

# HEBREW LANGUAGE ACADEMY CS 2 - 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

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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	4	—	2
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	2	2	—	1
Hispanic or Latino	2	3	—	2
Multiracial	—	—	—	—
White	4	4	—	2
English Language Learner	4	4	—	3
Students with Disabilities	4	4	—	2
Economically Disadvantaged	4	4	—	2

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	127	141	3
	Math	129	129	
	Science	49	215	
	Combined	305	148	
Asian or Native Hawaiian/Other Pacific Islander	ELA	7	186	—
	Math	7	186	
	Science	4	—	
	Combined	18	—	
Black or African American	ELA	23	94	2
	Math	23	67	
	Science	7	200	
	Combined	53	96	

Subgroup	Subject	Cohort	Index	Level
Hispanic or Latino	ELA	28	123	2
	Math	28	89	
	Science	12	217	
	Combined	68	126	
Multiracial	ELA	3	—	—
	Math	3	—	
	Science	2	—	
	Combined	8	—	
White	ELA	66	162	4
	Math	68	164	
	Science	24	223	
	Combined	158	172	
English Language Learner	ELA	24	125	4
	Math	24	119	
	Science	9	206	
	Combined	57	135	

Subgroup	Subject	Cohort	Index	Level
Students with Disabilities	ELA	40	106	4
	Math	41	110	
	Science	16	200	
	Combined	97	123	
Economically Disadvantaged	ELA	121	138	4
	Math	123	125	
	Science	47	216	
	Combined	291	145	



## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	127	141	4
	Math	129	129	
	Science	49	215	
	Combined	305	148	
Asian or Native Hawaiian/Other Pacific Islander	ELA	7	186	—
	Math	7	186	
	Science	4	—	
	Combined	18	—	
Black or African American	ELA	24	90	2
	Math	23	67	
	Science	9	156	
	Combined	56	91	

Subgroup	Subject	Cohort	Index	Level
Hispanic or Latino	ELA	29	119	3
	Math	28	89	
	Science	12	217	
	Combined	69	124	
Multiracial	ELA	3	—	—
	Math	3	—	
	Science	2	—	
	Combined	8	—	
White	ELA	66	162	4
	Math	68	164	
	Science	24	223	
	Combined	158	172	
English Language Learner	ELA	24	125	4
	Math	24	119	
	Science	9	206	
	Combined	57	135	

Subgroup	Subject	Cohort	Index	Level
Students with Disabilities	ELA	41	104	4
	Math	41	110	
	Science	17	188	
	Combined	99	121	
Economically Disadvantaged	ELA	121	138	4
	Math	123	125	
	Science	48	212	
	Combined	292	144	

## ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	27	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	4	—	—	—	—
Multiracial	0	—	—	—	—
White	21	—	—	—	—
English Language Learner	27	—	—	—	—
Students with Disabilities	7	—	—	—	—
Economically Disadvantaged	26	—	—	—	—

## ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	274	124	45.3%	2
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	11	—	—	—
Black or African American	48	30	62.5%	1
Hispanic or Latino	63	27	42.9%	2
Multiracial	5	—	—	—
White	147	63	42.9%	2
English Language Learner	69	22	31.9%	3
Students with Disabilities	80	38	47.5%	2
Economically Disadvantaged	260	117	45%	2

## ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	136	94.9%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	7	—
Black or African American	—	26	—
Hispanic or Latino	—	30	—
Multiracial	—	3	—
White	✓	70	95.7%
English Language Learner	—	21	—
Students with Disabilities	✗	44	93.2%
Economically Disadvantaged	✓	130	94.6%

## ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	131	100%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	7	—
Black or African American	—	24	—
Hispanic or Latino	—	28	—
Multiracial	—	3	—
White	✓	69	100%
English Language Learner	—	21	—
Students with Disabilities	✓	42	100%
Economically Disadvantaged	✓	125	100%

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