NJ SCHOOL PERFORMANCE REPORT

WALNUT STREET ELEMENTARY SCHOOL
(29-5190-107)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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	OCEAN
District	TOMS RIVER REGIONAL
Principal Name	MR. FASTNACHT
Address	60 WALNUT STREET TOMS RIVER, NJ 08753
Phone Number	(732)505-5900
Email Address	RFASTNACHT@TRSCHOOLS.COM
Website	http://www.trschools.com/walnutst/
Twitter	https://twitter.com/TRWSWildcats

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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	126	108	138
1	117	125	109
2	135	112	128
3	149	149	112
4	136	163	151
5	119	141	159
Total	782	798	797

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	46.3%	44.6%	44.4%
Male	53.7%	55.4%	55.6%
Economically Disadvantaged Students	51.8%	49.6%	48.6%
Students with Disabilities	16.0%	18.2%	16.8%
English Learners	8.4%	6.1%	8.3%
Homeless Students		1.3%	1.5%
Students in Foster Care		0.6%	0.9%
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	45.3%	43.1%	40.4%
Hispanic	37.5%	38.6%	40.4%
Black or African American	8.3%	8.9%	8.5%
Asian	5.1%	5.0%	5.9%
Native Hawaiian or Pacific Islander	0.4%	0.3%	0.3%
American Indian or Alaska Native	0.1%	0.1%	0.0%
Two or More Races	3.3%	4.0%	4.5%

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
KG - Half Day	0	0	0
KG - Full Day	126	108	138

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	69.0%
Spanish	25.5%
Other Languages	5.5%

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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	57	47	50	Met Standard	48	41	50	Met Standard
White	57	48	50	Met Standard	48	40	51	Met Standard
Hispanic	59	48	49	Met Standard	49	42	48	Met Standard
Black or African American	42	39	44	**	19	34	44	**
Asian, Native Hawaiian, or Pacific Islander	61	52	61	**	59.5	50	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	53.5	42	49	**	55	42	51	**
Economically Disadvantaged	52	44	48	Met Standard	39.5	37	47	Not Met
Students with Disabilities	66	40.5	41	Exceeds Standard	43	39.5	43	Met Standard
English Learners	66	62	54	Exceeds Standard	45.5	45	51	Met Standard

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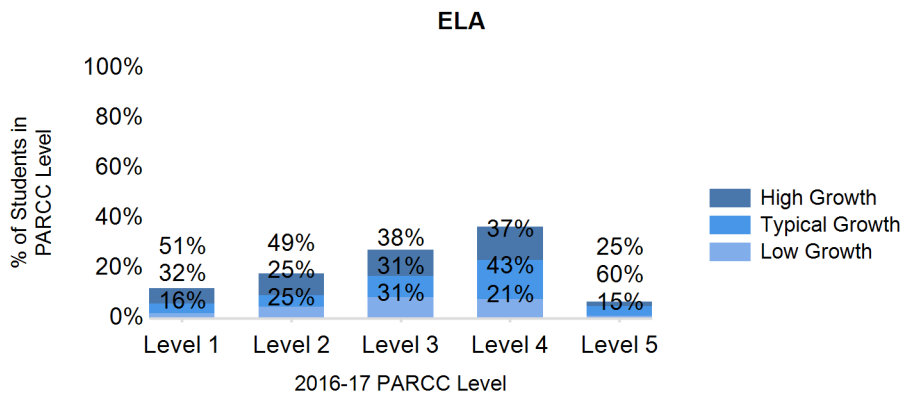
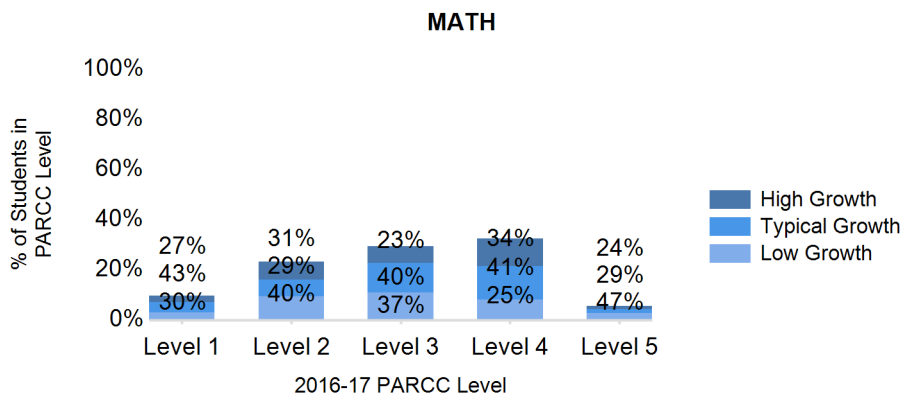
Student Growth by Performance Level

