NJ SCHOOL PERFORMANCE REPORT

WILBUR WATTS INTERMEDIATE SCHOOL
(05-0600-085)
Grades Offered: 03-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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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	BURLINGTON
District	BURLINGTON CITY
Principal Name	MR. SHAPPELL
Address	550 HIGH STREET BURLINGTON, NJ 08016
Phone Number	(609)387-5834
Email Address	RSHAPPELL@BURLINGTON-NJ.NET
Website	http://wwis.burlington-nj.net
Twitter	https://twitter.com/WattsSchool

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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
3	118	110	116
4	101	102	106
5	99	100	104
6	108	101	96
Total	426	413	422

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	50.0%	47.5%	51.4%
Male	50.0%	52.5%	48.6%
Economically Disadvantaged Students	62.9%	63.2%	62.6%
Students with Disabilities	21.1%	24.5%	24.6%
English Learners	0.9%	1.7%	0.9%
Homeless Students		5.8%	7.1%
Students in Foster Care		0.5%	0.9%
Military-Connected Students		0.0%	0.5%
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	37.8%	37.0%	31.3%
Hispanic	6.8%	7.7%	10.0%
Black or African American	53.8%	53.5%	55.5%
Asian	1.2%	1.2%	2.6%
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	0.5%	0.5%	0.7%

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	94.5%
Spanish	1.4%
Panjabi	1.2%
Other Languages	2.8%

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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	50	49	50	Met Standard	44	42	50	Met Standard
White	53	53.5	50	Met Standard	51	47	51	Met Standard
Hispanic	69	60	49	Exceeds Standard	46.5	41	48	Met Standard
Black or African American	46	44.5	44	Met Standard	41	40	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	*	61	**	*	*	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	51.5	48	48	Met Standard	42	40	47	Met Standard
Students with Disabilities	48	56	41	Met Standard	40.5	40	43	Met Standard
English Learners	*	63	54	**	*	69	51	**

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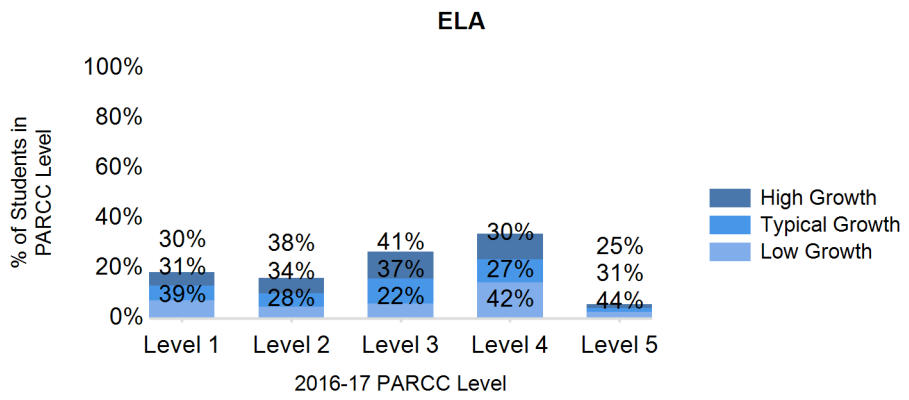
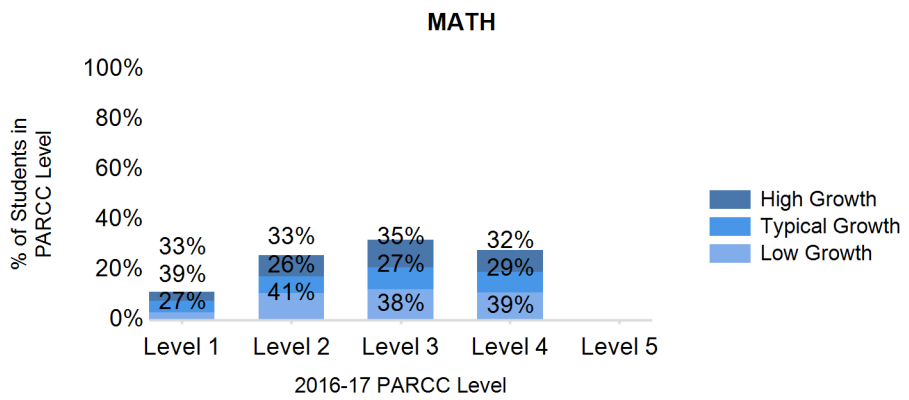
Student Growth by Performance Level

