NJ SCHOOL PERFORMANCE REPORT

ANTHONY WAYNE MIDDLE SCHOOL
(31-5570-065)
Grades Offered: 06-08
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

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	PASSAIC
District	WAYNE TWP
Principal Name	MR. AULENBACH
Address	201 GARSIDE AVENUE WAYNE, NJ 07470
Phone Number	(973)389-2120
Email Address	DAULENBACH@WAYNESCHOOLS.COM
Website	https://www.wayneschools.com/aw
Facebook	https://www.facebook.com/WaynePublicSchools
Twitter	https://twitter.com/WayneSchoolsNJ

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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
6	216	206	213
7	206	215	205
8	238	210	216
Total	660	631	634

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	47.6%	48.2%	48.9%
Male	52.4%	51.8%	51.1%
Economically Disadvantaged Students	9.7%	10.3%	10.4%
Students with Disabilities	13.8%	14.4%	15.8%
English Learners	0.0%	0.0%	0.2%
Homeless Students		0.2%	0.0%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	75.9%	76.4%	73.2%
Hispanic	9.2%	10.0%	11.2%
Black or African American	1.4%	0.5%	0.6%
Asian	12.7%	12.2%	13.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.3%	0.3%
Two or More Races	0.6%	0.6%	0.8%

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	80.8%
Arabic	3.9%
Spanish	3.5%
Albanian	1.7%
Russian	1.4%
Other Languages	8.7%

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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	54	53	50	Met Standard	67	55	50	Exceeds Standard
White	53	52	50	Met Standard	66	54	51	Exceeds Standard
Hispanic	50	46	49	Met Standard	67	50	48	Exceeds Standard
Black or African American	*	37.5	44	**	*	57.5	44	**
Asian, Native Hawaiian, or Pacific Islander	62	60	61	Exceeds Standard	73	62	61	Exceeds Standard
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	*	57	49	**	*	57	51	**
Economically Disadvantaged	49.5	48	48	Met Standard	52	47.5	47	Met Standard
Students with Disabilities	53	45	41	Met Standard	44	47	43	Met Standard
English Learners	49	51	54	**	60	53	51	**

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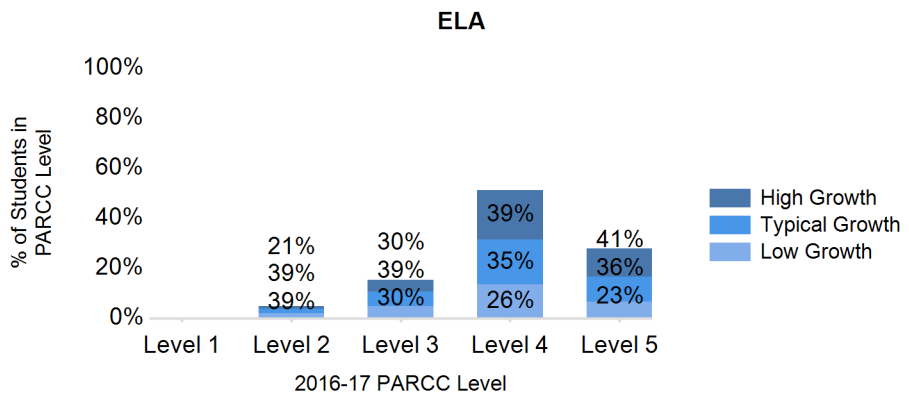
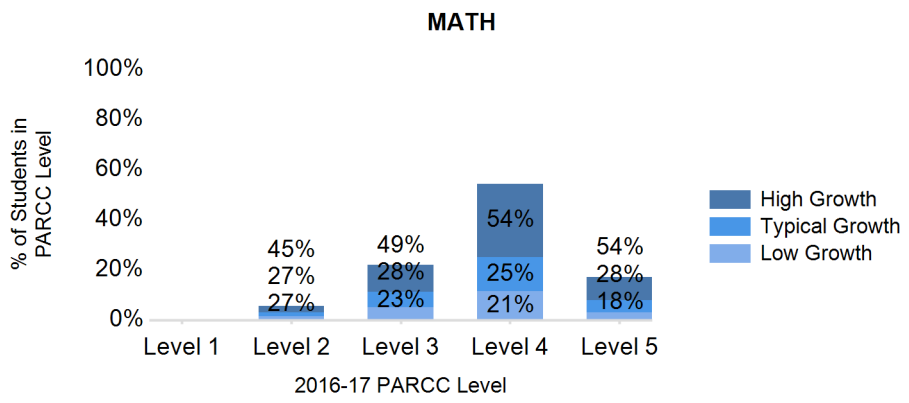
Student Growth by Performance Level

