



# State of New Jersey 2014-15

## OVERVIEW

GLOUCESTER  
GREENWICH TWP

GRADE SPAN 05-08

15-1830-060  
NEHAUNSEY MIDDLE SCHOOL  
415 SWEDESBO ROAD  
GIBBSTOWN, NJ 08027

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

### DEMOGRAPHIC INFORMATION

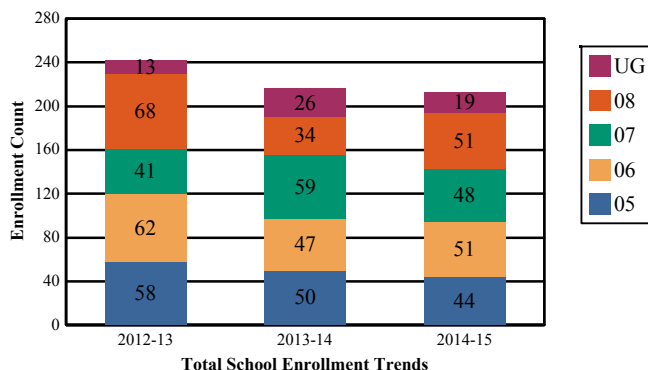
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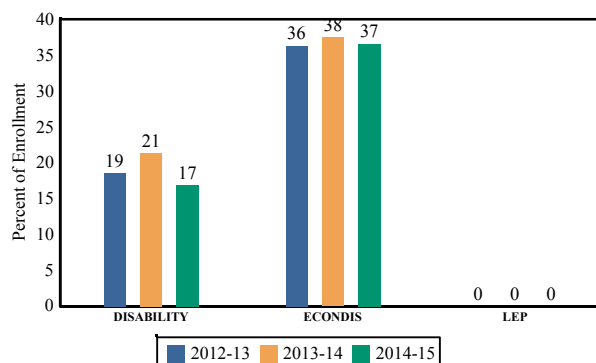
### Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



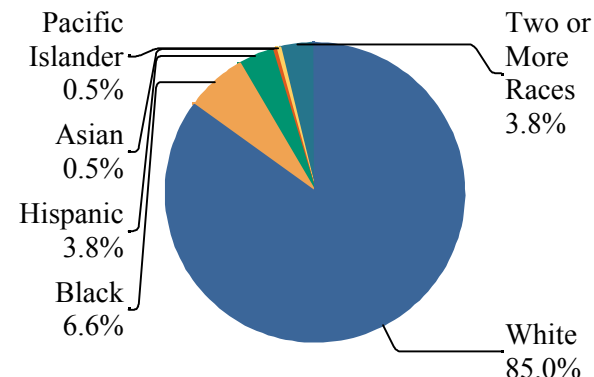
### Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



### Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



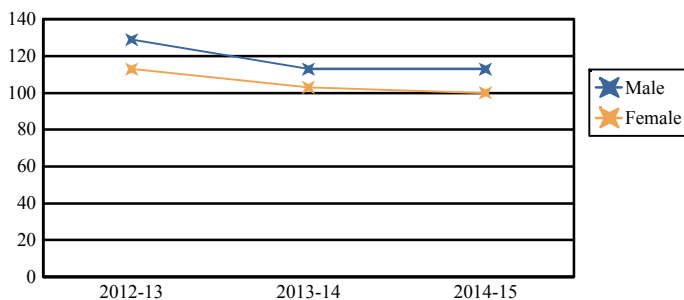
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

### Total School Enrollment

2012-13	242
2013-14	216
2014-15	213

### Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	36	17%
Economically Disadvantaged Students	78	36.6%
English Language Learners	0	0.0%

### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	99.5%
Spanish	0.5%

	Male	Female
2012-13	129	113
2013-14	113	103
2014-15	113	100

**ACADEMIC ACHIEVEMENT**

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	<b>55%</b>	<b>81</b>	<b>60</b>
Math Met or Exceeded Expectation	<b>37%</b>		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	176	54.5%	95%	86.4%	<b>YES*</b>
White	150	58.7%	95%	85.9%	<b>YES*</b>
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	57	36.8%	95%	85.5%	<b>YES*</b>

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	175	37.1%	95%	85.9%	YES*
White	149	42.2%	95%	85.4%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	56	23.2%	95%	84.2%	YES*