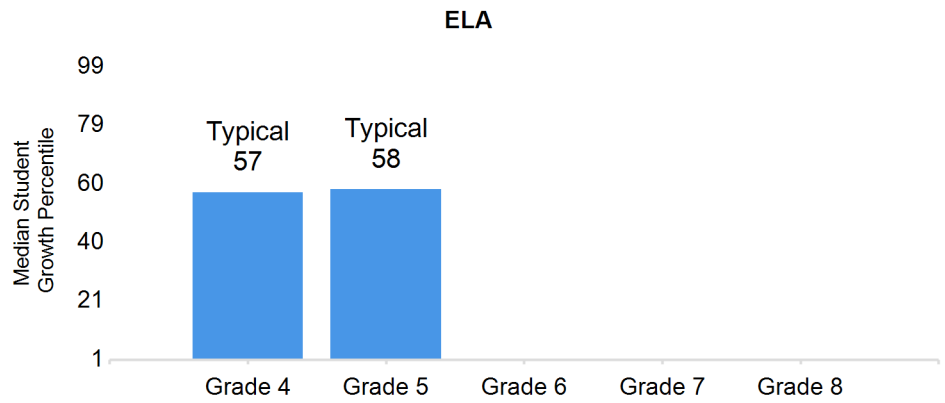
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

