

HEBREW LANGUAGE ACADEMY CS 2 - NEW YORK STATE REPORT CARD [2022 - 23]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and 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, ESSA 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.

2023-24 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2022-23 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2023-24 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 2023-24 Accountability Statuses Based on 2022-23 Results.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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 (72.97 kilobytes)

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

- 2022-23 Title I SIG 1003 (Basic)
- 2022-23 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2022-23 Title I School Improvement Grant 1003 High School Redesign Grant
- 2020-23 NYSIP-PLC Phase III
- 2022-23 Title 1 School Improvement Grant 1003 — Targeted Support for Long-term Identified Schools Grant
- 2023 Title 1 School Improvement Grant 1003 (Planning)

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	136	160.3	3
	Math	150	151.7	
	Combined	286	155.8	
Asian or Native Hawaiian/Other Pacific Islander	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
Black or African American	ELA	24	110.4	2
	Math	26	92.3	
	Combined	50	101	
Hispanic or Latino	ELA	33	148.5	3
	Math	30	131.7	
	Combined	63	140.5	
Multiracial	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
White	ELA	73	182.9	4
	Math	88	174.4	
	Combined	161	178.3	
English Language Learner	ELA	15	123.3	4
	Math	45	143.3	
	Combined	60	138.3	
Students with Disabilities	ELA	30	131.7	4
	Math	30	128.3	
	Combined	60	130	
Economically Disadvantaged	ELA	100	147	4
	Math	114	138.2	
	Combined	214	142.3	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	139	156.8	4
	Math	154	147.7	
	Combined	293	152	
Asian or Native Hawaiian/Other Pacific Islander	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
Black or African American	ELA	26	101.9	2
	Math	27	88.9	
	Combined	53	95.3	
Hispanic or Latino	ELA	33	148.5	3
	Math	32	123.4	
	Combined	65	136.2	
Multiracial	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
White	ELA	75	178	4
	Math	89	172.5	
	Combined	164	175	
English Language Learner	ELA	32	145.3	4
	Math	47	137.2	
	Combined	79	140.5	
Students with Disabilities	ELA	35	112.9	4
	Math	36	106.9	
	Combined	71	109.9	
Economically Disadvantaged	ELA	104	141.3	4
	Math	119	132.4	
	Combined	223	136.5	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	46	43%	46%	1.1	3
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	10	—	—	—	—
Multiracial	1	—	—	—	—
White	33	45%	46%	1.0	3
English Language Learner	46	43%	46%	1.1	3
Students with Disabilities	12	—	—	—	—
Economically Disadvantaged	37	43%	47%	1.1	3

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	295	120	40.7%	2
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—
Black or African American	42	25	59.5%	1
Hispanic or Latino	70	21	30%	2
Multiracial	4	—	—	—
White	172	72	41.9%	2
English Language Learner	108	45	41.7%	2
Students with Disabilities	67	32	47.8%	2
Economically Disadvantaged	228	104	45.6%	2

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✘	166	93.4%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	4	—
Black or African American	—	27	—
Hispanic or Latino	—	36	—
Multiracial	—	2	—
White	✘	97	92.8%
English Language Learner	—	35	—
Students with Disabilities	—	38	—
Economically Disadvantaged	✘	128	92.2%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✘	168	92.3%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	4	—
Black or African American	—	28	—
Hispanic or Latino	—	36	—
Multiracial	—	2	—
White	✘	98	92.9%
English Language Learner	—	35	—
Students with Disabilities	—	38	—
Economically Disadvantaged	✘	130	90.8%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 3	7
Grade 4	7
Grade 5	—

