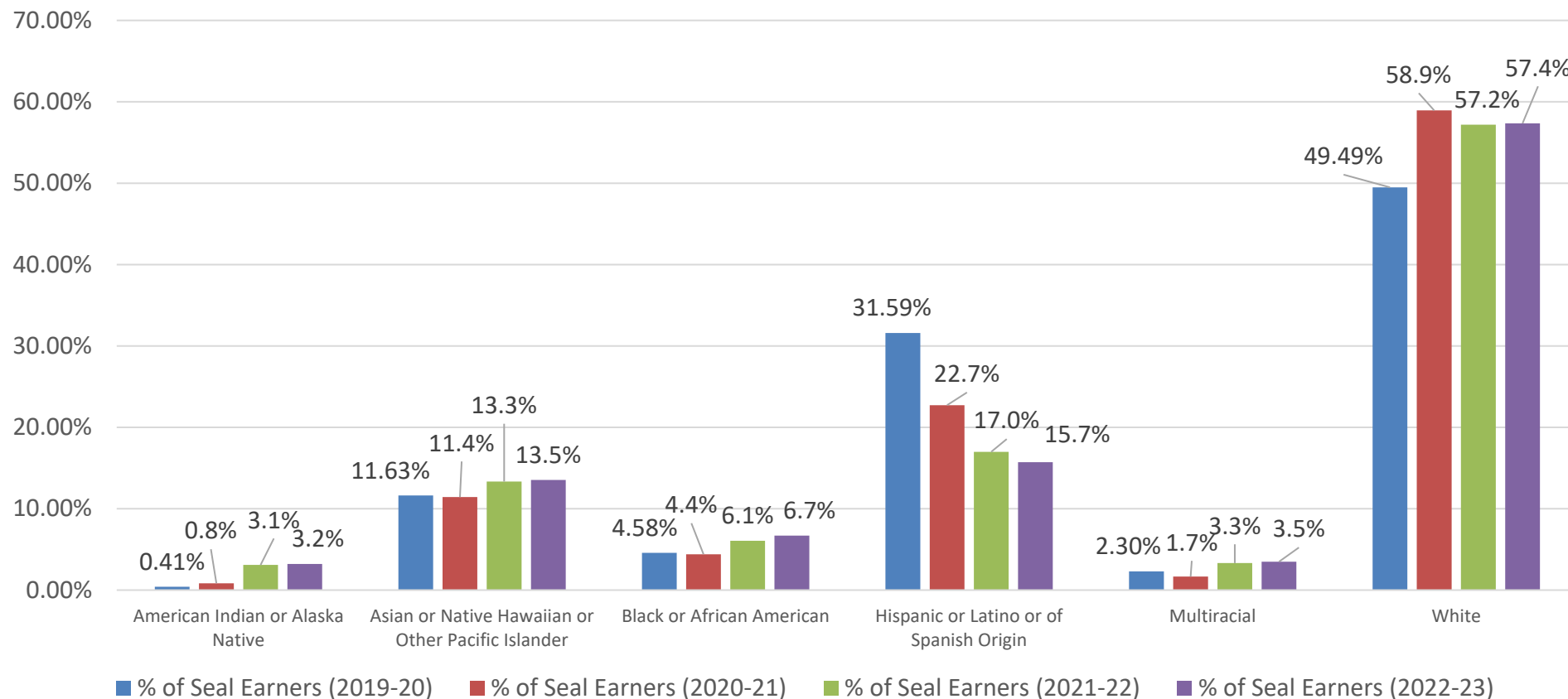
Figure 21 illustrates the total number of students from each of the six race designations earning the NYSSB since 2020, when NYSED began collecting more detailed demographic data on NYSSB earners.

*Figure 21. Number of Students Awarded the NYSSB by Race/Ethnicity (2020-2023)*



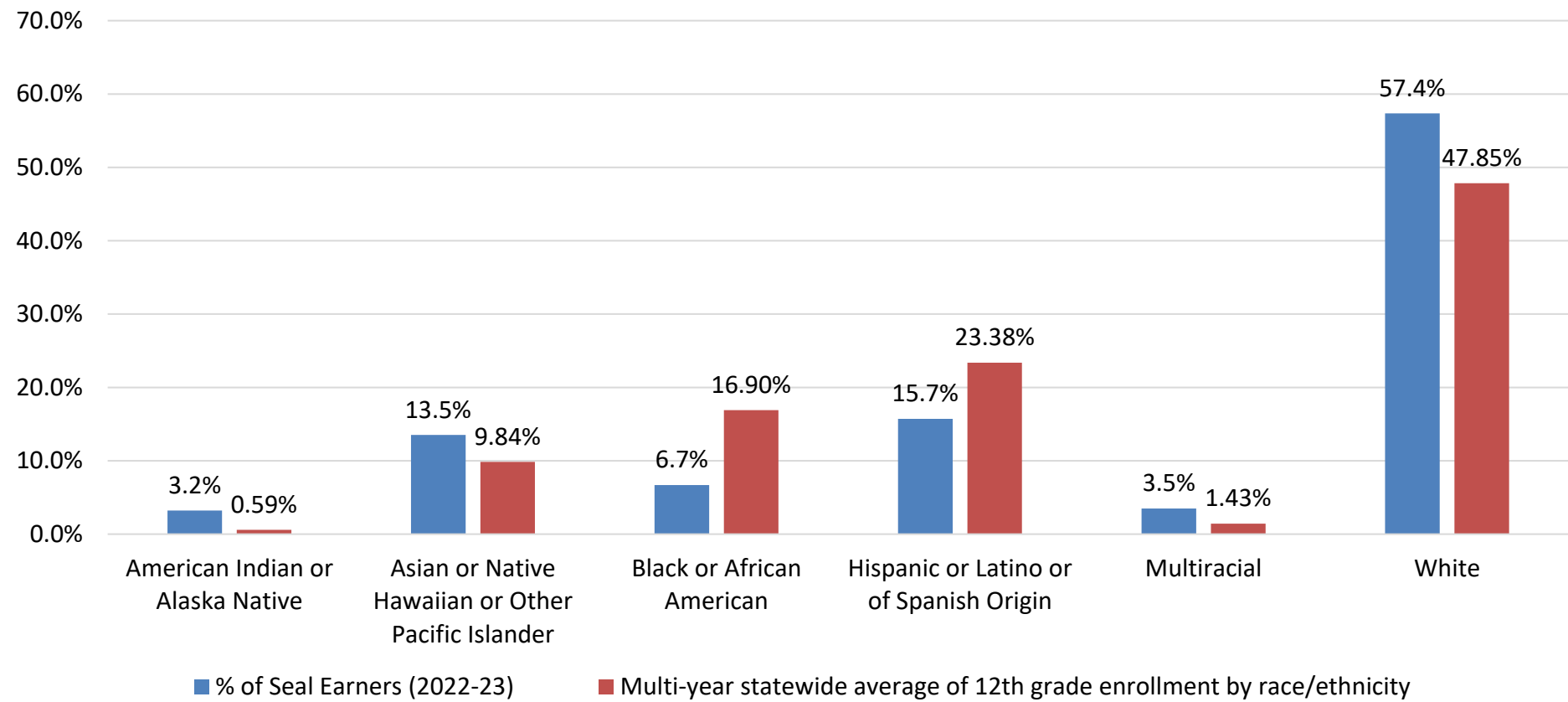
The overall number of NYSSB earners increased in 2022-23 from the prior year, with significant gains seen in the percentage of NYSSB earners represented by American Indian or Alaska Native students, Asian, Native Hawaiian, or Other Pacific Islander students, Black or African American students, and Multiracial students. The shares of NYSSB earners represented by White students increased slightly in 2022-23 (from 57.2% to 57.4%), while the share represented by Hispanic students has continued to decrease steadily over the last four years, even though the total number of NYSSB earners of Hispanic origin increased in 2022-23. One possible explanation for this steady decline in the percentage of NYSSB earners of Hispanic origin is that Hispanic students were the largest group of students to be recruited for the NYSSB in the early years of the State offering this program, given that a significant percentage of them speak Spanish at home. Since that time, more and more schools have signed on to offer the NYSSB and have expanded their recruitment efforts to be inclusive of all students, regardless of whether they speak a language other than English at home. Figure 22 shows the racial/ethnic make-up of NYSSB earners over the last four years. OBEWL will continue to work with the NYSSB Task Force, the NYSSB Forum and schools across the state to encourage and support all students to earn the NYS Seal of Biliteracy.

Figure 22. Percentage of NYSSB Earners by Race/Ethnicity (2020-2023)



In four of the six race/ethnicity categories, the percentage of 2022-23 NYSSB earners is greater than the twelve-year statewide average of students enrolled in 12th grade by race/ethnicity. That is, students of these races/ethnicities are very well represented in the NYS Seal of Biliteracy. For instance, American Indian or Alaska Native students make up only 0.6% of the average 12th grade enrollment, but they represented more than 3% of NYSSB earners in 2022-23. Similar over-representation in the NYSSB is seen with Asian, Native Hawaiian, or Other Pacific Islander students, Multiracial students, and White students. Significant disparities in representation in the NYSSB relative to 12th grade enrollment is seen with Black or African American students, who make up 17% of the average 12th grade cohort, but represented less than 7% of NYSSB earners in 2022-23, and Hispanic students, who make up 23% of the average 12th grade cohort, but accounted for 16% of NYSSB earners in 2022-23. Figure 23 shows the racial/ethnic make-up of NYSSB earners in 2022-23 as compared to the statewide twelve-year average racial/ethnic make-up of 12th grade students in New York State. This data indicates that OBEWL and schools must strengthen their efforts to recruit and support Black or African American and Hispanic students to pursue the NYSSB, as well as to pursue courses of study in world languages through high school.

Figure 23. Percentage of NYSSB Earners vs. Average Statewide Enrollment in 12th Grade by Race/Ethnicity (2022-23)



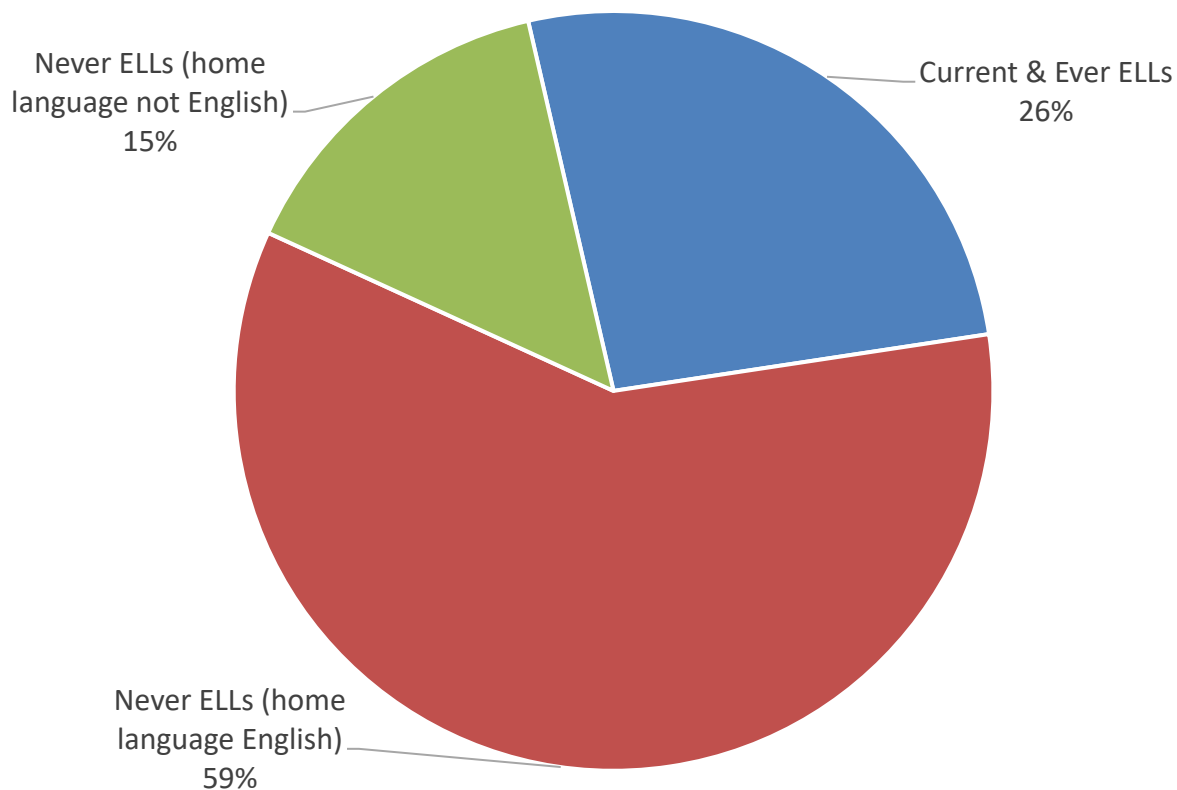
## ELL Status of Students Awarded the NYSSB

NYSED has identified the following three language diversity categories for our students:

1. **Current and Ever English Language Learners (ELLs)** – Current ELLs are students who, by birth or ancestry, speak or understand a language other than English and who scored below a NYS designated level of proficiency on the NYSITELL or the NYSESLAT. Ever ELLs are students who were once ELLs, but who have since demonstrated the NYS designated level of proficiency necessary to exit ELL status.
2. **Never ELLs whose home language is English** – Students who have never been identified as ELLs and whose home language is English.
3. **Never ELLs whose home language is other than English** – Students who have never been identified as ELLs and whose home language is other than English; sometimes referred to as Heritage Language Speakers.

Figure 24 shows the breakdown of students by ELL status who were awarded the NYSSB in 2022-23. More than one in every four NYSSB earners in 2022-23 was a Current or Ever ELL (26%). Consistent with national trends, the majority of students who were awarded the NYSSB in 2022-23 (74%) are Never ELLs, of which 59% were students whose home language is English and 15% were students whose home language is other than English.

*Figure 24. Percentage of Students Awarded the NYSSB by ELL Status (2022-23)*

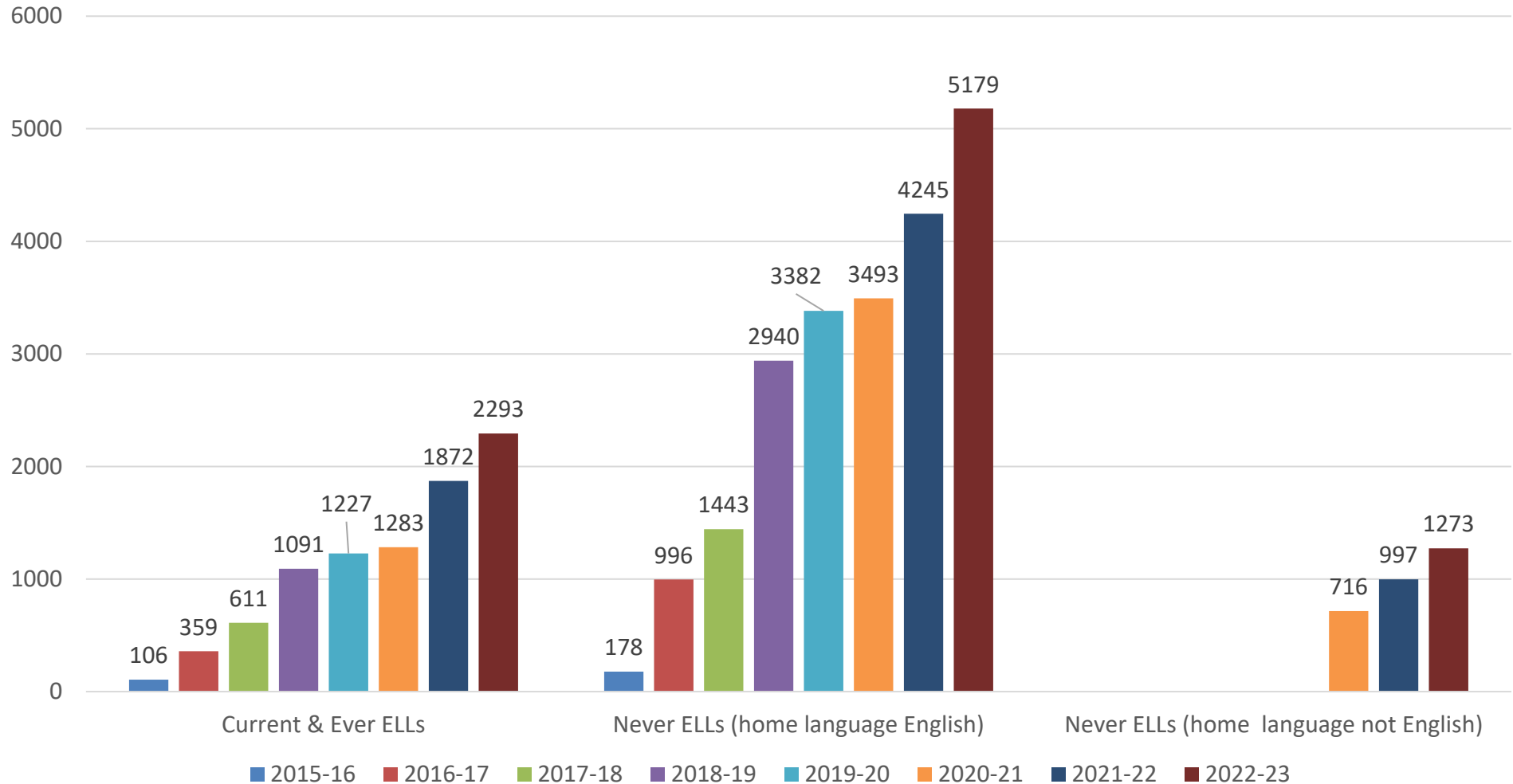




### Growth in the Number of Students Awarded the NYSSB by ELL Status

As shown in Figure 25 below, all student groups have shown an upward trend in participation in the NYSSB from 2015-16 to 2022-23. Current and Former ELLs who earned the NYSSB have shown a steady increase over the last eight years. The number of Never ELLs whose home language is English rose considerably (from 4,245 in 2021-22 to 5,179 in 2022-23), as did the number of Never ELLs whose home language is other than English\*, which rose from 997 in 2021-22 to 1,273 in 2022-23.