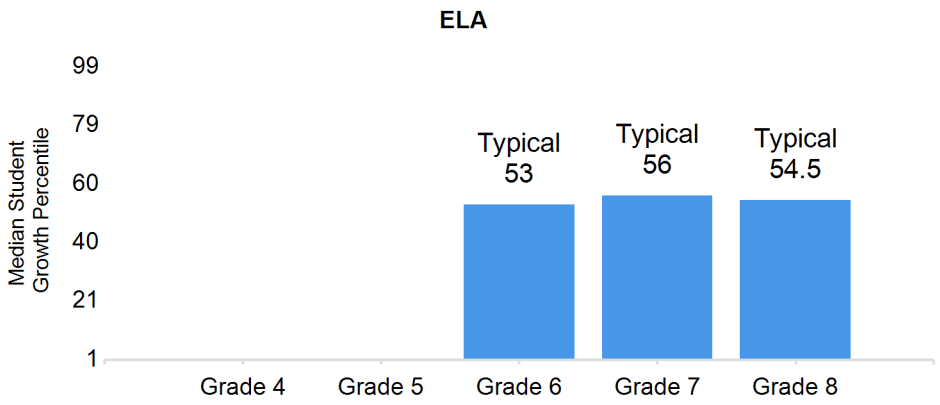
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

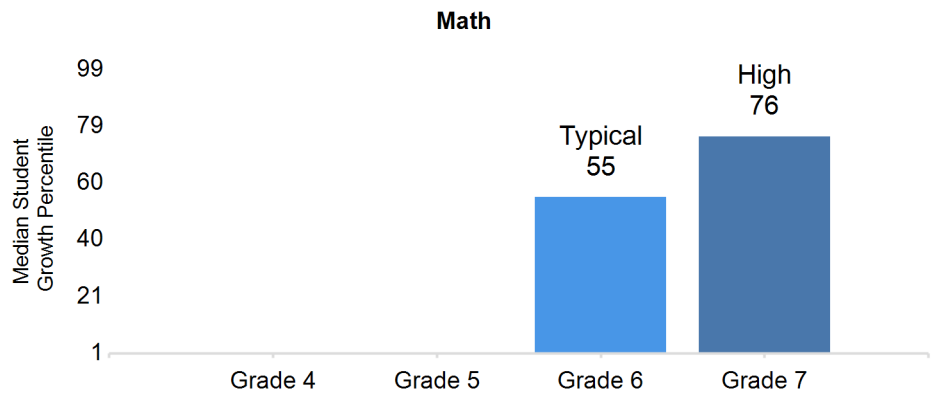




Student Growth by Grade

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	623	98.1	77.0	70.8	56.7	77.0	75.4	Met Target
White	455	97.9	76.0	71.1	65.6	76.0	74.9	Met Target
Hispanic	72	100.0	61.2	57.7	42.5	61.2	59	Met Target
Black or African American	*	*	*	54.4	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	85	98.9	94.1	*	82.3	94.1	80	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	305	97.8	86.9	78.4	64.5	86.9		
Male	318	98.5	67.6	63.8	49.4	67.6		
Economically Disadvantaged Students	63	95.6	53.9	47.2	38.5	53.9	58.7	Met Target†
Non-Economically Disadvantaged Students	560	98.4	79.6	73.7	67.5	79.6		
Students with Disabilities	100	96.2	34.0	*	21.6	34.0	28.5	Met Target
Students without Disabilities	523	98.5	85.3	*	63.9	85.3		
English Learners	19	100.0	73.7	47.9	27.3	73.7	**	**
Non-English Learners	604	98.1	77.2	71.9	59.4	77.2		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	*	30.1	N		