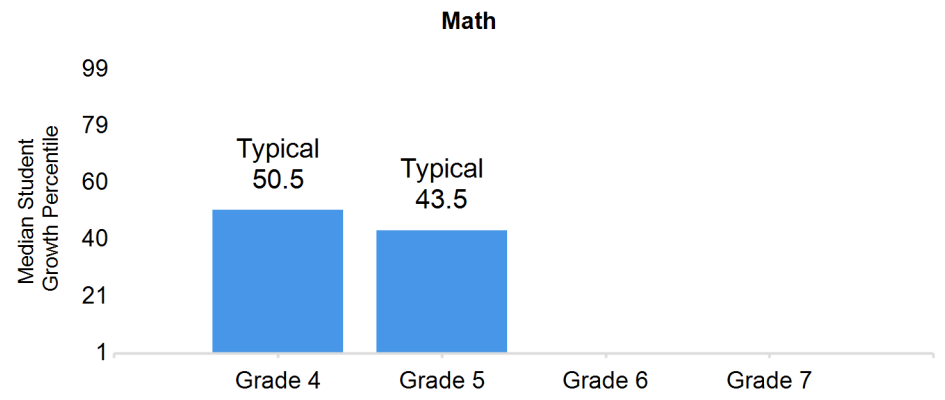




Student Growth by Grade

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	421	98.6	52.0	55.9	56.7	52.0	44.2	Met Target
White	192	98.0	59.9	59.3	65.6	59.9	54.2	Met Target
Hispanic	162	99.4	41.4	42.8	42.5	41.4	30.5	Met Target
Black or African American	27	96.6	33.3	37.5	37.3	33.3	32	Met Target
Asian, Native Hawaiian, or Pacific Islander	23	100.0	78.3	76.2	82.3	78.3	71.8	Met Target
American Indian or Alaska Native	N	N	N	63.6	52.7	N	**	**
Two or More Races	17	100.0	58.8	49.1	63.4	58.8	**	**
Female	210	98.6	60.0	65.0	64.5	60.0		
Male	211	98.7	44.1	47.1	49.4	44.1		
Economically Disadvantaged Students	185	99.0	35.7	38.7	38.5	35.7	30.1	Met Target
Non-Economically Disadvantaged Students	236	98.4	64.9	61.8	67.5	64.9		
Students with Disabilities	70	97.3	20.0	19.3	21.6	20.0	24.1	Met Target†
Students without Disabilities	351	98.9	58.4	63.0	63.9	58.4		
English Learners	51	100.0	27.5	26.9	27.3	27.5	18.6	Met Target
Non-English Learners	370	98.5	55.4	56.6	59.4	55.4		
Homeless Students	*	*	*	36.5	27.7	*		
Students In Foster Care	*	*	*	25.9	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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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	108	740	750	750	15%	23%	19%	*	*	43%	52%
White	47	740	754	759	*	26%	*	49%	0%	49%	61%
Hispanic	39	729	734	736	*	*	26%	*	*	28%	38%
Black or African American	*	*	736	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	55	753	756	756	*	18%	*	*	*	55%	57%
Male	53	727	744	744	*	28%	*	*	*	30%	46%
Economically Disadvantaged Students	50	731	*	733	*	30%	*	*	*	28%	34%
Non-Economically Disadvantaged Students	58	748	*	762	*	17%	*	*	*	55%	64%
Students with Disabilities	17	704	714	719	*	*	*	*	*	18%	24%
Students without Disabilities	91	747	757	756	*	*	*	*	*	47%	57%
English Learners	*	*	712	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	751	753	*	*	*	*	*	*	55%
Homeless Students	*	*	729	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	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	157	751	752	756	*	17%	27%	*	*	52%	58%
White	63	755	754	764	*	*	22%	*	*	60%	68%
Hispanic	72	744	742	744	*	17%	36%	*	*	42%	44%
Black or African American	*	*	732	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	14	776	768	782	0%	*	*	*	*	79%	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	78	755	757	762	*	17%	23%	*	*	58%	63%
Male	79	747	748	751	*	16%	32%	*	*	47%	53%
Economically Disadvantaged Students	69	737	738	740	*	20%	38%	*	*	33%	40%
Non-Economically Disadvantaged Students	88	761	758	767	*	14%	19%	*	*	67%	70%
Students with Disabilities	27	731	725	726	*	37%	*	*	*	26%	25%
Students without Disabilities	130	755	758	762	*	12%	*	*	*	58%	64%
English Learners	*	*	724	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	752	759	*	*	*	*	*	*	61%
Homeless Students	*	*	738	729	*	*	*	*	*	*	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	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	164	754	755	755	*	10%	27%	*	*	57%	58%
White	82	763	759	763	*	*	28%	*	*	67%	68%
Hispanic	56	743	746	743	*	20%	27%	*	*	46%	43%
Black or African American	17	738	741	738	*	*	*	*	*	35%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	53%
Two or More Races	*	*	744	763	*	*	*	*	*	*	65%
Female	80	759	762	762	*	*	24%	*	*	64%	66%
Male	84	749	749	749	*	*	30%	*	*	51%	51%
Economically Disadvantaged Students	73	739	742	739	*	*	30%	41%	0%	41%	39%
Non-Economically Disadvantaged Students	91	766	761	766	*	*	24%	59%	11%	70%	71%
Students with Disabilities	21	724	*	724	*	*	*	*	*	14%	22%
Students without Disabilities	143	758	*	762	*	*	*	*	*	64%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	745	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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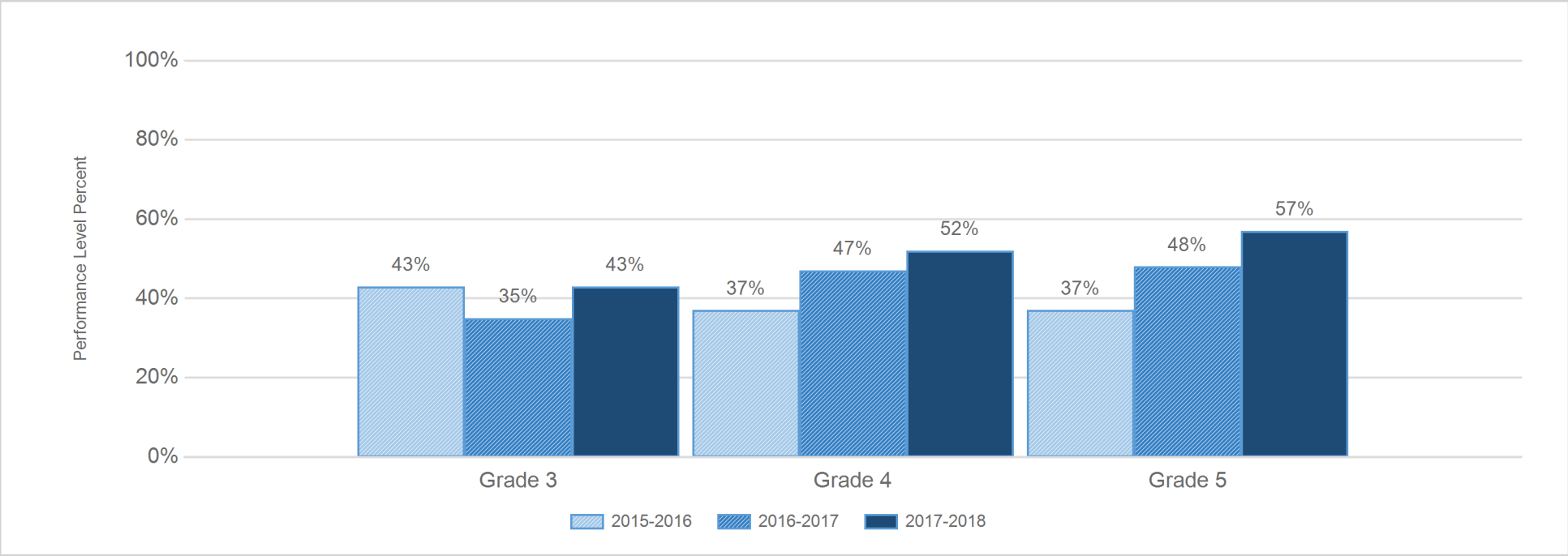
English Language Arts/Literacy Assessment - Performance Trends