Figure 25. Number of Students Awarded the NYSSB by ELL Status (2016-2023)



\*NYSED began collecting information on NYSSB earners who were Never ELLs whose home language is other than English in 2020-21.

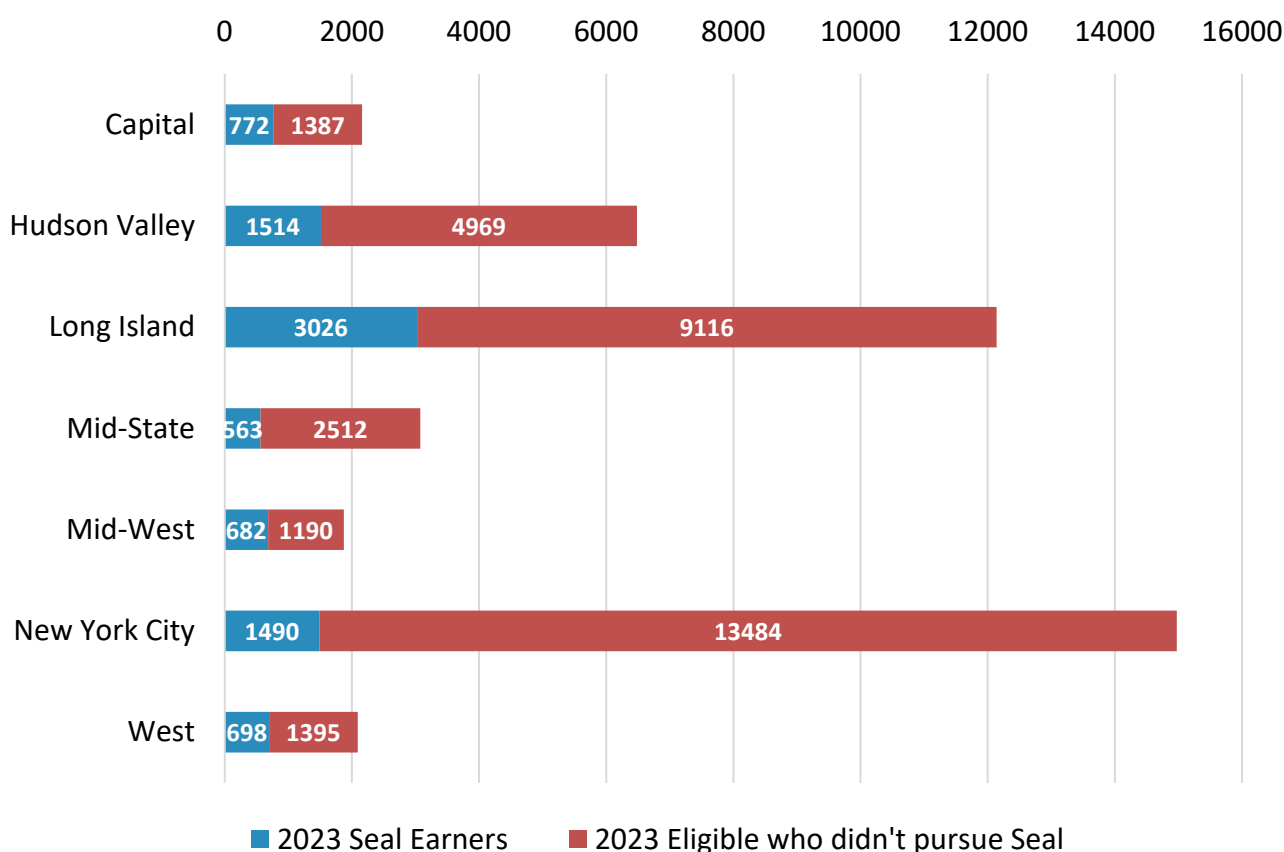
## Growth Potential within Student Populations

Schools who wish to offer the NYSSB must submit a School Notification Form to NYSED by December 1st of each year. On this form, schools identify and report the number of seniors that fall within the following three language diversity categories:

- Current and Ever ELLs;
- Never ELLs whose home language is English; and
- Never ELLs whose home language is other than English.

Based on this information, combined with the data provided on the End of Year Data form, which reports students who met all of the requirements to earn the NYSSB, the potential for growth within each region and within each school can be determined. Figure 26 below shows the total students in each region who earned the NYSSB at participating schools in 2022-23, as compared to those who were eligible, but did not pursue the NYSSB.

*Figure 26. Total Eligible Students who Earned the NYSSB vs. Eligible Students Who Did Not Pursue the NYSSB from Participating Schools by Region (2022-23)*

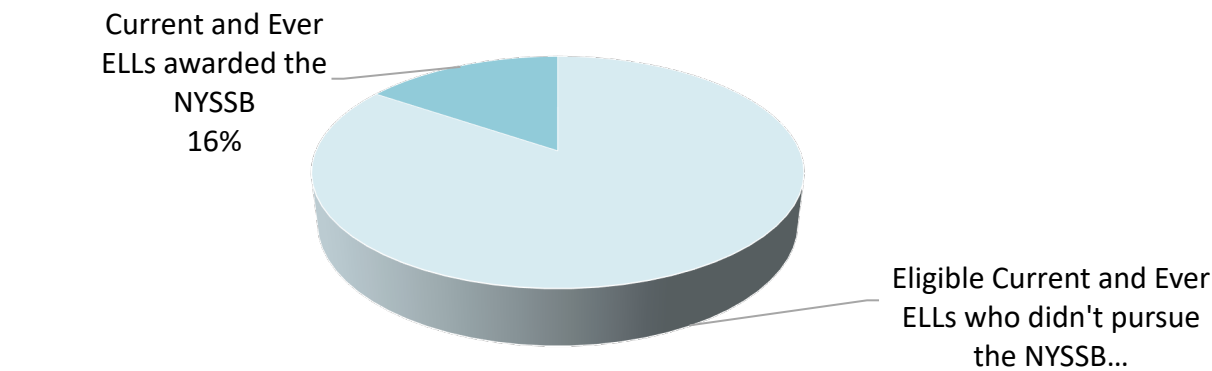


This potential for growth in the NYSSB can be disaggregated by ELL status to identify eligible students who did not pursue the NYSSB, providing additional information to schools to reinforce their recruitment efforts catered to individual student populations. Figures 27A through 27C show the percentage of students by ELL status who earned the NYSSB in 2022-23, as compared to the percentage of eligible students who did not pursue the NYSSB.

In 2023, 609 senior Current ELLs earned the NYSSB, which is 60% of the number of Current ELLs who scored Commanding on the NYSESLAT by graduation. By contrast, there were 1,684 Ever ELLs that earned the NYSSB, amounting to only 7.4% of eligible Ever ELLs. This data demonstrates that schools are successfully recruiting a majority of Current ELLs who achieve Commanding on the NYSESLAT by graduation to pursue the NYSSB, but are only recruiting a very small percentage (7.4%) of Ever ELLs to pursue the NYSSB. Barriers for Current and Ever ELL students to earn the NYSSB could include schools that don't offer the NYSSB, identification of eligible students, passive instead of active recruitment of eligible students, and lack of home language support to ensure ELLs continue to develop literacy and oracy skills in their home language. It is also important to note that there were an additional 4,635 Current ELL seniors statewide who exited ELL status using the alternative strategy of scoring Expanding on the NYSESLAT and passing the ELA Regents. Stronger efforts can be made to recruit these students to pursue the NYSSB as well.

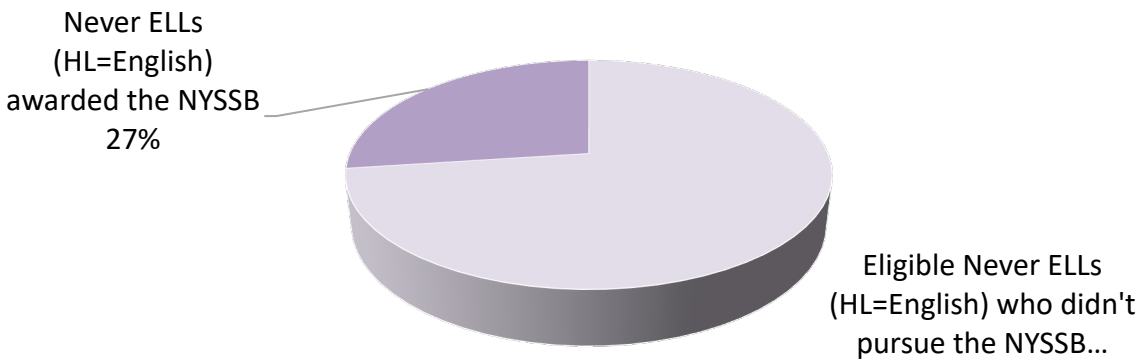
Figure 27A shows that 16% of the statewide eligible population of Current and Ever ELLs from participating schools was awarded the NYSSB. This figure demonstrates that a much larger percentage of current and Ever ELLs could be recruited and supported to earn the NYSSB.

Figure 27A. Percentage of Current and Ever ELLs who Earned the NYSSB vs. Eligible Current and Ever ELLs Not Pursuing the NYSSB from Participating Schools (2022-23)



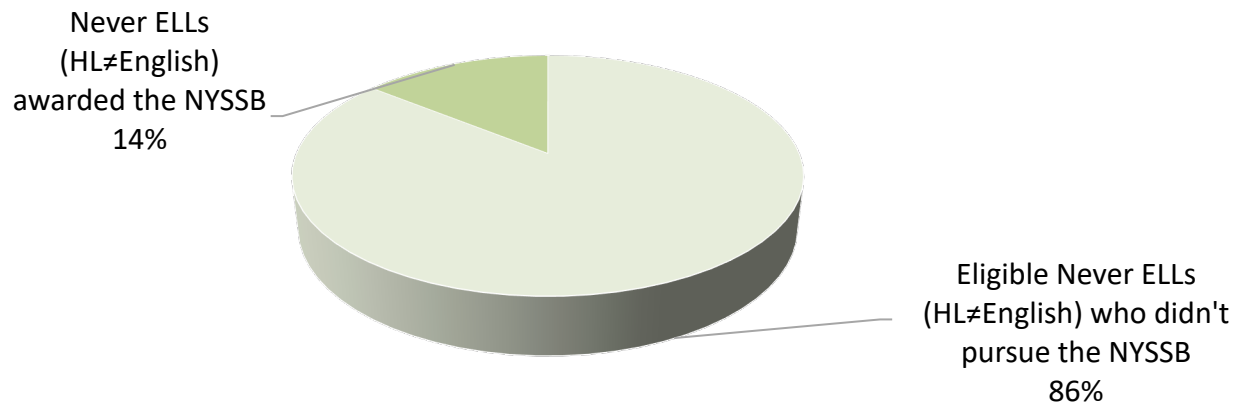
The highest rate of participation in the NYSSB among students is found with Never ELLs whose home language is English. Figure 27B still shows a large pool of untapped potential NYSSB earners among Never ELLs whose home language is English from schools participating in the NYSSB.

Figure 27B. Percentage of Never ELLs whose Home Language is English who Earned the NYSSB vs. Eligible Never ELLs whose Home Language is English Not Pursuing the NYSSB from Participating Schools (2022-23)



In the same way, Figure 27C shows that only about 14% of the eligible Never ELLs whose home language is other than English from participating schools were awarded the NYSSB.

*Figure 27C. Percentage of Never ELLs whose Home Language is Other Than English who Earned the NYSSB vs. Eligible Never ELLs whose Home Language is Other Than English Not Pursuing the NYSSB from Participating Schools (2022-23)*



*2023 NYSSB graduates from Westbury HS  
(Photo courtesy of Westbury UFSD)*



### **World Languages in which Students Were Awarded the NYSSB**

Students earned the NYSSB in English and 82 different world languages in 2022-23, a dramatic 20% increase from the prior year. Table 4 lists these world languages, as well as the number of separate seals earned in those languages and the percentage that each language represents out of all primary seals earned.

*Table 4. World Languages in which Students were Awarded the NYSSB (2022-23)*

Language	Total Seals Earned	% of All Seals Earned
Albanian	11	0.12%
American Sign Language	123	1.40%
Amharic	1	0.01%
Arabic	57	0.63%
Armenian	1	0.01%
Bengali	56	0.62%
Bosnian	5	0.06%
Bulgarian	3	0.03%
Burmese	4	0.04%
Cantonese	2	0.02%
Cebuano	1	0.01%
Chin	1	0.01%
Croatian	2	0.02%
Czech	3	0.03%
Dari	4	0.04%
Dutch	2	0.02%
Dzongkha	1	0.01%
Farsi	4	0.04%
Filipino	2	0.02%
Finnish	2	0.02%
French	1,092	12.1%
Fulani	1	0.01%
Ga	1	0.01%
Georgian	2	0.02%
German	140	1.60%
Greek	10	0.11%
Guarani	1	0.01%
Gujarati	2	0.02%
Guyanese	1	0.01%
Haitian Creole	26	0.29%
Hausa	4	0.04%
Hebrew	5	0.06%
Hindi	8	0.09%
Hungarian	4	0.04%
Italian	656	7.30%
Japanese	22	0.24%

Language	Total Seals Earned	% of All Seals Earned
Karen	7	0.08%
Kinyarwanda	10	0.11%
Kirundi	1	0.01%
Korean	25	0.28%
Lao	1	0.01%
Latin	138	1.50%
Latvian	1	0.01%
Lebanese	1	0.01%
Lingala	2	0.02%
Maay Maay	2	0.02%
Macedonian	2	0.02%
Malayalam	2	0.02%
Mandarin	357	4.00%
Mandinka	2	0.02%
Mongolian	1	0.01%
Nepali	5	0.06%
Pashto	2	0.02%
Patois	2	0.02%
Persian	5	0.06%
Polish	29	0.32%
Portuguese	17	0.19%
Pulaar	1	0.01%
Punjabi	11	0.12%
Q'anjob'al/Kanjobal	1	0.01%
Rohingya	2	0.02%
Romanian	4	0.04%
Russian	42	0.47%
Serbian	3	0.03%
Sinhalese	2	0.02%
Somali	7	0.08%
Soninke	6	0.07%
Spanish	5,968	66.2%
Swahili	10	0.11%
Tagalog	9	0.10%
Tamil	1	0.01%
Thai	1	0.01%

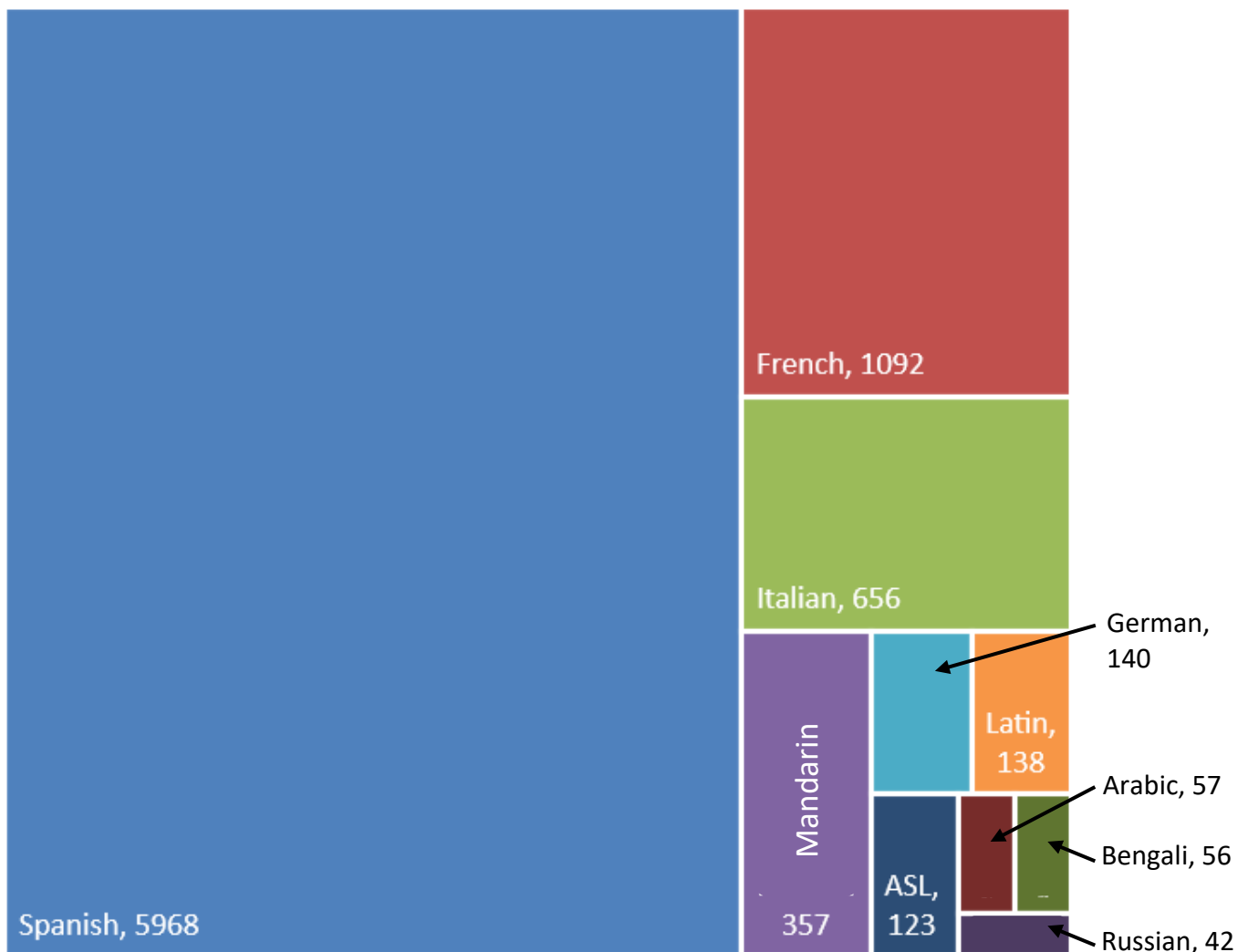
Language	Total Seals Earned	% of All Seals Earned
Tibetan	4	0.04%
Tigrinya	4	0.04%
Turkish	13	0.14%
Twi	5	0.06%
Ukrainian	17	0.19%
Urdu	17	0.19%

