NJ SCHOOL PERFORMANCE REPORT

WALNUT AVENUE SCHOOL
(39-0980-110)
Grades Offered: PK-02
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	UNION
District	CRANFORD TWP
Principal Name	MS. MCNALLY
Address	370 WALNUT AVENUE CRANFORD, NJ 07016
Phone Number	(908)709-6253
Email Address	MCNALLY@CRANFORDSCHOOLS.ORG
Website	https://www.cranfordschools.org/Domain/11

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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	72	68	57
KG	73	74	83
1	93	91	92
2	96	92	88
Total	334	325	320

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	44.0%	47.4%	51.6%
Male	56.0%	52.6%	48.4%
Economically Disadvantaged Students	2.4%	1.5%	1.6%
Students with Disabilities	23.1%	21.8%	20.3%
English Learners	0.0%	0.0%	0.9%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.9%	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	82.0%	82.2%	80.0%
Hispanic	6.6%	8.6%	8.8%
Black or African American	2.1%	3.1%	3.8%
Asian	6.6%	4.0%	3.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.3%
American Indian or Alaska Native	0.3%	0.3%	0.0%
Two or More Races	2.4%	1.8%	3.4%

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	72	68	57
PK - Full Day	0	0	0
KG - Half Day	73	74	83
KG - Full Day	0	0	0

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	96.6%
Spanish	1.3%
Other Languages	2.2%

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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	*	*	*

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	*	*	*
3-4	*	*	*
5 or more	*	*	*

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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.