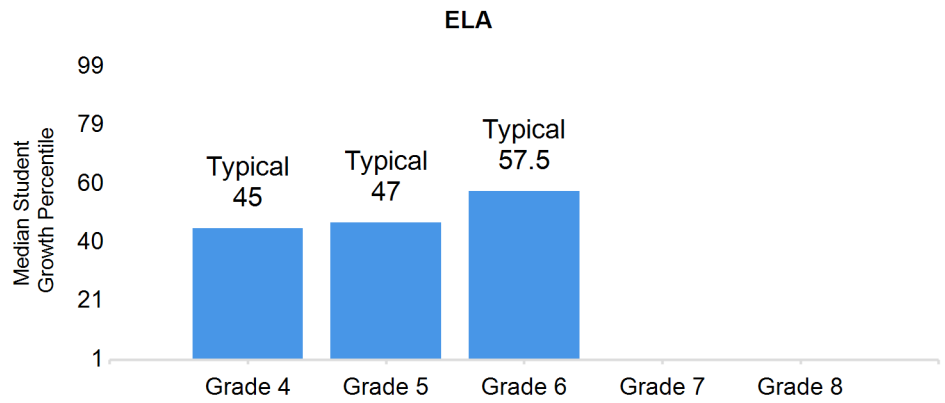
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

