NJ SCHOOL PERFORMANCE REPORT

DR. WILLIAM MENNIES ELEMENTARY SCHOOL
(11-5390-260)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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† This indicates a table specific note,see note below table

How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

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School Contact Info

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	CUMBERLAND
District	VINELAND CITY
Principal Name	MRS. ARENA
Address	361 EAST GRANT AVENUE VINELAND, NJ 08360-7107
Phone Number	(856)794-6957
Email Address	LARENA@VINELAND.ORG
Website	http://www.vineland.org/william-h-mennies/
Facebook	https://www.facebook.com/MenniesSchool
Twitter	https://www.twitter.com/MenniesSchool

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
KG	119	107	104
1	112	104	103
2	109	97	103
3	103	101	101
4	91	87	96
5	88	82	95
Total	622	578	602

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	51.3%	50.5%	52.7%
Male	48.7%	49.5%	47.3%
Economically Disadvantaged Students	74.6%	71.5%	70.8%
Students with Disabilities	12.7%	13.0%	12.6%
English Learners	6.6%	1.2%	1.5%
Homeless Students		1.9%	1.0%
Students in Foster Care		2.6%	2.7%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	29.4%	30.3%	29.2%
Hispanic	50.3%	49.1%	51.2%
Black or African American	15.6%	15.9%	14.8%
Asian	1.8%	1.4%	1.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.2%
Two or More Races	2.7%	3.1%	3.2%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	119	107	104

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	90.4%
Spanish	8.5%
Other Languages	1.2%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	47	35	50	Met Standard	41	46	50	Met Standard
White	55	39.5	50	Met Standard	41	48	51	Met Standard
Hispanic	42	34	49	Met Standard	41	47	48	Met Standard
Black or African American	42.5	30	44	Met Standard	47	42	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	60	61	**	*	68	61	**
American Indian or Alaska Native	*	53	52	**	*	*	53	**
Two or More Races	*	32	49	**	*	40.5	51	**
Economically Disadvantaged	43	34	48	Met Standard	40	46	47	Met Standard
Students with Disabilities	40	29	41	Met Standard	37	40	43	Not Met
English Learners	50	39.5	54	**	32	44.5	51	**

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A student's SGP falls between 1 and 99 and can be grouped into three level **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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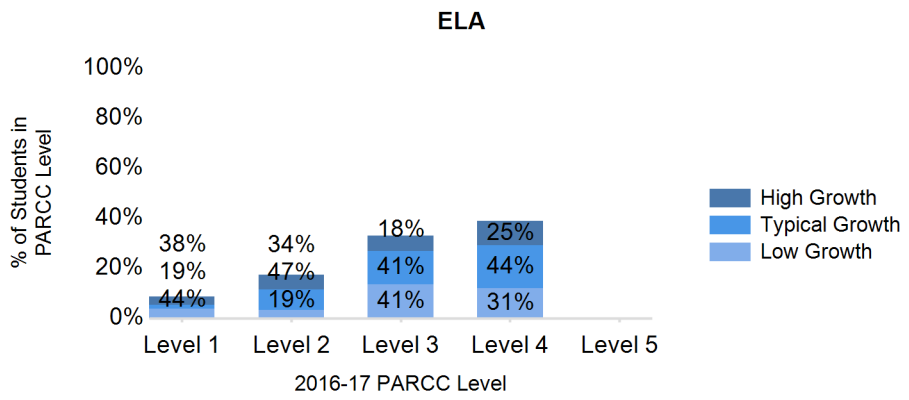
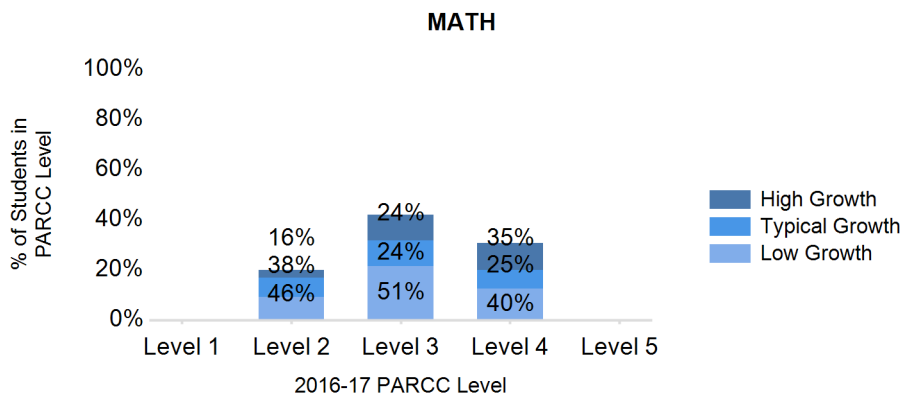
Student Growth by Performance Level