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	422	98.4	40.3	37.3	45.0	40.3	45.3	Not Met
White	194	98.0	49.5	40.4	54.1	49.5	56.4	Not Met
Hispanic	161	98.8	27.3	*	29.2	27.3	30.5	Met Target†
Black or African American	27	96.6	22.2	18.6	23.4	22.2	28.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	23	100.0	69.5	63.7	77.0	69.5	58.2	Met Target
American Indian or Alaska Native	N	N	N	45.5	42.5	N	**	**
Two or More Races	17	100.0	47.1	30.4	53.0	47.1	**	**
Female	210	98.2	44.3	38.7	46.0	44.3		
Male	212	98.7	36.4	35.9	43.9	36.4		
Economically Disadvantaged Students	184	98.5	25.0	23.0	26.6	25.0	30.5	Not Met
Non-Economically Disadvantaged Students	238	98.4	52.1	42.2	55.9	52.1		
Students with Disabilities	71	97.3	21.1	13.8	17.1	21.1	27.9	Met Target†
Students without Disabilities	351	98.6	44.2	41.9	50.5	44.2		
English Learners	51	98.1	21.6	23.7	24.6	21.6	22	Met Target†
Non-English Learners	371	98.5	42.8	37.7	46.9	42.8		
Homeless Students	*	*	*	18.2	17.3	*		
Students In Foster Care	*	*	*	25.9	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	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	109	743	748	752	*	23%	27%	*	*	42%	53%
White	48	747	751	760	*	*	29%	*	*	46%	64%
Hispanic	39	732	736	739	*	31%	33%	*	*	26%	38%
Black or African American	*	*	729	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	56	750	749	752	*	18%	23%	*	*	52%	53%
Male	53	735	747	751	*	28%	30%	*	*	32%	53%
Economically Disadvantaged Students	50	732	*	736	*	26%	28%	*	*	30%	35%
Non-Economically Disadvantaged Students	59	752	*	762	*	20%	25%	*	*	53%	66%
Students with Disabilities	17	722	722	730	*	*	*	*	*	24%	29%
Students without Disabilities	92	747	754	756	*	*	*	*	*	46%	57%
English Learners	*	*	723	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	749	754	*	*	*	*	*	*	56%
Homeless Students	*	*	732	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

WALNUT STREET ELEMENTARY SCHOOL
(29-5190-107)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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	157	739	744	748	6%	27%	28%	*	*	38%	49%
White	63	742	746	755	*	16%	30%	*	*	46%	60%
Hispanic	71	733	734	737	*	39%	*	*	*	28%	34%
Black or African American	*	*	726	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	15	760	762	774	0%	*	*	*	*	67%	80%
American Indian or Alaska Native	N	N	*	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	78	736	742	748	*	35%	27%	*	*	33%	50%
Male	79	741	745	748	*	20%	29%	*	*	43%	49%
Economically Disadvantaged Students	68	728	732	733	*	40%	25%	*	*	24%	30%
Non-Economically Disadvantaged Students	89	747	748	758	*	18%	30%	*	*	49%	62%
Students with Disabilities	27	717	723	725	*	48%	*	*	*	15%	22%
Students without Disabilities	130	743	749	753	*	23%	*	*	*	43%	55%
English Learners	*	*	715	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	744	750	*	*	*	*	*	*	52%
Homeless Students	*	*	727	722	*	*	*	*	*	*	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	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