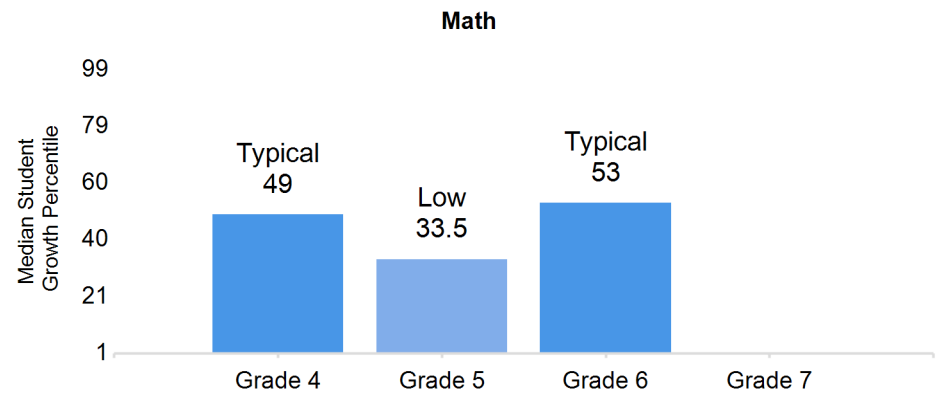




Student Growth by Grade

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	415	99.8	44.1	42.7	56.7	44.1	40.9	Met Target
White	140	99.3	57.8	57.0	65.6	57.8	53.9	Met Target
Hispanic	39	100.0	46.1	36.5	42.5	46.1	39.3	Met Target
Black or African American	221	100.0	33.5	32.6	37.3	33.5	30.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	207	100.0	52.6	52.1	64.5	52.6		
Male	208	99.5	35.5	34.1	49.4	35.5		
Economically Disadvantaged Students	228	100.0	35.5	32.9	38.5	35.5	32.8	Met Target
Non-Economically Disadvantaged Students	187	99.5	54.6	53.3	67.5	54.6		
Students with Disabilities	108	99.2	13.9	13.1	21.6	13.9	13.2	Met Target
Students without Disabilities	307	100.0	54.7	52.7	63.9	54.7		
English Learners	17	100.0	52.9	*	27.3	52.9	**	**
Non-English Learners	398	99.8	43.7	*	59.4	43.7		
Homeless Students	24	100.0	16.7	22.5	27.7	16.7		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	116	736	736	750	17%	22%	25%	*	*	36%	52%
White	32	738	738	759	*	*	*	41%	0%	41%	61%
Hispanic	14	741	741	736	*	*	*	*	*	29%	38%
Black or African American	62	731	731	733	24%	23%	23%	*	*	31%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	62	740	740	756	16%	18%	26%	*	*	40%	57%
Male	54	731	731	744	19%	26%	24%	*	*	31%	46%
Economically Disadvantaged Students	62	732	732	733	*	19%	23%	*	*	35%	34%
Non-Economically Disadvantaged Students	54	740	740	762	*	24%	28%	*	*	37%	64%
Students with Disabilities	29	704	704	719	*	*	*	*	*	*	24%
Students without Disabilities	87	747	747	756	*	*	*	*	*	*	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	10	699	699	720	*	*	*	*	*	10%	21%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	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	105	739	739	756	22%	12%	22%	*	*	44%	58%
White	34	757	757	764	*	*	*	*	*	65%	68%
Hispanic	*	*	*	744	*	*	*	*	*	*	44%
Black or African American	58	731	731	739	28%	17%	21%	*	*	34%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	763	N	N	N	N	N	N	63%
Female	46	747	747	762	*	*	*	*	*	54%	63%
Male	59	733	733	751	*	*	*	*	*	36%	53%
Economically Disadvantaged Students	67	733	733	740	*	*	*	*	*	34%	40%
Non-Economically Disadvantaged Students	38	750	750	767	*	*	*	*	*	61%	70%
Students with Disabilities	33	715	715	726	*	*	*	*	*	24%	25%
Students without Disabilities	72	750	750	762	*	*	*	*	*	53%	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	105	739	739	759	22%	12%	22%	*	*	44%	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	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	106	745	745	755	*	18%	33%	*	*	42%	58%
White	36	753	753	763	*	*	*	*	*	56%	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	61	739	739	738	*	*	36%	33%	0%	33%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	51	751	751	762	*	*	33%	*	*	53%	66%
Male	55	740	740	749	*	*	33%	*	*	33%	51%
Economically Disadvantaged Students	59	736	736	739	*	*	39%	*	*	27%	39%
Non-Economically Disadvantaged Students	47	758	758	766	*	*	26%	*	*	62%	71%
Students with Disabilities	28	718	718	724	*	*	*	*	*	11%	22%
Students without Disabilities	78	755	755	762	*	*	*	*	*	54%	65%
English Learners	N	N	N	712	N	N	N	N	N	N	11%
Non-English Learners	106	745	745	757	*	18%	33%	*	*	42%	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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	103	746	746	754	*	22%	19%	*	*	50%	56%
White	39	761	761	761	*	*	*	*	*	69%	66%
Hispanic	*	*	*	742	*	*	*	*	*	*	42%
Black or African American	53	731	731	737	*	38%	23%	*	*	30%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	54	755	755	761	*	*	*	*	*	61%	64%
Male	49	735	735	748	*	*	*	*	*	39%	48%
Economically Disadvantaged Students	54	738	738	739	*	*	*	*	*	39%	37%
Non-Economically Disadvantaged Students	49	754	754	764	*	*	*	*	*	63%	68%
Students with Disabilities	23	717	717	723	*	52%	*	*	*	13%	18%
Students without Disabilities	80	754	754	760	*	14%	*	*	*	61%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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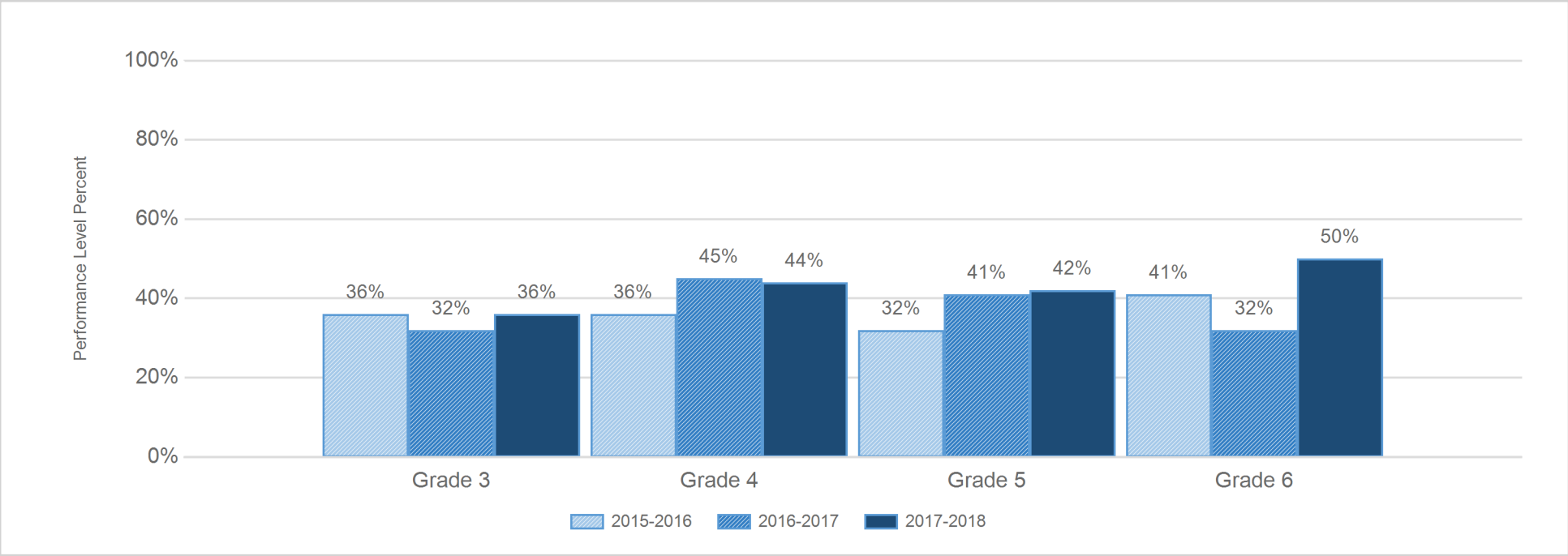
English Language Arts/Literacy Assessment - Performance Trends