Language	Total Seals Earned	% of All Seals Earned
Uzbek	2	0.02%
Vietnamese	7	0.08%
Wolof	3	0.03%
Yoruba	1	0.01%
<b>Total</b>	<b>9,013</b>	<b>100%</b>

### Most Frequent Languages in which Students Were Awarded the NYSSB

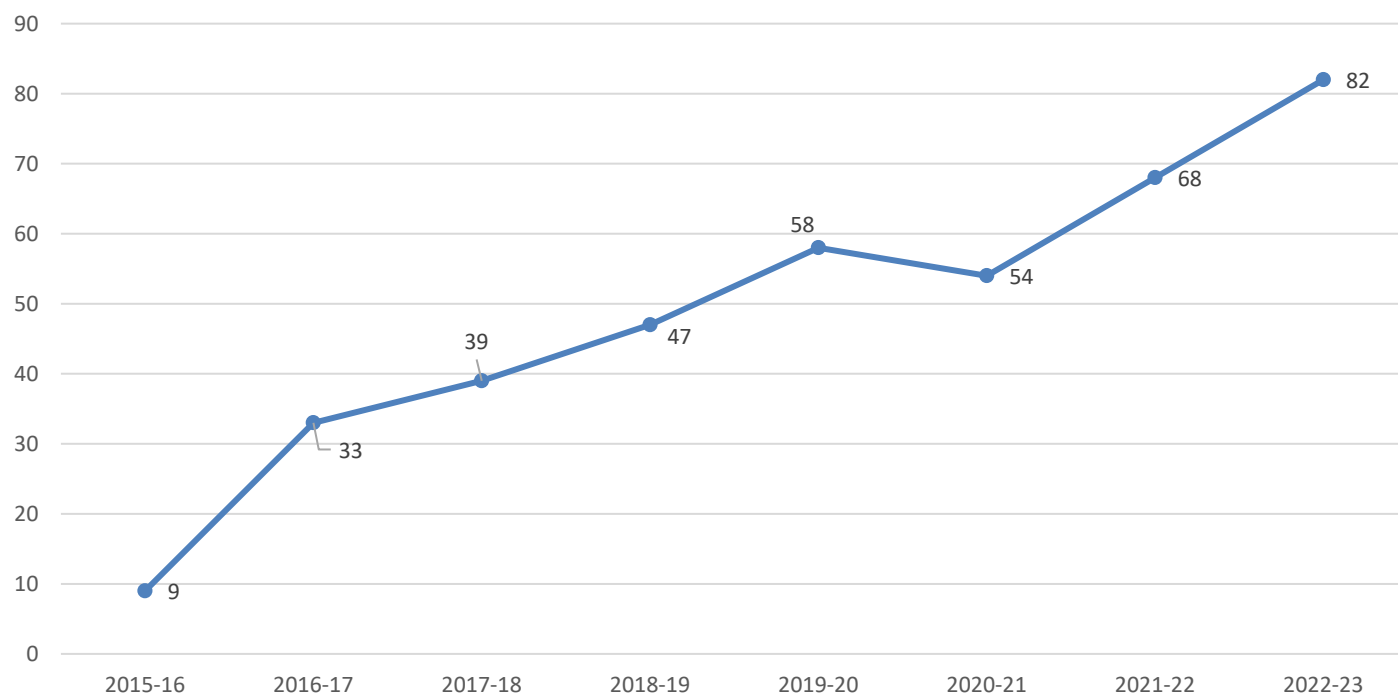
The following treemap represents the ten most frequent languages in which students were awarded the NYSSB in 2022-23. In this chart, each language is represented by a rectangular shape, where the size corresponds to the relative number of NYSSB earners in that language.

Figure 28. Treemap of the Most Frequent Languages in which Students Were Awarded the NYSSB (2022-23)



The number of world languages other than English in which students were awarded the NYSSB has increased steadily since 2015-16, as seen in Figure 29.

*Figure 29. Number of World Languages Other Than English in which Students Were Awarded the NYSSB (2016-2023)*



### Earning the NYSSB in Two or More World Languages

There was a total of 8,745 individual students who earned the NYSSB in 2022-23. A total of 8,477 students earned the NYSSB in one world language in addition to English, 256 earned the NYSSB in two world languages in addition to English, 11 students earned the NYSSB in three world languages in addition to English, and one student earned the NYSSB in four world languages in addition to English. Table 5 displays the historical numbers of students earning the NYSSB in one, two, three, and four languages in addition to English.

*Table 5. Number of Students Awarded the NYSSB in One, Two, Three, or Four\* World Languages in Addition to English (2019-2023)*

	2018-19	2019-20	2020-21	2021-22	2022-23
Number of Students awarded NYSSB in 1 world language + English	4,028	4,526	5,399	6,930	8,477
Number of Students awarded NYSSB in 2 world languages + English	2	80	89	173	256
Number of Students awarded NYSSB in 3 world languages + English	1	3	4	10	11
Number of Students awarded NYSSB in 4 world languages + English	0	0	0	1	1
<b>Total</b>	<b>4,031</b>	<b>4,609</b>	<b>5,492</b>	<b>7,114</b>	<b>8,745</b>

\*Students are only reported in the category that represents the total number of world languages in which they earned the NYSSB. Students are not double counted, that is, a student who earns the NYSSB in three world languages is only reported in that category and is not counted in the category for students who earned the NYSSB in a single world language or in two world languages.

Schools report information on students who earn the NYSSB each year, including the world languages in addition to English in which they earn the NYSSB. Tables 6 and 7 show the second and third world languages in addition to English in which students were awarded the NYSSB in 2022-23, as reported by schools. (NOTE: Determination of whether a language is first, second, etc. are made by the school Seal coordinator at the time of completion).

*Table 6. Number of Students Awarded the NYSSB in Two World Languages in Addition to English by the Second Language (2022-23)*

Language	Number of Secondary Seals Earned by Language
Albanian	2
American Sign Language	5
Arabic	4
Bengali	2
Bosnian	2
Bulgarian	2
Cantonese	1
Cebuano	1
Czech	1
Farsi	3
Finnish	2
French	41
Georgian	1
German	6
Greek	7
Guarani	1
Gujarati	2
Haitian Creole	9
Hausa	1
Hindi	1
Hungarian	2
Italian	19
Japanese	2
Karen	1

Language	Number of Secondary Seals Earned by Language
Korean	2
Latin	4
Lebanese	1
Lingala	1
Mandarin	9
Mandinka	1
Pashto	1
Persian	1
Polish	10
Portuguese	6
Punjabi	2
Q'anjob'al/Kanjobal	1
Romanian	2
Russian	8
Serbian	1
Spanish	75
Swahili	1
Tagalog	2
Turkish	1
Ukrainian	3
Urdu	5
Yoruba	1
<b>Total</b>	<b>256</b>



*Table 7. Number of Students Awarded the NYSSB in Three World Languages in Addition to English by the Third Language (2022-23)*

Language	Number of Tertiary Seals Earned by Language
Armenian	1
Croatian	1
French	1
Hindi	1
Italian	1
Persian	2
Portuguese	2
Serbian	1
Turkish	1
<b>Total</b>	<b>11</b>

*Table 8. Number of Students Awarded the NYSSB in Four World Languages in Addition to English by the Fourth Language (2022-23)*

Language	Number of Quaternary Seals Earned by Language
Polish	1
<b>Total</b>	<b>1</b>

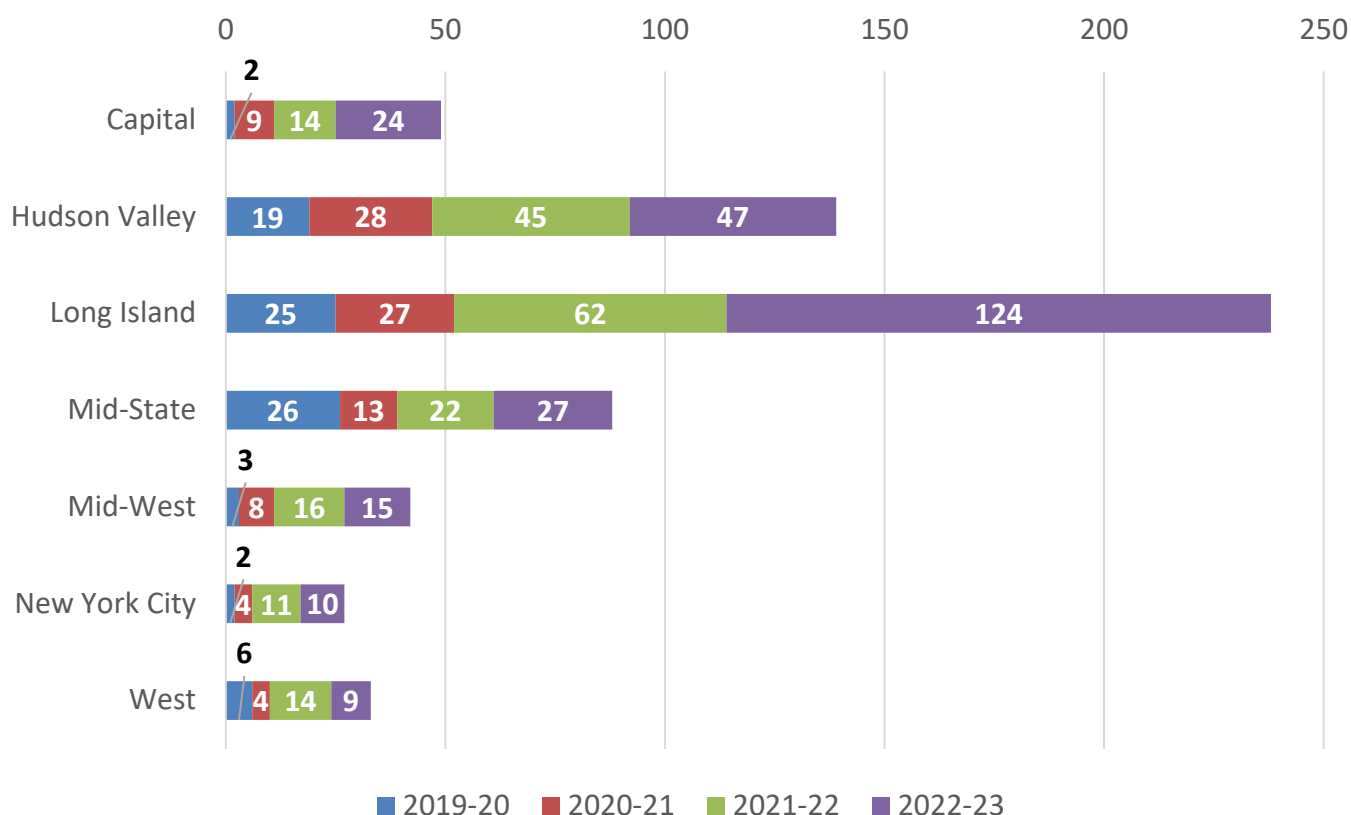


*New York State's second NYS Seal of Biliteracy graduate in English and four world languages (2023) from Bethlehem Central HS (Photo courtesy of Bethlehem CSD)*

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 (see [Appendix A: Criteria to Earn the New York State Seal of Biliteracy](#), page 62). 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. In 2022-23, all regions had at least nine students who earned the NYSSB in two world languages in addition to English.

Figure 30 shows the number of schools from each region that awarded the NYSSB to students in two world languages in addition to English from 2019-20 to 2022-23.

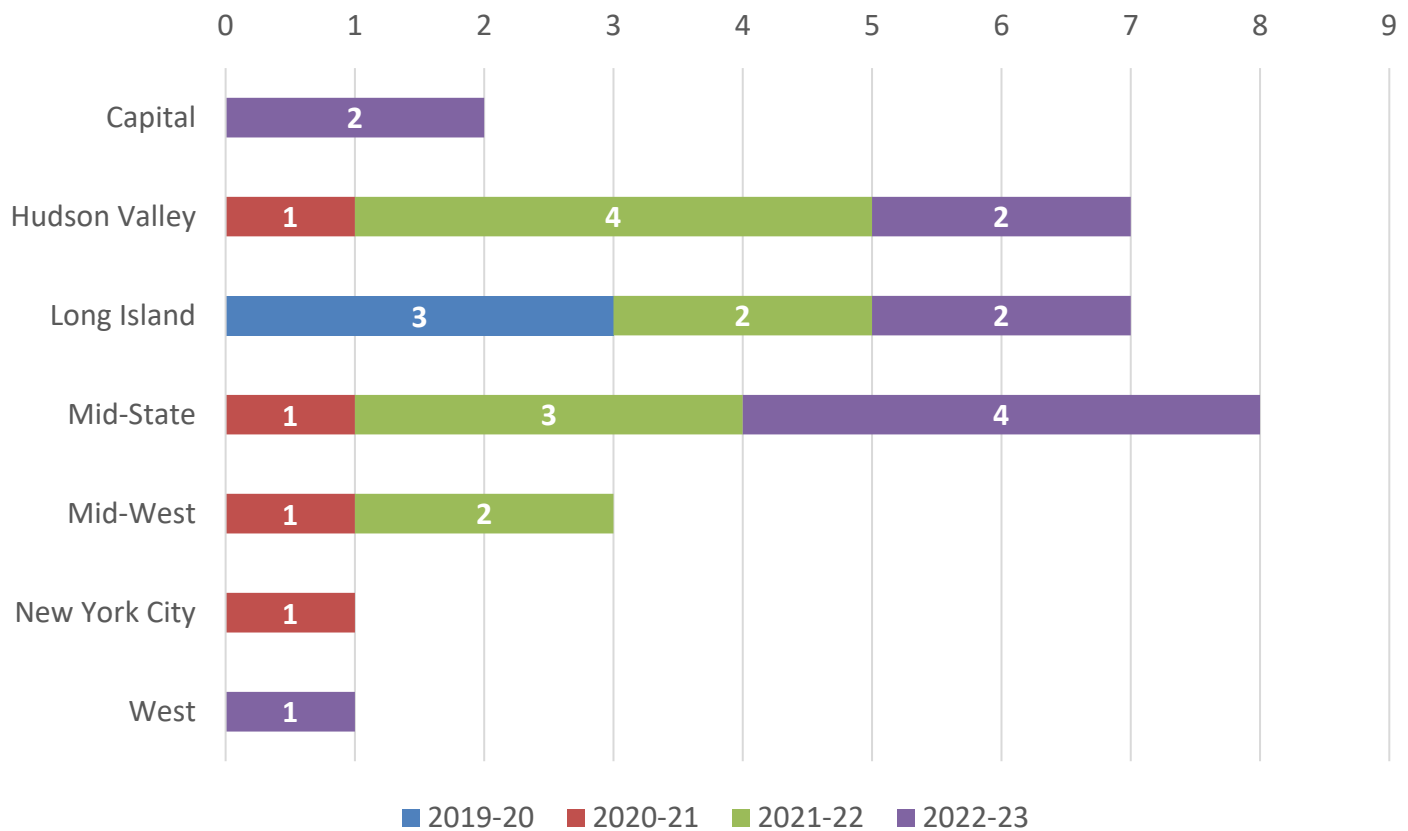
*Figure 30. Number of Schools that Awarded the NYSSB in Two World Languages in Addition to English by Region (2020-2023)*



*2023 NYSSB graduate from Westbury HS being given a tri-color honor cord  
(Photo courtesy of Westbury UFSD)*

Figures 31 and 32 show the number of schools that awarded the NYSSB in three and four languages, respectively, since 2019-20.

*Figure 31. Number of Schools that Awarded the NYSSB in Three World Languages in Addition to English by Region (2020-2023)*



*Figure 32. Number of Schools that Awarded the NYSSB in Four World Languages in Addition to English by Region (2020-2023)*



### Earning Points Toward the NYSSB in English

To earn the NYSSB, students must earn three points in English and three points in a world language by demonstrating a high level of proficiency in English and one or more world languages by completing tasks from a points matrix listed on the Criteria to Earn the New York State Seal of Biliteracy (see [Appendix A: Criteria to Earn the New York State Seal of Biliteracy](#)). This point matrix provides a multitude of ways in which students can earn these points to achieve the NYSSB. Figure 33 below shows the evolution of the use of points to demonstrate of proficiency in English toward the NYSSB.

