NJ SCHOOL PERFORMANCE REPORT

WALNUT RIDGE PRIMARY SCHOOL
(37-5360-050)
Grades Offered: PK-PK
2017-2018

Report Key:
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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	SUSSEX
District	VERNON TWP
Principal Name	MR. PICCIRILLO
Address	625 ROUTE 517 VERNON, NJ 07462-0190
Phone Number	(973)764-2801
Email Address	JPICCIRILLO@VTSD.COM
Website	http://www.vtsd.com
Facebook	https://www.facebook.com/VernonTwpSD
Twitter	https://www.twitter.com/VernonTwpSD

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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
PK	56	89	108
Total	442	515	109

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	44.6%	46.1%	37.6%
Male	55.4%	53.9%	62.4%
Economically Disadvantaged Students	18.6%	15.3%	9.2%
Students with Disabilities	20.8%	24.2%	55.0%
English Learners	0.5%	1.0%	0.0%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.4%	0.0%
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	83.7%	85.9%	78.9%
Hispanic	7.7%	8.1%	12.8%
Black or African American	1.4%	0.8%	0.0%
Asian	2.5%	1.9%	2.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	4.8%	3.3%	5.5%

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
PK - Half Day	44	73	88
PK - Full Day	12	16	20

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	98.2%
Other Languages	1.8%

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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.

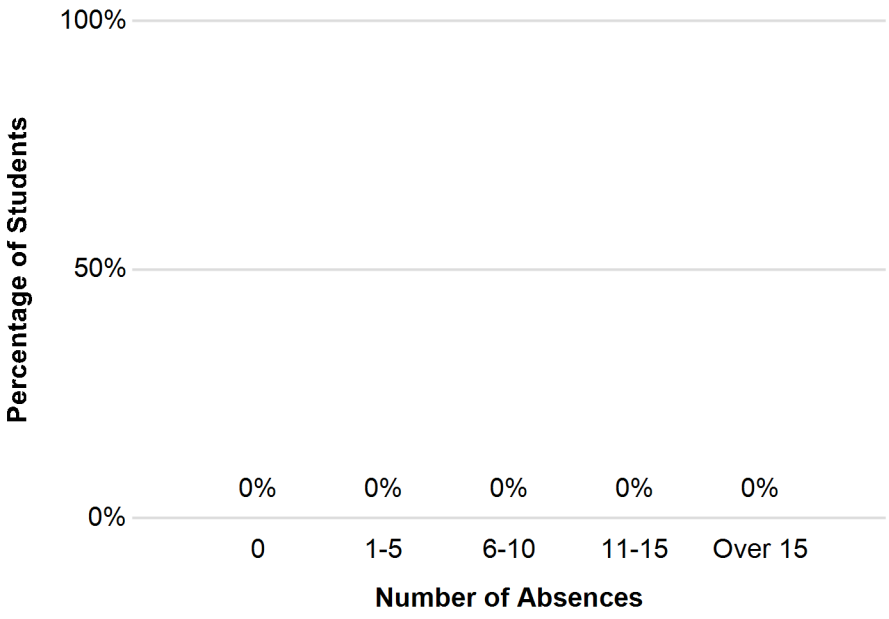
Chronic Absenteeism

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	N	N	0	0
White	N	N	0	0
Hispanic	N	N	0	0
Black or African American	N	N	0	0
Asian, Native Hawaiian, or Pacific Islander	N	N	0	0
American Indian or Alaska Native	N	N	0	0
Two or More Races	N	N	0	0
Economically Disadvantaged Students	N	N	0	0
Students with Disabilities	N	N	0	0
English Learners	N	N	0	0