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	415	99.8	32.8	26.8	45.0	32.8	32.8	Met Target
White	140	99.3	45.7	37.5	54.1	45.7	46.3	Met Target†
Hispanic	39	100.0	30.8	*	29.2	30.8	23.7	Met Target
Black or African American	221	100.0	24.0	19.9	23.4	24.0	23.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	207	100.0	32.8	29.0	46.0	32.8		
Male	208	99.5	32.7	24.8	43.9	32.7		
Economically Disadvantaged Students	228	100.0	24.5	19.6	26.6	24.5	22	Met Target
Non-Economically Disadvantaged Students	187	99.5	42.8	34.9	55.9	42.8		
Students with Disabilities	108	99.2	18.6	*	17.1	18.6	17.5	Met Target
Students without Disabilities	307	100.0	37.8	*	50.5	37.8		
English Learners	17	100.0	23.5	*	24.6	23.5	**	**
Non-English Learners	398	99.8	33.2	*	46.9	33.2		
Homeless Students	24	100.0	16.7	15.0	17.3	16.7		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

WILBUR WATTS INTERMEDIATE SCHOOL
(05-0600-085)
Grades Offered: 03-06
2017-2018

Report Key:
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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	116	743	743	752	*	16%	40%	*	*	40%	53%
White	32	744	744	760	*	*	34%	*	*	44%	64%
Hispanic	14	745	745	739	0%	*	*	*	*	50%	38%
Black or African American	62	740	740	734	*	19%	45%	*	*	32%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	62	743	743	752	*	*	37%	*	*	39%	53%
Male	54	744	744	751	*	*	43%	*	*	41%	53%
Economically Disadvantaged Students	62	740	740	736	*	*	40%	*	*	34%	35%
Non-Economically Disadvantaged Students	54	746	746	762	*	*	39%	*	*	46%	66%
Students with Disabilities	29	731	731	730	*	*	34%	*	*	24%	29%
Students without Disabilities	87	747	747	756	*	*	41%	*	*	45%	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	10	732	732	723	*	*	*	*	*	20%	20%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

WILBUR WATTS INTERMEDIATE SCHOOL
(05-0600-085)
Grades Offered: 03-06
2017-2018

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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	105	735	735	748	13%	24%	33%	*	*	30%	49%
White	34	748	748	755	*	*	29%	*	*	47%	60%
Hispanic	*	*	*	737	*	*	*	*	*	*	34%
Black or African American	58	730	730	730	17%	22%	36%	24%	0%	24%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	N	752	N	N	N	N	N	N	55%
Female	46	737	737	748	*	26%	33%	*	*	33%	50%
Male	59	733	733	748	*	22%	34%	*	*	27%	49%
Economically Disadvantaged Students	67	730	730	733	*	*	34%	*	*	24%	30%
Non-Economically Disadvantaged Students	38	743	743	758	*	*	32%	*	*	39%	62%
Students with Disabilities	33	727	727	725	*	*	*	*	*	24%	22%
Students without Disabilities	72	738	738	753	*	*	*	*	*	32%	55%
English Learners	N	N	N	722	N	N	N	N	N	N	16%
Non-English Learners	105	735	735	750	13%	24%	33%	*	*	30%	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	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

