NJ SCHOOL PERFORMANCE REPORT

MYLES J. MCMANUS MIDDLE SCHOOL
(39-2660-060)
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	UNION
District	LINDEN CITY
Principal Name	MR. FINGERLIN
Address	300 EDGEWOOD RD LINDEN, NJ 07036-5320
Phone Number	(908)486-7751
Email Address	PFINGERLIN@LINDENPS.ORG
Website	http://www.linden.k12.nj.us/schools/mcmanus/
Facebook	https://www.facebook.com/lindenpublicschools.mcmanus/
Twitter	http://twitter.com/LPS_McManus

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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	255	258	206
7	194	254	257
8	241	188	266
Total	690	700	729

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	44.6%	47.7%	47.7%
Male	55.4%	52.3%	52.3%
Economically Disadvantaged Students	48.3%	50.3%	50.1%
Students with Disabilities	13.2%	15.0%	16.3%
English Learners	2.9%	2.4%	4.7%
Homeless Students		0.3%	1.6%
Students in Foster Care		0.6%	0.3%
Military-Connected Students		0.0%	0.1%
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	26.8%	28.4%	27.4%
Hispanic	37.4%	38.1%	38.4%
Black or African American	31.4%	29.1%	28.7%
Asian	2.3%	2.9%	3.8%
Native Hawaiian or Pacific Islander	0.4%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.1%	0.3%
Two or More Races	1.6%	1.1%	1.2%

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	57.6%
Spanish	21.8%
Polish	6.6%
Haitian	4.3%
Portuguese	3.4%
Other Languages	6.3%

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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	38	46	50	Not Met	45	48	50	Met Standard
White	42.5	46	50	Met Standard	49.5	53	51	Met Standard
Hispanic	42	48	49	Met Standard	44.5	48	48	Met Standard
Black or African American	34	42	44	Not Met	42	44	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	34	53	61	Not Met	44.5	50	61	Met Standard
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	*	36	49	**	*	45	51	**
Economically Disadvantaged	36.5	44	48	Not Met	44	47	47	Met Standard
Students with Disabilities	42	41	41	Met Standard	42	46	43	Met Standard
English Learners	50.5	55	54	Met Standard	45	52.5	51	Met Standard

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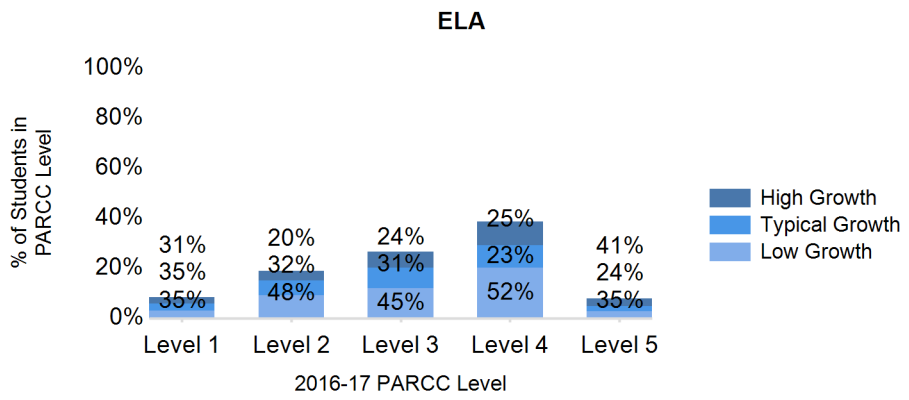
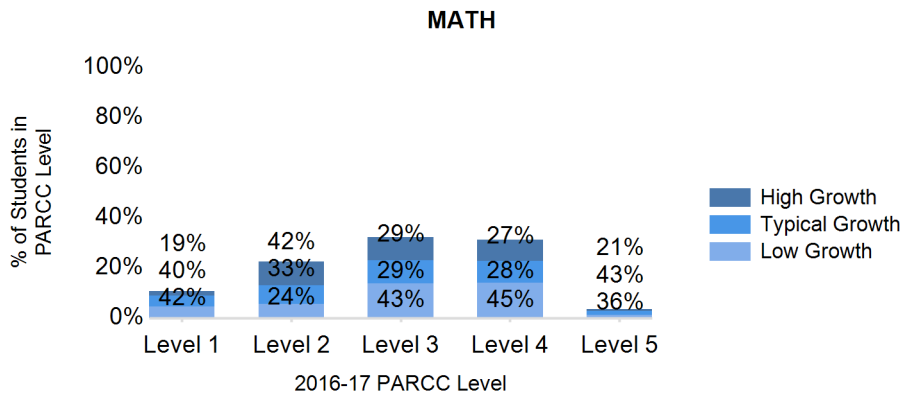
Student Growth by Performance Level