WALNUT STREET ELEMENTARY SCHOOL
(29-5190-107)
Grades Offered: KG-05
2017-2018

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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	164	741	747	748	10%	18%	29%	34%	9%	42%	49%
White	82	749	751	756	*	15%	27%	*	*	55%	60%
Hispanic	56	733	738	736	*	18%	38%	*	*	29%	32%
Black or African American	17	722	729	730	*	*	*	*	*	18%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	*	*	736	754	*	*	*	*	*	*	55%
Female	80	742	749	749	*	18%	21%	*	*	49%	50%
Male	84	740	746	747	*	19%	37%	*	*	36%	48%
Economically Disadvantaged Students	73	727	733	733	*	*	30%	*	*	23%	29%
Non-Economically Disadvantaged Students	91	753	753	758	*	*	29%	*	*	57%	62%
Students with Disabilities	21	722	*	726	*	*	*	*	*	24%	20%
Students without Disabilities	143	744	*	752	*	*	*	*	*	45%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	*	*	731	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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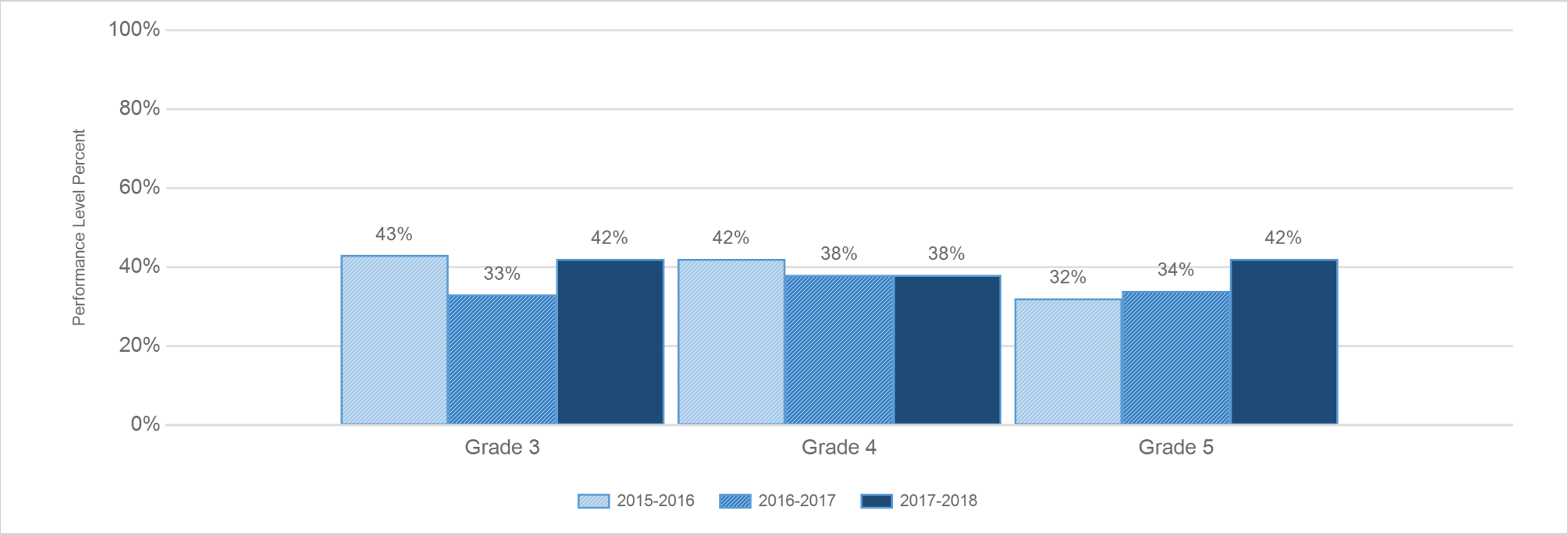
Mathematics Assessment – Performance Trends

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	*	*
5	*	*

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	55.3%	60.7%	Met Target†

† 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	41	*	*
3-4	21	*	*
5 or more	N	N	N

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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.