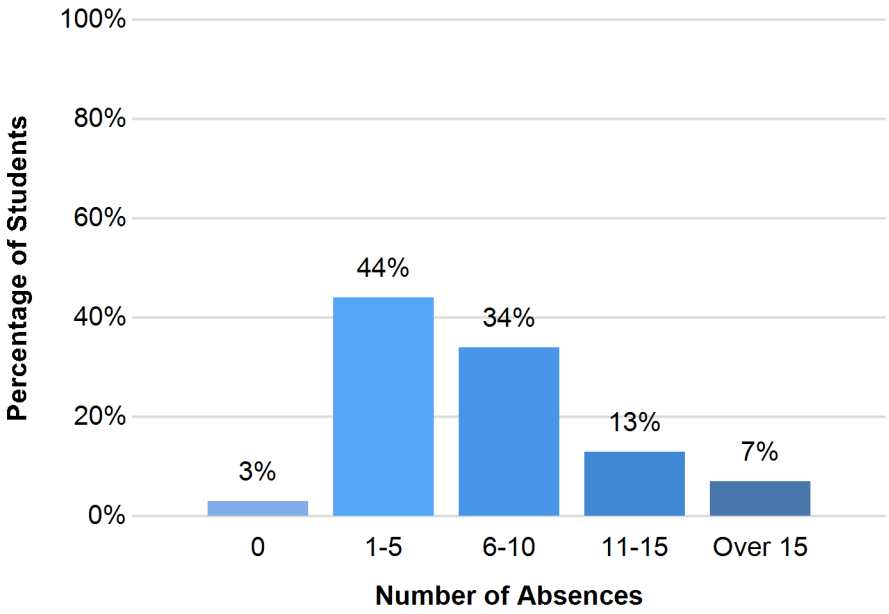
Chronic Absenteeism

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	11	4.2	10.2	Met
White	7	3.3	10.2	Met
Hispanic	2	9.1	10.2	Met
Black or African American	1	9.1	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	4	11.8	10.2	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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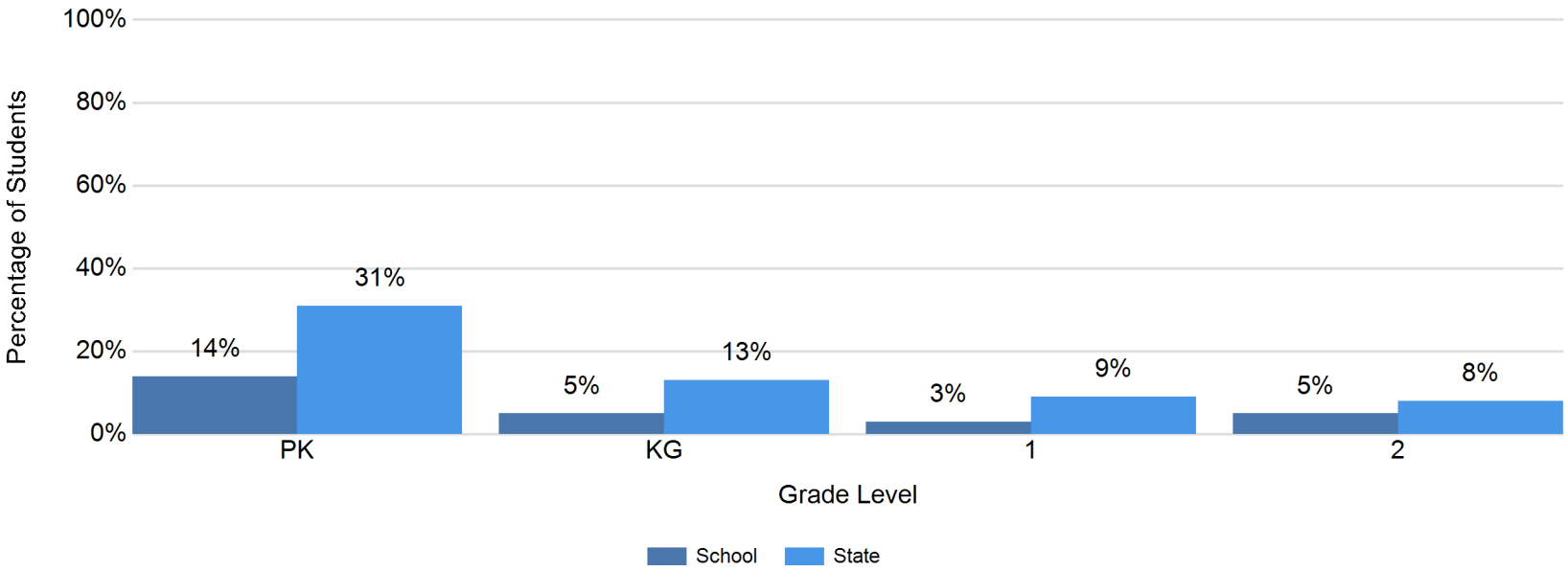
Chronic Absenteeism by Grade

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	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	3		3

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	8:35 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 10 Mins
Shared Time - Instructional Time	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)	$272	$14,560	$14,832

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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	25	117,464
Average years experience in public schools	12.7	12.0
Average years experience in district	9.7	10.7
Teachers in district for 4 or more years	72.0%	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	25	9,374
Average years experience in public schools	20.2	16.0
Average years experience in district	11.1	12.0
Administrators in district for 4 or more years	64.0%	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	11:1
Students to Administrators	320:1	154:1
Teachers to Administrators	25:1	13:1
Students to Librarians/Media Specialists		772:1
Students to Nurses		483:1
Students to Counselors		483:1
Students to Child Study Team		241:1

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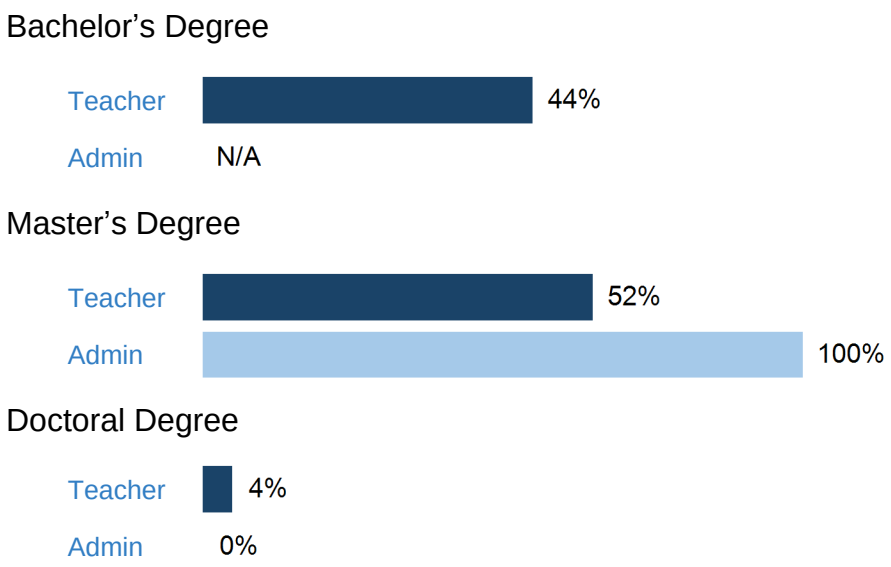
Teachers and Administrators - Level of Education