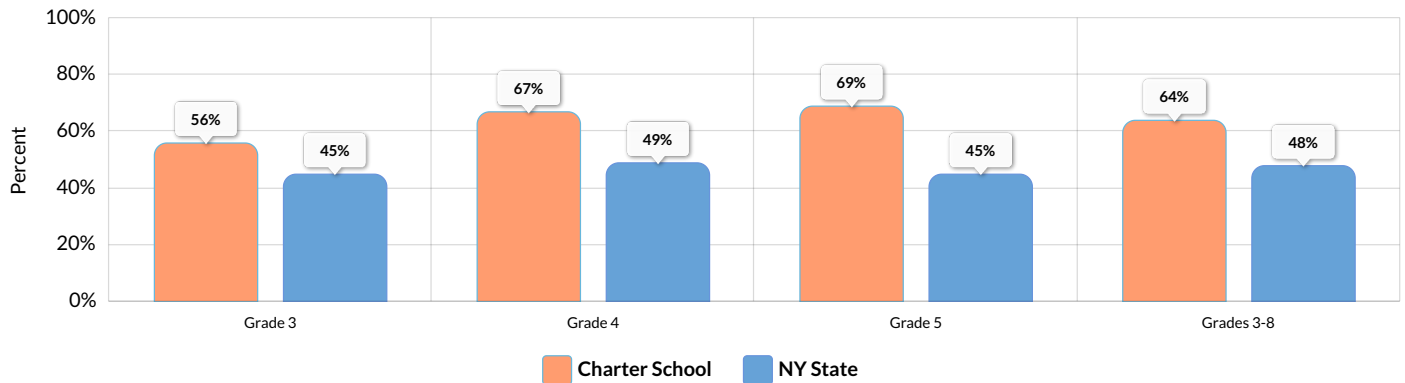
GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

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

SUMMARY RESULTS



Percent Scoring Proficient by Grade



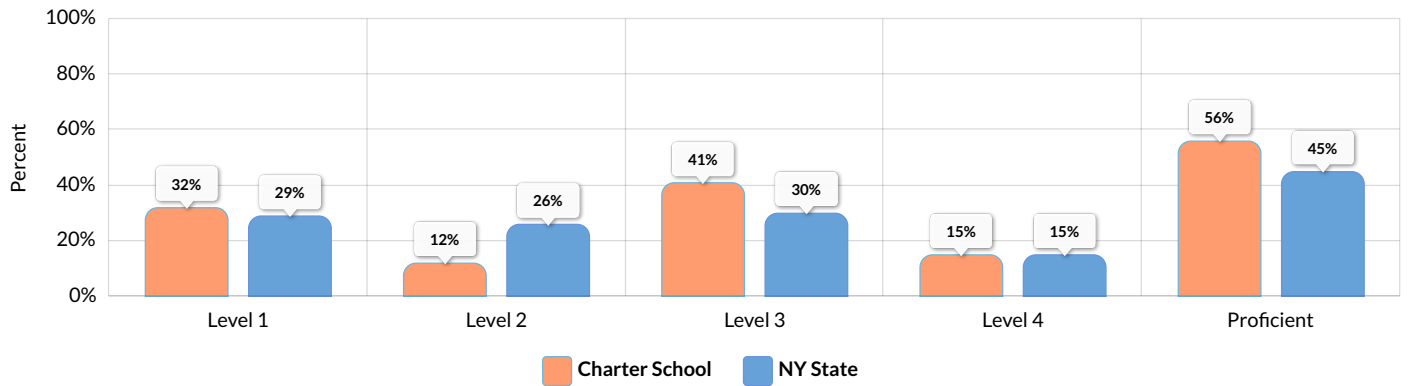
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	52	11	21%	41	79%	13	32%	5	12%	17	41%	6	15%	23	56%
Grade 4	59	11	19%	48	81%	5	10%	11	23%	18	38%	14	29%	32	67%
Grade 5	57	8	14%	49	86%	3	6%	12	24%	26	53%	8	16%	34	69%
Grades 3-8	168	30	18%	138	82%	21	15%	28	20%	61	44%	28	20%	89	64%