WILBUR WATTS INTERMEDIATE SCHOOL
(05-0600-085)
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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	106	732	732	748	16%	30%	25%	*	*	28%	49%
White	36	737	737	756	*	28%	*	*	*	36%	60%
Hispanic	*	*	*	736	*	*	*	*	*	*	32%
Black or African American	61	727	727	730	21%	33%	23%	23%	0%	23%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	51	733	733	749	*	29%	29%	*	*	27%	50%
Male	55	731	731	747	*	31%	22%	*	*	29%	48%
Economically Disadvantaged Students	59	726	726	733	*	*	20%	*	*	19%	29%
Non-Economically Disadvantaged Students	47	740	740	758	*	*	32%	*	*	40%	62%
Students with Disabilities	28	721	721	726	*	*	*	*	*	11%	20%
Students without Disabilities	78	736	736	752	*	*	*	*	*	35%	55%
English Learners	N	N	N	718	N	N	N	N	N	N	13%
Non-English Learners	106	732	732	750	16%	30%	25%	*	*	28%	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

WILBUR WATTS INTERMEDIATE SCHOOL
(05-0600-085)
Grades Offered: 03-06
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 6

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).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	103	732	732	744	*	36%	28%	*	*	28%	44%
White	39	746	746	751	*	*	31%	*	*	51%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	53	720	720	726	*	49%	26%	*	*	11%	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	54	736	736	745	*	33%	35%	*	*	28%	45%
Male	49	726	726	742	*	39%	20%	*	*	29%	42%
Economically Disadvantaged Students	54	723	723	729	*	37%	35%	*	*	15%	24%
Non-Economically Disadvantaged Students	49	741	741	753	*	35%	20%	*	*	43%	56%
Students with Disabilities	23	707	707	717	*	*	*	*	*	*	13%
Students without Disabilities	80	739	739	748	*	*	*	*	*	*	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

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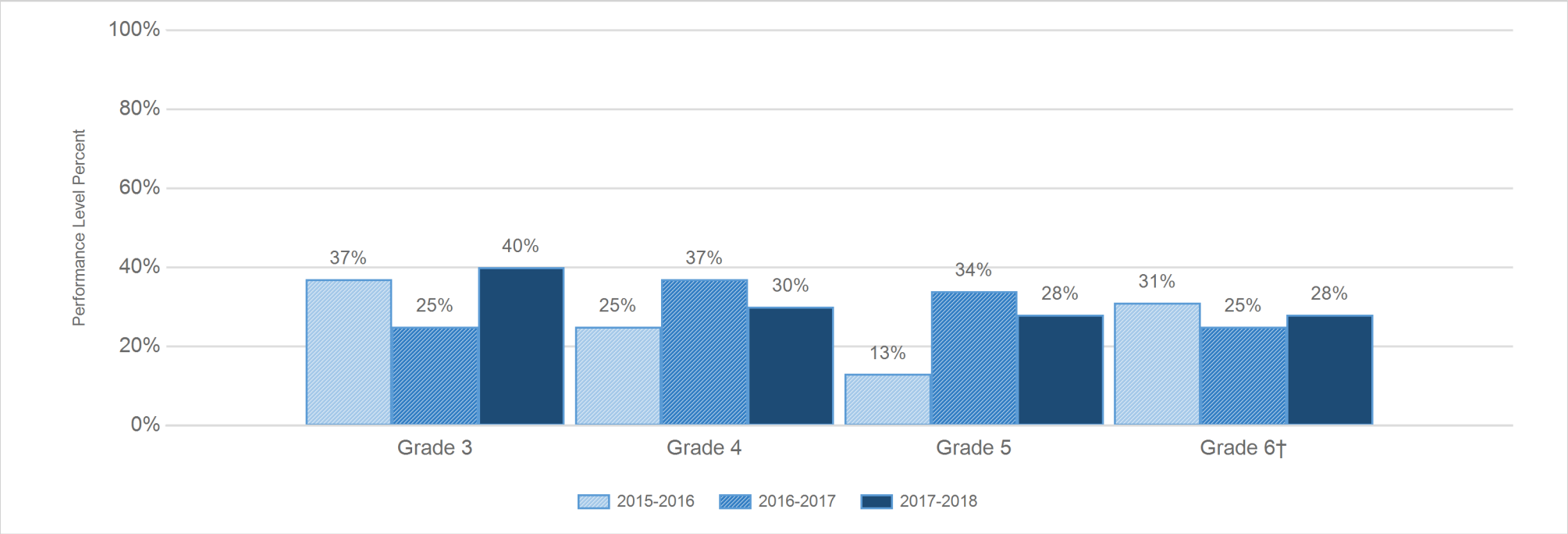
Mathematics Assessment – Performance Trends