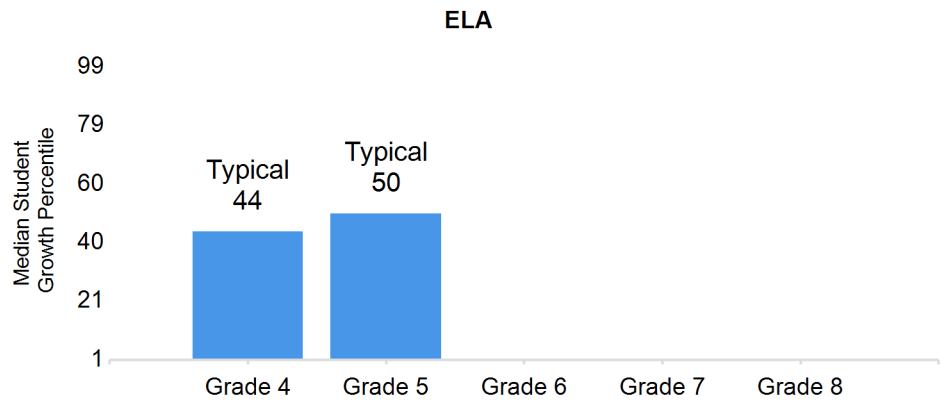
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