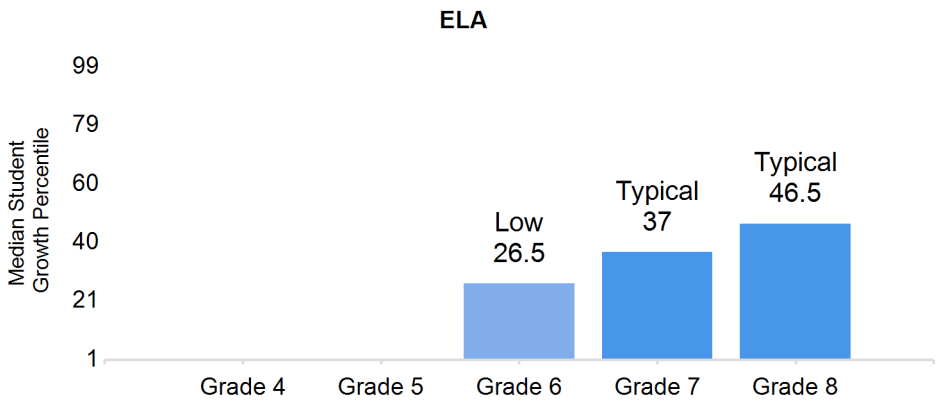
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