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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	211	764	765	754	*	*	23%	45%	21%	66%	56%
White	149	760	764	761	*	*	26%	44%	17%	62%	66%
Hispanic	26	764	756	742	0%	0%	*	*	*	65%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	32	784	*	779	*	*	*	41%	47%	88%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	106	771	772	761	*	*	*	50%	27%	77%	64%
Male	105	756	758	748	*	*	*	40%	15%	55%	48%
Economically Disadvantaged Students	21	751	751	739	*	*	*	*	*	57%	37%
Non-Economically Disadvantaged Students	190	765	767	764	*	*	*	*	*	67%	68%
Students with Disabilities	34	734	730	723	*	*	32%	*	*	26%	18%
Students without Disabilities	177	769	772	760	*	*	21%	*	*	74%	63%
English Learners	N	N	705	712	N	N	N	N	N	N	*
Non-English Learners	211	764	766	755	*	*	23%	45%	21%	66%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

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	202	782	780	760	*	*	8%	40%	47%	86%	63%
White	145	781	780	768	*	*	8%	37%	49%	86%	72%
Hispanic	23	762	766	746	*	0%	*	*	*	70%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	29	798	*	790	0%	0%	0%	41%	59%	100%	87%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	103	788	787	769	*	*	*	42%	50%	92%	72%
Male	99	775	774	752	*	*	*	37%	42%	80%	54%
Economically Disadvantaged Students	23	755	756	742	*	*	*	*	*	61%	44%
Non-Economically Disadvantaged Students	179	785	783	771	*	*	*	*	*	89%	73%
Students with Disabilities	27	740	739	721	*	*	*	*	*	37%	22%
Students without Disabilities	175	788	788	768	*	*	*	*	*	94%	71%
English Learners	N	N	*	705	N	N	N	N	N	N	11%
Non-English Learners	202	782	*	762	*	*	8%	40%	47%	86%	64%
Homeless Students	N	N	*	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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	211	780	778	759	*	*	11%	41%	40%	81%	60%
White	160	779	777	767	*	*	11%	44%	39%	83%	70%
Hispanic	21	757	761	744	*	*	*	*	*	52%	45%
Black or African American	*	*	749	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	27	804	798	789	0%	*	0%	*	*	96%	86%
American Indian or Alaska Native	*	*	*	759	*	*	*	*	*	*	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	97	790	787	768	*	*	*	41%	52%	93%	69%
Male	114	771	769	751	*	*	*	41%	30%	71%	52%
Economically Disadvantaged Students	20	745	750	740	*	*	*	*	*	45%	42%
Non-Economically Disadvantaged Students	191	783	780	769	*	*	*	*	*	85%	71%
Students with Disabilities	32	739	739	719	*	*	34%	*	*	44%	19%
Students without Disabilities	179	787	786	766	*	*	7%	*	*	88%	68%
English Learners	N	N	*	703	N	N	N	N	N	N	*
Non-English Learners	211	780	*	761	*	*	11%	41%	40%	81%	*
Homeless Students	N	N	*	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	*	718	N	N	N	N	N	N	21%

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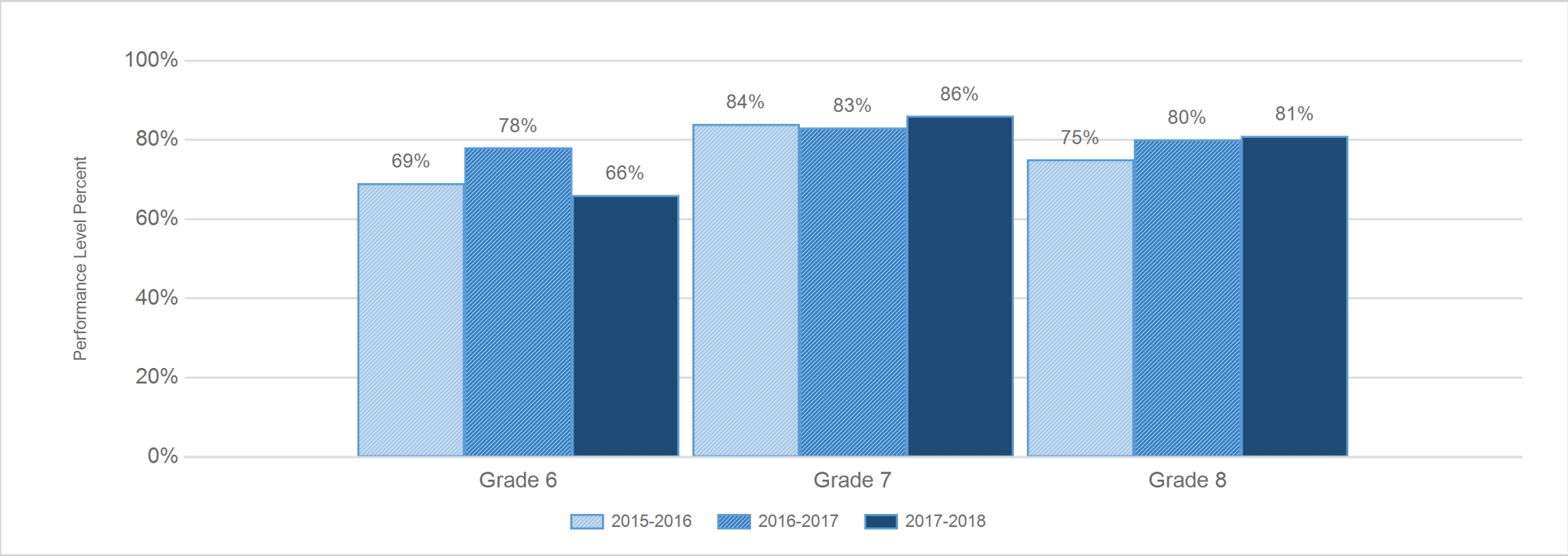
English Language Arts/Literacy Assessment - Performance Trends