GRADE 3 ELA RESULTS

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



Percent Scoring at Levels for All Students



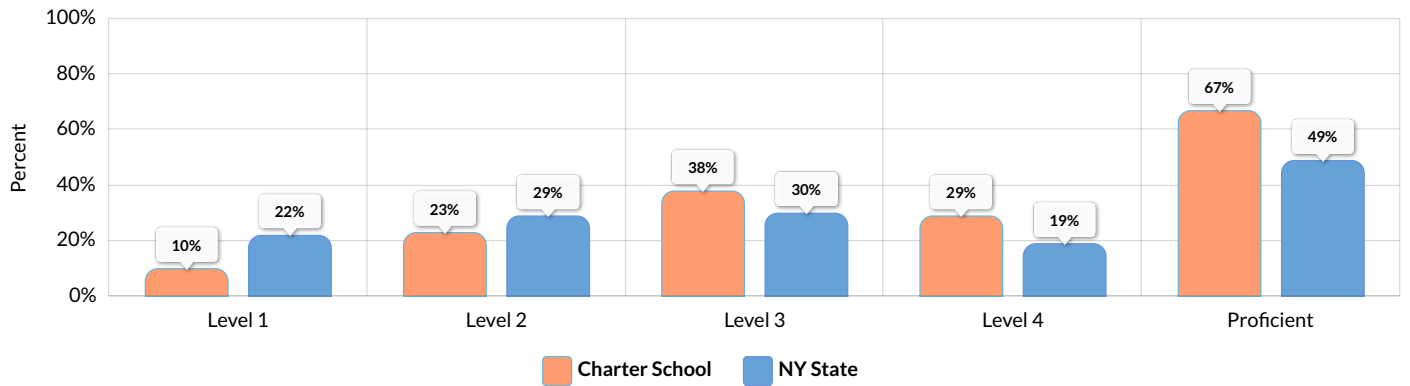
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	52	11	21%	41	79%	13	32%	5	12%	17	41%	6	15%	23	56%
Female	21	3	14%	18	86%	5	28%	2	11%	8	44%	3	17%	11	61%
Male	31	8	26%	23	74%	8	35%	3	13%	9	39%	3	13%	12	52%
General Education Students	47	11	23%	36	77%	10	28%	4	11%	17	47%	5	14%	22	61%
Students with Disabilities	5	0	0%	5	100%	3	60%	1	20%	0	0%	1	20%	1	20%
Black or African American	8	1	13%	7	88%	5	71%	0	0%	1	14%	1	14%	2	29%
Hispanic or Latino	14	0	0%	14	100%	5	36%	2	14%	4	29%	3	21%	7	50%
White	30	10	33%	20	67%	3	15%	3	15%	12	60%	2	10%	14	70%
Economically Disadvantaged	43	9	21%	34	79%	12	35%	4	12%	14	41%	4	12%	18	53%
Not Economically Disadvantaged	9	2	22%	7	78%	1	14%	1	14%	3	43%	2	29%	5	71%
English Language Learner	18	9	50%	9	50%	2	22%	1	11%	5	56%	1	11%	6	67%
Non-English Language Learner	34	2	6%	32	94%	11	34%	4	13%	12	38%	5	16%	17	53%
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	51	11	22%	40	78%	–	–	–	–	–	–	–	–	–	–
Homeless	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	49	8	16%	41	84%	13	32%	5	12%	17	41%	6	15%	23	56%
Not Migrant	52	11	21%	41	79%	13	32%	5	12%	17	41%	6	15%	23	56%
Parent Not in Armed Forces	52	11	21%	41	79%	13	32%	5	12%	17	41%	6	15%	23	56%