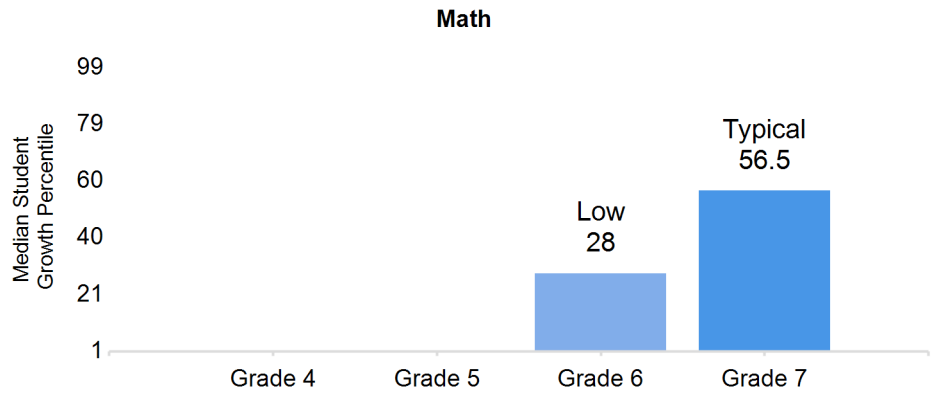




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	651	92.8	41.6	45.4	56.7	41.1	40.3	Met Target
White	174	89.0	55.7	*	65.6	52.7	51.4	Met Target
Hispanic	247	92.9	36.0	44.1	42.5	35.6	39.3	Met Target†
Black or African American	192	94.8	32.8	38.7	37.3	32.8	30.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	28	100.0	60.7	67.0	82.3	60.7	56.3	Met Target
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	302	90.2	53.7	55.8	64.5	51.6		
Male	349	95.1	31.2	35.9	49.4	31.2		
Economically Disadvantaged Students	308	93.9	34.7	41.1	38.5	*	33.7	Met Target
Non-Economically Disadvantaged Students	343	91.8	47.8	50.4	67.5	*		
Students with Disabilities	107	88.2	*	*	21.6	*	9.8	Not Met
Students without Disabilities	544	93.7	*	*	63.9	*		
English Learners	54	91.8	24.1	29.7	27.3	24.1	23.9	Met Target
Non-English Learners	597	92.9	43.3	47.1	59.4	42.5		
Homeless Students	*	*	*	12.9	27.7	*		
Students In Foster Care	*	*	*	25.0	26.3	*		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	192	741	743	754	10%	16%	35%	*	*	39%	56%
White	52	748	750	761	*	*	33%	*	*	52%	66%
Hispanic	73	739	742	742	*	19%	38%	*	*	33%	42%
Black or African American	51	733	738	737	*	*	41%	*	*	27%	35%
Asian, Native Hawaiian, or Pacific Islander	13	757	*	779	*	*	*	*	*	62%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	86	746	750	761	*	14%	35%	*	*	44%	64%
Male	106	737	736	748	*	17%	36%	*	*	34%	48%
Economically Disadvantaged Students	93	733	737	739	*	16%	39%	*	*	28%	37%
Non-Economically Disadvantaged Students	99	749	750	764	*	15%	32%	*	*	48%	68%
Students with Disabilities	31	711	712	723	*	*	*	*	*	*	18%
Students without Disabilities	161	747	750	760	*	*	*	*	*	*	63%
English Learners	*	*	713	712	*	*	*	*	*	*	*
Non-English Learners	*	*	744	755	*	*	*	*	*	*	*
Homeless Students	*	*	738	729	*	*	*	*	*	*	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	234	745	746	760	11%	20%	26%	25%	18%	43%	63%
White	67	758	759	768	*	*	27%	28%	28%	57%	72%
Hispanic	93	742	746	746	14%	22%	25%	26%	14%	40%	49%
Black or African American	62	734	737	740	*	29%	26%	*	*	31%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	113	761	761	769	*	*	21%	*	*	62%	72%
Male	121	730	734	752	*	*	30%	*	*	26%	54%
Economically Disadvantaged Students	118	740	744	742	*	*	24%	*	*	40%	44%
Non-Economically Disadvantaged Students	116	750	750	771	*	*	28%	*	*	47%	73%
Students with Disabilities	31	704	704	721	48%	*	*	*	*	10%	22%
Students without Disabilities	203	752	755	768	5%	*	*	*	*	48%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	729	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	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	248	739	744	759	15%	21%	22%	33%	8%	41%	60%
White	58	759	764	767	0%	*	28%	*	*	60%	70%
Hispanic	94	734	742	744	18%	28%	21%	*	*	33%	45%
Black or African American	85	729	733	739	25%	19%	21%	*	*	35%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	*	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	113	752	754	768	*	18%	23%	*	*	51%	69%
Male	135	729	735	751	*	24%	21%	*	*	33%	52%
Economically Disadvantaged Students	110	731	737	740	21%	23%	20%	*	*	36%	42%
Non-Economically Disadvantaged Students	138	746	751	769	11%	20%	24%	*	*	45%	71%
Students with Disabilities	44	707	714	719	*	*	*	*	*	*	19%
Students without Disabilities	204	746	750	766	*	*	*	*	*	*	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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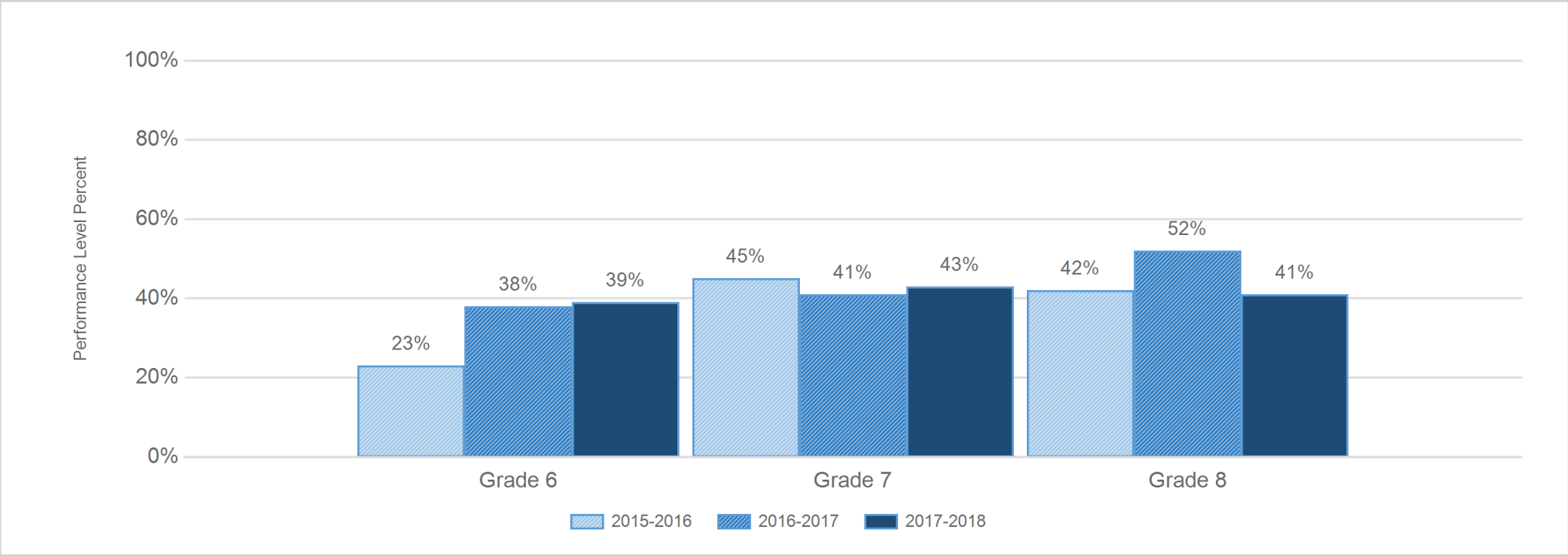
English Language Arts/Literacy Assessment - Performance Trends

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	658	93.1	26.0	*	45.0	25.6	25.4	Met Target
White	175	89.1	36.0	*	54.1	33.8	31.8	Met Target
Hispanic	251	93.7	24.3	*	29.2	24.1	26	Met Target†
Black or African American	193	94.9	14.5	*	23.4	14.5	16.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	29	100.0	51.7	50.0	77.0	51.7	42	Met Target
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	306	90.6	29.7	*	46.0	28.7		
Male	352	95.4	22.8	*	43.9	22.8		
Economically Disadvantaged Students	316	94.6	18.3	*	26.6	*	22	Not Met
Non-Economically Disadvantaged Students	342	91.8	33.0	*	55.9	*		
Students with Disabilities	107	89.0	*	*	17.1	*	9.8	Not Met
Students without Disabilities	551	94.0	*	*	50.5	*		
English Learners	63	98.6	19.0	23.8	24.6	19.0	15.9	Met Target
Non-English Learners	595	92.6	26.7	27.5	46.9	26.2		
Homeless Students	*	*	*	10.0	17.3	*		
Students In Foster Care	*	*	*	18.8	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	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	196	732	729	744	15%	29%	29%	*	*	28%	44%
White	53	739	739	751	*	26%	40%	*	*	28%	54%
Hispanic	74	729	728	731	19%	28%	26%	*	*	27%	27%
Black or African American	53	724	721	726	19%	36%	28%	*	*	17%	21%
Asian, Native Hawaiian, or Pacific Islander	13	749	*	771	*	*	*	*	*	62%	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	86	731	729	745	12%	33%	30%	*	*	26%	45%
Male	110	733	728	742	17%	25%	28%	*	*	29%	42%
Economically Disadvantaged Students	96	725	722	729	20%	30%	34%	*	*	16%	24%
Non-Economically Disadvantaged Students	100	739	736	753	10%	27%	24%	*	*	39%	56%
Students with Disabilities	32	706	708	717	*	*	*	*	*	*	13%
Students without Disabilities	164	737	733	748	*	*	*	*	*	*	49%
English Learners	12	713	712	713	*	*	*	*	*	25%	11%
Non-English Learners	184	733	730	745	*	*	*	*	*	28%	45%
Homeless Students	*	*	717	718	*	*	*	*	*	*	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