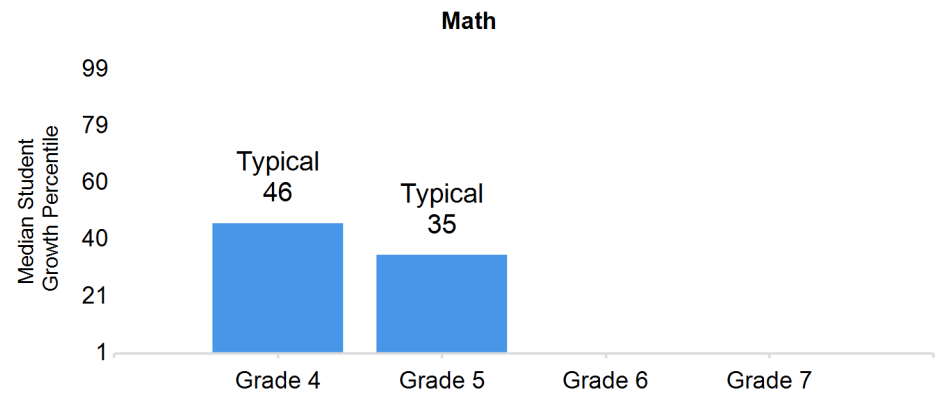




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	286	99.3	50.4	32.2	56.7	50.4	37.3	Met Target
White	93	99.0	57.0	46.7	65.6	57.0	44.6	Met Target
Hispanic	130	99.3	46.9	26.7	42.5	46.9	35.4	Met Target
Black or African American	49	100.0	47.0	26.5	37.3	47.0	32.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	64.9	82.3	*	**	**
American Indian or Alaska Native	*	*	*	43.8	52.7	*	**	**
Two or More Races	*	*	*	33.4	63.4	*	**	**
Female	147	98.7	55.1	38.5	64.5	55.1		
Male	139	100.0	45.3	26.2	49.4	45.3		
Economically Disadvantaged Students	199	99.5	44.7	26.0	38.5	44.7	31.8	Met Target
Non-Economically Disadvantaged Students	87	98.9	63.2	45.8	67.5	63.2		
Students with Disabilities	48	96.2	18.8	11.8	21.6	18.8	20.2	Met Target†
Students without Disabilities	238	100.0	56.7	38.5	63.9	56.7		
English Learners	15	100.0	33.3	10.4	27.3	33.3	**	**
Non-English Learners	271	99.3	51.2	34.9	59.4	51.2		
Homeless Students	*	*	*	15.9	27.7	*		
Students In Foster Care	*	*	*	11.6	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	*	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	101	751	735	750	10%	15%	20%	*	*	55%	52%
White	31	753	748	759	*	*	*	*	*	61%	61%
Hispanic	49	754	728	736	*	24%	*	*	*	53%	38%
Black or African American	16	733	736	733	*	0%	*	*	*	44%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	*	*	731	758	*	*	*	*	*	*	58%
Female	54	755	741	756	*	*	19%	*	*	59%	57%
Male	47	747	729	744	*	*	21%	*	*	51%	46%
Economically Disadvantaged Students	70	746	*	733	*	*	*	*	*	49%	34%
Non-Economically Disadvantaged Students	31	763	*	762	*	*	*	*	*	71%	64%
Students with Disabilities	16	719	706	719	*	*	*	*	*	19%	24%
Students without Disabilities	85	757	743	756	*	*	*	*	*	62%	57%
English Learners	*	*	699	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	741	753	*	*	*	*	*	*	55%
Homeless Students	*	*	706	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	*	741	N	N	N	N	N	N	48%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	753	740	756	*	*	34%	43%	10%	54%	58%
White	34	764	751	764	*	*	29%	*	*	65%	68%
Hispanic	41	745	735	744	*	*	37%	46%	0%	46%	44%
Black or African American	17	746	738	739	*	*	*	*	*	47%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	43	758	744	762	*	*	37%	*	*	58%	63%
Male	54	748	737	751	*	*	31%	*	*	50%	53%
Economically Disadvantaged Students	68	749	736	740	*	*	*	*	*	50%	40%
Non-Economically Disadvantaged Students	29	760	753	767	*	*	*	*	*	62%	70%
Students with Disabilities	19	733	717	726	*	*	*	*	*	26%	25%
Students without Disabilities	78	757	746	762	*	*	*	*	*	60%	64%
English Learners	*	*	711	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	744	759	*	*	*	*	*	*	61%
Homeless Students	N	N	*	729	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	*	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	746	745	755	*	11%	38%	*	*	44%	58%
White	29	748	759	763	*	*	41%	45%	0%	45%	68%
Hispanic	43	747	741	743	*	*	42%	*	*	44%	43%
Black or African American	19	746	739	738	*	*	*	53%	0%	53%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	53	751	752	762	*	*	36%	*	*	51%	66%
Male	42	739	739	749	*	*	40%	*	*	36%	51%
Economically Disadvantaged Students	66	744	741	739	*	*	*	*	*	41%	39%
Non-Economically Disadvantaged Students	29	750	756	766	*	*	*	*	*	52%	71%
Students with Disabilities	13	715	*	724	*	*	*	*	*	*	22%
Students without Disabilities	82	751	*	762	*	*	*	*	*	*	65%
English Learners	N	N	694	712	N	N	N	N	N	N	11%
Non-English Learners	95	746	748	757	*	11%	38%	*	*	44%	60%
Homeless Students	*	*	736	731	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	*	732	N	N	N	N	N	N	33%