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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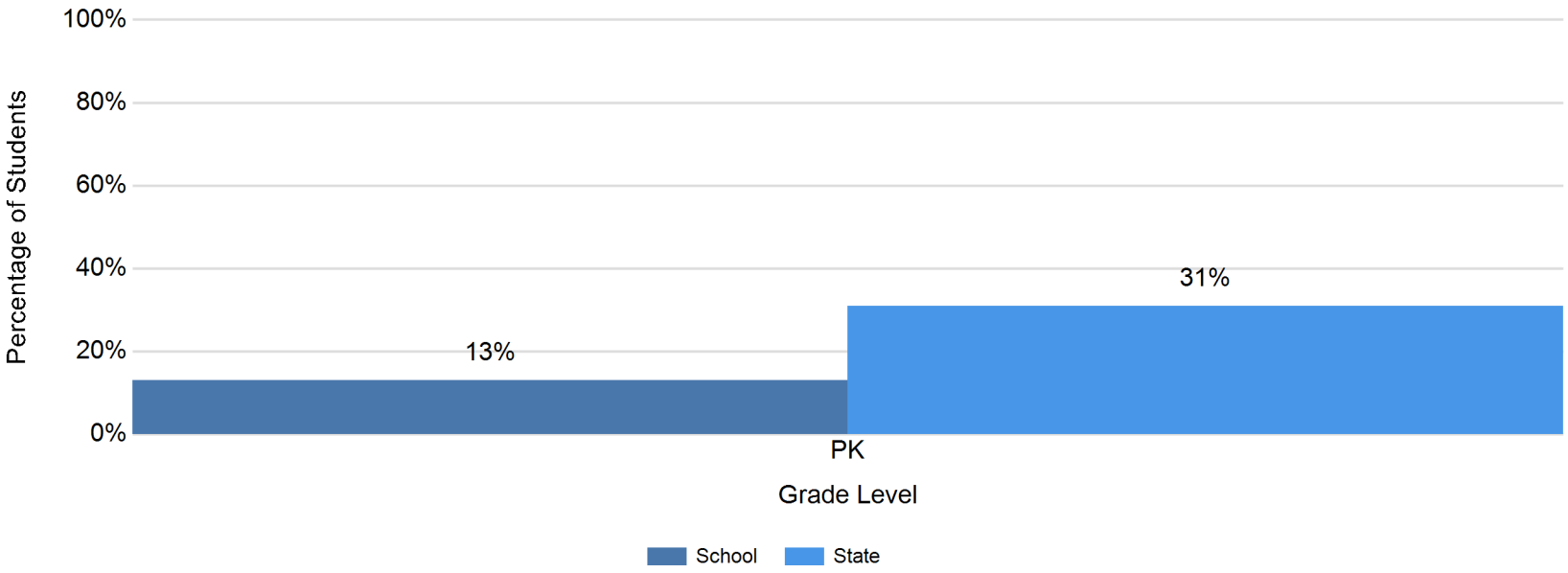
Chronic Absenteeism by Grade

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
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	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	0		0

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	0	0.0%
Any Suspension	0	0.0%
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
0

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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	9:00 AM
Typical End Time	3:40 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 45 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	N

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)	$381	$18,000	$18,381

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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	7	117,464
Average years experience in public schools	10.3	12.0
Average years experience in district	10.3	10.7
Teachers in district for 4 or more years	85.7%	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	22	9,374
Average years experience in public schools	20.1	16.0
Average years experience in district	14.1	12.0
Administrators in district for 4 or more years	77.3%	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	16:1	11:1
Students to Administrators	109:1	140:1
Teachers to Administrators	7:1	13:1
Students to Librarians/Media Specialists		3086:1
Students to Nurses		441:1
Students to Counselors		257:1
Students to Child Study Team		193:1

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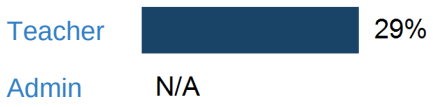
Teachers and Administrators - Level of Education

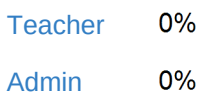
This chart shows the highest level of education attained by the teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree

Doctoral Degree



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	92.4%	90.2%
2016-17 Administrators: Same district 2017-18	95.2%	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	97.8%

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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	85.7%	0.0%
Male	14.3%	100.0%
White	100.0%	100.0%
Hispanic	0.0%	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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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:	• Research-based, state approved, high-quality Preschool curriculum: Tools of the Mind • Dual Certified teachers in Preschool and Special Education • Parent engagement is a priority at The Walnut Ridge School; multiple community events and activities
Mission, Vision, Theme:	Our mission is to provide a fun, engaging, and high-quality early childhood education, while fostering a nurturing and caring community of children, parents, and highly skilled staff. Through a play-based program that is focused on the whole child, we seek to serve each and every child as an individual, and to empower each child to grow and develop at his or her own rate. Through the cooperative partnership of parents and staff, we aim to provide a model of community that prioritizes kindness and friendship and will sustain and enrich our children throughout their lives.
Awards, Recognition, Accomplishments:	Walnut Ridge participates in the NJ DOE Governor's Teacher of the Year Program. This year our recipients are Ms. Dana Cook (teacher) and Ms. Jen Gallant (nurse) as our Educational Services Professional of the Year. We are very proud to partner with many local organizations to bring fun and exciting events and programs to our school including The Newton Home Depot, The Highland Lakes Fire Department, Newton-Sparta Pediatric Dentistry, Zufall Health Center, The Farm at Glenwood Mountain, Price Chopper of Warwick, NY, and The National Winter Activity Center - to name a few.