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	625	98.4	71.8	61.9	45.0	71.8	66.6	Met Target
White	457	98.3	70.9	61.7	54.1	70.9	64.6	Met Target
Hispanic	72	100.0	51.4	44.8	29.2	51.4	53.2	Met Target†
Black or African American	*	*	*	41.2	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	85	98.9	92.9	*	77.0	92.9	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	307	98.4	72.9	62.4	46.0	72.9		
Male	318	98.5	70.7	61.5	43.9	70.7		
Economically Disadvantaged Students	64	97.1	53.1	38.7	26.6	53.1	67	Not Met
Non-Economically Disadvantaged Students	561	98.6	74.0	64.7	55.9	74.0		
Students with Disabilities	100	96.2	24.0	25.2	17.1	24.0	18.7	Met Target
Students without Disabilities	525	98.9	80.9	69.6	50.5	80.9		
English Learners	19	100.0	73.7	49.5	24.6	73.7	N	N
Non-English Learners	606	98.4	71.8	62.5	46.9	71.8		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 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	212	758	754	744	*	*	29%	44%	16%	60%	44%
White	150	755	753	751	*	*	31%	*	*	57%	54%
Hispanic	26	750	743	731	0%	*	46%	*	*	42%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	32	782	*	771	0%	*	*	41%	50%	91%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	107	760	755	745	*	*	31%	*	*	61%	45%
Male	105	757	753	742	*	*	27%	*	*	60%	42%
Economically Disadvantaged Students	21	748	742	729	*	*	*	*	*	43%	24%
Non-Economically Disadvantaged Students	191	759	756	753	*	*	*	*	*	62%	56%
Students with Disabilities	34	735	728	717	*	*	35%	*	*	26%	13%
Students without Disabilities	178	763	759	748	*	*	28%	*	*	67%	49%
English Learners	N	N	707	713	N	N	N	N	N	N	11%
Non-English Learners	212	758	755	745	*	*	29%	44%	16%	60%	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

ANTHONY WAYNE MIDDLE SCHOOL
(31-5570-065)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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Mathematics Assessment - Performance by Grade: Grade 7

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	203	771	763	743	*	*	9%	51%	32%	82%	43%
White	146	772	763	750	*	*	10%	49%	32%	81%	54%
Hispanic	23	753	747	732	*	*	*	*	*	70%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	29	784	*	767	0%	0%	*	*	*	97%	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	104	771	762	745	*	*	*	57%	26%	83%	45%
Male	99	772	764	741	*	*	*	44%	37%	82%	42%
Economically Disadvantaged Students	24	752	744	730	*	*	*	*	*	63%	24%
Non-Economically Disadvantaged Students	179	774	765	751	*	*	*	*	*	85%	55%
Students with Disabilities	27	729	730	717	*	*	*	*	*	22%	12%
Students without Disabilities	176	778	769	748	*	*	*	*	*	91%	50%
English Learners	N	N	*	716	N	N	N	N	N	N	10%
Non-English Learners	203	771	*	744	*	*	9%	51%	32%	82%	45%
Homeless Students	N	N	*	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