Figure 33. English Points Earned Toward the NYSSB by Criteria Type (2016-2023)

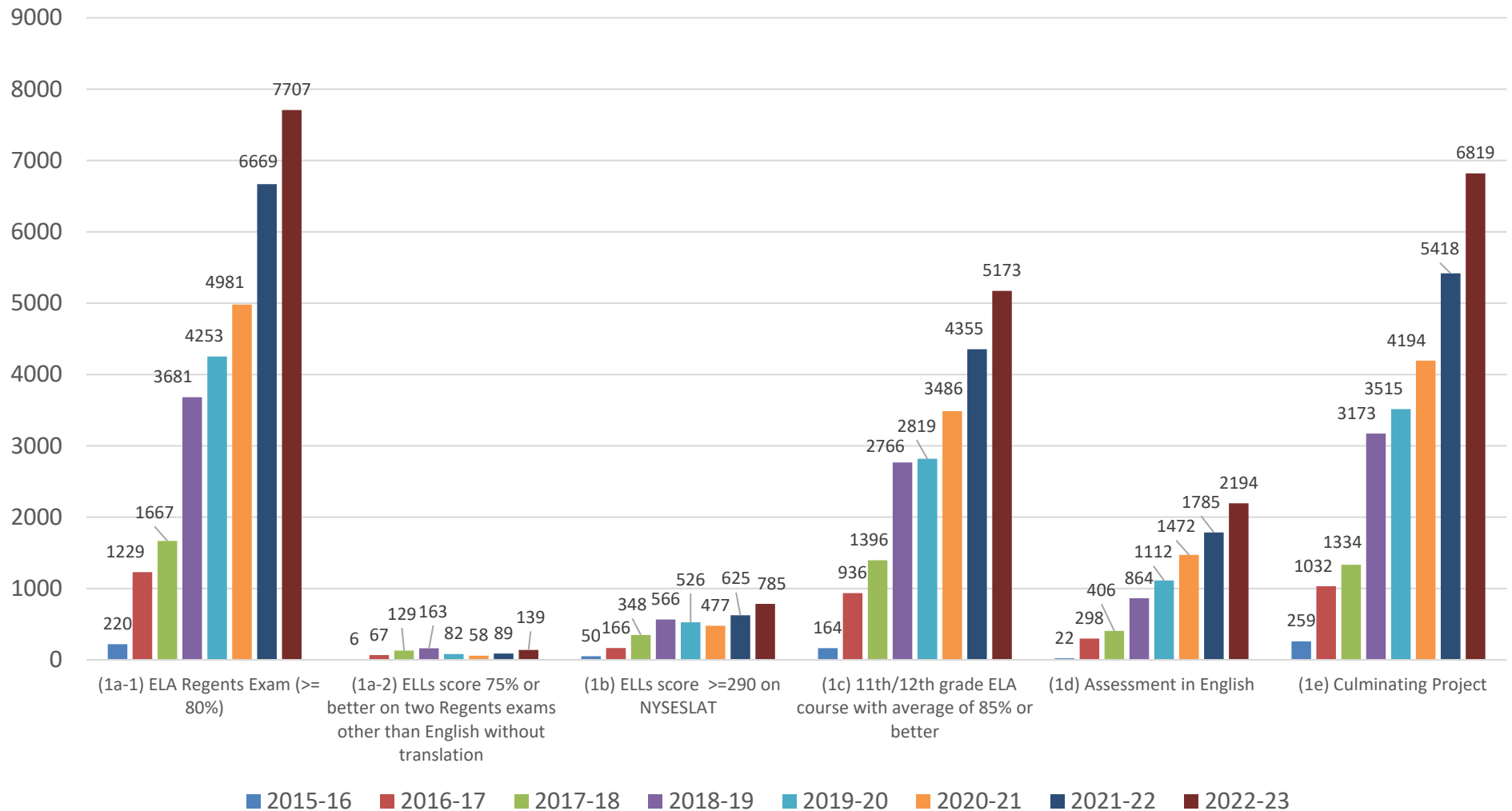
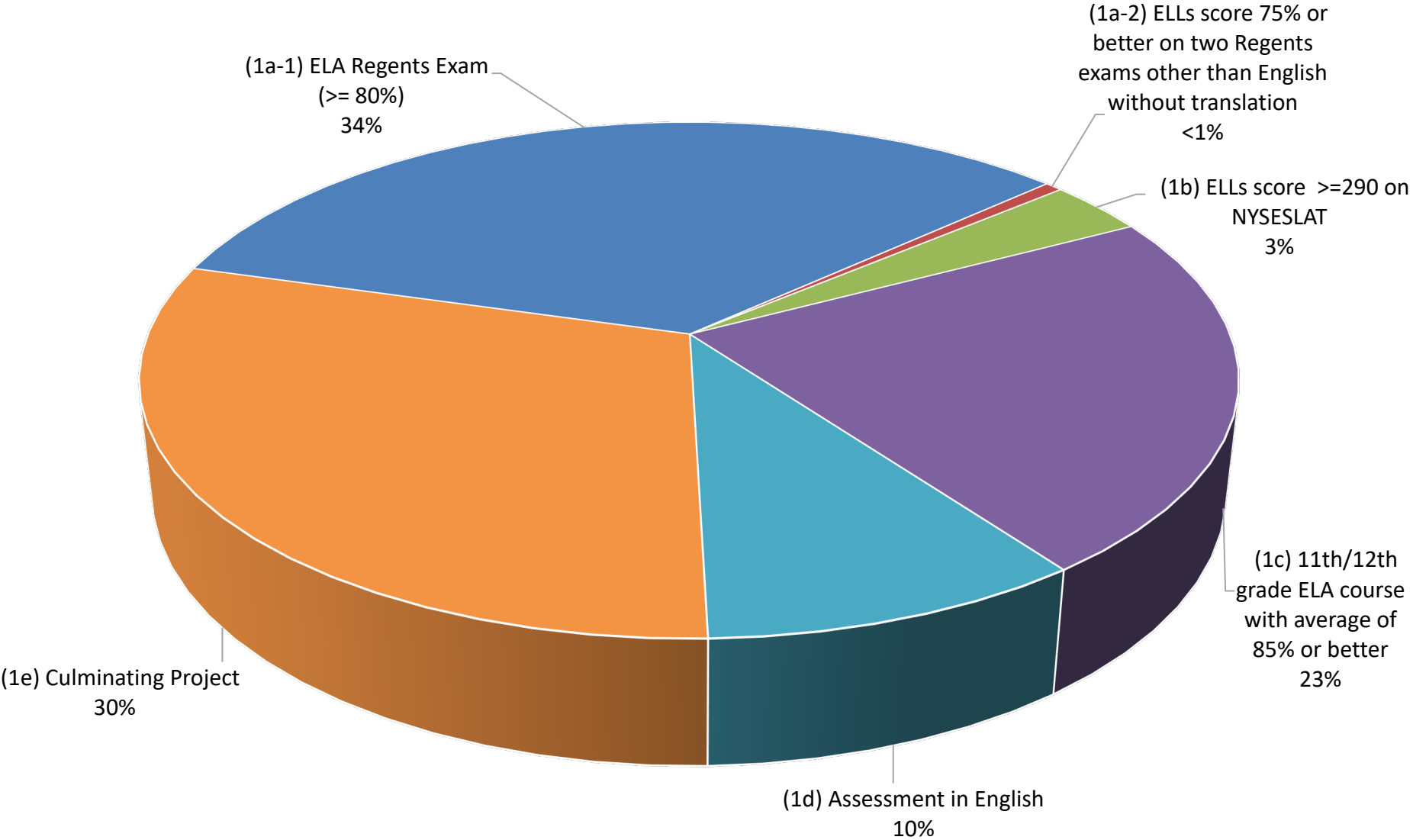




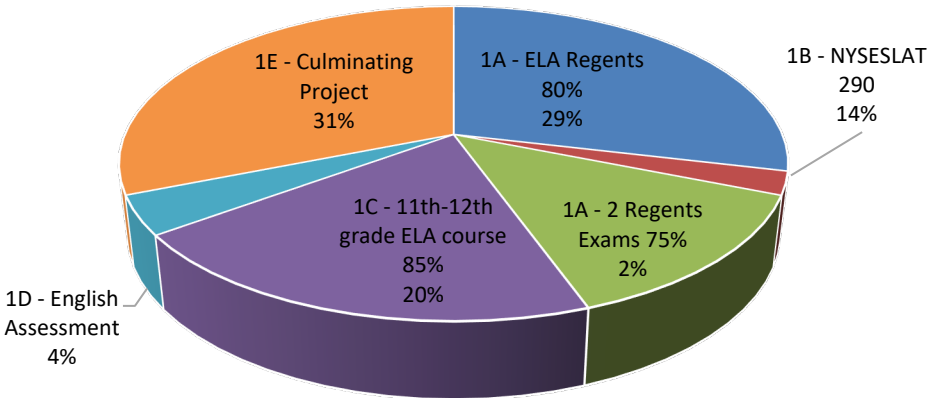
Figure 34 shows how students earned points in English for the NYSSB in 2022-23, whereas figures 35A through 35C break down the data further by students' ELL status.

Figure 34. Points from Criteria Used to Satisfy the English Requirements of the NYSSB as a Percentage of All English Points (2022-23)



Figures 35A-C. Points from Criteria Used to Satisfy the English Requirements of the NYSSB by ELL Status as a Percentage of All English Points (2022-23)

Figure 35A. Points from Criteria Used by Current and Ever ELLs to Satisfy the English Requirements of the NYSSB as a Percentage of all English Points Earned (2022-23)



2023 NYSSB graduates from Edward R. Murrow HS  
(Photo courtesy of NYCPS)

Figure 35B. Points from Criteria Used by Never ELLs (HL=English) to Satisfy the English Requirements of the NYSSB as a Percentage of all English Points Earned (2022-23)

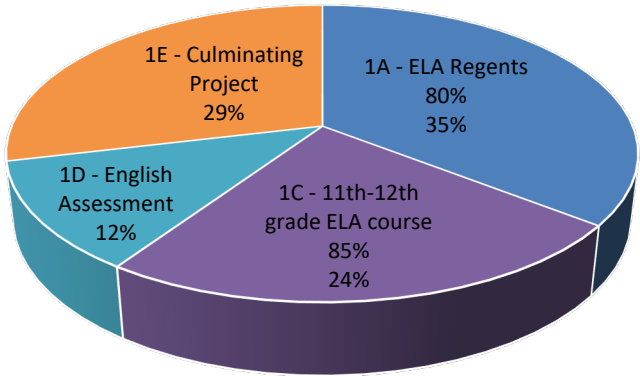
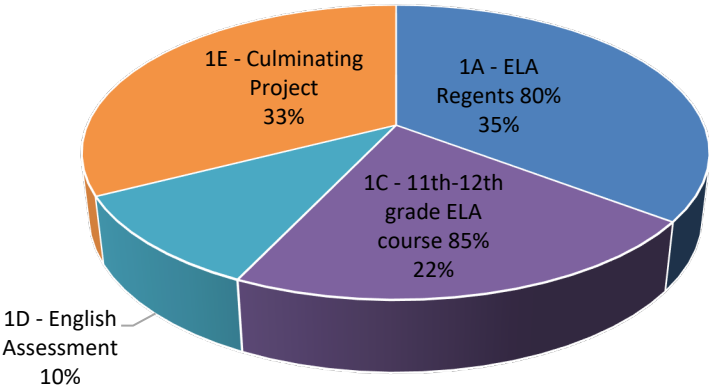
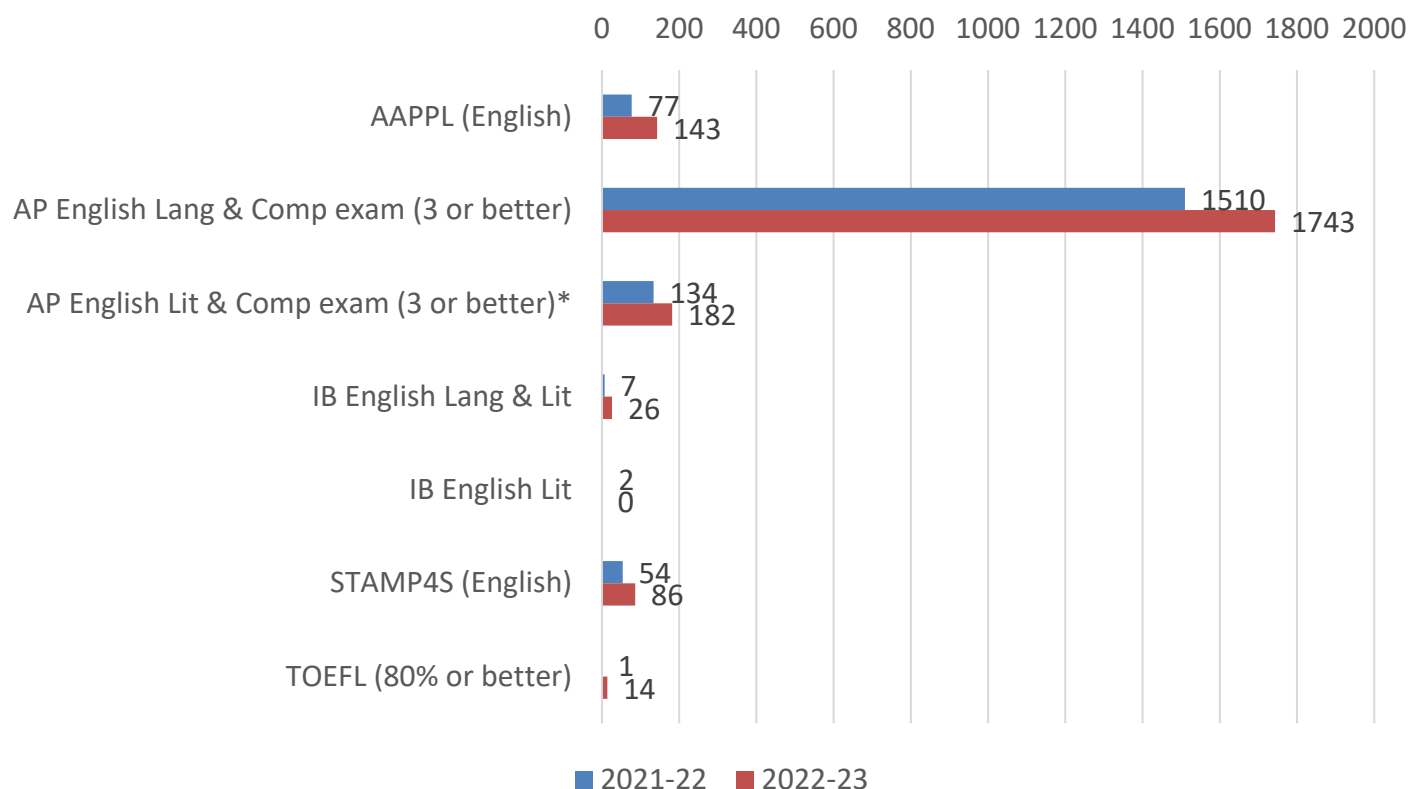


Figure 35C. Points from Criteria Used by Never ELLs (HL≠English) to Satisfy the English Requirements of the NYSSB as a Percentage of all English Points Earned (2022-23)



Prior to 2021-22, the reporting of the use of criterion 1D did not separate out the various English assessments. In 2021-22, schools began reporting all exams separately. Figure 36 below shows the use of various English assessment measures to earn points toward the NYSSB.

*Figure 36. Number of Students that Used Various Assessments as Points in English toward Criterion 1D to Earn the NYSSB (2022-23)*



Assessments chosen by NYSSB earners can be further disaggregated by ELL Status, as seen below in Table 9.

*Table 9. Criterion 1A, 1B, and 1D Assessments Used by Various Student Groups to Earn Points in English toward the NYSSB (2022-23)*

English Assessment	Current & Ever ELLs	Never ELLS (Home Language = English)	Never ELLs (Home Language ≠ English)
<b>1A - ELA Regents</b>	1,679	4,900	1,128
<b>1A - 2 Regents Exams (75%)</b>	139		
<b>1B - NYSESLAT</b>	785		
<b>1D - AAPPL</b>	143	35	27
<b>1D - AP Language</b>	12	1398	258
<b>1D - AP Literature</b>		110	10
<b>1D - IB Lang &amp; Lit</b>		20	
<b>1D - IB Lit</b>			
<b>1D - STAMP4S</b>	3	27	33
<b>Totals</b>	<b>2,837</b>	<b>6,528</b>	<b>1,460</b>

Observations:

1. Current and Ever ELLs who used an assessment to earn points toward the NYSSB used the ELA Regents exam and the NYSESLAT most often. Relatively few Current or Ever ELLs used an AP exam as a point for criterion 1D and none used an IB exam.
2. Never ELLs (both those whose home language is English and those whose home language is other than English) generally used the ELA Regents exam and the AP English Language and Composition exam as points for criterion 1A and 1D, respectively.



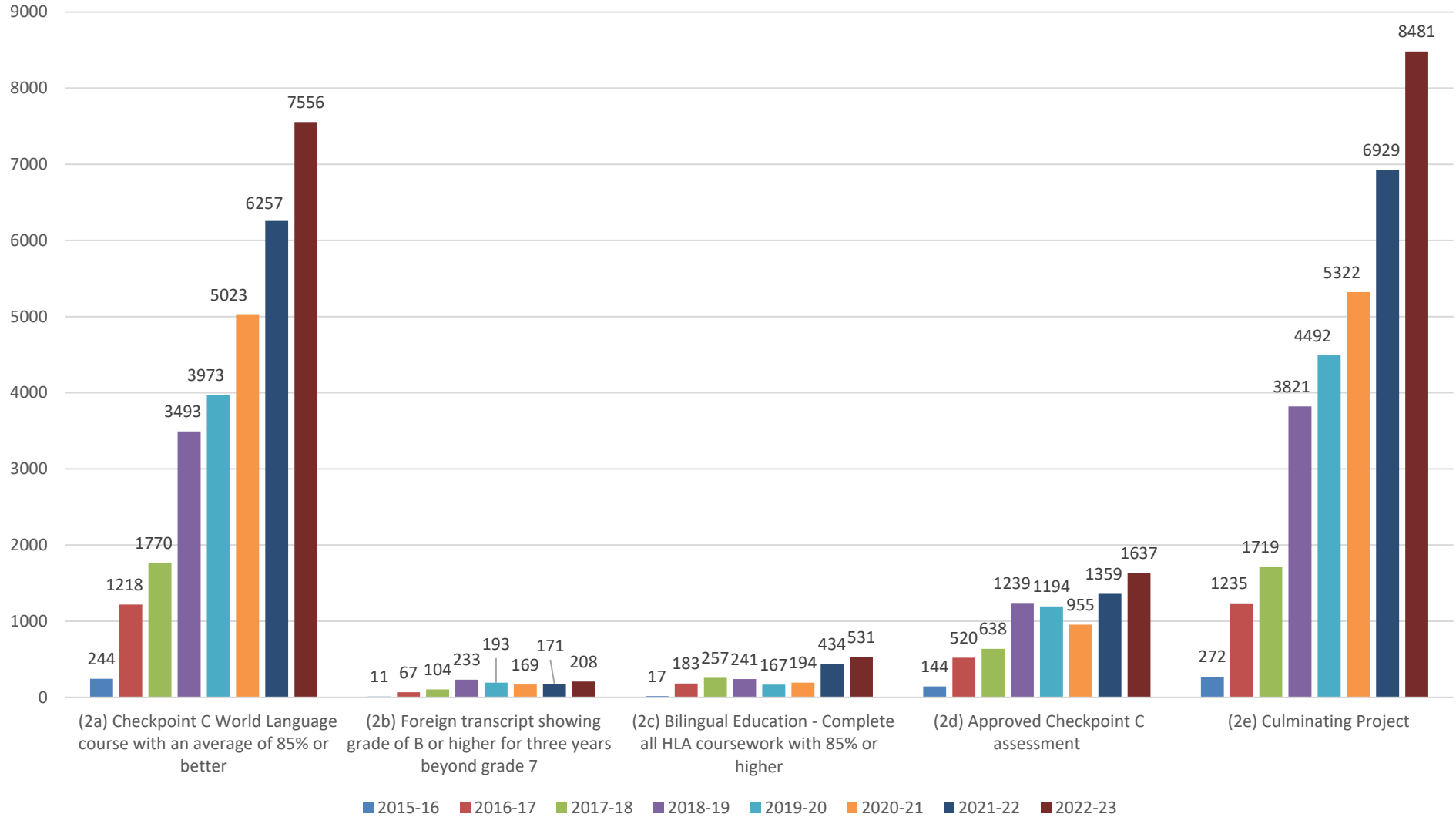
*Student dancers performed at Brentwood High School's celebration of their 2023 NYSSB graduates.  
(Photo courtesy of Brentwood UFSD)*



### Earning Points Toward the NYSSB in a World Language Other Than English

Figure 37 below shows the evolution of the use of world language points earned toward the NYSSB.