MYLES J. MCMANUS MIDDLE SCHOOL
(39-2660-060)
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
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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	235	735	733	743	13%	23%	34%	*	*	30%	43%
White	66	746	745	750	*	*	42%	*	*	41%	54%
Hispanic	94	730	732	732	14%	27%	32%	*	*	28%	27%
Black or African American	62	727	723	727	21%	29%	29%	21%	0%	21%	21%
Asian, Native Hawaiian, or Pacific Islander	10	751	*	767	0%	*	*	*	*	40%	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	115	742	739	745	*	17%	39%	*	*	39%	45%
Male	120	728	726	741	*	30%	28%	*	*	22%	42%
Economically Disadvantaged Students	120	731	730	730	*	27%	28%	*	*	27%	24%
Non-Economically Disadvantaged Students	115	739	736	751	*	20%	39%	*	*	34%	55%
Students with Disabilities	31	705	706	717	*	*	*	*	*	*	12%
Students without Disabilities	204	739	738	748	*	*	*	*	*	*	50%
English Learners	12	717	719	716	*	*	*	*	*	*	10%
Non-English Learners	223	736	733	744	*	*	*	*	*	*	45%
Homeless Students	*	*	718	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
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%

NJ SCHOOL PERFORMANCE REPORT

MYLES J. MCMANUS MIDDLE SCHOOL
(39-2660-060)
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	107	691	701	728	*	*	*	*	*	*	28%
White	*	*	720	736	*	*	*	*	*	*	36%
Hispanic	46	688	700	722	*	*	*	*	*	*	22%
Black or African American	48	690	697	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	*	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	37	694	705	731	*	*	*	*	*	*	31%
Male	70	690	698	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	63	688	700	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	44	696	701	735	*	*	*	*	*	*	35%
Students with Disabilities	40	682	695	705	*	*	*	*	*	*	*
Students without Disabilities	67	697	704	735	*	*	*	*	*	*	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	708	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	734	*	*	*	*	*	*	31%
Migrant Students	N	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	147	735	724	746	12%	25%	30%	33%	0%	33%	46%
White	51	739	735	755	*	*	24%	43%	0%	43%	57%
Hispanic	52	734	724	730	*	*	33%	31%	0%	31%	27%
Black or African American	37	727	718	727	*	27%	38%	*	*	19%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	79	736	726	748	*	*	32%	32%	0%	32%	48%
Male	68	734	723	745	*	*	28%	35%	0%	35%	44%
Economically Disadvantaged Students	52	731	719	729	*	31%	33%	*	*	25%	25%
Non-Economically Disadvantaged Students	95	737	730	756	*	22%	28%	*	*	38%	57%
Students with Disabilities	*	*	700	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	729	752	*	*	*	*	*	*	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	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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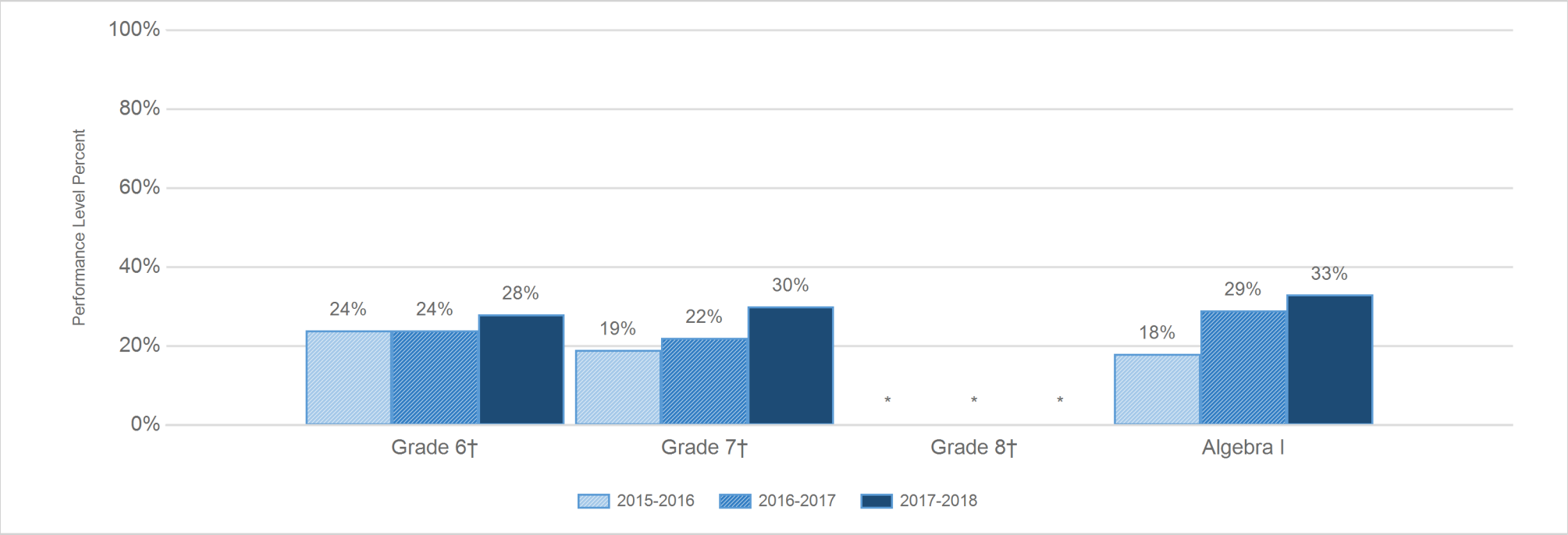
Mathematics Assessment – Performance Trends