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(31-5570-065)
Grades Offered: 06-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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	151	759	752	728	*	9%	22%	*	*	64%	28%
White	116	760	753	736	*	*	22%	*	*	65%	36%
Hispanic	18	736	737	722	*	*	*	*	*	39%	22%
Black or African American	N	N	*	715	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	15	777	*	747	0%	0%	*	*	*	87%	51%
American Indian or Alaska Native	*	*	*	721	*	*	*	*	*	*	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	72	761	755	731	*	*	19%	*	*	69%	31%
Male	79	756	750	725	*	*	24%	*	*	58%	26%
Economically Disadvantaged Students	19	746	737	719	*	*	*	*	*	47%	20%
Non-Economically Disadvantaged Students	132	760	754	735	*	*	*	*	*	66%	35%
Students with Disabilities	31	727	721	705	*	*	*	*	*	23%	*
Students without Disabilities	120	767	761	735	*	*	*	*	*	74%	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	N	N	*	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	*	703	N	N	N	N	N	N	10%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course 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	61	807	763	746	0%	0%	0%	44%	56%	100%	46%
White	45	805	763	755	0%	0%	0%	51%	49%	100%	57%
Hispanic	*	*	752	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	12	812	*	779	0%	0%	0%	*	*	100%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	25	810	763	748	0%	0%	0%	*	*	100%	48%
Male	36	805	763	745	0%	0%	0%	*	*	100%	44%
Economically Disadvantaged Students	*	*	736	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	766	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	724	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	769	752	*	*	*	*	*	*	52%
English Learners	N	N	736	710	N	N	N	N	N	N	*
Non-English Learners	61	807	764	749	0%	0%	0%	44%	56%	100%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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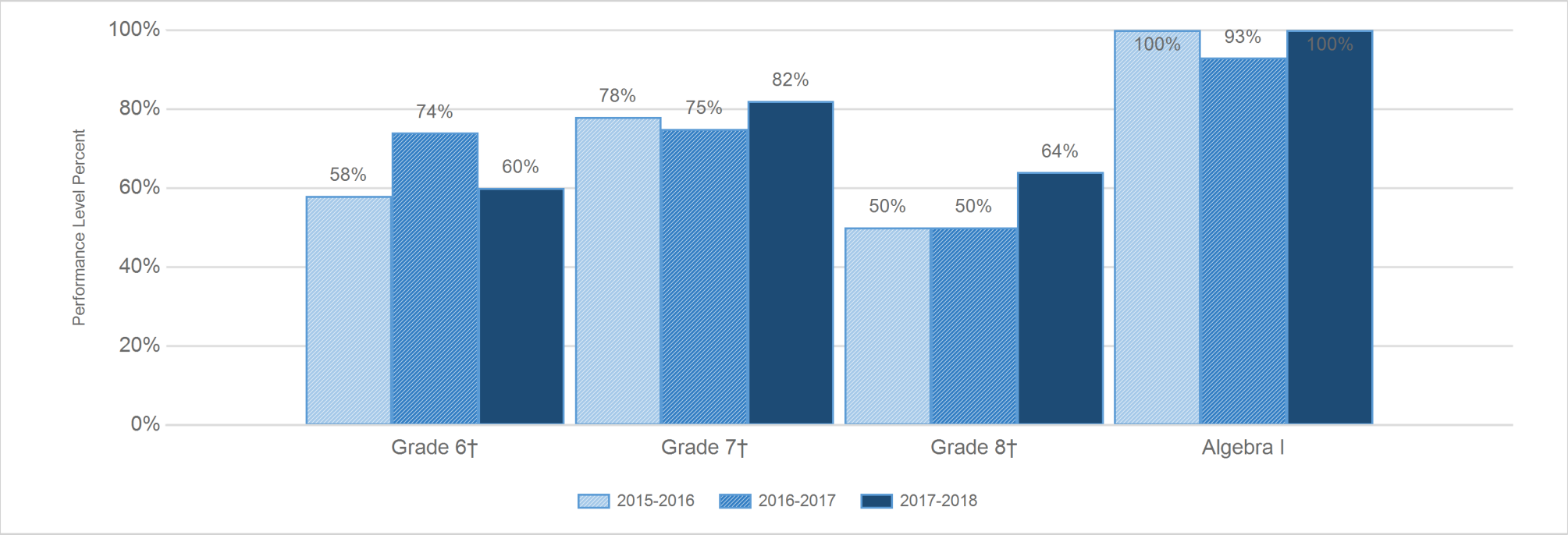
Mathematics Assessment – Performance Trends