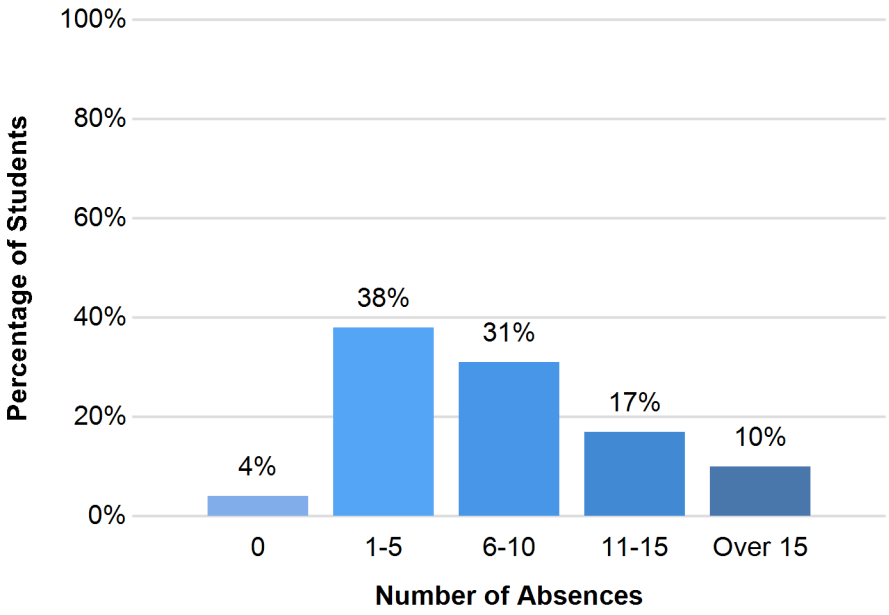
Chronic Absenteeism

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	54	6.8	8.9	Met
White	18	5.6	8.9	Met
Hispanic	21	6.5	8.9	Met
Black or African American	9	13.6	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	2	4.3	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	4	10.8	8.9	Not Met
Economically Disadvantaged Students	37	9.7	8.9	Not Met
Students with Disabilities	13	9.4	8.9	Not Met
English Learners	1	1.6	8.9	Met

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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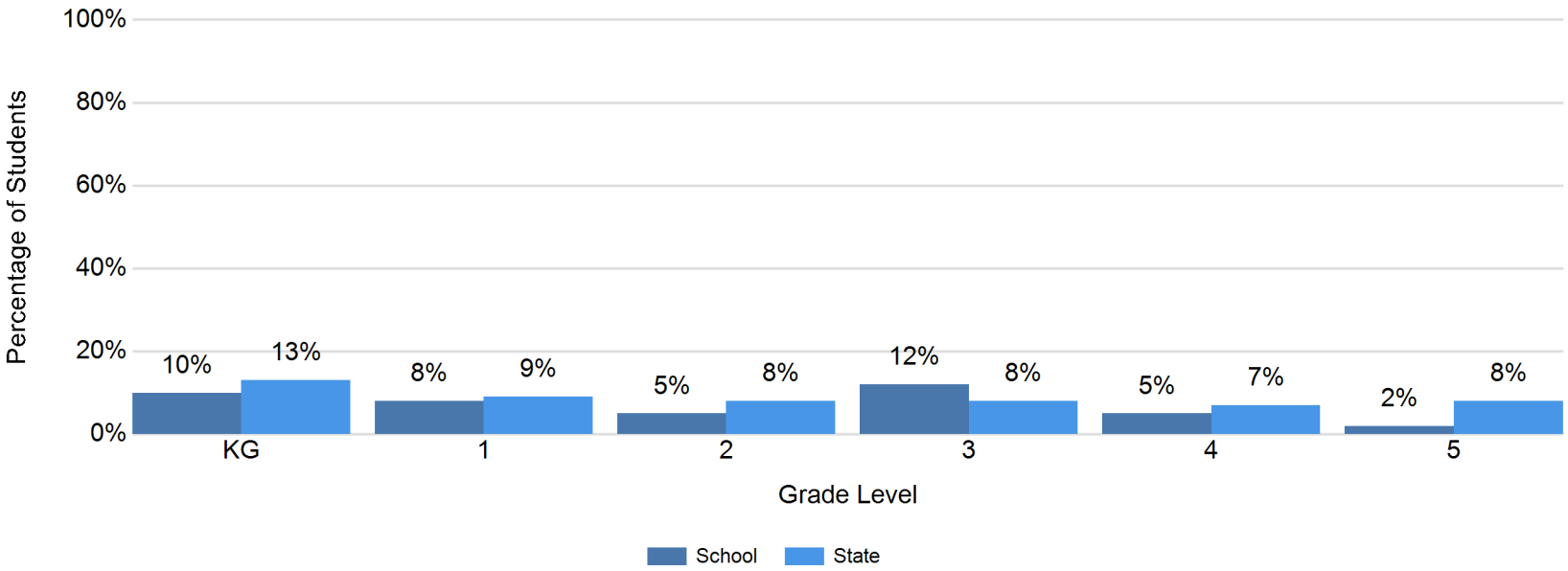
Chronic Absenteeism by Grade

