

HEBREW LANGUAGE ACADEMY CS - NEW YORK STATE REPORT CARD [2021 - 22]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning outcomes for all students. Knowledge gained from the report card about a school or district can be used to improve instruction and inform services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, New York State's ESSA plan is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

2022-23 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2021-22 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2022-23 accountability statuses and support models were determined using a modified methodology. For more information, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2022-23 Accountability Statuses Based on 2021-22 Results.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2021-22)

The link below provides a list of all Local Education Agencies and public schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

[Section 1003 School Improvement Funds Data \(71.63 kilobytes\)](#)

For information on the use of Title I School Improvement funds, see:

- [2021-22 Title I SIG 1003 Basic Planning](#)
- [2021-22 Title I School Improvement Grant 1003 Targeted Support Grant](#)
- [2021-22 Title I School Improvement Grant 1003 High School Redesign](#)
- [2021-22 Title I School Improvement Grant 1003 ENHANCED](#)
- [2020-23 NYSIP-PLC Phase III](#)

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Black or African American	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
White	Local Support and Improvement	NA
English Language Learner	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	3	3	2	2
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	2	3	—	3
Hispanic or Latino	3	4	—	2
Multiracial	—	—	—	—
White	3	3	—	2
English Language Learner	3	3	2	2
Students with Disabilities	3	3	—	2
Economically Disadvantaged	3	3	—	3

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	320	139	3
	Math	280	126	
	Science	40	144	
	Combined	640	134	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Science	—	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	9	139	—
	Math	9	156	
	Science	—	—	
	Combined	18	—	

Subgroup	Subject	Cohort	Index	Level
Black or African American	ELA	231	136	2
	Math	204	116	
	Science	27	139	
	Combined	462	127	
Hispanic or Latino	ELA	29	157	3
	Math	23	157	
	Science	7	157	
	Combined	59	157	
Multiracial	ELA	5	100	—
	Math	5	80	
	Science	—	—	
	Combined	10	—	
White	ELA	45	149	3
	Math	38	165	
	Science	6	150	
	Combined	89	156	

Subgroup	Subject	Cohort	Index	Level
English Language Learner	ELA	20	80	3
	Math	18	100	
	Science	4	—	
	Combined	42	91	
Students with Disabilities	ELA	54	94	3
	Math	41	67	
	Science	12	108	
	Combined	107	85	
Economically Disadvantaged	ELA	198	130	3
	Math	175	115	
	Science	23	122	
	Combined	396	123	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
	ELA	345	129	

All Students

3

Subgroup	Subject	Cohort	Index	Level
	Math	280	126	
	Science	40	144	
	Combined	665	129	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Science	—	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	9	139	—
	Math	9	156	
	Science	—	—	
	Combined	18	—	
Black or African American	ELA	248	127	3
	Math	204	116	
	Science	27	139	
	Combined	479	123	

Subgroup	Subject	Cohort	Index	Level
Hispanic or Latino	ELA	29	157	4
	Math	23	157	
	Science	7	157	
	Combined	59	157	
Multiracial	ELA	5	100	—
	Math	5	80	
	Science	—	—	
	Combined	10	—	
White	ELA	54	124	3
	Math	38	165	
	Science	6	150	
	Combined	98	141	
English Language Learner	ELA	23	70	3
	Math	18	100	
	Science	4	—	
	Combined	45	84	

Subgroup	Subject	Cohort	Index	Level
Students with Disabilities	ELA	67	75	3
	Math	41	67	
	Science	12	108	
	Combined	120	76	
Economically Disadvantaged	ELA	213	121	3
	Math	175	115	
	Science	23	122	
	Combined	411	118	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	30	34%	28%	0.8	2
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	—	—	—	—
Black or African American	19	—	—	—	—
Hispanic or Latino	1	—	—	—	—
Multiracial	0	—	—	—	—
White	10	—	—	—	—
English Language Learner	30	34%	28%	0.8	2
Students with Disabilities	6	—	—	—	—
Economically Disadvantaged	19	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	533	159	29.8%	2
American Indian or Alaska Native	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	14	—	—	—
Black or African American	368	83	22.6%	3
Hispanic or Latino	46	16	34.8%	2
Multiracial	7	—	—	—
White	96	46	47.9%	2
English Language Learner	54	21	38.9%	2
Students with Disabilities	108	45	41.7%	2
Economically Disadvantaged	339	109	32.2%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	370	88.4%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	10	—
Black or African American	✗	263	88.6%
Hispanic or Latino	—	31	—
Multiracial	—	5	—
White	✗	60	80%
English Language Learner	—	19	—
Students with Disabilities	✗	73	78.1%
Economically Disadvantaged	✗	230	88.7%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	291	99.7%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	10	—
Black or African American	✓	206	99.5%
Hispanic or Latino	—	25	—
Multiracial	—	5	—
White	✓	44	100%
English Language Learner	—	15	—
Students with Disabilities	✓	44	100%
Economically Disadvantaged	✓	185	99.5%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 7	—

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