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
6	N	N
7	*	*
8	*	*

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	N	N	N

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	215
7	0	0	212
8	61	0	158
Total	61	0	585

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	60	14	0	0	0	0	0
Total	60	14	0	0	0	0	0

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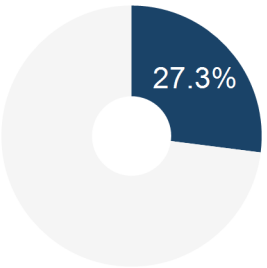
Visual and Performing Arts – Course Participation

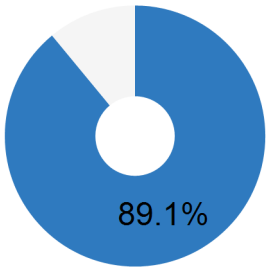
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

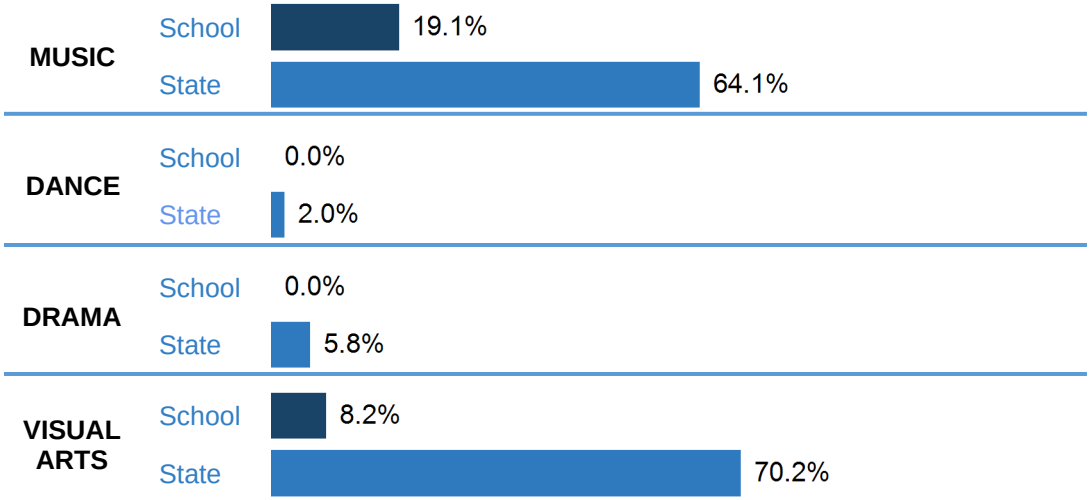


School



State

Students enrolled in one or more classes by discipline:



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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.