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	N	N
4	*	*
5	*	*
6	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

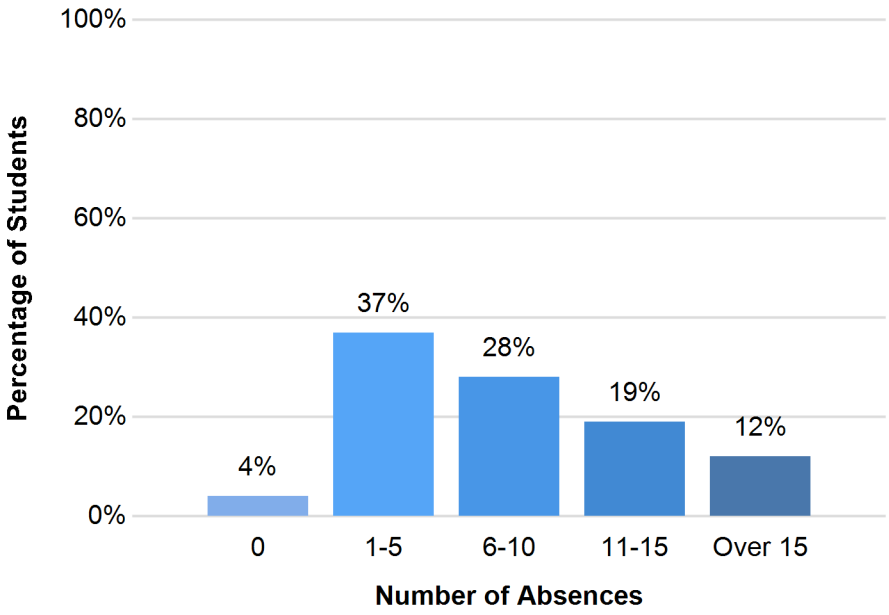
Chronic Absenteeism

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	48	11.2	7.8	Not Met
White	10	7.4	7.8	Met
Hispanic	5	12.2	7.8	Not Met
Black or African American	33	14.0	7.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	43	16.3	7.8	Not Met
Students with Disabilities	21	18.8	7.8	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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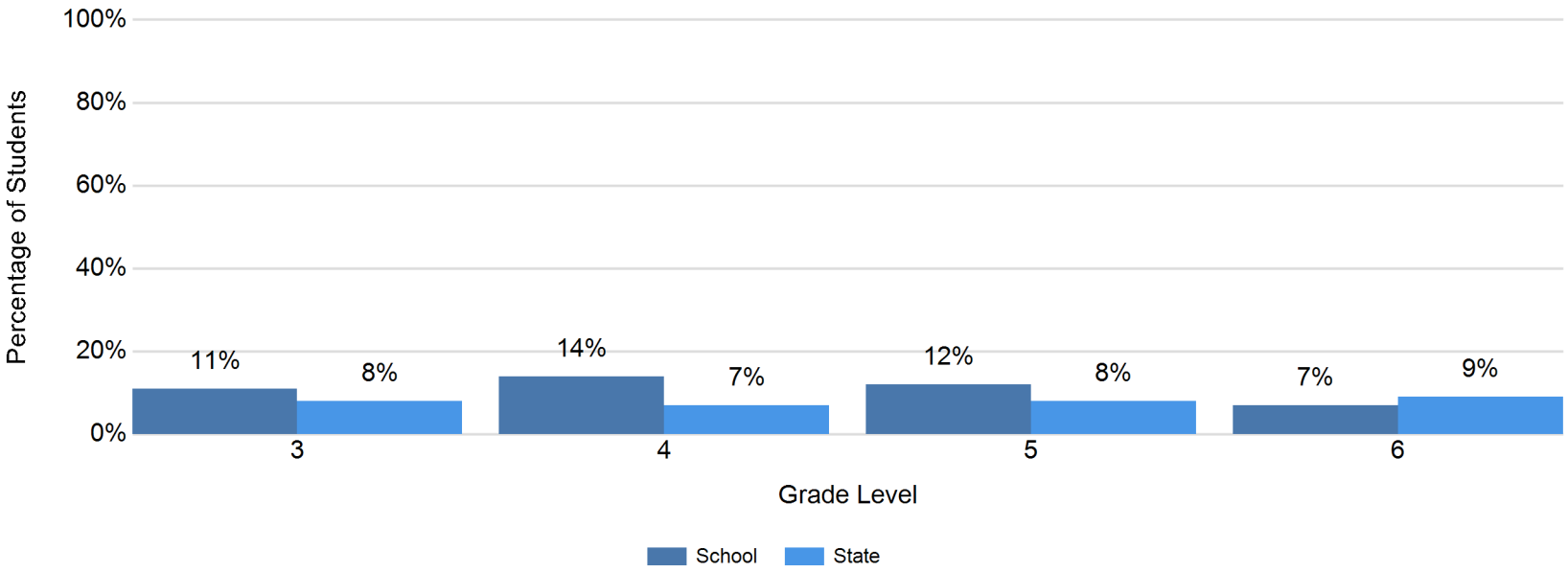
Chronic Absenteeism by Grade