GRADE 4 ELA RESULTS

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



Percent Scoring at Levels for All Students



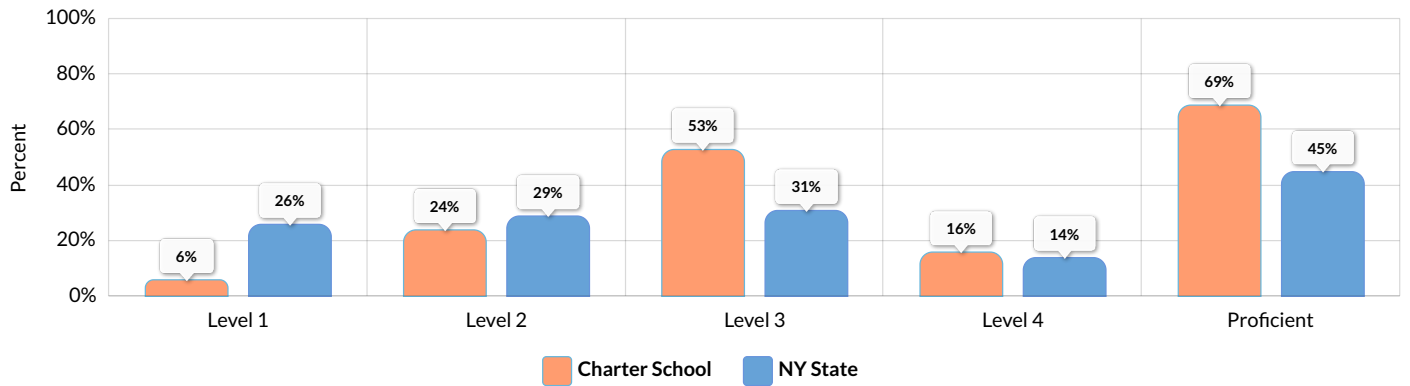
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	59	11	19%	48	81%	5	10%	11	23%	18	38%	14	29%	32	67%
Female	36	6	17%	30	83%	3	10%	8	27%	12	40%	7	23%	19	63%
Male	23	5	22%	18	78%	2	11%	3	17%	6	33%	7	39%	13	72%
General Education Students	43	7	16%	36	84%	2	6%	7	19%	16	44%	11	31%	27	75%
Students with Disabilities	16	4	25%	12	75%	3	25%	4	33%	2	17%	3	25%	5	42%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	9	0	0%	9	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	10	1	10%	9	90%	0	0%	2	22%	6	67%	1	11%	7	78%
White	38	10	26%	28	74%	2	7%	5	18%	9	32%	12	43%	21	75%
Small Group Total: Race & Ethnicity	11	0	0%	11	100%	3	27%	4	36%	3	27%	1	9%	4	36%
Economically Disadvantaged	44	11	25%	33	75%	5	15%	10	30%	14	42%	4	12%	18	55%
Not Economically Disadvantaged	15	0	0%	15	100%	0	0%	1	7%	4	27%	10	67%	14	93%
English Language Learner	11	8	73%	3	27%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	48	3	6%	45	94%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	59	11	19%	48	81%	5	10%	11	23%	18	38%	14	29%	32	67%
Homeless	7	6	86%	1	14%	—	—	—	—	—	—	—	—	—	—
Not Homeless	52	5	10%	47	90%	—	—	—	—	—	—	—	—	—	—
Not Migrant	59	11	19%	48	81%	5	10%	11	23%	18	38%	14	29%	32	67%
Parent Not in Armed Forces	59	11	19%	48	81%	5	10%	11	23%	18	38%	14	29%	32	67%

GRADE 5 ELA RESULTS

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



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	57	8	14%	49	86%	3	6%	12	24%	26	53%	8	16%	34	69%
Female	24	2	8%	22	92%	1	5%	8	36%	10	45%	3	14%	13	59%
Male	33	6	18%	27	82%	2	7%	4	15%	16	59%	5	19%	21	78%
General Education Students	40	4	10%	36	90%	1	3%	10	28%	18	50%	7	19%	25	69%
Students with Disabilities	17	4	24%	13	76%	2	15%	2	15%	8	62%	1	8%	9	69%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	11	3	27%	8	73%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	12	0	0%	12	100%	3	25%	2	17%	5	42%	2	17%	7	58%
White	30	5	17%	25	83%	0	0%	4	16%	16	64%	5	20%	21	84%
Multiracial	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	15	3	20%	12	80%	0	0%	6	50%	5	42%	1	8%	6	50%
Economically Disadvantaged	43	8	19%	35	81%	3	9%	8	23%	18	51%	6	17%	24	69%
Not Economically Disadvantaged	14	0	0%	14	100%	0	0%	4	29%	8	57%	2	14%	10	71%
English Language Learner	6	3	50%	3	50%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	51	5	10%	46	90%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	57	8	14%	49	86%	3	6%	12	24%	26	53%	8	16%	34	69%
Homeless	3	2	67%	1	33%	–	–	–	–	–	–	–	–	–	–
Not Homeless	54	6	11%	48	89%	–	–	–	–	–	–	–	–	–	–
Not Migrant	57	8	14%	49	86%	3	6%	12	24%	26	53%	8	16%	34	69%
Parent Not in Armed Forces	57	8	14%	49	86%	3	6%	12	24%	26	53%	8	16%	34	69%