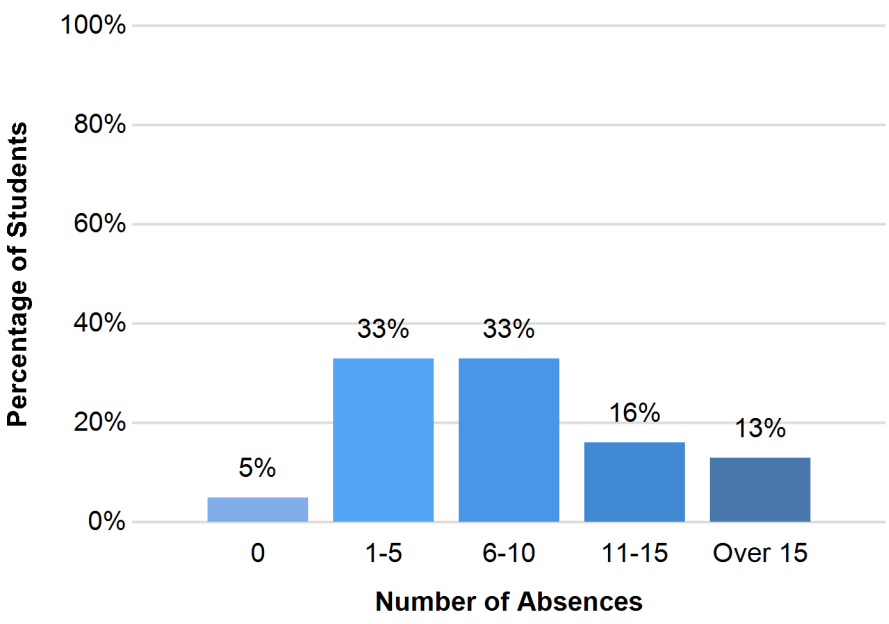
Chronic Absenteeism

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	53	8.3	9.5	Met
White	46	9.9	9.5	Not Met
Hispanic	5	6.8	9.5	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	2	2.3	9.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	14	20.6	9.5	Not Met
Students with Disabilities	19	17.9	9.5	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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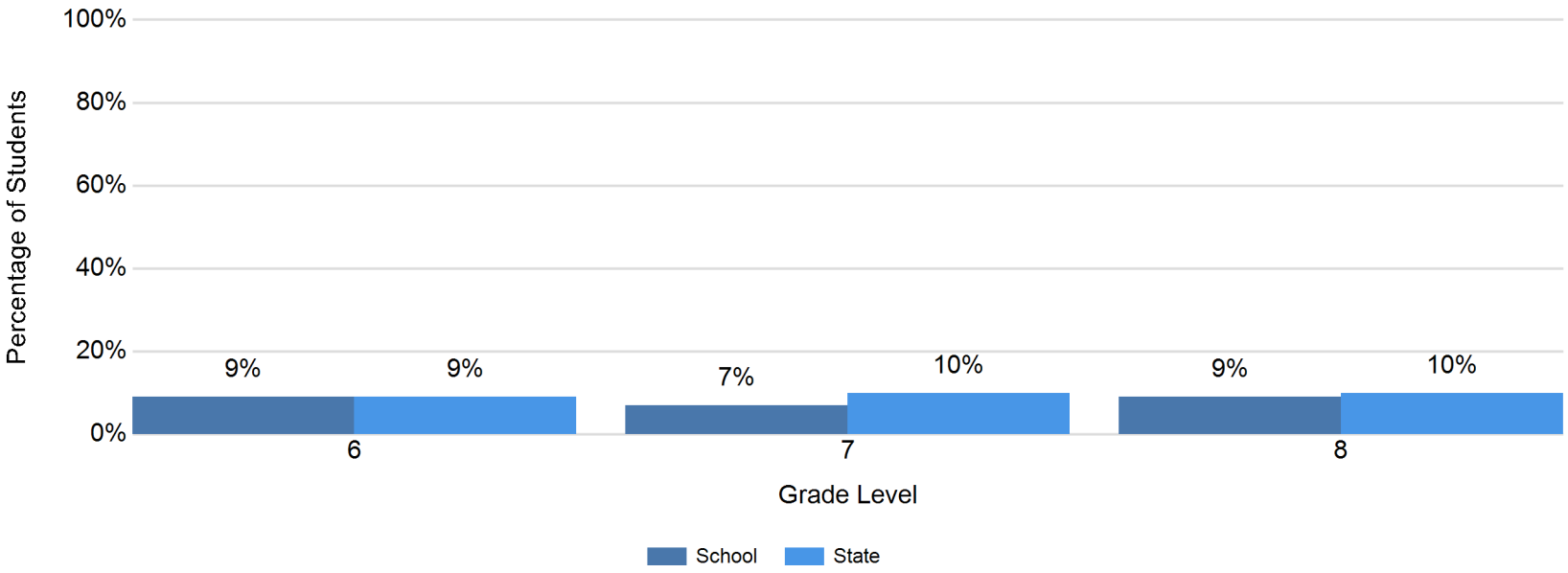
Chronic Absenteeism by Grade

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	10
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	1.74

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	1
Weapons	0
Vandalism	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	4	0	4
Religion	1	0	1
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	2	1	3
No Identified Nature	7		7

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	10	1.6%
Any Suspension	12	1.9%
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
21

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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	8:00 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 25 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	1.4:1