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.



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	90.0%	90.2%
2016-17 Administrators: Same district 2017-18	84.6%	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	97.3%

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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	100.0%	100.0%
Male	0.0%	0.0%
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:	• Walnut Avenue School Community takes part in the beautification of the school throughout the year with the Garden Club, the Fall Haul and the Spring Dig. • Teachers use iPads and Chromebooks to enhance teaching and learning on a daily basis. Second grade students and teachers use Google Classroom. • Makerspace stations allow for collaboration, creativity and foster twenty-first century skills. Sphero, a mini-robot, is used to introduce coding, as students learn how to program.
Mission, Vision, Theme:	Walnut Avenue School is a preschool through grade two building in Cranford, with a focus on school readiness skills that prepare children to be life-long learners. Our school community is committed to providing a child-centered, family oriented learning environment, that is caring and supportive of children, and recognizes and values the individual needs of all students. Our school community seeks to provide students with the academic and social skills they will need to meet the challenges of the twenty-first century, using an approach that encourages cooperation, problem solving, creative thinking, respect for others, and a love of learning. We firmly support the District mission, “Growing Tomorrow’s Leaders Together.”
Awards, Recognition, Accomplishments:	The Walnut Avenue School was awarded the Union County Kids Dig In Grant Award and the Whole Foods Foundation Grant. The Open Space, Recreation and Historic Preservation Trust Fund recognized WAS for the gardens and the variety of produce that was grown and shared with the community. In the area of staff recognition, each year staff and parents/guardians are able to recommend an individual to be named WAS Educator of the Year and WAS Support Staff of the Year. These recommendations are reviewed by a panel of parent/guardians, staff and administrators.

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Courses, Curriculum, Instruction:	Our curriculum is comprehensive and aligned to the New Jersey Student Learning Standards. The Language Arts Literacy program is based on a balanced literacy approach within the Readers/Writers Workshop framework. Mathematics emphasizes developing number sense while focusing on concepts, skills, and problem solving strategies related to addition and subtraction. Science and Social Studies are taught in a manner that is interdisciplinary, interactive and hands on, with real world application.
Sports and Athletics:	As a preschool, kindergarten, grade one, and grade two elementary school, Walnut Avenue School does not have a school-affiliated sports program. There is a Sports Club for students that takes place at Walnut Avenue School. Many students take advantage of recreation and club sports throughout Cranford. In addition, each spring the students participate in a PTA sponsored Field-Day event. Field Day is always a student highlight of the school year.
Clubs and Activities:	Walnut Avenue School offers before and after school clubs for students. Students participate in Chorus, Sports Club, Readers Theater, and the Garden Club. Walnut Avenue School also participates in the annual Variety Show and Field Day. There are other school wide activities for the students, including Multicultural Appreciation Day, the annual Family Picnic, and Earth Day celebrations.

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Before and After School Programs:	Before and After School Child Care is available via outside providers that each offer different arrangements for drop off and pick up. Only before care is offered on school premises through a third-party provider. After Care is offered off site and bussing is provided by different programs.
Staff and Professional Learning:	Professional improvement and ongoing learning is a priority for all staff. Professional development opportunities are designed to enhance knowledge and professional skills. Professional development opportunities include but are not limited to: Multi-Sensory Reading, Personalized Learning, 21st Century Learning Skills and Standards Based Grading. In addition, the district's partnership with Seton Hall University, provides professional development opportunities for the staff.