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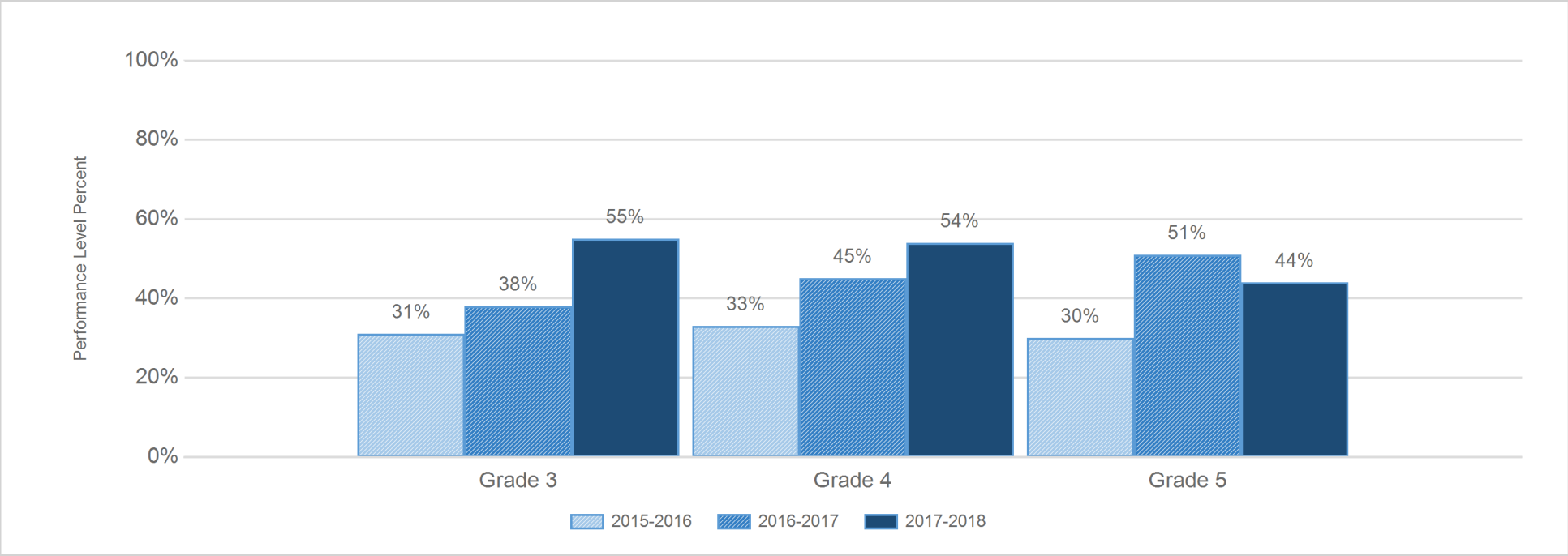
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	286	99.3	31.5	25.9	45.0	31.5	32.9	Met Target†
White	93	99.0	35.5	39.9	54.1	35.5	38.4	Met Target†
Hispanic	130	99.3	33.9	*	29.2	33.9	32.8	Met Target
Black or African American	49	100.0	20.4	17.5	23.4	20.4	23	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	61.7	77.0	*	**	**
American Indian or Alaska Native	*	*	*	43.8	42.5	*	**	**
Two or More Races	*	*	*	23.2	53.0	*	**	**
Female	147	98.7	34.7	27.5	46.0	34.7		
Male	139	100.0	28.1	24.4	43.9	28.1		
Economically Disadvantaged Students	199	99.5	31.6	*	26.6	31.6	27.7	Met Target
Non-Economically Disadvantaged Students	87	98.9	31.0	*	55.9	31.0		
Students with Disabilities	48	96.2	18.8	10.9	17.1	18.8	22.6	Met Target†
Students without Disabilities	238	100.0	34.0	30.4	50.5	34.0		
English Learners	15	100.0	26.7	*	24.6	26.7	**	**
Non-English Learners	271	99.3	31.8	*	46.9	31.8		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	101	740	739	752	*	33%	23%	*	*	38%	53%
White	31	737	749	760	*	39%	*	*	*	32%	64%
Hispanic	49	744	735	739	*	27%	*	*	*	47%	38%
Black or African American	16	728	734	734	*	*	*	*	*	19%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	54	744	741	752	*	30%	24%	*	*	43%	53%
Male	47	734	737	751	*	36%	21%	*	*	32%	53%
Economically Disadvantaged Students	70	740	*	736	*	*	16%	*	*	41%	35%
Non-Economically Disadvantaged Students	31	740	*	762	*	*	39%	*	*	29%	66%
Students with Disabilities	16	720	717	730	*	*	*	*	*	25%	29%
Students without Disabilities	85	743	744	756	*	*	*	*	*	40%	57%
English Learners	*	*	723	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	742	754	*	*	*	*	*	*	56%
Homeless Students	*	*	713	723	*	*	*	*	*	*	20%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	*	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

DR. WILLIAM MENNIES ELEMENTARY SCHOOL
(11-5390-260)
Grades Offered: KG-05
2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	740	734	748	*	22%	41%	*	*	32%	49%
White	34	750	744	755	*	*	41%	*	*	47%	60%
Hispanic	41	736	730	737	*	32%	37%	*	*	27%	34%
Black or African American	17	730	727	730	*	*	*	*	*	18%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	748	*	*	*	*	*	*	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	43	741	733	748	*	*	30%	*	*	35%	50%
Male	54	740	734	748	*	*	50%	*	*	30%	49%
Economically Disadvantaged Students	68	738	730	733	*	*	38%	*	*	31%	30%
Non-Economically Disadvantaged Students	29	746	743	758	*	*	48%	*	*	34%	62%
Students with Disabilities	19	723	716	725	*	*	*	*	*	16%	22%
Students without Disabilities	78	745	738	753	*	*	*	*	*	36%	55%
English Learners	*	*	715	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	736	750	*	*	*	*	*	*	52%
Homeless Students	N	N	713	722	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	*	731	N	N	N	N	N	N	32%