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)	$326	$17,125	$17,451

NJ SCHOOL PERFORMANCE REPORT

ANTHONY WAYNE MIDDLE SCHOOL
(31-5570-065)
Grades Offered: 06-08
2017-2018

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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	13.5	12.0
Average years experience in district	11.8	10.7
Teachers in district for 4 or more years	92.2%	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	42	9,374
Average years experience in public schools	8.8	16.0
Average years experience in district	6.9	12.0
Administrators in district for 4 or more years	61.9%	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	12:1
Students to Administrators	159:1	191:1
Teachers to Administrators	16:1	16:1
Students to Librarians/Media Specialists		616:1
Students to Nurses		500:1
Students to Counselors		258:1
Students to Child Study Team		242:1

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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	91.4%	90.2%
2016-17 Administrators: Same district 2017-18	82.1%	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	95.0%

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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	78.1%	25.0%
Male	21.9%	75.0%
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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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	80.57	17.5%
Mathematics Proficiency	87.14	17.5%
English Language Arts Growth	62.50	25.0%
Mathematics Growth	89.32	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	34.29	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	72.45	n/a
Summative Rating: Percentile Rank of Summative Score	82.76	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	Exceeds Standard	N	Met	No
White	67.99	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Hispanic	77.28	14.08	No	Met Target	Met Target†	Met Standard	Exceeds Standard	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	74.98	14.08	No	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	65.56	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	63.55	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	No	**	N	**	**	**	**	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:	• Curriculum includes Advanced level language arts and math courses including Algebra in Grade 8 for students who qualify • Character Education Program has been recognized as a Promising Practice from Character.org • Technology is infused into daily lessons
Mission, Vision, Theme:	Anthony Wayne Middle School's primary objective is to improve student growth and achievement while fostering a positive climate and culture conducive to high student achievement and success. The instructional staff at Anthony Wayne plans lessons and units of study that academically and developmentally meet the needs of our middle level learners. A safe, nurturing, and personalized climate for learning is fostered.
Awards, Recognition, Accomplishments:	Anthony Wayne Middle School has been recognized for the customized Character Education Program in place called "180 Days of AWesome!" Character.org has named it a Promising Practice. Our Band and Chorus earn Excellent and Superior Ratings annually at state-wide festivals.

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Courses, Curriculum, Instruction:	Course offerings at Anthony Wayne Middle School present students with a rigorous learning experience focused on enhancing both skills and knowledge. In addition to core academic classes, students are offered cycle courses including visual arts, computers, technical education, Spanish, instrumental music/band and vocal music.
Sports and Athletics:	No competitive sports are included at Anthony Wayne Middle School. There are various after school intramural activities, but students participate in sports through our Township's Recreational Dept.
Clubs and Activities:	Many club offerings are available to all students in grades 6, 7 and 8. These include but are not limited to: Student Council, National Junior Honor Society, Robotics, Coding Club, Film Club, Newspaper Club, Yearbook Club, Board Game Club, Intramural Sports Club, Fun and Fitness Club, TREP$, and Green Thumbs Club.

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Staff and Professional Learning:	All AW Staff participate in weekly PLCs. In addition, Team Meetings take place twice a week. Many staff members attend off campus workshops related to technology, SEL, enriching their own content areas and other important topics.

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Student Supports and Services:	AWMS has a full Child Study Team that manages all students receiving services in conjuction with our Spec. Ed Teachers. An I&RS Committee meets weekly, as well.
Student Health and Wellness:	AWMS has a breakfast program. Also, our PE teachers facilitate the Pacers Program each marking period. Furthermore, the Great RePlay and/or Hoops for Heart are run annually.
Parent and Community Involvement:	AWMS has a very active and productive PTO. Weekly email updates go out to parents and the district utilizes OnCourse for student attendance and grading which is always available to parents.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Administrators, Teachers It is an in-house survey used as part of our Character Ed Program evaluation
Facilities:	AWMS was built in 2005 and is air conditioned. There is a gym, aux. gyms, media center/library, cafetorium, dedicated art and music rooms and science labs.

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Other Information:	To prepare our students for the 21st Century, instructional delivery is embedded with authentic learning experiences that integrate technology skills. Anthony Wayne's classrooms are equipped with chromebooks, an LCD presentation system, hover cams and Interwrite tablets. The use of formative assessments and technology that supports it has been a particular focus of professional development.