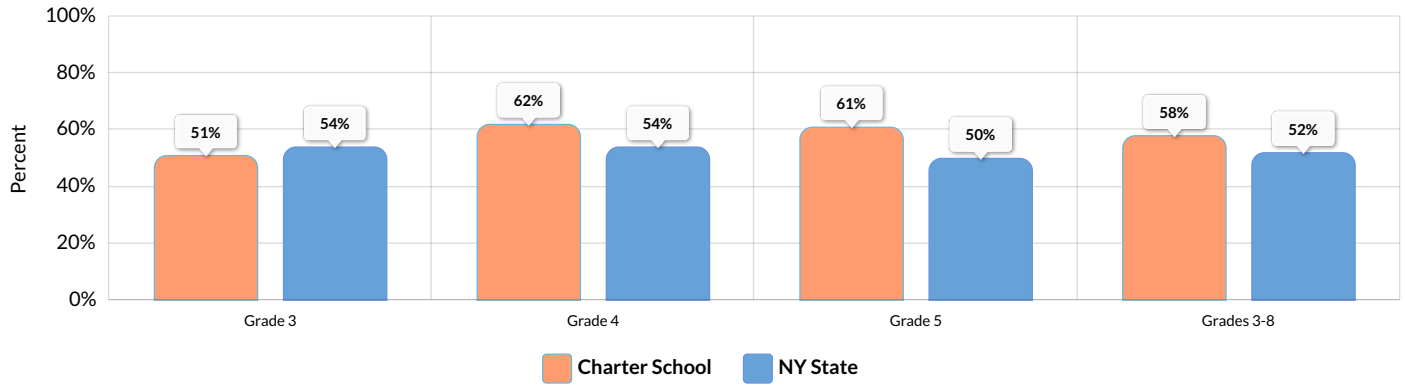
GRADES 3-8 MATHEMATICS RESULTS (2022-23)

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SUMMARY RESULTS



Percent Scoring Proficient by Grade



Grade	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	52	100%	3	6%	49	94%	4	8%	20	41%	17	35%	8	16%	25	51%
Grade 4	59	100%	4	7%	55	93%	9	16%	12	22%	24	44%	10	18%	34	62%
Grade 5	57	100%	6	11%	51	89%	8	16%	12	24%	23	45%	8	16%	31	61%
Grades 3-8	168	100%	13	8%	155	92%	21	14%	44	28%	64	41%	26	17%	90	58%

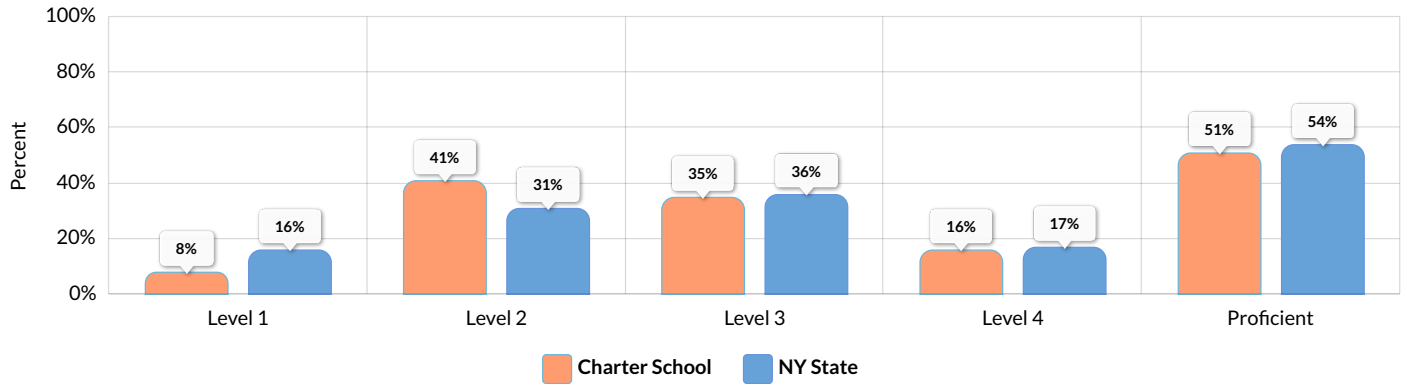
See report card Glossary and Guide for criteria used to include students in this table.

GRADE 3 MATH RESULTS

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Percent Scoring at Levels for All Students