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	734	736	748	*	28%	39%	*	*	26%	49%
White	29	735	747	756	0%	*	48%	*	*	24%	60%
Hispanic	43	736	732	736	*	35%	33%	*	*	30%	32%
Black or African American	19	733	732	730	*	*	*	*	*	26%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	53	733	738	749	*	30%	38%	*	*	26%	50%
Male	42	735	734	747	*	26%	40%	*	*	26%	48%
Economically Disadvantaged Students	66	733	732	733	*	*	38%	*	*	26%	29%
Non-Economically Disadvantaged Students	29	735	747	758	*	*	41%	*	*	28%	62%
Students with Disabilities	13	724	*	726	*	*	*	*	*	15%	20%
Students without Disabilities	82	735	*	752	*	*	*	*	*	28%	55%
English Learners	N	N	705	718	N	N	N	N	N	N	13%
Non-English Learners	95	734	738	750	*	28%	39%	*	*	26%	51%
Homeless Students	*	*	714	722	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	*	728	N	N	N	N	N	N	29%

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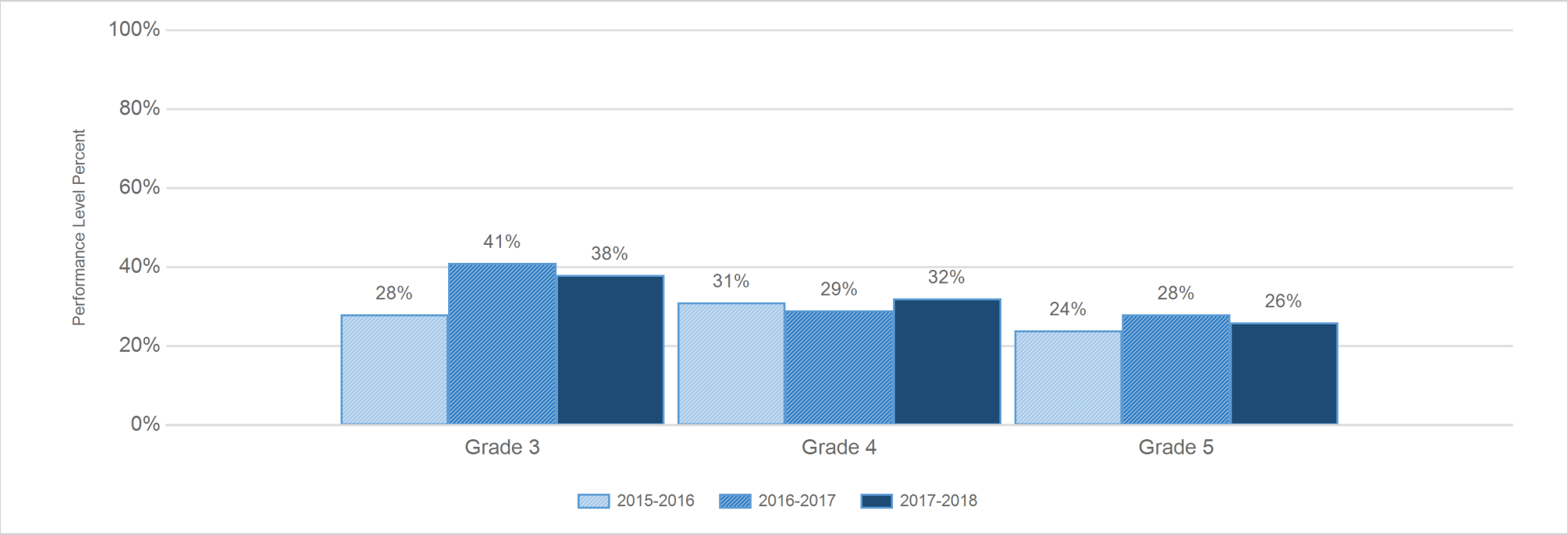
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	*	*	*
5 or more	*	*	*

