

MENANDS SCHOOL - NEW YORK STATE REPORT CARD [2023 - 24]

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.

2024-25 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2023-24 DATA

For information about how 2024-25 accountability statuses and support models were determined, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2024-25 Accountability Statuses Based on 2023-24 Results.

LOCAL SUPPORT AND IMPROVEMENT

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2023-24)

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 (74.01 kilobytes)

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

- 2023-24 Title I School Improvement Grant 1003 (Basic)
- 2023-24 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2023-24 Title I School Improvement Grant 1003 High School Redesign (HSR) Continuation Grant
- 2023-24 Title I School Improvement Grant 1003 Targeted Support for Long-term Identified Schools Grant
- 2024 Title I School Improvement Grant 1003 (Planning)
- 2024 Title I School Improvement Grant 1003 Supplemental Support
- 2024 Title I School Improvement Grant 1003 Resource Allocation Review (RAR) Pilot
- 2020-24 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
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement	NA
Black or African American	Local Support and Improvement	NA
White	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
Asian or Native Hawaiian/Other Pacific Islander	4	4	—	4
Black or African American	2	2	—	2
White	4	4	—	4
English Language Learner	—	—	—	4
Students with Disabilities	4	4	—	3
Economically Disadvantaged	3	3	—	3

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	141	150	3
	Math	144	154.2	
	Combined	285	152.1	
Asian or Native Hawaiian/Other Pacific Islander	ELA	37	187.8	4
	Math	39	214.1	
	Combined	76	201.3	
Black or African American	ELA	62	108.9	2
	Math	62	113.7	
	Combined	124	111.3	
Hispanic or Latino	ELA	8	143.8	—
	Math	8	131.3	
	Combined	16	—	
Multiracial	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
White	ELA	31	185.5	4
	Math	32	167.2	
	Combined	63	176.2	
English Language Learner	ELA	6	66.7	—
	Math	9	166.7	
	Combined	15	—	
Students with Disabilities	ELA	20	102.5	4
	Math	20	95	
	Combined	40	98.8	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	68	120.6	3
	Math	68	127.9	
	Combined	136	124.3	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	141	150	4
	Math	144	154.2	
	Combined	285	152.1	
Asian or Native Hawaiian/Other Pacific Islander	ELA	38	182.9	4
	Math	39	214.1	
	Combined	77	198.7	
Black or African American	ELA	62	108.9	2
	Math	62	113.7	
	Combined	124	111.3	
Hispanic or Latino	ELA	10	115	—
	Math	10	105	
	Combined	20	—	
Multiracial	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
White	ELA	31	185.5	4
	Math	32	167.2	
	Combined	63	176.2	
English Language Learner	ELA	9	44.4	—
	Math	9	166.7	
	Combined	18	—	
Students with Disabilities	ELA	20	102.5	4
	Math	20	95	
	Combined	40	98.8	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	68	120.6	3
	Math	68	127.9	
	Combined	136	124.3	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	18	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	10	—	—	—	—
Black or African American	6	—	—	—	—
Hispanic or Latino	1	—	—	—	—
White	1	—	—	—	—
English Language Learner	18	—	—	—	—
Students with Disabilities	1	—	—	—	—
Economically Disadvantaged	9	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	246	37	15%	3
Asian or Native Hawaiian/Other Pacific Islander	74	4	5.4%	4
Black or African American	94	22	23.4%	2
Hispanic or Latino	13	—	—	—
Multiracial	6	—	—	—
White	59	7	11.9%	4
English Language Learner	55	4	7.3%	4
Students with Disabilities	39	9	23.1%	3
Economically Disadvantaged	111	31	27.9%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	162	94.4%
Asian or Native Hawaiian/Other Pacific Islander	X	47	91.5%
Black or African American	✓	67	98.5%
Hispanic or Latino	—	11	—
Multiracial	—	4	—
White	—	33	—
English Language Learner	—	12	—
Students with Disabilities	—	22	—
Economically Disadvantaged	✓	77	96.1%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	163	98.2%
Asian or Native Hawaiian/Other Pacific Islander	✓	48	100%
Black or African American	✓	67	98.5%
Hispanic or Latino	—	11	—
Multiracial	—	4	—
White	—	33	—
English Language Learner	—	14	—
Students with Disabilities	—	22	—
Economically Disadvantaged	✓	77	98.7%

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MENANDS SCHOOL - STUDENT AND EDUCATOR REPORT [2023 - 24]

The Student and Educator Report provides information to the public on students eligible for free or reduced-price lunch; student attendance and suspensions; instructional modality and school/district average class size, staff counts, and teacher attendance and turnover. Knowledge gained from this report can be used to improve instruction and services to students.

STUDENT DATA

FREE AND REDUCED-PRICE LUNCH (2023-24)

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
Number	Percent	Number	Percent
87	34%	12	5%

AVERAGE CLASS SIZE (2023-24)

Class Description	Average Class Size
Kindergarten	14
Grade 1	16
Grade 2	15
Language Arts (grade 3)	13
Language Arts (grade 4)	19
Language Arts (grade 5)	15
Language Arts (grade 6)	12
Language Arts (grade 7)	15
Language Arts (grade 8)	16
Mathematics (grade 3)	13
Mathematics (grade 4)	19
Mathematics (grade 5)	15
Mathematics (grade 6)	12
Mathematics (grade 7)	15
Mathematics (grade 8)	12
Science (grade 5)	15
Science (grade 8)	12
Algebra I	4
Earth Science	4

STUDENT ATTENDANCE RATE (2023-24)

95%

PRIMARY INSTRUCTIONAL MODALITY (2023-24)

Remote	In-person	Both
0%	100%	0%

STUDENT SUSPENSION RATE (2023-24)

4%

EDUCATOR DATA

STAFF COUNTS (2023-24)

School Counselors	Teachers	Social Workers	Principals
1	30	2	2

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