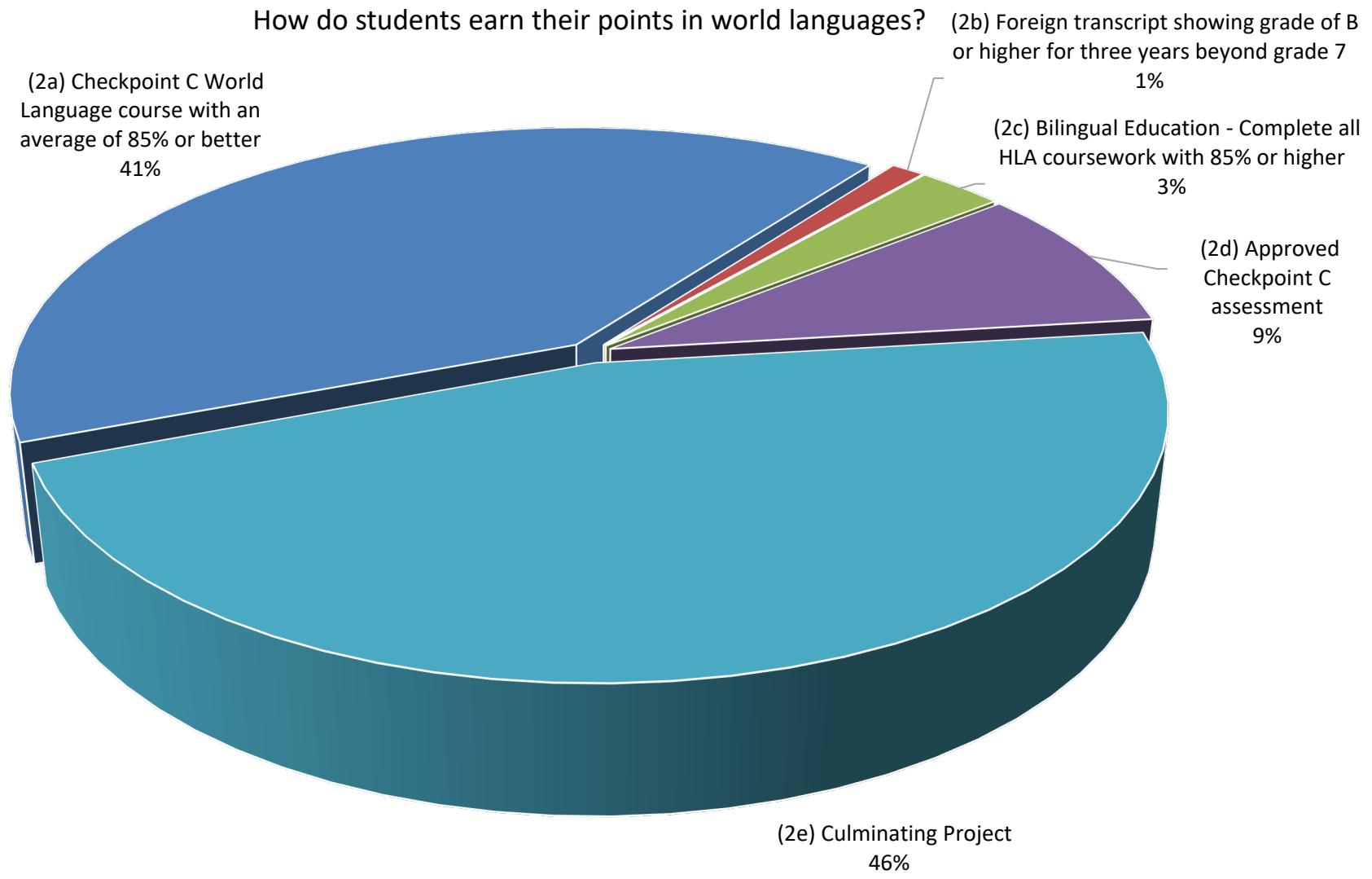
Figure 37. World Language Points Earned Toward the NYSSB by Criteria Type (2016-2023)



Prior to 2020-21, the use of criterion 2D did not separate out any of the various assessments. In 2021-22, schools began reporting these exams separately on the End of Year Data Form.

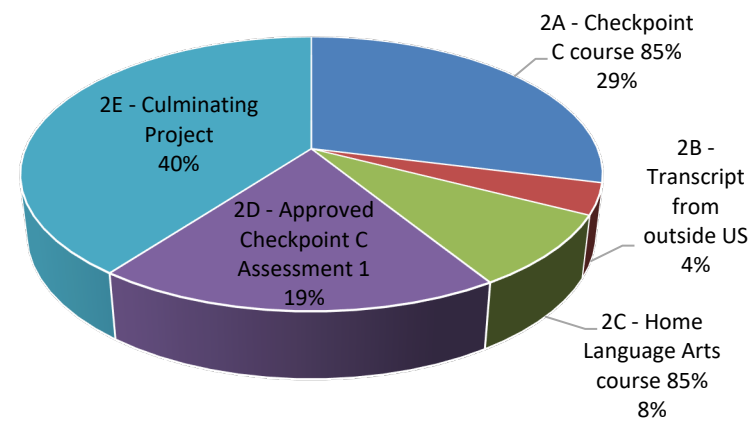
Figure 38 shows how students earned points in world languages for the NYSSB in 2022-23, whereas figures 39A through 39C break down the data further by students' ELL status.

Figure 38. Points from Criteria Used to Satisfy the World Language Requirements of the NYSSB as a Percentage of All World Language Points (2022-23)



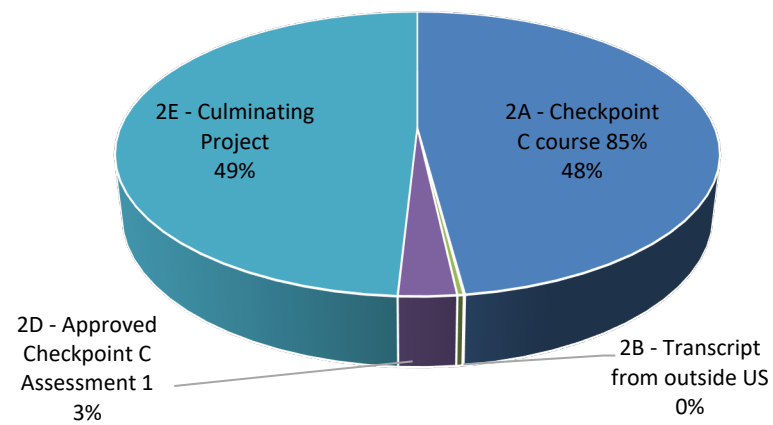
*Figures 39A-C. Points from Criteria Used to Satisfy the World Language Requirements of the NYSSB by ELL Status as a Percentage of All World Language Points (2022-23)*

*Figure 39A. Points from Criteria Used by Current and Ever ELLs to Satisfy the World Language Requirements of the NYSSB as a Percentage of all World Language Points They Earned (2022-23)*

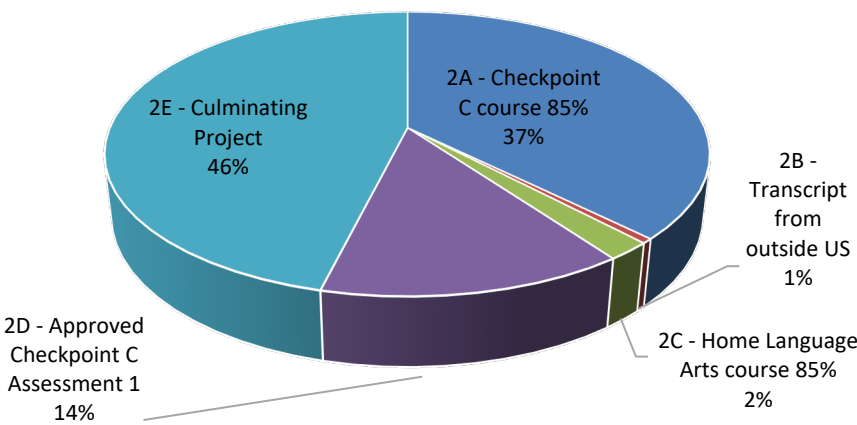


*2023 NYSSB graduates from Westbury HS  
(Photo courtesy of Westbury UFSD)*

*Figure 39B. Points from Criteria Used by Never ELLs (HL=English) to Satisfy the World Language Requirements of the NYSSB as a Percentage of all World Language Points They Earned (2022-23)*



*Figure 39C. Points from Criteria Used by Never ELLs (HL≠English) to Satisfy the World Language Requirements of the NYSSB as a Percentage of all World Language Points They Earned (2022-23)*



Students may attempt to earn a point from an approved Checkpoint C assessment for the NYSSB. World language assessments chosen by NYSSB earners can be further disaggregated by ELL status, as seen below in Table 10.

*Table 10. Criterion 2D Assessments in World Languages Used by Various Students Groups to Earn Points toward the NYSSB (2022-23)*

	<b>Current and Ever ELLs</b>	<b>Never ELLs (HL=English)</b>	<b>Never ELLs (HL≠English)</b>	<b>Totals</b>
<b>AAPPL</b>	315	109	154	578
<b>AP Language</b>	406	109	139	654
<b>AP Literature</b>	12	4	2	18
<b>IB</b>	9	10	1	20
<b>Any combination of OPI/WPT/ BWT/RPT/LPT</b>	110	47	50	207
<b>Oral Interview</b>	37	7	8	52
<b>STAMP4S</b>	135	32	79	246
<b>ASL - SLPI</b>		3		3
<b>German - Zertifikat</b>		1		1
<b>Latin - ALIRA</b>		2		2
<b>Spanish - DELE</b>	8	7	4	19
<b>Totals</b>	<b>1,032</b>	<b>331</b>	<b>437</b>	<b>1,800</b>

For a complete list of approved Checkpoint C Assessments, see [Appendix C: Checkpoint C World Language Assessments & Minimum Scores](#), pages 65-68.

**AAPPL** - The ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) is an assessment that addresses the *World-Readiness Standards for Learning Languages* and uses today's communication media in which test takers perform tasks such as participating in a virtual video chat, creating wikis, e-mailing, and using apps to demonstrate language ability. The AAPPL assesses interpersonal listening and speaking, presentational writing, and interpretive reading and listening. ([language-testing.com/aappl](http://language-testing.com/aappl))

**AP** - Advanced Placement (AP) is a program created by the College Board which offers college-level curricula and examinations to high school students. American colleges and universities often grant placement and course credit to students who obtain high scores on the examinations. <https://professionals.collegeboard.com/testing/ap>

**IB** - Founded in 1968, the International Baccalaureate is a non-profit, educational foundation offering four highly respected programs of international education that develop the intellectual, personal, emotional, and social skills needed to live, learn, and work in a rapidly globalizing world. [www.ibo.org/en/](http://www.ibo.org/en/)

**LPT** - The ACTFL Listening Proficiency Test is a standardized, computer-delivered test for the global assessment of listening ability in a language. The test measures how well a person understands spoken discourse. It is administered by Language Testing International. <http://www.language-testing.com/listening-proficiency-test-lpt>



**OPI** - The ACTFL Oral Proficiency Interview (OPI) is a valid and reliable means of assessing how well a person speaks a language. It is a 20-30 minute face-to-face or telephone interview between a certified ACTFL tester and an examinee. It is administered by Language Testing International. <http://www.languagetesting.com/oral-proficiency-interview-opi-2>

**Oral Interview** - For students pursuing the NYSSB in a language that has no approved Checkpoint C assessment, NYSED permits the substitution of an oral interview in the target language between the NYSSB candidate and a qualified adult speaker of the language who is not related to the student. The qualified adult uses the Interpersonal Communication portion of the NYSSB Culminating Project Rubric to evaluate the candidate's proficiency. The oral interview is only an option when there is no approved Checkpoint C assessment in the language listed in the NYSSB Handbook.

**RPT** - The ACTFL Reading Proficiency Test is a standardized, computer-delivered test that measures how well a person spontaneously reads a language when presented with texts and tasks. It is administered by Language Testing International. <http://www.languagetesting.com/reading-proficiency-test-rpt>

**STAMP4S** - The Avant STAMP (STAndards-based Measurement of Proficiency) 4S assessment measures proficiency in Reading, Writing, Listening and Speaking with content appropriate for middle school through university students. Avant STAMP 4S assessments are web-based and computer-adaptive, with real-world questions that test level-appropriate topics and content that engages students. <http://avantassessment.com/stamp4s.html>

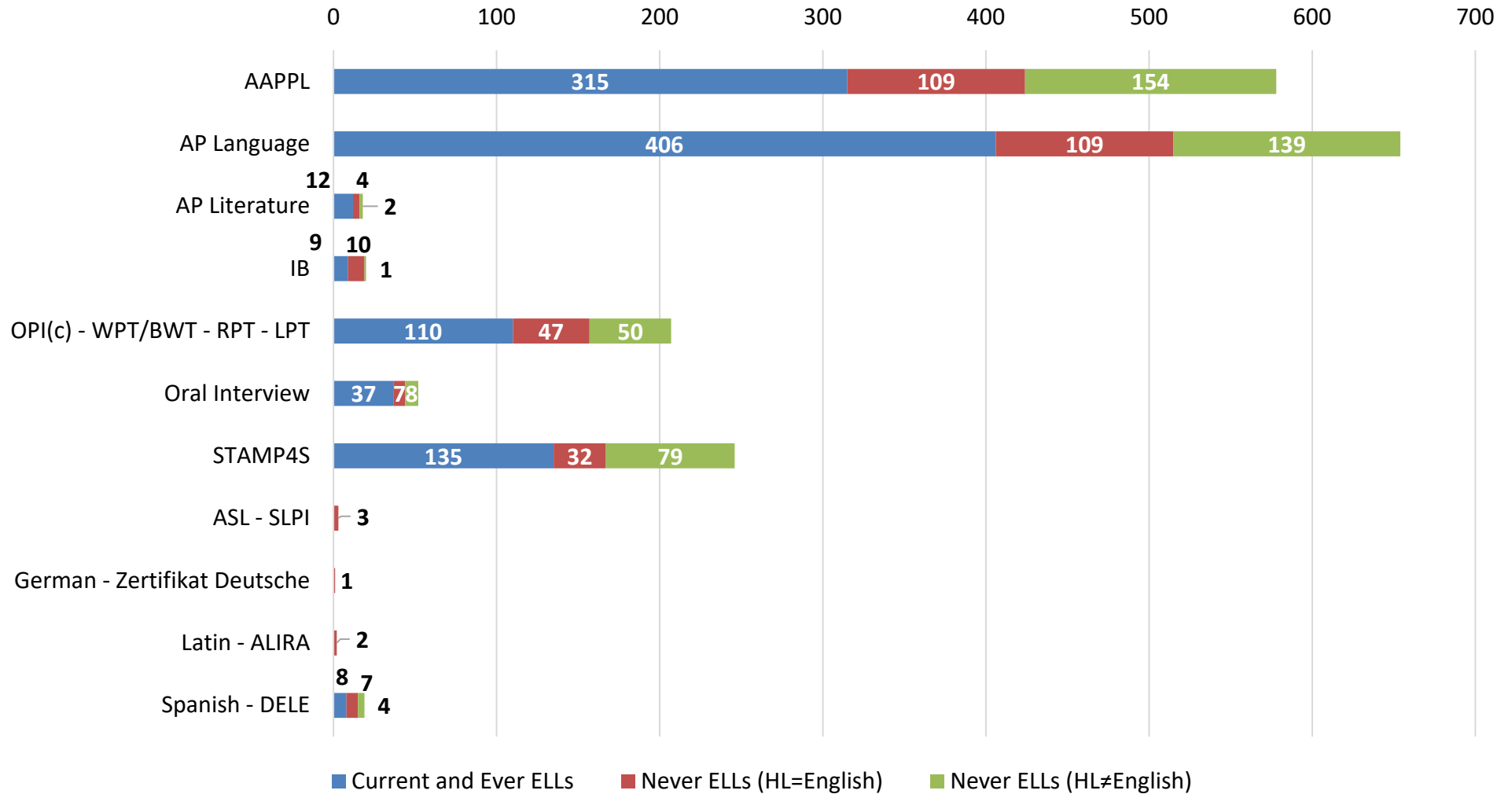
**WPT** - The ACTFL Writing Proficiency Test is a standardized test for the global assessment of functional writing ability in a language. Students must respond in writing to four or five prompts. It is administered by Language Testing International. <http://www.languagetesting.com/writing-proficiency-test>

Observations:

1. Current and Ever ELLs generally earned their points in a world language through a combination of the Culminating Project, a Checkpoint C course, and an approved Checkpoint C assessment. About 8% of ELLs earned a point from a Home Language Arts course. A relatively small percentage of ELLs earned a point from a transcript from outside the US.
2. Never ELLs whose home language is English almost exclusively used an 85% or better average in a Checkpoint C course and the Culminating Project to fulfill the world language requirements of the NYSSB. Only a small percentage of these students earned a point from an approved Checkpoint C assessment or a transcript from outside the US.
3. While Never ELLs whose home language is other than English used an 85% or better average in a Checkpoint C course and the Culminating Project most of the time to fulfill the world language requirements of the NYSSB, they were more likely to earn a point from taking one or more approved Checkpoint C assessments than other student groups. Only a small percentage of these students earned a point from a Home Language Arts course or a transcript from outside the US.