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

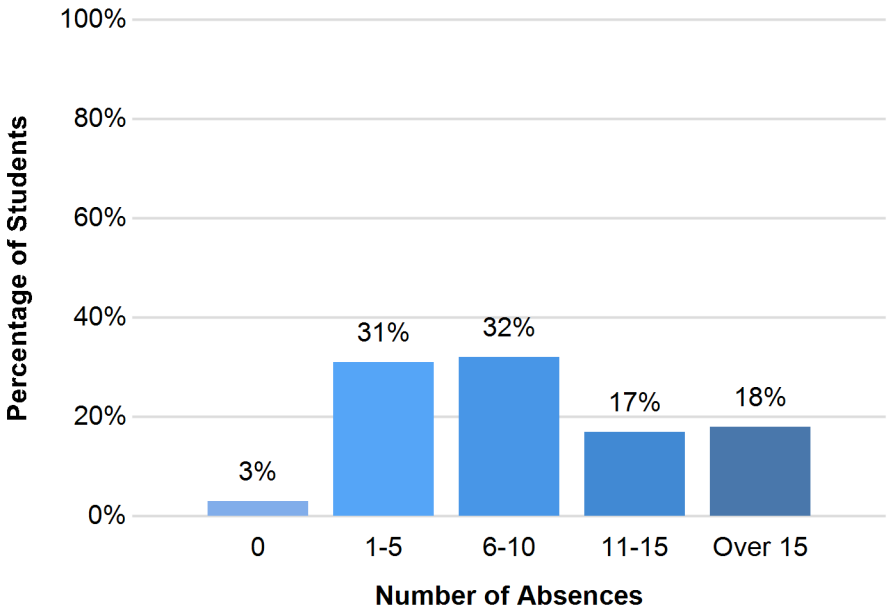
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	80	13.3	8.9	Not Met
White	19	10.9	8.9	Not Met
Hispanic	48	15.6	8.9	Not Met
Black or African American	11	12.4	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	2	10.5	**	**
Economically Disadvantaged Students	63	14.8	8.9	Not Met
Students with Disabilities	10	13.3	8.9	Not Met
English Learners	*	*	**	**

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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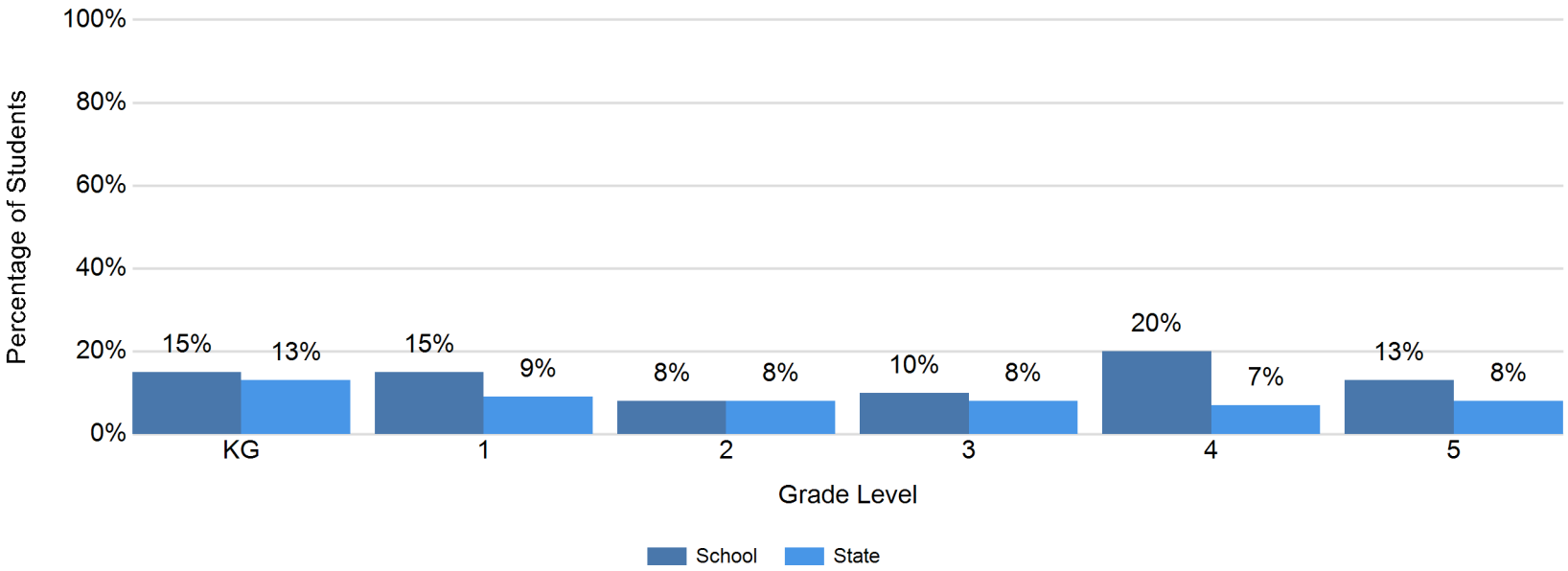
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	16
Weapons	0
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	24
Incidents Per 100 Students Enrolled	3.99