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	19
Weapons	1
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	24
Incidents Per 100 Students Enrolled	5.69

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	1
Vandalism	0
Substances	1
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	3	0	3
Religion	0	0	0
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	2	0	2
Disability	3	3	6
Other	6	1	7
No Identified Nature	4		4

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	51	12.1%
Out-of-School Suspensions	38	9.0%
Any Suspension	71	16.8%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
106

NJ SCHOOL PERFORMANCE REPORT

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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	8:05 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 10 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)	$849	$17,750	$18,599

NJ SCHOOL PERFORMANCE REPORT

WILBUR WATTS INTERMEDIATE SCHOOL
(05-0600-085)
Grades Offered: 03-06
2017-2018

Report Key:
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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	42	117,464
Average years experience in public schools	11.7	12.0
Average years experience in district	10.9	10.7
Teachers in district for 4 or more years	88.1%	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	16	9,374
Average years experience in public schools	16.4	16.0
Average years experience in district	9.1	12.0
Administrators in district for 4 or more years	81.3%	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	10:1	9:1
Students to Administrators	422:1	103:1
Teachers to Administrators	42:1	11:1
Students to Librarians/Media Specialists		549:1
Students to Nurses		329:1
Students to Counselors		206:1
Students to Child Study Team		165:1

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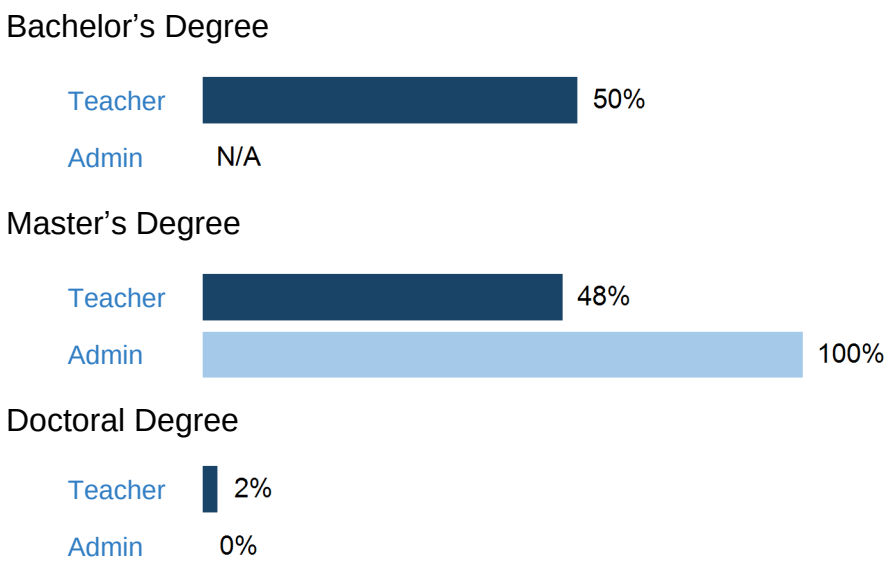
Teachers and Administrators - Level of Education