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	*	*
7	*	*
8	N	N

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	33.3%	**	**

† 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	25	*	*
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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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	214
7	0	0	267
8	160	0	117
Total	160	0	598

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	101	41	39	0	0	23	0
7	123	47	66	0	0	22	0
8	126	45	51	0	0	42	0
Total	350	133	156	0	0	87	0

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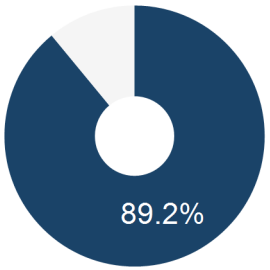
Visual and Performing Arts – Course Participation

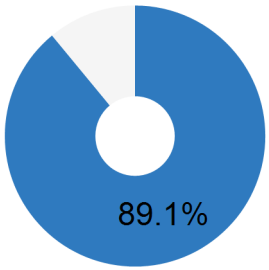
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

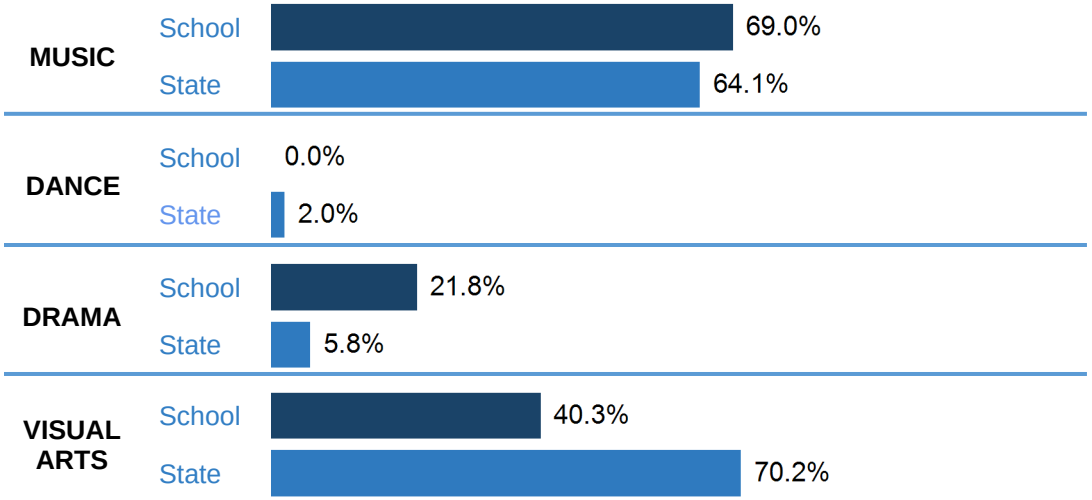


School



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.