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	1
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	2	3
Religion	0	1	1
Ancestry	0	2	2
Gender	0	1	1
Sexual Orientation	1	2	3
Disability	0	0	0
Other	0	1	1
No Identified Nature	1		1

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	30	5.0%
Any Suspension	30	5.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
48

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	9:20 AM
Typical End Time	3:40 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 15 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$828	$15,026	$15,854

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	45	117,464
Average years experience in public schools	14.5	12.0
Average years experience in district	14.5	10.7
Teachers in district for 4 or more years	97.8%	75.5%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	45	9,374
Average years experience in public schools	16.6	16.0
Average years experience in district	16.6	12.0
Administrators in district for 4 or more years	95.6%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	14:1
Students to Administrators	301:1	234:1
Teachers to Administrators	23:1	17:1
Students to Librarians/Media Specialists		1053:1
Students to Nurses		620:1
Students to Counselors		340:1
Students to Child Study Team		245:1

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Teachers: All classroom teachers
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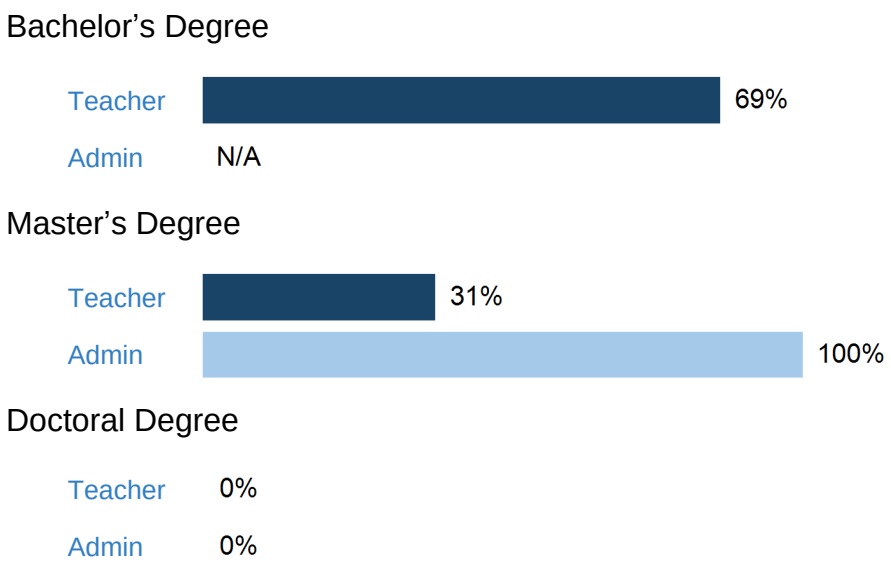
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	94.6%	90.2%
2016-17 Administrators: Same district 2017-18	95.7%	86.2%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2017-18	89.2%

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Teachers: All classroom teachers
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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	86.7%	100.0%
Male	13.3%	0.0%
White	95.6%	100.0%
Hispanic	4.4%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

NJ SCHOOL PERFORMANCE REPORT

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(11-5390-260)
Grades Offered: KG-05
2017-2018

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	38.33	17.5%
Mathematics Proficiency	23.05	17.5%
English Language Arts Growth	37.14	25.0%
Mathematics Growth	21.25	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	19.60	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	28.28	n/a
Summative Rating: Percentile Rank of Summative Score	16.71	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target†	Met Standard	Met Standard	**	Not Met	No
White	29.35	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	33.92	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	53.03	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	41.10	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	43.52	14.08	No	Met Target†	Met Target†	Met Standard	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Highlights:	• Celebrating 79 years of excellence, Dr. William Mennies School strives to provide a rich academic and social-emotional curriculum to ensure our students are challenged. • Our students aim to "Be the Reason Someone Smiles Today!" • Visitors to Mennies School will meet Cole, our deaf therapy dog, in the hallways.
Mission, Vision, Theme:	Dr. William Mennies School, in partnership with our families and the community, will provide a positive and successful education for our students. We will encourage our students to achieve their personal best, offer opportunities to become respectful, responsible, and caring students, and embrace lifelong learning in a safe and caring environment. At Mennies School, we believe: All children can learn. All children benefit from developmentally appropriate practices and strategies. All children deserve a high quality education that meets and supports individual needs. Character traits, such as respect, responsibility, and caring, deserve the same attention as academic skills. Children learn best in a safe, caring environment that values collaboration, diversity, and respect.
Awards, Recognition, Accomplishments:	Continued student growth on PARCC; Promising Practices Award from Character Education Partnership; Mennies' Spanish Teacher, Caleb Howard, Named Foreign Language Educators State and Regional Teacher of the Year in 2017-2018