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	93.2%	90.2%
2016-17 Administrators: Same district 2017-18	93.8%	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	73.8%	0.0%
Male	26.2%	100.0%
White	88.1%	100.0%
Hispanic	4.8%	0.0%
Black or African American	4.8%	0.0%
Asian	2.4%	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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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	26.01	17.5%
Mathematics Proficiency	25.24	17.5%
English Language Arts Growth	60.84	25.0%
Mathematics Growth	31.28	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	24.16	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	35.62	n/a
Summative Rating: Percentile Rank of Summative Score	26.72	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Standard	Met Standard	**	Not Met	No
White	41.94	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	55.36	14.08	No	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Not Met	No
Black or African American	47.38	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	41.25	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	46.94	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Anti-bullying Homeroom & School Morning Meetings, as well as our “City Strong” program, stress social-emotional learning. • GREAT Lessons, which are taught with our Burlington City Police Officers, teach our kids to say NO to drugs and gangs.
Mission, Vision, Theme:	WWIS provides opportunities for lifelong learning and responsible citizenship. We support mutual respect, a strong work ethic, and effective communication skills. We promote critical thinking and problem solving skills for learners in a technological society. We respect diversity and believe in peaceful solutions to problems.
Awards, Recognition, Accomplishments:	We are "City Strong and City Proud" of our accomplishments. Examples include Mr. Robert Shappell, 2018 Burlington County Visionary Principal of the Year, Mrs. Rebecca Butler, our 2019 Teacher of the Year, Mr. Christian Weiss, our 2019 Educational Services Professional of the Year, our award winning band and choir, and our 4th Grade Back-to-Back Perennial Math Tournament Champions!

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Courses, Curriculum, Instruction:	We offer the Harcourt Brace Storytown Language Arts Program in grades 3 - 5, and Pearson Realize Mathematics as our basal program. In grade 6, we also use Pearson Realize for mathematics and the Prentice Hall Literature: 2012 Common Core Edition. All the programs, as well as a myriad of supplemental materials, contribute to a rigorous curriculum that build students' reading, writing, higher-order thinking skills, and critical problem solving.
Clubs and Activities:	WWIS provides a program conducive to good physical and mental health with activities such as the Positive Behavior Supports In Schools (PBSIS) program, the Third Grade Reading Dogs program with the Alliance of Therapy Dogs, and a variety of school sponsored curriculum-based trips. Students are also involved in various community service projects through Student Council.

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Before and After School Programs:	We offer a variety of programs such as “Steps to Success” targeted instruction, Homework Club, Lego Club, Critical Thinking Through Games, Green Team, Newspaper Club, band and choir, and intramural sports.
Staff and Professional Learning:	The staff at WWIS understands the importance of modeling lifelong learning, as many pursue graduate and doctoral level degrees. In addition, we take part in job embedded professional development, such as grade level PLCs (professional learning communities), school level book study, turn-key trainings at faculty meetings, district sponsored professional development workshops, and district level PLCs.

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Student Supports and Services:	We provide targeted assistance for English Language Learners and at-risk students, both during and after school. We also offer an Intervention and Referral Service Team for academic, behavior, &/or social-emotional support. We are in year three of PBSIS, with results that exceed state expectations. This year, we introduced "The Red Zone" peer mentoring program as a Tier 2 intervention for PBSIS. For students with disabilities, our Child Study Team works with our staff and families to support their individual needs.
Student Health and Wellness:	WWIS offer a breakfast program for students, so that they may start the day of right! Nurse Bond facilities many "Lunch Bunch" programs to help support and educate students with food allergies, as well as their friends. We also offer comprehensive Health and Physical Education curricula to support our students' health and wellness. Students have the opportunity to engage in physical activity through physical education, recess, and even a before school Morning Milers Running Club.
Parent and Community Involvement:	Decorating our float for the Holiday Parade, hosting our talent show, providing refreshments during Field Day, helping provide free yearbooks, and 6th Grade Advancement would not be possible without our PTA. Parents also enjoy school events such as Marking Period Star Awards, Pride Students of the Month, and Seuss Olympics. There are numerous grade-level events that parents enjoy during the school day. Parents can easily access their child's grades through our parent portal.

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Facilities:	WWIS was rebuilt in 2007. We have two amazing computer labs and a Media Center with an additional 18 computers. There are three science labs at WWIS, a large art room, a nice sized gymnasium, and an auditorium that would rival most high schools! We are "City Proud" our learning community and facilities here at Wilbur Watts Intermediate School. We even host our high school's home football games, as well as many home soccer games.

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Other Information:	We are in year three of our Positive Behavior Supports In Schools (PBSIS) program. This is a research based program that helps us provide a positive school climate and culture. Students and staff are proud of our PBSIS program, which we have named "City Proud", and rightfully so, as almost 90% of our students have responded well to our universal PBSIS supports. In addition, we scored 74% on the PBSIS benchmark assessment, where the program target is 60% For more information on PBSIS, please go to http://www.njpbs.org.