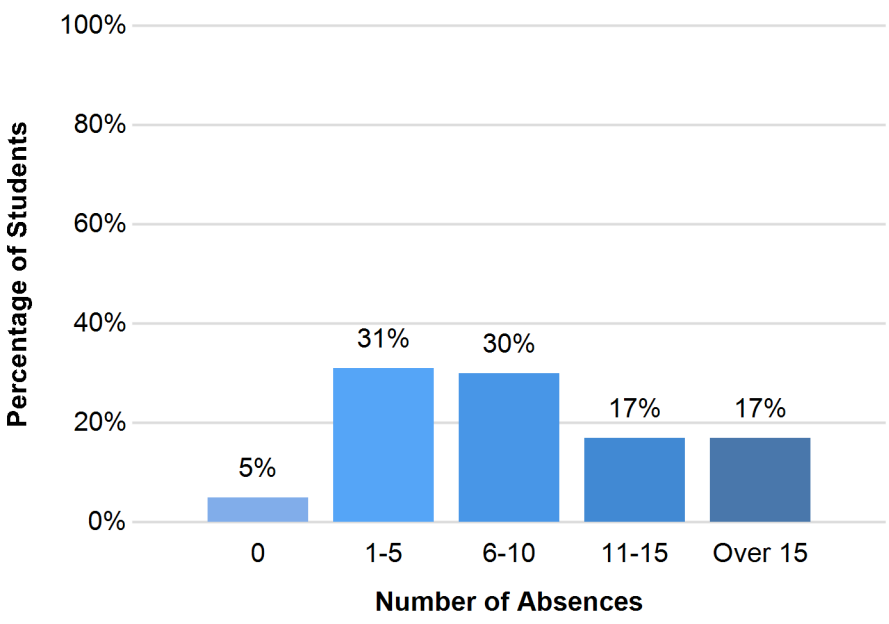
Chronic Absenteeism

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	90	12.3	9.5	Not Met
White	24	11.9	9.5	Not Met
Hispanic	36	12.7	9.5	Not Met
Black or African American	25	12.0	9.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	4	13.3	9.5	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	60	16.3	9.5	Not Met
Students with Disabilities	26	20.5	9.5	Not Met
English Learners	4	11.8	9.5	Not Met

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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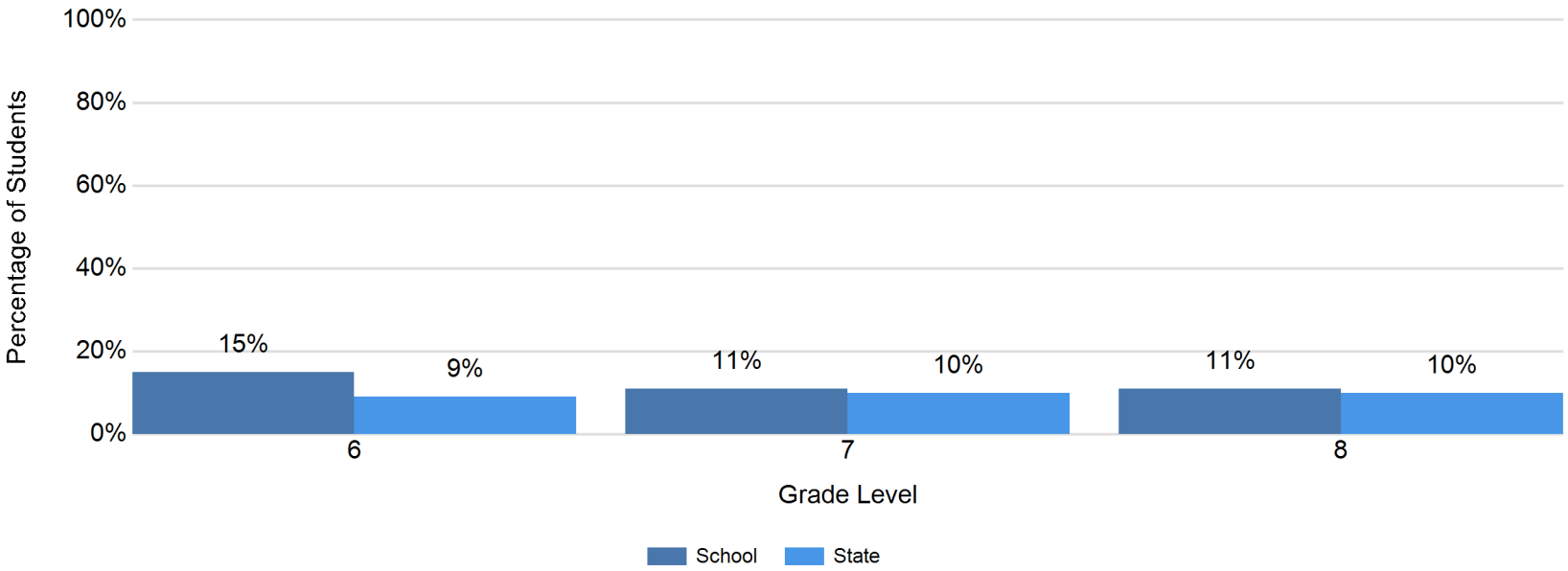
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	27
Weapons	3
Vandalism	4
Substances	1
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	43
Incidents Per 100 Students Enrolled	5.90

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	2
Weapons	0
Vandalism	1
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	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	1	1	2
Sexual Orientation	1	2	3
Disability	0	0	0
Other	5	5	10
No Identified Nature	5		5

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	58	8.0%
Out-of-School Suspensions	74	10.2%
Any Suspension	96	13.2%
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
257

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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	7:45 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	6 Hrs 15 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	1.1:1

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)	$626	$15,526	$16,152

NJ SCHOOL PERFORMANCE REPORT

MYLES J. MCMANUS MIDDLE SCHOOL
(39-2660-060)
Grades Offered: 06-08
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	63	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	76.2%	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	45	9,374
Average years experience in public schools	20.0	16.0
Average years experience in district	18.3	12.0
Administrators in district for 4 or more years	100.0%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	11:1
Students to Administrators	729:1	135:1
Teachers to Administrators	63:1	12:1
Students to Librarians/Media Specialists		1218:1
Students to Nurses		435:1
Students to Counselors		609:1
Students to Child Study Team		165:1