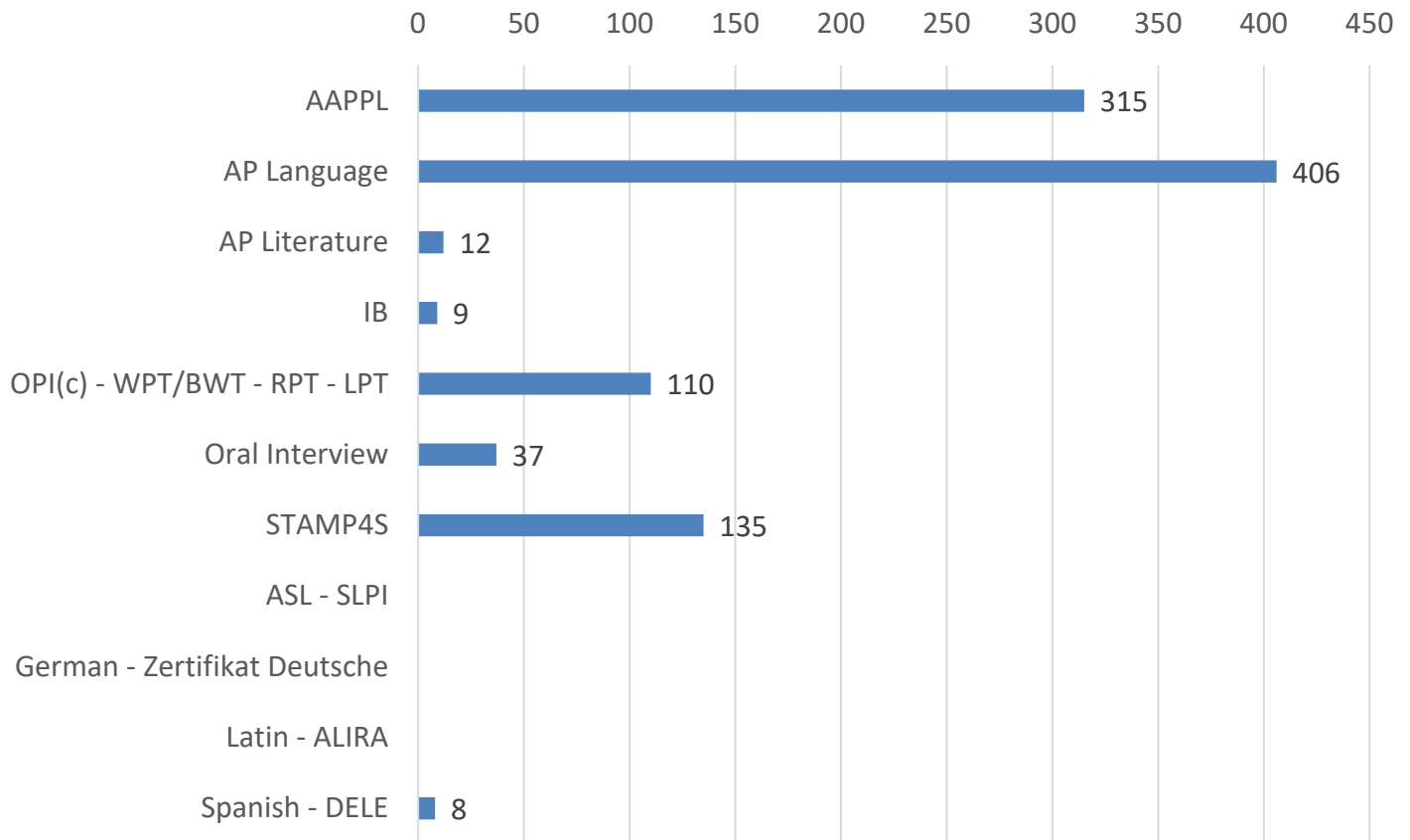
Prior to 2021-22, the use of criterion 1D did not separate out the world language assessments. In 2021-22, schools began reporting each individual exam separately. Figure 40 below shows the number of students disaggregated by ELL status who used various world language assessment measures to earn points toward the NYSSB.

*Figure 40. Number of Students Who Used Various Assessments as Points in World Languages toward Criterion 2D to Earn the NYSSB by ELL Status (2022-23)*



Figures 41A-4C show the various approved Checkpoint C assessments that students used as points toward criterion 2D for the NYSSB, grouped by the students' ELL status.

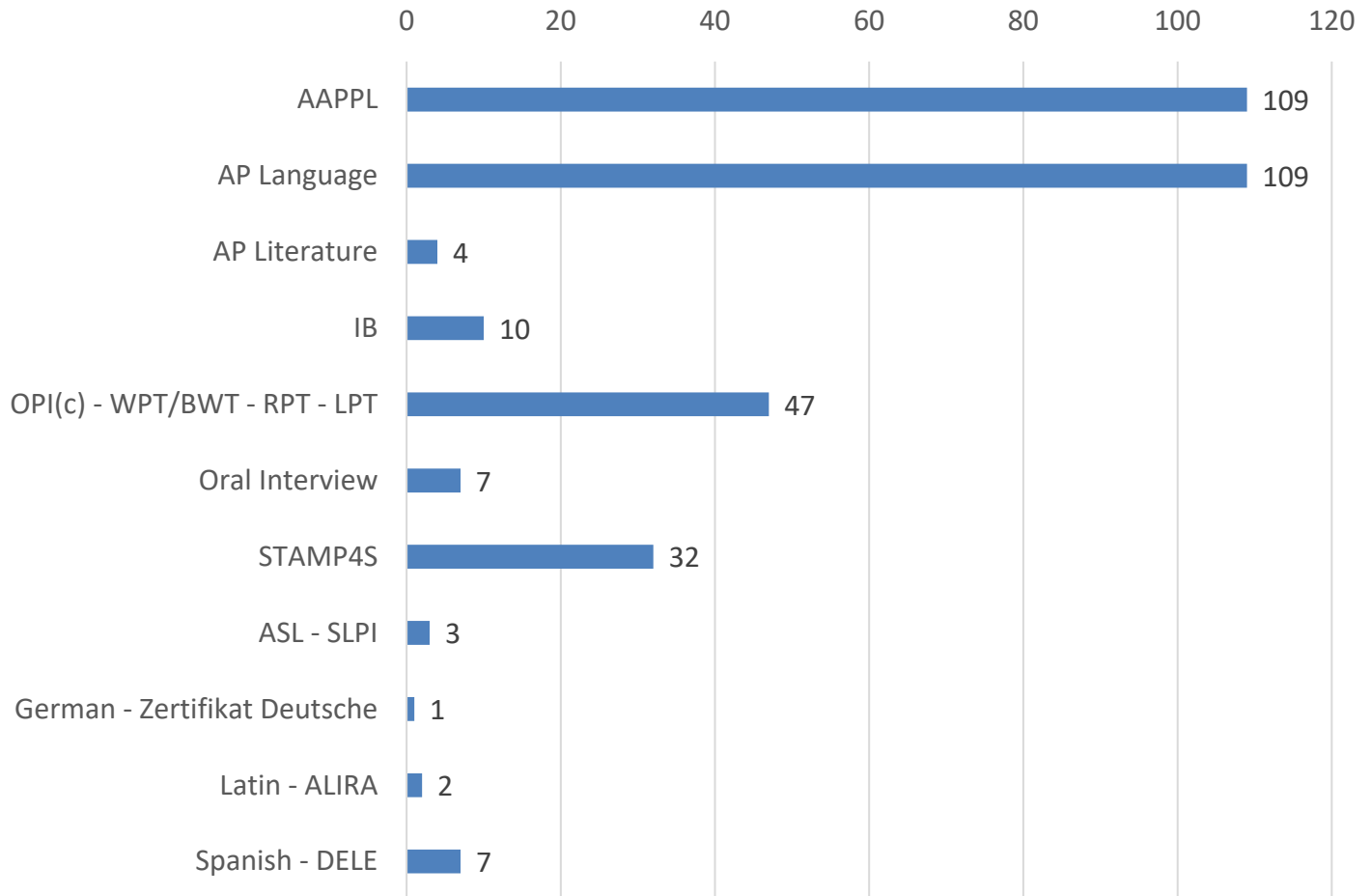
Figure 41A. Number of Current and Ever ELLs Who Used Various Assessments as Points in World Languages toward Criterion 2D to Earn the NYSSB (2022-23)



2023 NYSSB graduates from Esperanza Preparatory Academy with faculty members

(Photo courtesy of NYCPS)

Figure 41B. Number of Never ELLs whose Home Language is English Who Used Various Assessments as Points in World Languages toward Criterion 2D to Earn the NYSSB (2022-23)

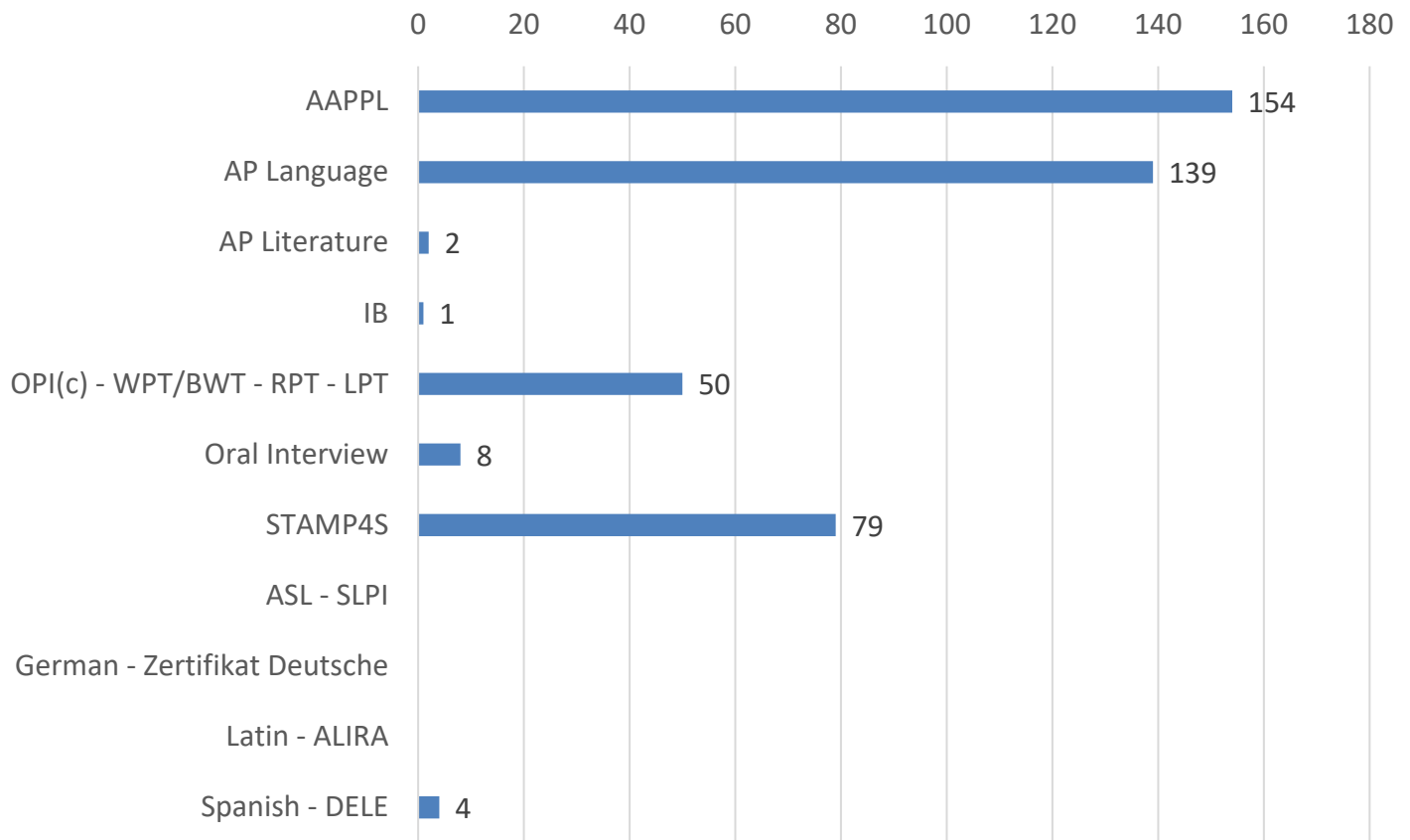


2023 NYSSB graduates from Thomas R. Proctor HS with their Italian teacher (center back)



(Photo courtesy of Utica CSD)

Figure 41C. Number of Never ELLs whose Home Language is Other Than English Who Used Various Assessments as Points in World Languages toward Criterion 2D to Earn the NYSSB (2022-23)



2023 NYSSB graduates from Edward R. Murrow HS with their teacher (far right)  
(Photo courtesy of NYCPS)

### ***Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute (PRHYLI)***

The Office of Bilingual Education and World Languages supports the Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute (PRHYLI) to engage students of Hispanic heritage in the legislative process through student empowerment and leadership development. Over the course of approximately six months, Hispanic students from across the state study topics focused on civic engagement and democracy. This process results in a student-developed project, which can be presented as the Culminating Project for the NYSSB. For more information on the PRHYLI program, please visit their website: <https://prhyli.org/>.



*Students from Riverhead HS that participated in the 2023 Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute*

## Goals for the NYSSB in 2023-24

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While the number of high schools offering the NYSSB has increased significantly over the past eight years, NYSED would like the number of schools offering the NYSSB and the number of students earning the NYSSB to continue 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, counselors, administrators, college and university faculty, and admissions officers) by informing them about the benefits of earning the NYSSB;
- To continue to expand the total number of schools which offer the NYSSB to at least 500 in 2023-24, with particular emphasis on charter, religious, and independent high schools;
- To increase the total number of students that earn the NYSSB to at least 10,000 in 2023-24;
- To increase the total number of Current and Ever ELLs that earn the NYSSB to at least 2,500 in 2023-24;
- To continue to support high schools considering and offering the NYSSB through virtual visits and workshops, virtual and archived webinars, and workshops presented at schools and conferences;
- To work with various stakeholder groups to identify post-graduation opportunities for students who earn the NYSSB through college, community, and career partnerships;
- To increase the number of approved Checkpoint C assessments as well as the number of languages in which they are available;
- To offer a monthly webinar series in collaboration with the RBERNs and expert Seal Coordinators through the state to assist schools offering and expanding their NYSSB programs;
- To ensure all rubrics used to evaluate the Culminating Projects meet the five required criteria established by NYSED;
- To work with the Regional Bilingual Education Resource Networks (RBERNs), consortia, and high schools to ensure that students are meeting the level of proficiency required by the NYSSB for all Culminating Projects through visits and meetings that provide feedback and support to schools;
- To continue to provide a physical seal and medallion for each student who earns the NYSSB, along with a printable certificate bearing the signature of a NYSED representative;
- To continue to work with the NYSSB Task Force, the NYSSB Forum, and Seal Coordinators to identify and address the needs of schools, students, and educators relative to the NYSSB; and
- To publish a revised 2023-24 NYSSB Handbook and other resources.

## **Strategies to Achieve Goals and Support High Schools Offering the NYSSB**

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OBEWL will work in collaboration with various stakeholders, including the NYSSB Task Force, the NYSSB Forum, NYCPS' Division of Multilingual Learners, the RBERNs, and individual districts and schools offering the NYSSB program to accomplish the aforementioned goals by:

- Working monthly with the NYSSB Task Force and the NYSSB Forum to identify and research best practices for supporting students' pursuit of the NYSSB;
- Promoting the NYSSB via outreach efforts to stakeholder groups (students, parents, teachers, 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 NYSSB 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 and Ever ELLs, (2) Never ELLs whose home language is English, and (3) Never ELLs whose home language is other than English;
- Assisting high schools currently offering the NYSSB in planning for how they could recruit and support Current 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;
- Working with stakeholders to continue to identify and address barriers to student participation in the NYSSB and their ultimate earning of this distinction;
- Collaborating with various stakeholders (including the NYSSB Task Force, the NYSSB Forum, Seal of Biliteracy Coordinators, school counselors, and RBERN/BOCES personnel);
- Offering webinars and workshops on the NYSSB virtually, at schools, and at statewide and regional conferences;
- 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, especially on Biliteracy Pathway Awards, 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 various colleges, as well as with businesses and Community-Based Organizations, to identify and discuss opportunities for students who earn the NYSSB, and 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.



*2023 NYSSB graduates from Newfane HS  
(Photo courtesy of Newfane CSD)*



## Conclusions and Next Steps

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New York State has experienced great progress in the number of high schools offering the NYS Seal of Biliteracy, as well as in the number of students earning it since its first offering in 2015-16. 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 NYSSB and the number of students earning it. Through consistent effort, NYSED will strive to make sure the NYSSB 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, the NYSSB Forum, NYSSB high schools, the Division of Multilingual Learners of the NYCPS, the Regional Bilingual Education Resource Networks (RBERNs), local consortia, and Community-Based Organizations.