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Courses, Curriculum, Instruction:	Tools of the Mind is based, in part, on Vygotsky's Zone of Proximal Development (ZPD) which refers to the conceptual difference between what a child can do independently and what they can do with the aid of a teacher or skilled peer. Our students are consistently placed in situations where they are motivated and challenged to strive for learning that is just within the limits of their efforted reach. Tools teachers are focused on helping children become intentional and reflective learners, creating a classroom in which instruction reflects children's learning capacity, rather than age-level expectation. Through play planning, students are able to make mindful decisions regarding how they will play in their class, therefore showcasing their developing executive function, self-regulation skills, and core academic skills. Because play plans are individualized, students are able to work at their own pace and scaffold skills that lead to writing, reading, and content literacy

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Before and After School Programs:	The Vernon Police Athletic League (PAL) offers a before and after care program that is coordinated with each school. The PAL is very involved with the Vernon School District providing sports and other recreational activities for our students.
Staff and Professional Learning:	Teachers at The Walnut Ridge School keep current through professional development provided in and out of the school and by taking graduate level courses, teacher-led in-service courses, peer coaching, and webinars. Our teachers meet the NJ Department of Education standards for “Highly Qualified” and many have earned advanced degrees in the field of education.

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Student Supports and Services:	Walnut Ridge offers a full range of special education services within our Preschool Disabled Program. Among these are OT, PT, and Speech services. Our classes use varying levels of supports to match the needs of students so that they can thrive within a least restrictive environment. We offer Discrete Trial Instruction when appropriate and also use a State approved curriculum for Preschool - Tools of the Mind.
Student Health and Wellness:	The Walnut Ridge School strives to foster healthy lifestyle choices for our youngest learners. Optimal physical, emotional, social and environmental wellness are cultivated through both structured and unstructured learning opportunities based on these wellness principles. Emphasis is placed on subjects such as healthy nutrition choices, physical activity, respect and caring of self and others and environmental stewardship for our world.
Parent and Community Involvement:	The Walnut Ridge School is proud to have a very active parent group - The Walnut Ridge Assembly of Parents (WRAP). WRAP's involvement helps support the mission of Walnut Ridge and are dedicated to making the school great for their children. Parents and community members support students through academic and social enrichment activities. Parent and community involvement is a vital aspect of the successful Preschool experience and continues to be a priority of WR. We make an effort to present major community/parent events in our school at least once a month as a way to encourage parent and community participation.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Parents, Administrators, Teachers Our school climate survey was created by our school district with the Board of Education and was distributed to all schools, The Walnut Ridge School included.
Facilities:	As the first building in our district, built in 1957, all areas have been updated to accommodate 21st C. learning. All classrooms have air conditioning. Our gym floor has been redesigned, and our school now proudly has a computer room complete with bee bots and a green screen.

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Early Childhood Education:	In the Vernon schools we offer a half day Preschool program for 3 and 4 year olds. Our program is made up of over 100 students, about half of whom enter our school from Early Intervention services due to their disability. These students attend WR tuition free. Their general education peers attend half day Preschool at a rate of $300 per month, or $3,000 for the year. Our school follows the Tools of the Mind NJDOE approved curriculum and has been been recognized as an exemplary model of early childhood education.

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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.

Other Information:	At WR we believe in the importance of research-based early childhood models that empower students through innovative, play-based curricula that ultimately equip students with the cognitive, social-emotional, self-regulatory, and foundational academic skills to become ready-learners prepared for Kindergarten and the world around them. For these reasons we have fully embraced the Tools of the Mind curriculum. “Tools” is authentically built for the inclusion of students with disabilities, and is centered around rich, yet developmentally-appropriate, content, as well as optimizing child engagement and socialization. Tools of the Mind is based on the Vygotskian theories and neuroscientific research in education that sought to identify the best approach to learning. His research led, in part, to an understanding of the Zone of Proximal Development (ZPD). ZPD refers to the conceptual difference between what a child can do independently and what they can do with the aid of a teacher or skilled peer. Thus, our students are consistently placed in situations where they are motivated and challenged to strive for learning that is just within the limits of their efforted reach. Tools teachers are focused on helping children become intentional and reflective learners, creating a classroom in which instruction in literacy, mathematics, and science reflect children’s learning capacity, rather than age-level expectation. This approach manifests itself through “play planning”. Through play planning, students are able to make mindful decisions regarding how they will play in their class, therefore showcasing their developing executive function, self-regulation skills, and core academic skills. Because play plans are individualized, students are able to work at their own pace and at a level of rigor commensurate with their individual development and ZPD. Over the course of the school year, our students develop and scaffold skills that lead to writing, reading, and content literacy.