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.63

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	1	1
Other	0	3	3
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	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

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

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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	8:40 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 35 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	1.2:1

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)	$477	$12,671	$13,148

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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	64	117,464
Average years experience in public schools	11.8	12.0
Average years experience in district	11.0	10.7
Teachers in district for 4 or more years	73.4%	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	71	9,374
Average years experience in public schools	21.4	16.0
Average years experience in district	16.7	12.0
Administrators in district for 4 or more years	77.5%	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	12:1	13:1
Students to Administrators	399:1	217:1
Teachers to Administrators	32:1	17:1
Students to Librarians/Media Specialists		2568:1
Students to Nurses		593:1
Students to Counselors		395:1
Students to Child Study Team		428:1

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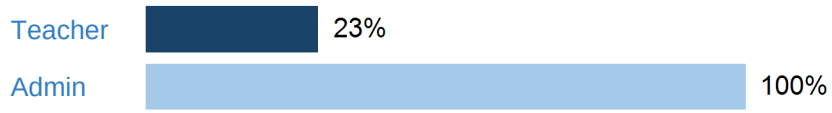
Teachers and Administrators - Level of Education

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

Teacher	0%
Admin	0%

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	92.5%	90.2%
2016-17 Administrators: Same district 2017-18	94.3%	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	96.5%

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Key terms for staff data:
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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 and Administrators – Demographics

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

Category	Teachers	Administrators
Female	87.5%	50.0%
Male	12.5%	50.0%
White	96.9%	100.0%
Hispanic	1.6%	0.0%
Black or African American	0.0%	0.0%
Asian	1.6%	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		

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(29-5190-107)
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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	34.18	15.0%
Mathematics Proficiency	31.81	15.0%
English Language Arts Growth	79.62	20.0%
Mathematics Growth	36.38	20.0%
Progress Towards English Language Proficiency	52.98	20.0%
Chronic Absenteeism	55.46	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	49.24	n/a
Summative Rating: Percentile Rank of Summative Score	47.87	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	Not Met	Met Standard	Met Standard	Met Target†	Met	No
White	47.41	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Hispanic	56.90	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	No	Met Target	Met Target†	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target	Met Target	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	45.65	14.08	No	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	65.64	14.08	No	Met Target†	Met Target†	Exceeds Standard	Met Standard	n/a	Not Met	No
English Learners	58.81	14.08	No	Met Target	Met Target†	Exceeds Standard	Met Standard	Met Standard	Met	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:	• The NJDOE has recognized Walnut Street Elementary as a Showcase PBSIS School. This program is implemented as a means to promote positive behaviors among our entire student body. • Instruction aligned with the NJSLS; Common Instructional Frameworks are used to enhance levels of engagement. Our district has implemented a standards-aligned math curriculum. • Walnut is an ELL magnet school and a sheltered instruction model is integrated to support the success of ELL students.
Mission, Vision, Theme:	Our school community will embrace diversity while empowering ALL students to be successful in a safe learning environment. Roar with Pride! Respectful, Responsible, Safe
Awards, Recognition, Accomplishments:	Considered a Showcase NJ Positive Behavior Support School; during the 2017 - 2018 school year, Walnut Street received a Bronze Future Ready certification; the Walnut Street, Math League team, placed 2nd in the Ocean County Math League during the Spring of 2018; received grant to support the Big Brother Big Sisters of Ocean County program.

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Courses, Curriculum, Instruction:	NJSLS aligned curriculum and instruction. A strong emphasis is placed on using the Gradual Release Instructional Model to help staff meet the many needs of our students. The addition of math resources has provided all teachers with the enhanced support to meet the rigors of the NJ Student Learning Standards for Mathematics and the Standards for Mathematical Practice; subject-specific and general gifted and talented offered to students meeting criteria; Wildcat Fab Lab - offers students in grades 3-5 regular opportunities for hands-on engineering, physics, and robotics.
Clubs and Activities:	Walnut Street Elementary School values the arts. Each year, the Wildcat Players sponsor and produce a school play. This past year, a cast of 80 students successfully performed the play, "Wonderland." In addition, students in grades four and five have the opportunity to perform in the band, orchestra and chorus concerts. Safety Patrol and School Ambassadors are offered to fifth-grade students that express interest in leadership. Through a grant, Big Brothers Big Sisters is offered to fourth and fifth-grade students. Lastly, this school year a HW Club has been created through a partnership with local community members.