*2023 NYSSB graduates from Port Jervis HS  
(Photo courtesy of Port Jervis UFSD)*

## Resources

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[ACTFL Proficiency Guidelines 2024](#)

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

[Heritage Learners](#)

[Language and Careers](#)

[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 Education Data website](#)

[New York State Education Department website](#)

[NYSSB Annual Reports](#)

[NYSSB Guidance Toolkit](#)

[NYSSB Handbook](#)

NYSSB One-Page Briefs for Stakeholders

- [Culminating Project Advisors](#)
- [Counselors and Administrators](#)
- [Panel of Reviewers](#)
- [Families](#)
- [Students](#)
- [Teachers](#)
- [One-Page Summaries for Students and Families in multiple languages](#)

NYSSB Regional Infographics

- [Capital Region - Infographic Summary \(2022-23\)](#)
- [Hudson Valley Region - Infographic Summary \(2022-23\)](#)
- [Long Island Region - Infographic Summary \(2022-23\)](#)
- [Mid-State Region - Infographic Summary \(2022-23\)](#)
- [Mid-West Region - Infographic Summary \(2022-23\)](#)
- [New York City Region - Infographic Summary \(2022-23\)](#)
- [Western Region - Infographic Summary \(2022-23\)](#)

[NYSSB Website](#)

[Professional Learning for the NYSSB](#)

[The Benefits of Learning Languages](#)

## Appendices

### Appendix A: Criteria to Earn the New York State Seal of Biliteracy

- A. Students wishing to receive the NYSSB must complete all requirements for graduating with a NYS Regents diploma\*;  
 B. In addition to the above minimum requirement, students wishing to receive the NYSSB must earn three (3) points from the English criteria and three (3) points from the World Language criteria.

CRITERIA FOR DEMONSTRATING PROFICIENCY IN ENGLISH	POINT VALUE	CRITERIA FOR DEMONSTRATING PROFICIENCY IN A WORLD LANGUAGE	POINT VALUE
<b>1A.</b> Score 80 or higher on the NYS Regents Examination in English Language Arts** or English Language Learners (ELLs) score 75 or above on two Regents exams other than English**, without translation.	1	<b>2A.</b> 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, consistent with Checkpoint C standards.	1
<b>1B.</b> ELLs earn an overall score of 290 or better on the New York State English as a Second Language Achievement Test (NYSESLAT) during 9th-12th grades.	1	<b>2B.</b> 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
<b>1C.</b> Complete all 11th- and 12th-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	<b>2C.</b> For students enrolled in a Bilingual Education program, complete all required Home Language Arts (HLA) coursework with an 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.	1
<b>1D.</b> Score at a proficient level on an approved English assessment (See "Approved English Assessments" on page 49 of the Handbook.)	1	<b>2D.</b> Score at a proficient level on an accredited Checkpoint C World Language assessment (See "Checkpoint C World Language Assessments and Minimum Scores" on pages 50-52 of the Handbook.)	1
<b>1E.</b> Present a Culminating Project 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	<b>2E.</b> Present a Culminating Project 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 (IEP), 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.

\* Students in schools with an alternate pathway for graduation approved by the Commissioner will be held to those schools' criteria.

\*\*For information on exemptions for these examinations, please refer to the NYSSB Handbook.

## Appendix B: English Language Assessments and Minimum Scores

Students may earn one point for criterion 1D of the NYSSB by achieving at least the minimum required score on any one of the following approved English assessments. A maximum of two (2) points may be earned for criterion 1D.

ENGLISH ASSESSMENT	MIN SCORE DEMONSTRATING INTERMEDIATE HIGH PROFICIENCY
AAPPL -The ACTFL Assessment of Performance toward Proficiency in Languages - English	I-5
AP – Advanced Placement Examination* <ul style="list-style-type: none"><li>• AP English Language &amp; Composition</li><li>• AP English Literature &amp; Composition</li></ul>	3
IB – International Baccalaureate Examination* <ul style="list-style-type: none"><li>• IB English B</li><li>• IB English A Literature</li><li>• IB English A Language &amp; Literature</li><li>• IB English A Literature &amp; Performance</li></ul> IB Language courses are categorized as “A” for the student’s “best” language and “B” as a language other than the best language studied in school. IB courses and exams are categorized as Higher Level (HL) or Standard Level (SL). HL courses require 240 hours of instruction, while SL courses require 150 hours.	4 (HL), 5 (SL)
STAMP4S - Standard Based Measurement of Proficiency - English	6
TOEFL - Test of English as a Foreign Language**	80

\*The submission window for Seal Coordinators to submit the End of Year Data Form with all completed criteria for each student is May 5<sup>th</sup> through July 15<sup>th</sup>. Scores for assessments taken in the senior year, especially AP and IB exams, will often not arrive at the school until July. In these cases, the seals and medallions for any candidates needing scores for such assessments will only be mailed once an amended End of Year Data Form is submitted by the Seal Coordinator to NYSED by no later than July 15<sup>th</sup>. Seal Coordinators are encouraged to plan out pathways to the NYSSB that will enable as many candidates as possible to complete all requirements prior to the end of May so that these students will have their Seals and medallions available for graduation ceremonies.

\*\*The minimum required score on the TOEFL is available to be used as a point toward criterion 1D to students whose home language is other than English.

### **Appendix C: Checkpoint C World Language Assessments and Minimum Scores**

#### **(based on the upper proficiency level designated for each language group for Checkpoint C)**

Completing one of the examinations in this table with at least the minimum required score will yield one (1) point towards the three (3) total points necessary on the criteria point system for demonstrating world language proficiency.

WORLD LANGUAGE ASSESSMENT	LANGUAGES AVAILABLE	MIN SCORE
<a href="#">AAPPL -The ACTFL Assessment of Performance toward Proficiency in Languages</a>	Cat 1-2 Languages: French, German, Italian, Portuguese, Spanish	I-5
	Cat 3-4 Languages: Arabic, Japanese, Korean, Mandarin, Russian	I-2
<a href="#">AP – Advanced Placement Examination</a>	Cat 1-2 Languages: French, German, Italian, Spanish Cat 3-4 Languages: Japanese, Mandarin	4
<a href="#">Avant STAMP4S &amp; 3S Language Proficiency Tests- Standard Based Measurement of Proficiency</a>	Cat 1-2 Languages: French, German, Italian, Portuguese (Brazilian), Spanish	6
	Cat 3-4 Languages: Arabic, Hebrew, Hindi, Japanese, Korean, Mandarin (Simplified and Traditional), Polish, Russian, Swahili, Yoruba	5
<a href="#">DELE (Diplomas of Spanish as a Foreign Language)</a>	Spanish	B1
<a href="#">DELFL (Diplôme d'Etudes en Langue Française)</a>	French	B1
<a href="#">Goethe-Zertifikat</a>	German	B1
<a href="#">IB - International Baccalaureate Examination</a>	<u>IB Language B exams</u> Cat 1-2 Languages: Danish, Dutch, Finnish, French, German, Indonesian, Italian, Norwegian, Portuguese, Spanish, Swahili, Swedish Cat 3-4 Languages: Arabic, Cantonese, Hebrew, Hindi, Japanese, Korean, Mandarin, Russian	5 (Standard Level Exam)  4 (Higher Level Exam)
<a href="#">SLPI: ASL – American Sign Language Proficiency Interview</a>	American Sign Language	Intermediate Plus
<a href="#">Test of Chinese as a Foreign Language (TOCFL)</a>	Mandarin Chinese	See test vendor site for specific test sections and cut scores.



Completing one of the examinations with at least the minimum required score on this page will yield one (1) point towards the three (3) total points necessary on the criteria point system for demonstrating world language proficiency.

CLASSICAL LANGUAGE ASSESSMENT	MIN SCORE
AP – Advanced Placement Examination in Latin	4
ALIRA – The ACTFL Latin Interpretive Reading Assessment	I-5
IB – International Baccalaureate Examination Latin Classical Greek	5 (SL), 4 (HL)



2023 NYSSB graduates from Thomas R. Proctor HS  
(Photo courtesy of Utica CSD)

When there is no assessment in all modalities for a language (see lists on prior two pages), students must take assessments in as many modalities as available and earn at least the minimum required score on each to earn a point for criterion 2D.

WORLD LANGUAGE ASSESSMENT	LANGUAGES AVAILABLE	MIN SCORE
<a href="#">ACTFL OPI &amp; WPT for the Seal of Bilingualism</a>	Cat 1-2 Languages: Haitian Creole, Swahili	Intermediate High
	Cat 3-4 Languages: Albanian, Amharic, Bangla, Bosnian, Bulgarian, Cantonese, Croatian, Dari, Gujarati, Hebrew, Hindi, Malayalam, Pashto, Polish, Tagalog, Tamil, Thai, Turkish, Ukrainian, Urdu, Vietnamese, Yoruba	Intermediate Mid
<a href="#">Avant STAMP WorldSpeak</a> (Speaking & Writing)	Cat 1-2 Languages: Haitian Creole	I-5
	Cat 3-4 Languages: Amharic, Armenian, Cabo-Verdean, Chin (Hakha), Chuukese, Czech, Hawaiian ('Ōlelo Hawai'i), Hmong, Ilocano, Kannada, Marathi, Marshallese, Samoan, Somali Maay Maay, Somali Maxaa, Tagalog (Filipino), Tamil, Telugu, Turkish, Ukrainian, Urdu, Vietnamese, Yup'ik, Zomi	I-2
<a href="#">Ellinomatheia</a>	Greek (modern)	B1
<a href="#">LPT – The ACTFL Listening Proficiency Test</a> (Listening)	Cat 1-2 Languages: French, German, Italian, Portuguese, Spanish	Intermediate High
	Cat 3-4 Languages: Arabic, Japanese, Korean, Mandarin, Russian	Intermediate Mid
<a href="#">OPI – The ACTFL Oral Proficiency Interview</a> (Speaking)	Cat 1-2 Languages: Afrikaans, Danish, Dutch, Finnish, French, German, Haitian Creole, Indonesian, Italian, Norwegian, Portuguese (European), Romanian, Spanish, Swahili, Swedish	Intermediate High
	Cat 3-4 Languages: see the complete list of languages available in the appendix on page 79.	Intermediate Mid
<a href="#">OPIc – Oral Proficiency Interview (computer)</a> Form 3 (Speaking)	Cat 1-2 Languages: French, German, Italian, Portuguese, Spanish	Intermediate High
	Cat 3-4 Languages: Arabic, Japanese, Korean, Mandarin, Pashto, Persian Farsi, Russian, Tagalog, Vietnamese	Intermediate Mid
<a href="#">RPT – The ACTFL Reading Proficiency Test</a> (Reading)	Cat 1-2 Languages: French, German, Indonesian, Italian, Portuguese, Spanish	Intermediate High
	Cat 3-4 Languages: Arabic, Japanese, Korean, Mandarin, Russian	Intermediate Mid

WORLD LANGUAGE ASSESSMENT	LANGUAGES AVAILABLE	MIN SCORE
<a href="#">WPT/BWT – The ACTFL Writing Proficiency Test/Business Writing Test</a> (Writing)	Cat 1-2 Languages: Danish, Dutch, French, German, Haitian Creole, Italian, Portuguese, Spanish, Swahili, Swedish	Intermediate High
	Cat 3-4 Languages: Albanian, Amharic, Arabic, Armenian, Bangla/Bengali, Bosnian/Croatian, Bulgarian, Cantonese, Czech, Dari, Greek (Modern), Gujarati, Hebrew, Hindi, Japanese, Korean, Malayalam, Mandarin, Pashto, Persian Farsi, Polish, Russian, Serbo/Croatian, Tagalog, Tamil, Thai, Turkish, Ukrainian, Urdu, Vietnamese, Yoruba	Intermediate Mid

\*Various country-based variants of Arabic, \*\*ILR (Interagency Language Roundtable) only



*2023 NYSSB graduates from Massena HS  
(Photo courtesy of Massena CSD)*



**Appendix D: High Schools Awarding the NYSSB by Region (2022-23)**

Region	District/High School
<b>Capital</b>	Albany HS
	Amsterdam HS
	Averill Park HS
	Ballston Spa SHS
	Beekmantown HS
	Bethlehem CSHS
	Burnt Hills-Ballston Lake SHS
	Colonie HS
	Coxsackie-Athens HS
	Fort Ann Middle HS
	Franklin Academy HS
	Gloversville HS
	Greenwich JSHS
	Hammond CS
	Hudson Falls HS
	Hudson HS
	Ichabod Crane SHS
	James A. Green JSHS
	Lake George JSHS
	Massena SHS
	Mohonasen SHS
	Niskayuna HS
	Northville HS
	Oneonta SHS
	Queensbury SHS
	Ravena-Coeymans-Selkirk SHS
	Saranac HS
	Saratoga Springs HS
	Shaker HS
	Shenendehowa HS
	Troy HS
	Wells School
	Whitehall JSHS



*2023 NYSSB graduate and valedictorian from James A. Green HS with Mr. Jade Metz, the guest speaker at the high school's graduation ceremony  
(Photo courtesy of Dolgeville CSD)*

Region	District/High School	
<b>Hudson Valley</b>	Afton CS	Fox Lane HS
	Alexander Hamilton HS	Franklin D. Roosevelt SHS
	Ardsley HS	Gorton HS
	Barack Obama School for Social Justice	Greene HS
	Beacon HS	Haldane HS
	Brewster HS	Harrison HS
	Bronxville HS	Hastings HS
	Carmel HS	Hendrick Hudson HS
	Clarkstown North SHS	James I. O'Neill HS
	Clarkstown South SHS	John Jay SHS
	Cornwall CHS	Kingston HS
	Croton-Harmon HS	Lincoln HS
	Delaware Academy HS	Marlboro CHS
	Dover HS	Middletown HS
	Downsville CS	Minisink Valley HS
	Ellenville JSHS	Monroe-Woodbury HS
	Fallsburg JSHS	Monticello HS
	Mount Vernon HS	Roosevelt HS - Early College Studies
	Nanuet HS	Roscoe CS
	New Paltz SHS	Roy C. Ketcham SHS
	New Rochelle HS	Rye HS
	Newburgh Free Academy	Saugerties SHS
	North Rockland HS	Saunders Trades & Technical HS
	North Salem Middle HS	Sleepy Hollow HS
	Nyack SHS	Somers SHS
	Onteora HS	Spring Valley HS
	Ossining HS	Stissing Mountain JSHS
	Pawling HS	Suffern SHS
	Pearl River HS	Tappan Zee HS
	Peekskill HS	Valley CHS
	Pine Bush SHS	Warwick Valley HS
	Port Chester SHS	Washingtonville HS
	Port Jervis SHS	Webutuck/Northeast HS
	Putnam Valley HS	White Plains SHS
	Ramapo HS	Woodlands Middle HS
	Rhinebeck HS	Yonkers HS
	Riverside HS	Yonkers Montessori Academy
	Rondout Valley HS	Yorktown HS



Region	District/High School	
<b>Long Island</b>	Amityville Memorial HS	Eastport-South Manor JSHS
	Babylon JSHS	Elmont Memorial HS
	Baldwin SHS	Floral Park Memorial HS
	Bay Shore SHS	Freeport HS
	Bayport-Blue Point HS	General Douglas MacArthur SHS
	Brentwood HS	George W. Hewlett HS
	Carle Place HS	Glen Cove HS
	Central Islip SHS	H. Frank Carey HS
	Commack HS	Hampton Bays HS
	Comsewogue HS	Harborfields HS
	Connetquot HS	Hauppauge HS
	Deer Park HS	Hempstead HS
	Division Avenue SHS	Herricks HS
	East Islip HS	Huntington HS
	East Meadow HS	Island Trees HS
	East Rockaway JSHS	Islip HS
	John F. Kennedy HS	Sewanhaka HS
	John Glenn HS	Shelter Island School
	Kings Park HS	Shoreham-Wading River HS
	Lawrence HS	South Side HS
	Long Beach HS	Southampton HS
	Longwood HS	Southold JSHS
	Lindenhurst SHS	St. John the Baptist HS
	Locust Valley HS	Syosset SHS
	Long Beach HS	The Wheatley School
	Lynbrook SHS	Uniondale HS
	Malverne SHS	Valley Stream Central HS
	Massapequa HS	Valley Stream North HS
	Mineola HS	Valley Stream South HS
	New Hyde Park Memorial HS	W. Tresper Clarke HS
	North Babylon HS	Walt Whitman HS
	North Shore SHS	Walter G. O'Connell Copiague HS
	Oceanside SHS	Wantagh SHS
	Patchogue-Medford HS	Ward Melville SHS
	Plainview-Old Bethpage JFK HS	Wellington C. Mepham HS
	Riverhead HS	West Hempstead Secondary School
	Roslyn HS	West Islip SHS
	Sanford H. Calhoun HS	Westbury HS
	Sayville HS	William Floyd HS
	Seaford SHS	

