

# STATEN ISLAND HEBREW PUBLIC CS - 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

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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

+Determined using a self-assessment process. For more information, contact the Office of Accountability at [accountinfo@nysed.gov](mailto:accountinfo@nysed.gov).

## **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
White	Local Support and Improvement+	NA
English Language Learner	Local Support and Improvement+	NA
Economically Disadvantaged	Local Support and Improvement+	NA

+Determined using a self-assessment process. For more information, contact the Office of Accountability at [accountinfo@nysed.gov](mailto:accountinfo@nysed.gov).

## ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	3	3	—	1
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	—	—	—	—
Hispanic or Latino	—	—	—	—
Multiracial	—	—	—	—
White	2	2	—	—
English Language Learner	4	4	—	—
Students with Disabilities	—	—	—	—
Economically Disadvantaged	3	3	—	—

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	—	—	3+
	Math	—	—	
	Combined	—	—	
White	ELA	—	—	2+
	Math	—	—	
	Combined	—	—	
English Language Learner	ELA	—	—	4+
	Math	—	—	
	Combined	—	—	
Economically Disadvantaged	ELA	—	—	3+
	Math	—	—	
	Combined	—	—	

+Determined using a self-assessment process. For more information, contact the Office of Accountability at [accountinfo@nysed.gov](mailto:accountinfo@nysed.gov).

## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	—	—	3+
	Math	—	—	
	Combined	—	—	
White	ELA	—	—	2+
	Math	—	—	
	Combined	—	—	
English Language Learner	ELA	—	—	4+
	Math	—	—	
	Combined	—	—	
Economically Disadvantaged	ELA	—	—	3+
	Math	—	—	
	Combined	—	—	

+Determined using a self-assessment process. For more information, contact the Office of Accountability at [accountinfo@nysed.gov](mailto:accountinfo@nysed.gov).

## ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	5	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	0	—	—	—	—
Multiracial	0	—	—	—	—
White	3	—	—	—	—
English Language Learner	5	—	—	—	—
Students with Disabilities	1	—	—	—	—
Economically Disadvantaged	5	—	—	—	—



## ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	45	26	57.8%	1
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—
Black or African American	3	—	—	—
Hispanic or Latino	7	—	—	—
Multiracial	1	—	—	—
White	29	—	—	—
English Language Learner	15	—	—	—
Students with Disabilities	11	—	—	—
Economically Disadvantaged	28	—	—	—

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