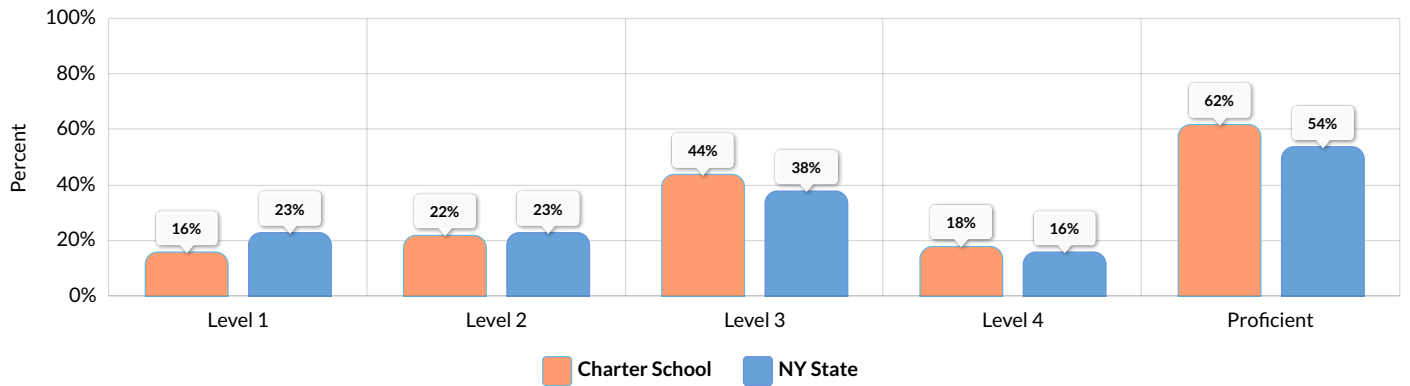
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	52	3	6%	49	94%	4	8%	20	41%	17	35%	8	16%	25	51%
Female	21	1	5%	20	95%	2	10%	8	40%	9	45%	1	5%	10	50%
Male	31	2	6%	29	94%	2	7%	12	41%	8	28%	7	24%	15	52%
General Education Students	47	2	4%	45	96%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Black or African American	8	0	0%	8	100%	1	13%	5	63%	0	0%	2	25%	2	25%
Hispanic or Latino	14	1	7%	13	93%	1	8%	5	38%	5	38%	2	15%	7	54%
White	30	2	7%	28	93%	2	7%	10	36%	12	43%	4	14%	16	57%
Economically Disadvantaged	43	2	5%	41	95%	4	10%	17	41%	12	29%	8	20%	20	49%
Not Economically Disadvantaged	9	1	11%	8	89%	0	0%	3	38%	5	63%	0	0%	5	63%
English Language Learner	18	3	17%	15	83%	1	7%	6	40%	7	47%	1	7%	8	53%
Non-English Language Learner	34	0	0%	34	100%	3	9%	14	41%	10	29%	7	21%	17	50%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	51	3	6%	48	94%	—	—	—	—	—	—	—	—	—	—
Homeless	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	49	3	6%	46	94%	—	—	—	—	—	—	—	—	—	—
Not Migrant	52	3	6%	49	94%	4	8%	20	41%	17	35%	8	16%	25	51%
Parent Not in Armed Forces	52	3	6%	49	94%	4	8%	20	41%	17	35%	8	16%	25	51%

GRADE 4 MATH RESULTS

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Percent Scoring at Levels for All Students