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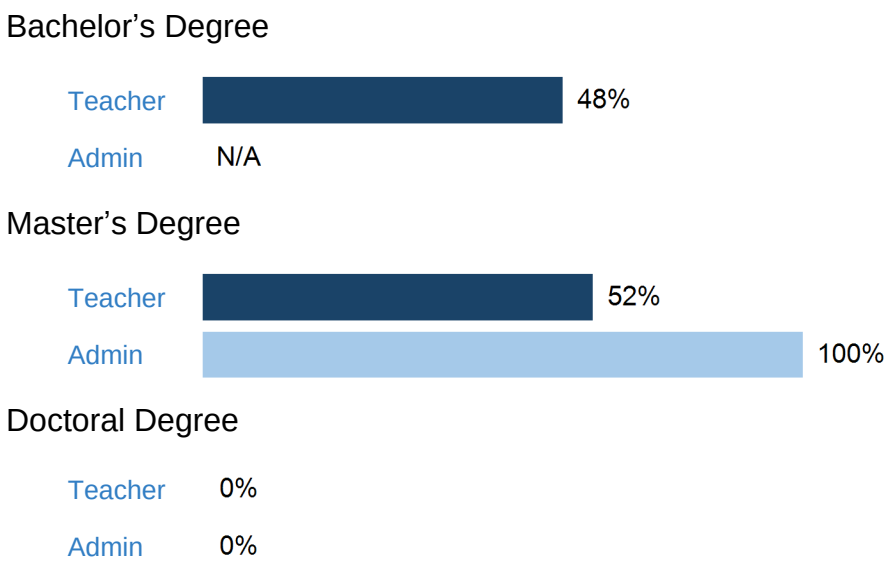
Teachers and Administrators - Level of Education

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	93.4%	90.2%
2016-17 Administrators: Same district 2017-18	94.9%	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	97.2%

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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	79.4%	0.0%
Male	20.6%	100.0%
White	87.3%	100.0%
Hispanic	7.9%	0.0%
Black or African American	1.6%	0.0%
Asian	3.2%	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	Yes	No	Yes
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	Yes		
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	17.48	17.5%
Mathematics Proficiency	10.31	17.5%
English Language Arts Growth	12.91	25.0%
Mathematics Growth	29.32	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	16.13	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	17.84	n/a
Summative Rating: Percentile Rank of Summative Score	6.69	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	Yes	Met Target	Met Target	Not Met	Met Standard	**	Not Met	No
White	22.50	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	29.30	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	33.81	14.08	No	Met Target	Met Target†	Not Met	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	4.54	14.08	Yes	Met Target	Met Target	Not Met	Met Standard	n/a	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	27.11	14.08	No	Met Target	Not Met	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	29.52	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	36.24	14.08	No	Met Target	Met Target	Met Standard	Met Standard	Met Standard	Not Met	No

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

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School Narrative

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

Highlights:	• We offer three technology courses which inlcude Digital Citizenship, Programming, and Digital Media. • We particiapte in Positive Behavior Support in Schools (PBSIS). • We conduct STEM nights for our entire school community.
Mission, Vision, Theme:	The mission of the Linden Public School District is to promote distinction through the infinite resource that is Lindens diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.
Awards, Recognition, Accomplishments:	Through the efforts of our administration and staff, our school has achieved Future Ready School Bronze Level status. Our school has also been the recipient of the Union County Kids Dig-In Grant for two consecutive years. We applied and attained the NFL Play 60 grant. Our school offers a variety of opportunities for both students and staff to be acknowledged based on academic ability, good character, effort and dedication. Each year we host a Geography Bee that is open to the entire school and challenges our students geographical knowledge. We also host a quarterly Honor Roll Breakfast that recognizes our school's academically successful students. At the conclusion of each school year we host an Academic Award Night that awards students who have exemplified academic success in connection with athletics and civic awareness. Staff are also acknowledged through our Monthly Staff Member of the Month and Educator and Service Professional of the Year.

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Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls) McManus Middle Schools offer a variety of opportunities for our student athletes across all three seasons of participation. Our middle school students participate both regionally and locally, usually highlighted with a rivalry game that pair our two middle schools together. With nearly 550 student athletes participating annually, we encourage and welcome all students grades six through eight to enjoy the experiences and benefits of athletic participation.
Clubs and Activities:	Our school offers two academic components that are beyond the classroom and provide our students with tutorial opportunities on a regular basis. We provide a Homework Club that meets three times a week and a morning study hall that is available daily. We have several World Language clubs ranging from Diversity Club, Chinese Club and French Club. The Alliance Club and Leading Ladies Club expose our students to understanding and supporting students of any gender. Our school also supports the school community and local organizations with civic clubs such as Kiwanis Club, Junior National Honor Society and PBSIS Kids Club. The Running Club provides our students an opportunity to be exposed to a cardio workout and running long distance. The Fishing Club provides students opportunities to experience fishing and local habitats. Additional clubs include Chess, S.T.E.M., Yearbook and Video Club.