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Before and After School Programs:	Big Brothers Big Sisters: A grant for Big Brothers Big Sisters of Ocean County in order to provide an after-school mentoring program for students in Toms River. Students in grades four and five involved in the program are matched with a 'Big' that supports our 'Littles' in making positive choices to avoid risky behaviors, improve academic success, build self-confidence, and improve social skills. A partnership with local community members has been created to implement the Walnut Street Homework Club. Students in grades two through five are selected by classroom teachers to participate.
Staff and Professional Learning:	The Walnut Street Elementary faculty firmly believe that the most promising strategy for sustained, substantive school improvement is developing the ability of school personnel to function as a professional learning community. This school year, our staff has placed a focus on collaboration and regularly have opportunities to meet with colleagues to discuss planning, student learning data, and strategies to meet the individual needs of all learners. Furthermore, Walnut Street Elementary has made a commitment to be a part of the Connected Action Roadmap Pilot Program. This pilot is endorsed by the NJ DOE and the Partnership for Collaborative Professional Learning. The Pilot will continue to focus on strengthening the capacity of educators in new Jersey schools to work effectively in Professional Learning Communities.

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Student Supports and Services:	Walnut Street Elementary offers ESL Instruction with FABRIC trained teachers to support English Language Learners. Students with disabilities (K-5) are provided a continuum of programs and related services based on individual need.
Student Health and Wellness:	All students at Walnut Street Elementary participate in the “Breakfast in the Classroom” program that is offered free of charge to all of our families. Students participate in Physical Education once per week and receive Health instruction daily. The Health curriculum in grades four and five includes a drug prevention program that addresses self-esteem, feelings, communication, decision making skills, drugs and alcohol, and healthy habits. Lastly, Walnut Street Elementary has been recognized as a 'Showcase' PBSIS school and emphasizes the importance of students' emotional well being.
Parent and Community Involvement:	Walnut Street Elementary School believes that involvement of families is crucial to the academic success and general wellbeing of all students. Our school is committed to working with families of our students to foster a high regard for education by building self-confidence, striving for success, and being active and productive members of our community. Our Parent Teacher Organization is an active partner in this mission. Our PTO meets monthly to discuss a variety of topics and to celebrate the success of our students.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers A school climate survey is completed annually for the students and staff of Walnut Street Elementary School. The survey measures the following domains of the school: Physical environment, teaching and learning, morale in the school community, student relationships, parental support, safety, and the emotional environment. Results of this survey are reviewed and discussed with school committees such as the Positive Behavior Supports in Schools Committee, The School Climate Committee, and the School Improvement Panel.
Facilities:	Walnut Street Elementary School was constructed in 1964. The site is also home to one of the elementary schools with a turf field which affords many various groups to utilize the site for their activities. This facility will benefit greatly with the passing of the referendum as new windows and full air conditioning of the building are scheduled.
School Safety:	Our office along with our school security team provide a safe environment for students and staff. The main entrance has a remote locked door/video system that is opened only after checking identification of the visitor. Upgraded security cameras have been added to the interior and exterior of the building. Monthly fire and security drills are conducted following state procedures. Annual safety procedures are reviewed with all staff at the beginning of the school year and reviewed as needed. Walnut St. Elementary takes great pride in our positive working relationship with the local police department who meets with staff and students on a regular basis to educate all on current safety concerns.

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Technology and STEM:	In 2017-18, the district upgraded the building-to-building WAN network to 1 Gb for all locations with a 10 Gb connection between our two data centers. There are 1 GB Internet circuits in each data center providing resiliency from potential outages. All ed spaces have WiFi access for district and BYOD devices. The district utilizes Google Apps. Cybersecurity has seen the addition of programs to monitor network activity with upgraded firewalls. STEAM activities are scheduled district-wide around Computers Science Education Week, NJ Makers Day, NJ STEM Week and Digital Learning Day. Staff training is provided by the Supervisor of EdTech and a Web Developers at each building. Tech courses focus on computer applications, problem solving, the use of media and the maker mindset. Opportunities are expanded and enhanced through grants and foundations. Approximately half of the $515,699 raised in the 17-18 school year went to STEAM and tech initiatives.