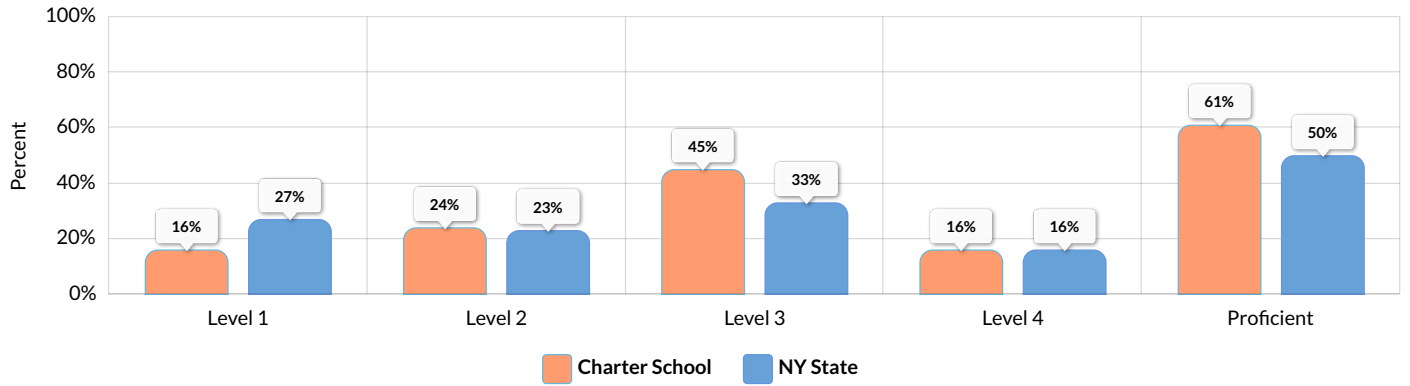
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	59	4	7%	55	93%	9	16%	12	22%	24	44%	10	18%	34	62%
Female	36	1	3%	35	97%	8	23%	6	17%	16	46%	5	14%	21	60%
Male	23	3	13%	20	87%	1	5%	6	30%	8	40%	5	25%	13	65%
General Education Students	43	1	2%	42	98%	2	5%	12	29%	21	50%	7	17%	28	67%
Students with Disabilities	16	3	19%	13	81%	7	54%	0	0%	3	23%	3	23%	6	46%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	9	0	0%	9	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	10	1	10%	9	90%	1	11%	5	56%	2	22%	1	11%	3	33%
White	38	3	8%	35	92%	3	9%	4	11%	19	54%	9	26%	28	80%
Small Group Total: Race & Ethnicity	11	0	0%	11	100%	5	45%	3	27%	3	27%	0	0%	3	27%
Economically Disadvantaged	44	4	9%	40	91%	9	23%	11	28%	17	43%	3	8%	20	50%
Not Economically Disadvantaged	15	0	0%	15	100%	0	0%	1	7%	7	47%	7	47%	14	93%
English Language Learner	11	1	9%	10	91%	1	10%	2	20%	6	60%	1	10%	7	70%
Non-English Language Learner	48	3	6%	45	94%	8	18%	10	22%	18	40%	9	20%	27	60%
Not in Foster Care	59	4	7%	55	93%	9	16%	12	22%	24	44%	10	18%	34	62%
Homeless	7	2	29%	5	71%	0	0%	2	40%	2	40%	1	20%	3	60%
Not Homeless	52	2	4%	50	96%	9	18%	10	20%	22	44%	9	18%	31	62%
Not Migrant	59	4	7%	55	93%	9	16%	12	22%	24	44%	10	18%	34	62%
Parent Not in Armed Forces	59	4	7%	55	93%	9	16%	12	22%	24	44%	10	18%	34	62%

GRADE 5 MATH RESULTS

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



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	57	6	11%	51	89%	8	16%	12	24%	23	45%	8	16%	31	61%
Female	24	2	8%	22	92%	4	18%	7	32%	9	41%	2	9%	11	50%
Male	33	4	12%	29	88%	4	14%	5	17%	14	48%	6	21%	20	69%
General Education Students	40	2	5%	38	95%	5	13%	10	26%	18	47%	5	13%	23	61%
Students with Disabilities	17	4	24%	13	76%	3	23%	2	15%	5	38%	3	23%	8	62%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	11	2	18%	9	82%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	12	2	17%	10	83%	4	40%	1	10%	4	40%	1	10%	5	50%
White	30	2	7%	28	93%	1	4%	6	21%	15	54%	6	21%	21	75%
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	15	2	13%	13	87%	3	23%	5	38%	4	31%	1	8%	5	38%
Economically Disadvantaged	43	6	14%	37	86%	7	19%	11	30%	14	38%	5	14%	19	51%
Not Economically Disadvantaged	14	0	0%	14	100%	1	7%	1	7%	9	64%	3	21%	12	86%
English Language Learner	6	0	0%	6	100%	3	50%	2	33%	1	17%	0	0%	1	17%
Non-English Language Learner	51	6	12%	45	88%	5	11%	10	22%	22	49%	8	18%	30	67%
Not in Foster Care	57	6	11%	51	89%	8	16%	12	24%	23	45%	8	16%	31	61%
Homeless	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	54	6	11%	48	89%	—	—	—	—	—	—	—	—	—	—
Not Migrant	57	6	11%	51	89%	8	16%	12	24%	23	45%	8	16%	31	61%
Parent Not in Armed Forces	57	6	11%	51	89%	8	16%	12	24%	23	45%	8	16%	31	61%

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2022-23)

New York State English as a Second Language Achievement Tests (NYSESLAT) are administered in grades K through 12 to all English Language Learners (ELLs). ELLs are students who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Grade	Total		Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	16		1	6%	15	94%	1	7%	4	27%	6	40%	4	27%	0	0%
Grade 1	21		0	0%	21	100%	3	14%	8	38%	7	33%	3	14%	0	0%
Grade 2	25		0	0%	25	100%	0	0%	3	12%	9	36%	10	40%	3	12%
Grade 3	18		0	0%	18	100%	0	0%	3	17%	8	44%	7	39%	0	0%
Grade 4	11		0	0%	11	100%	0	0%	1	9%	4	36%	5	45%	1	9%
Grade 5	6		0	0%	6	100%	0	0%	1	17%	0	0%	4	67%	1	17%

NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2022)

National Assessment of Education Progress (NAEP) are reported for statewide (New York State) and national results only. District- and school-level results are not reported for NAEP.