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Courses, Curriculum, Instruction:	The Vineland Public Schools has aligned curriculum to meet New Jersey Student Learning Standards. Through a rigorous District Development and Renewal Process, all subject areas meet the high standards to ensure academic and personal success of all students.
Clubs and Activities:	The Fine Arts Club is available for students in grades 4 and 5. Practicing weekly throughout the school year, Fine Arts Club members present A Tribute to Veterans in addition to a spring musical. Several other clubs are offered to students in kindergarten through fifth grade, including Cooking Breakfast Club, Fancy Nancy Book Club, Board Game Club, STEM Club, Robotics Club, and Mennies Manners Club. Selected students in the upper elementary grades also participate in the School Climate Council.

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Before and After School Programs:	The local YMCA provides a before and after care program, which is fee-based.
Staff and Professional Learning:	Professional learning opportunities are embedded in teachers' daily practice. Common teacher preparation times allow for daily collaborative planning in grade levels. In addition, teachers meet in weekly Professional Learning Communities to monitor student instruction and analyze student data. Teachers also document progress toward meeting common learning targets and goals in these meetings. Throughout the school year, teachers may attend professional development sessions focused on best practices in the subject areas along with STEM teaching strategies.

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Student Supports and Services:	Many programs are in place to assist students on a daily basis, such as (2) Guidance Counselors, (1) Social Worker, Crisis Team, Child Study Team, Speech Therapy, Occupational and Physical Therapy. A dedicated team of Basic Skills teachers provides supplemental instruction daily to those children in need of intensive academic intervention. (1) English as a Second Language Teacher and (4) Special Education Teachers work to provide individualized instruction.
Student Health and Wellness:	Dr. Mennies School believes that social-emotional health is just as important as academic skills. Students learn about the Growth Mindset along with mindfulness strategies to improve personal success. Our school nurse is available daily to assist students in need, as our Guidance Team works with students in small groups and individually. Family events are centered around student health and wellness.
Parent and Community Involvement:	The Dr. Mennies Parent Teacher Organization meets monthly. A core group of parents and teachers effectively fund raise to provide field trips and family events for our students. Our Fine Arts Club has secured a community-based partnership with Century Bank, while the local Kohl's store often sends volunteers to school events and family nights.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Each year, Dr. Mennies School anonymously surveys students, parents, and staff regarding their feelings on climate, culture, and safety. Over 98% of students, parents, and staff feel that Dr. Mennies School is a positive, safe, and secure learning environment.
Facilities:	The original Dr. Mennies School, built in 1899, was named after Dr. William Mennies, a prominent dentist, longtime Board of Education member and president, and distinguished civic leader. After a devastating fire in December 1976, plans were made for the new Dr. William Mennies School to be built at 361 E. Grant Avenue in Vineland. The "new" Dr. Mennies School opened in 1979. It was designed with 26 open-classrooms, housed in five quads and three twins as was popular as the time. This innovative design allowed students to flow freely from one classroom to another for leveled instruction. In 1996, solid partitions and walls of storage space were added to enclose the open-space to minimize distractions from learning. Presently, Dr. Mennies houses 30 classrooms in addition to supplemental teaching areas, a large all-purpose room, media center, art room, and music room.
School Safety:	School safety is a high priority at Dr. Mennies School. All staff members are trained in crisis response techniques. Our security guard is familiar with all of our students and families.

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Technology and STEM:	1:1 Ratio of Chromebooks; Smartboard 6000 series in most classrooms; Apple iPads and TVs available throughout the building Robotics provided to improve coding skills

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Other Information:	Our core character traits are Respect, Responsibility, and Caring. These traits are embedded in daily lessons, in addition to our Code of Conduct. Students take the Mennies School Pledge each morning as a promise to uphold these traits in their daily lives.