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Student Supports and Services:	The Achieve program provides individual/small group support in reading and/or math using a push-in / pull-out model. Students with Individualized Education Plans receive in-class or replacement setting support. Speech, physical and occupational therapy, and a school counselor are available. Students experiencing academic or behavioral challenges may be referred to the Collaborative Problem Solving Team to support students both behaviorally and academically. Pathways to Excellence offers student enrichment.
Student Health and Wellness:	The health and wellness of all students is integral to the educational program. Nurses, counselors, and social workers in collaboration with administration and educators provide a safe environment for all students. Students are regularly screened by school nurses and nurses maintain health records for students. Students receive physical education classes in accordance with the NJ Department of Education requirements and students participate in daily recess.
Parent and Community Involvement:	The Parent Teacher Association (PTA), is an outstanding organization that provides a tremendous amount of support to the staff, students, and school community. The families volunteer time, resources, and their talents for school and community events. The PTA supports the school by enhancing academic programs, providing special programs, fundraising, and organizing and facilitating activities. The PTA and Cranford Community involvement add to the overall success of the school.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Parents, Teachers A survey was conducted at the end of the school year. This survey contained questions on the state of the school facilities, the overall learning environment, school safety, staff and student relationships, school communication, and academics. Results from the survey were favorable and were used to set goals for the upcoming school year.
Facilities:	There are thirteen regular education classrooms, four preschool classrooms, there is a multi-purpose room for assemblies, physical education and lunch. There is an art room and the media center. Other spaces include: a resource room/occupational therapy room; a room for basic skills instruction; speech room; a room for counseling services. Each classroom has laptops and/or iPads for student use. The grounds include a playground, wall ball court, gaga pit, and soccer/lacrosse fields.
School Safety:	The Walnut Avenue School Safety Committee meet several times a year to discuss best practices in school safety. Our partnership with the Cranford Police Department helps to ensure the safety of the school community.

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Technology and STEM:	The Media Center is equipped with tablets, Chromebooks, and iPads. Students have the opportunity to interact in a fixed Makerspace and portable innovation stations which allows for collaboration and creativity while fostering twenty-first century skills. Students are introduced to coding and computational thinking through age appropriate websites/manipulatives.
Early Childhood Education:	Students in the preschool program at Walnut Avenue School develop the social and emotional competencies needed to fully immerse themselves in the preschool day and become successful learners. Students demonstrate self-direction by making independent choices, following the routines of the classroom and successfully transitioning from one activity to the next.

NJ SCHOOL PERFORMANCE REPORT

WALNUT AVENUE SCHOOL
(39-0980-110)
Grades Offered: PK-02
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

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Other Information:	Walnut Avenue School's school day is six and a half hours long. The day starts at 8:35 A.M. and ends at 2:55 P.M. The students have a half hour lunch period and a half hour for recess. In addition to the study of academic subjects (math, social studies, science and language arts) the students attend classes in Art, Music, Spanish, Physical Education and Library/Media Center. A robust professional development program for teachers and staff helps our educators explore, practice and implement best practices. Technology skills are woven into all areas of study. Laptops, iPads, and Chromebooks are available for student use Safety is a core value at Walnut Avenue School. In addition to monthly security and fire drills, the school enjoys a strong and supportive relationship with the Cranford Police Department. A strong home-to-school connection is extremely important and Walnut Avenue School strives for a strong and supportive relationship. The school website showcases classroom happenings, provides a school calendar, and other important information. The Family Picnic, Back to School Night, Parent/Guardian-Teacher Conferences, and PTA Meetings are a few ways we build the home-to-school connection. At Walnut Avenue School, we view education as a continuum, beginning with preschool/kindergarten and continuing throughout our students' lives. Accordingly, we place a high emphasis on our students' transition into their first school setting, as well as their exit, as they move to Grades 3-5 at Livingston Avenue School. To ease these transitions we engage in ongoing conversations with our students and families to understand and meet their needs upon entering and leaving Walnut Avenue School.