NEW YORK STATE NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	42%	29%	21%	8%	34%	38%	23%	5%
Students with Disabilities	75%	19%	6%	1%	66%	24%	9%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	25%	28%	28%	20%	11%	35%	39%	16%
Black	59%	26%	13%	2%	50%	36%	13%	1%
Hispanic	51%	29%	17%	4%	47%	38%	13%	2%
White	32%	30%	26%	11%	23%	39%	32%	7%
Two or more races	*	*	*	*	41%	35%	20%	3%
English Language Learners	69%	22%	8%	1%	63%	29%	7%	1%
Economically Disadvantaged	53%	27%	16%	4%	44%	38%	15%	3%

NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	30%	38%	28%	5%	40%	32%	19%	9%
Students with Disabilities	61%	28%	9%	1%	71%	21%	7%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	16%	34%	41%	8%	18%	23%	35%	24%
Black	44%	40%	15%	1%	64%	26%	8%	1%
Hispanic	42%	39%	17%	2%	53%	33%	12%	3%
White	19%	37%	36%	8%	27%	36%	25%	12%
Two or more races	*	*	*	*	*	*	*	*
English Language Learners	83%	17%	0%	0%	85%	13%	1%	0%
Economically Disadvantaged	40%	39%	19%	2%	52%	30%	13%	5%

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	87%	86%	82%	81%
Students with Disabilities	92%	96%	91%	93%
English Language Learners	92%	95%	92%	94%

NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	39%	29%	24%	8%	26%	39%	28%	7%
Students with Disabilities	71%	19%	9%	2%	54%	31%	13%	2%
American Indian/Alaska Native	57%	25%	15%	3%	42%	40%	16%	3%
Asian/Pacific Islander	20%	25%	33%	23%	11%	28%	38%	24%
Black	57%	27%	14%	2%	46%	39%	13%	1%
Hispanic	51%	28%	17%	4%	37%	42%	19%	2%
White	28%	31%	30%	11%	15%	38%	37%	10%
Two or more races	33%	31%	27%	9%	23%	39%	29%	9%
English Language Learners	67%	23%	9%	1%	48%	38%	12%	1%
Economically Disadvantaged	52%	28%	16%	3%	38%	41%	18%	2%

NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	32%	39%	26%	3%	40%	35%	19%	7%
Students with Disabilities	65%	26%	8%	1%	73%	20%	6%	1%
American Indian/Alaska Native	45%	37%	17%	1%	56%	33%	10%	1%
Asian/Pacific Islander	15%	30%	43%	12%	16%	28%	30%	26%
Black	48%	37%	14%	1%	62%	29%	8%	1%
Hispanic	40%	40%	19%	1%	52%	34%	12%	2%
White	23%	40%	32%	4%	28%	38%	26%	9%
Two or more races	29%	38%	28%	5%	37%	36%	21%	6%
English Language Learners	69%	26%	5%	0%	76%	20%	4%	0%
Economically Disadvantaged	42%	39%	17%	1%	54%	33%	11%	2%

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	92%	92%	89%	89%
Students with Disabilities	91%	91%	91%	92%
English Language Learners	95%	95%	93%	94%

EXPENDITURES PER PUPIL (2022-23)

For detailed information, please see Financial Transparency Report.

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	319	\$1,203,297	\$3,772	\$6,045,438	\$18,951	\$7,248,735	\$22,723
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

STAFF QUALIFICATIONS (2022-23) INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	18	5	28%	1	1	100%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	18	11	61%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

Section 2854(3)(a-1) of New York State Education Law allows charter schools certain exemptions concerning the employment of uncertified teachers. However, State reporting indicates the actual counts and percentages of teachers that are not considered certified for their reported teaching assignments.

CIVIL RIGHTS DATA COLLECTION (CRDC) (2020-21)

Civil Right Data Collection (CRDC) data are reported to the United States Department of Education by districts and include data on measures of school quality, climate, and safety as well as enrollment in preschool programs and accelerated coursework to earn postsecondary credit. For more information, visit the Civil Rights Data Collection, Office for Civil Rights.

CRDC Data (18.04 megabytes)

CRDC Glossary and Guide

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