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Staff and Professional Learning:	A Professional Development Resource Center and Science Resource Center is located in district and every school has an Instructional Leadership Team. These teams meet monthly for in-depth training regarding data analysis, student performance and teacher instruction. All teachers work regularly within professional learning communities to expand ILT, school and personal instructional goals.

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Student Supports and Services:	Linden Public Schools believes in educating the whole child and utilizes an array of student support services to achieve this goal. Currently, the district employs school counselors, school social workers, child study team members and a student assistance counselor to support students academically, behaviorally, and with significant health difficulties. In addition, Linden Public Schools works in tandem with community agencies to provide additional support students require to be successful.
Student Health and Wellness:	Student Health and Wellness is of the highest priority in all our schools and are important factors in all of our decision making processes. Our district is committed to providing a school environment that promotes and protects student health and ability to learn by supporting healthy eating, physical activity, and physical literacy. Our LPS nursing department consistently places an emphasis on promoting our students health and wellbeing. Throughout the school year, our school nurses ensure that students have recorded their annual screenings that include but are not limited to heights and weights, scoliosis, vision, hearing, and blood pressures. The school nurses also ensure that our staff receives the most up to date trainings in regards to epi-pen and glucagon preparedness for any students with those particular needs in their buildings. The medical services department further extends their services and knowledge into the classrooms.
Parent and Community Involvement:	Each year, McManus Middle School affords opportunities for parents to become part of the school community. We host Dinner & Portrait Night, STEAM Night, Broadway Night and our annual school play. Additionally, there are several music and choral events throughout the year for our parents and community. Our charitable events for the community include food drives, clothing drives and the donation of backpacks and school supplies for students in need. We donated approximately 400 pounds of produce from our school garden to various senior centers and our local food pantry.

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Facilities:	Myles J. McManus Middle School facility has a full functioning climate-controlled auditorium that was remodeled this past year. Our auditorium seats approximately seven hundred and fifty students and/or parents. We have a full-size gym that is home to our basketball and wrestling teams. There are forty-seven classrooms that are all equipped with SMART board technology and wireless internet access. Myles J. McManus Middle Schools cafeteria has been freshly painted and installed with an upgraded sound system that connects to the SMART board and offers a wireless microphone. Our media/library is transitioning to an internet caf_ that students utilize during their lunches. This area is designated to students who are looking for a quiet area to continue their studies. Our building is adjacent to a local park and baseball and soccer field.
School Safety:	The mission of the Linden Public School District is supported by the safety procedures and initiatives recently developed by the Board of Education, which have allowed for high-quality learning to occur in safe and secure environments. It is the belief of the district that the issue of school safety is paramount to its operations. In April 2018, the Board of Education adopted new school entry procedures for visitors, designed to ensure the safety and security of all students and staff. Furthermore, the construction of security vestibules began shortly thereafter throughout the entire district. Under a shared services agreement recently adopted by the Linden City Council and Board of Education, the Police Department will establish a Special Law Enforcement Officer (S.L.E.O.) Class III program consisting of four retired police officers to provide security in our largest schools.

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Technology and STEM:	The district has implemented a centralized high performing robust network infrastructure so that every student throughout the district will have equitable access to online digital content and learning materials. Our current networking and systems operations are completely centralized and all schools have reliable, secure and timely access to all data and networking systems. As of today, all students 3rd thru 12th grade have access to their own district provided Apple device, with 6th thru 12th grade students permitted to take their devices home. In total, the district manages just over 7,000 devices. New MacBook Air laptops and iPads are continually upgraded every 3-4 years. As technology continues to evolve, the districts one-to-one program will remain current and incorporate the very latest in educational technology.

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Other Information:	Myles J. McManus Middle School is one of two middle schools within the Linden Public School District. We are a sixth through eighth grade school with approximately 725 students and 69 instructional staff. Myles J. McManus Middle School serves a variety of students including several English Language Learner classes, two multiple disability classes, and an autistic class. Breakfast is served from 7:00-7:30 am. Students report to homeroom at 7:45am and school dismissal is at 2:40 pm. Communication with parents happens through a variety of methods including Blackboard Connect, Canvas, Live School, Facebook, Twitter, Instagram, and weekly team emails. Every student within our school is provided with an iPad which is part of our districts Technology One to One Program. This program allows our staff to effectively infuse technology within all aspects of their curriculum. It also permits our students the ability to utilize their iPads from home to access homework and academic resources from home. We are in the third year of our newly developed middle school schedule which is centered around a team concept. Our language arts, math, science and social studies teachers follow the same group of students which provides them an opportunity to identify or track individual and group progress or patterns. Myles J. McManus Middle School offers our students an opportunity to be exposed to or develop a deeper understanding of a variety of World Languages including: Chinese, Spanish, Italian and French. Programming, Digital Media, Digital Citizenship and Intro to Business classes are new additions to our electives. All sixth-grade students are required to take digital citizenship and all seventh and eighth grade students are required to take Intro to Business prior to transitioning to high school.