Region	District/High School	
<b>Mid-State</b>	Adirondack HS	Lehman Alternative Community School
	Arkport HS	Liverpool HS
	Auburn HS	Lowville HS
	Belleville-Henderson CS	Lyme CS
	Camden SHS	Maine-Endwell SHS
	Carthage SHS	Marcellus HS
	Cato-Meridian JSHS	Mexico HS
	Cazenovia HS	Moravia JSHS
	Central Valley Academy	New Hartford SHS
	Charles O. Dickerson HS	Nottingham HS
	Charles W. Baker HS	Onondaga SHS
	Chenango Forks HS	Port Byron SHS
	Chenango Valley HS	Public Service Leadership Academy at Fowler
	Chittenango HS	Remsen JSHS
	Cicero-North Syracuse HS	Rome Free Academy
	Cincinnatus HS	Sackets Harbor CS
	Copenhagen CS	Sandy Creek HS
	Corcoran HS	Sidney HS
	Cortland HS	Skaneateles SHS
	Dryden HS	Solvay HS
	East Syracuse Minoa CSD	South Jefferson HS
	General Brown JSHS	South Lewis HS
	Harpursville JSHS	Southern Cayuga 7-12 Secondary School
	Henninger HS	Susquehanna Valley SHS
	Herkimer HS	Thomas R. Proctor HS
	Immaculate Heart CS	Thousand Islands HS
	Indian River HS	Tully JSHS
	Institute Of Technology at Syracuse Central	Union Springs HS
	Ithaca SHS	Union-Endicott HS
	Jamesville DeWitt HS	Vernon-Verona-Sherrill SHS
	Johnson City SHS	Watertown SHS
	Jordan-Elbridge HS	Weedsport JSHS
	LaFayette JSHS	West Genesee SHS
	Lansing HS	Whitesboro HS

Region	District/High School	
Mid-West	Arcadia HS	Spencerport HS
	Athena HS	Thomas HS
	Batavia HS	Vestal SHS
	Bloomfield HS	Victor SHS
	Brighton HS	Waterloo HS
	Brockport HS	Watkins Glen HS
	Caledonia-Mumford HS	Wayland-Cohocton HS
	Churchville-Chili SHS	Wayne SHS
	East Upper HS	Webster-Schroeder HS
	Edison Career and Technology HS	Wheatland-Chili HS
	Elba JSHS	Williamson HS
	Eugenio Maria De Hostos Charter School	York Middle HS
	Fairport SHS	
	Gates-Chili HS	
	Geneva HS	
	Hilton HS	
	Honeoye Falls-Lima SHS	
	Honeoye Middle HS	
	Irondequoit HS	
	James Monroe Upper School	
	Joseph C. Wilson Magnet HS	
	Le Roy JSHS	
	Letchworth SHS	
	Livonia Middle HS	
	Marcus Whitman HS	
	Marion JSHS	
	Midlakes MSHS	
	Naples HS	
	Odyssey Academy	
	Olympia HS	
	Pavilion JSHS	
	Perry JSHS	
	Red Creek HS	
	Rochester Early College International HS	
	Rush-Henrietta HS	
	School of the Arts	
	School Without Walls Commencement Academy	
	Sodus JSHS	



*2023 NYSSB graduate from Edison Career and Technology HS  
(Photo courtesy of Rochester CSD)*

Region	District/High School	
New York City	American Dream Charter School	International Community HS
	A. Philip Randolph Campus HS	International HS at Prospect Heights
	Academy of American Studies	International School for Liberal Arts
	All Hallows HS	James Madison HS
	Astor Collegiate Academy	John Adams HS
	Baruch College Campus HS	John Bowne HS
	Bronx Bridges HS	John Dewey HS
	Bronx Latin School	Liberty HS Academy for Newcomers
	Bronx School of Law & Finance	Long Island City HS
	Brooklyn Technical HS	Lower East Side Preparatory HS
	Bushwick Leaders HS for Academic Excellence	Manhattan Academy For Arts & Language
	Cardinal Spellman HS	Manhattan Bridges HS
	Cathedral Preparatory School and Seminary	
	Claremont International HS	
	Curtis HS	
	Dr. Richard Izquierdo Health & Science Charter	
	East Williamsburg Scholars Academy	
	Edward R. Murrow HS	
	Energy Tech HS	
	Esperanza Preparatory Academy	
	Eximius College Preparatory Academy	
	Flushing HS	
	Fordham Leadership Academy	
	Forest Hills HS	
	Francis Lewis HS	
	Franklin D. Roosevelt HS	
	Gregorio Luperon HS for Science & Math.	
	Grover Cleveland HS	
	Harlem Prep Charter School	
	Health, Arts, Robotics, and Technology HS	
	Herbert H. Lehman HS	
	Hillcrest HS	
	HS for Arts & Business	
	HS for Excellence and Innovation	
	HS for Health Careers and Sciences	
	HS for Media and Communication	
	HS of Language and Innovation	
	HS of World Cultures	



*2023 NYSSB graduate and valedictorian  
from Esperanza Preparatory Academy  
(Photo courtesy of NYCPS)*

	Manhattan International HS	Riverdale/Kingsbridge Academy (MS/HS 141)
	Martin Van Buren HS	Robert F. Kennedy Community HS
	Midwood HS	South Bronx Preparatory
	Mott Hall Bronx HS	Staten Island Technical HS
	Multicultural HS	Stuyvesant HS
	New Utrecht HS	Susan E. Wagner HS
	New Visions Charter HS - AIMS I	The Boerum School for International Studies
	New Visions Charter HS - AIMS II	The Brooklyn School for Social Justice
	New Visions Charter HS - Humanities II	The Laboratory School of Finance & Technology
	Newcomers HS	The Scholars' Academy
	Newtown HS	Tottenville HS
	Pan American International HS	University Neighborhood HS
	Pelham Preparatory HS	Validus Preparatory Academy
	Port Richmond HS	Veritas Academy
	Preston HS	West End Secondary School
	PROGRESS HS for Professional Careers	William Cullen Bryant HS
	Richmond Hill HS	Williamsburg Preparatory School

Region	District/High School	
<b>West</b>	Alden SHS	Lancaster HS
	Amherst Central HS	Lewis J. Bennett HS of Innovative Technology
	Barker JSHS	Lewiston Porter SHS
	Brocton Middle HS	Lyndonville HS
	Cheektowaga HS	Maple Grove JSHS
	City Honors School	Medina HS
	Clarence SHS	Newfane SHS
	Dunkirk SHS	Niagara Falls HS
	East Aurora HS	Niagara-Wheatfield SHS
	Frewsburg JSHS	Orchard Park HS
	Frontier SHS	Research Laboratory HS for Bioinformatics and Life Sciences
	Hutchinson Central Technical HS	Southwestern SHS
	Iroquois HS	Starpont HS
	Jamestown HS	Sweet Home SHS
	Kenmore East SHS	Ten Broeck Academy
	Kenmore West SHS	The International Preparatory School at Grover
	Lackawanna HS	West Seneca East SHS
	Lafayette International School	West Seneca West SHS
	Lake Shore SHS	Wilson Middle HS



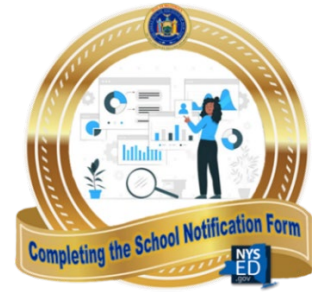
## Appendix E: NYSSB Professional Learning Series



[Starting a NYS Seal of Biliteracy Program](#)



[Growing Your Seal Program](#)



[Completing the NYSSB School Notification Form](#)



[Promoting the Seal of Biliteracy and Recruiting Students](#)



[Supporting Students through the Culminating Project](#)



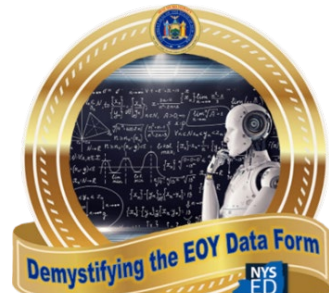
[Preparing for the Culminating Project Visit](#)



[Using the NYSSB rubric to Evaluate Culminating Project Presentations](#)



[Training Panelists to Evaluate Culminating Projects & Presentations](#)



[Demystifying End-of-Year Data Submission for the Seal](#)



[Starting an NYSSB Program at Your Charter School](#)



[Starting an NYSSB Program at Your Non-Public \(Religious & Independent\) School](#)

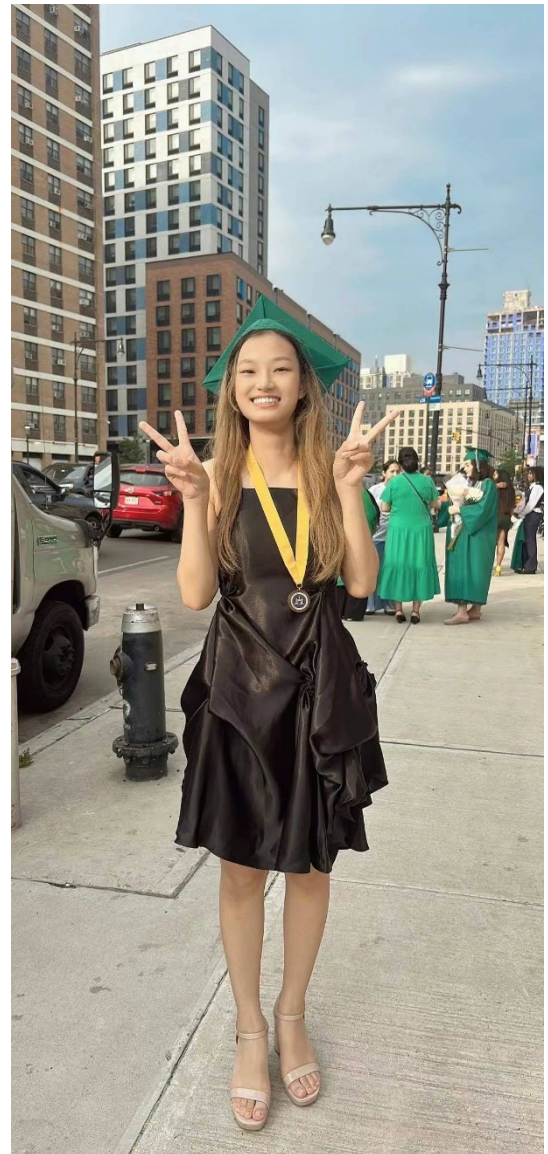


[Starting an NYSSB Program for Mandarin Chinese Teachers](#)

For more information on the NYSSB Professional Learning Series, please visit our [website](#).

### ***Appendix F: NYSSB Task Force***

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Diane Tyminski, West Genesee CSD  
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Ron Woo, NYS Language RBERN



*2023 NYSSB graduate from Edward R.  
Murrow HS  
(Photo courtesy of NYCPS)*

### ***Appendix G: New York State Education Department Staff Members Supporting the NYSSB***

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*\*Indicates Member of the NYSSB Task Force*

For questions or more information on this report, please contact [nyssb@nysed.gov](mailto:nyssb@nysed.gov).

## List of Figures and Tables

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### **Figures**

Figure 1.	Infographic Summary of the NYSSB (2022-23) .....	8
Figure 2.	Map of State Seal of Biliteracy Programs .....	10
Figure 3.	ACTFL's Inverted Pyramid.....	14
Figure 4.	Percentage of States by ACTFL Proficiency Level Required for the Seal of Biliteracy .....	14
Figure 5.	Percentage of States by Minimum AP Score Required for the Seal of Biliteracy .....	15
Figure 6.	Percentage of States by Minimum IB Score Required for the Seal of Biliteracy .....	15
Figure 7.	Heat Map of High Schools Offering the NYSSB (2022-23) .....	16
Figure 8.	Growth in the Number of Total High Schools Offering the NYSSB (2016-2023) .....	17
Figure 9.	Percentage of High Schools Offering the NYSSB by Region (2022-23).....	18
Figure 10.	Number of High Schools Offering the NYSSB by Region (2016-2023).....	19
Figure 11.	Percentage of Growth in Number of Schools Offering the NYSSB (2019-2023) .....	20
Figure 12.	Number of High Schools Offering the NYSSB as a Percentage of Total District High Schools in NYS (2016-2023).....	20
Figure 13.	Number of High Schools Offering the NYSSB vs. Number of District High Schools Not Offering the NYSSB by Region (2022-23) .....	22
Figure 14.	Percentage of Schools by NYSSB Earner Participation Levels (2022-23).....	23
Figure 15.	Number of Students Awarded the NYSSB (2016-2023) .....	24
Figure 16.	Number of Students Awarded the NYSSB by Region (2022-23) .....	24
Figure 17.	Percentage of Students Awarded the NYSSB by Gender (2022-23).....	25
Figure 18.	Number of Students Earning the NYSSB by Gender (2020-2022) .....	25
Figure 19.	Percentages of Male, Female, and Non-Binary NYSSB Earners by Region (2022-23) .....	26
Figure 20.	Percentage of Students Awarded the NYSSB by Race/Ethnicity (2022-23) .....	27
Figure 21.	Number of Students Awarded the NYSSB by Race/Ethnicity (2020-2023) .....	28
Figure 22.	Percentage of NYSSB Earners by Race/Ethnicity (2020-2023) .....	29
Figure 23.	Percentage of NYSSB Earners vs. Average Statewide Enrollment in 12th grade by Race/Ethnicity (2022-23).....	30
Figure 24.	Percentage of Students Awarded the NYSSB by ELL Status (2022-23) .....	31
Figure 25.	Number of Students Awarded the NYSSB by ELL Status (2016-2023) .....	32
Figure 26.	Total Eligible Students who Earned the NYSSB vs. Eligible Students Not Pursuing the NYSSB from Participating Schools by Region (2022-23) .....	33
Figure 27A.	Percentage of Current and Ever ELLs who Earned the NYSSB vs. Eligible Current and Ever ELLs Not Pursuing the NYSSB from Participating Schools (2022-23) .....	34

Figure 27B.	Figure 27C. Percentage of Never ELLs whose Home Language is English who Earned the NYSSB vs. Eligible Never ELLs whose Home Language is English Not Pursuing the NYSSB from Participating Schools (2022-23).....	34
Figure 27C.	Percentage of Never ELLs whose Home Language is Other Than English who Earned the NYSSB vs. Eligible Never ELLs whose Home Language is Other Than English Not Pursuing the NYSSB from Participating Schools (2022-23).....	35
Figure 28	Treemap of the Most Frequent Languages in which Students Were Awarded the NYSSB (2022-23).....	37
Figure 29.	Number of World Languages Other Than English in which Students Were Awarded the NYSSB (2016-2023).....	38
Figure 30.	Number of Schools that Awarded the NYSSB in Two World Languages in Addition to English by Region (2020-2023).....	41
Figure 31.	Number of Schools that Awarded the NYSSB in Three World Languages in Addition to English by Region (2020-2023) .....	42
Figure 32.	Number of Schools that Awarded the NYSSB in Four World Languages in Addition to English by Region (2020-2023).....	42
Figure 33.	English Points Earned Toward the NYSSB by Criteria Type (2016-2023) .....	43
Figure 34.	Points from Criteria Used to Satisfy the English Requirements of the NYSSB as a Percentage of All English Points (2022-23) .....	44
Figure 35A.	Points from Criteria Used by Current and Ever ELLs to Satisfy the English Requirements of the NYSSB as a Percentage of All English Points Earned (2022-23).....	45
Figure 35B.	Points from Criteria Used by Never ELLs whose Home Language is English to Satisfy the English Requirements of the NYSSB as a Percentage of All English Points Earned (2022-23).....	45
Figure 35C.	Points from Criteria Used by Never ELLs whose Home Language is other than English to Satisfy the English Requirements of the NYSSB as a Percentage of All English Points Earned (2022-23).....	45
Figure 36.	Number of Students that Used Various Assessments as Points in English toward Criterion 1D to Earn the NYSSB (2022-23) .....	46
Figure 37.	World Language Points Earned Toward the NYSSB by Criteria Type (2016-2023).....	48
Figure 38.	Points from Criteria Used to Satisfy the World Language Requirements of the NYSSB as a Percentage of All World Language Points (2022-23) .....	49
Figure 39A.	Points from Criteria Used by Current and Ever ELLs to Satisfy the World Language Requirements of the NYSSB as a Percentage of All World Language Points They Earned (2022-23).....	50
Figure 39B.	Points from Criteria Used by Never ELLs whose Home Language is English to Satisfy the English Requirements of the NYSSB as a Percentage of All World Language Points They Earned (2022-23) .....	50
Figure 39C.	Points from Criteria Used by Never ELLs whose Home Language is other than English to Satisfy the English Requirements of the NYSSB as a Percentage of All World Language Points They Earned (2022-23).....	50

Figure 40.	Number of Students that Used Various Assessments as Points in World Languages towards Criterion 2D to Earn the NYSSB by ELL Status (2022-23) .....	53
Figure 41A.	Number of Current and Ever ELLs Who Used Various Assessments as Points in World Languages toward Criterion 2D to Earn the NYSSB (2022-23) .....	54
Figure 41B.	Number of Never ELLs whose Home Language is English Who Used Various Assessments as Points in World Languages toward Criterion 2D to Earn the NYSSB (2022-23) .....	55
Figure 41C.	Number of Never ELLs whose Home Language is Other Than English Who Used Various Assessments as Points in World Languages toward Criterion 2D to Earn the NYSSB (2022-23) .....	56

### **Tables**

Table 1.	Required Proficiency Levels, AP Scores, IB Scores, and Year of Adoption of the State Seals of Biliteracy .....	11
Table 2.	Number of High Schools Offering the NYSSB by Region and Percentage of Total NYSSB Schools Represented (2022-23) .....	18
Table 3.	Number of High Schools Offering the NYSSB as a Percentage of Total District High Schools in the Region (2022-23) .....	21
Table 4.	World Languages in which Students were Awarded the NYSSB (2022-23) .....	36
Table 5.	Number of Students Awarded the NYSSB in One, Two, Three, or Four World Languages in Addition to English (2019-2023) .....	38
Table 6.	Number of Students Awarded the NYSSB in Two World Languages in Addition to English by the Second Language (2022-23) .....	39
Table 7.	Number of Students Awarded the NYSSB in Three World Languages in Addition to English by the Third Language (2022-23) .....	40
Table 8.	Number of Students Awarded the NYSSB in Four World Languages in Addition to English by the Fourth Language (2022-23) .....	40
Table 9.	Criterion 1A, 1B, and 1D Assessments Used by Various Student Groups to Earn Points in English toward the NYSSB (2022-23) .....	46
Table 10.	Criterion 2D Assessments in World Languages Used by Various Student Groups to Earn Points towards the NYSSB (2022-23) .....	52



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