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

### PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

**PARCC ELA Performance Distribution - Grade - 05**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	39	748	751	0%	15%	36%	46%	3%	49%	53%
White	33	752	757	0%	9%	36%	52%	3%	55%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	13	737	734	0%	38%	31%	31%	0%	31%	31%

**PARCC ELA Performance Distribution - Grade - 06**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	40	749	749	8%	8%	25%	55%	5%	60%	50%
White	36	749	755	8%	6%	25%	56%	6%	61%	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	-	-	736	-	-	-	-	-	-	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	13	743	733	15%	8%	15%	62%	0%	62%	30%

**PARCC ELA Performance Distribution - Grade - 07**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	51	743	750	14%	16%	29%	31%	10%	41%	53%
White	40	745	757	10%	20%	25%	33%	13%	45%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	-	-	736	-	-	-	-	-	-	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	-	-	777	-	-	-	-	-	-	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	-	-	713	-	-	-	-	-	-	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	18	721	733	28%	22%	39%	11%	0%	11%	33%



**PARCC ELA Performance Distribution - Grade - 08**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	46	764	750	0%	7%	24%	61%	9%	70%	53%
White	41	767	757	0%	2%	24%	63%	10%	73%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	-	-	735	-	-	-	-	-	-	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	-	-	713	-	-	-	-	-	-	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	13	749	732	0%	23%	23%	54%	0%	54%	34%

**PARCC MATH - Performance Distribution - Grade - 05**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	38	734	744	8%	24%	47%	21%	0%	21%	42%
White	32	737	749	6%	22%	47%	25%	0%	25%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%

**PARCC MATH - Performance Distribution - Grade - 06**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	40	740	743	5%	25%	23%	48%	0%	48%	42%
White	36	741	749	6%	22%	19%	53%	0%	53%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	-	-	731	-	-	-	-	-	-	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	13	737	729	8%	31%	15%	46%	0%	46%	23%

**PARCC MATH - Performance Distribution - Grade - 07**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	51	734	740	8%	27%	39%	24%	2%	25%	38%
White	40	738	745	5%	23%	43%	28%	3%	30%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	-	-	730	-	-	-	-	-	-	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	-	-	760	-	-	-	-	-	-	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	18	723	728	17%	33%	39%	11%	0%	11%	21%

**PARCC MATH - Performance Distribution - Grade - 08**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	32	738	726	3%	22%	41%	34%	0%	34%	24%
White	27	739	732	4%	19%	41%	37%	0%	37%	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	-	-	719	-	-	-	-	-	-	17%

**PARCC ALGEBRA I - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	14	768	740	0%	0%	0%	93%	7%	100%	40%
White	14	768	746	0%	0%	0%	93%	7%	100%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

### 2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>  
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>  
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>  
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

#### Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

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**NJASK Results - Science Grade Level - 08**

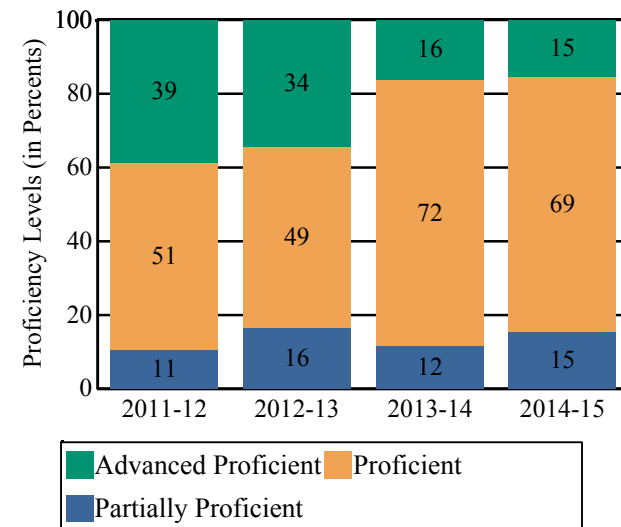
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	15%	69%	15%
White	18%	69%	13%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	7%	60%	33%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**NJASK Proficiency Trends - Science - Grade Level - 08**

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.





Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary and middle schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days. Also presented is the percentage of students participating in Visual and Performing Arts coursework and Algebra I course outcomes.

### Algebra I Course Enrollment

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
19	16

### Algebra I Test Taking

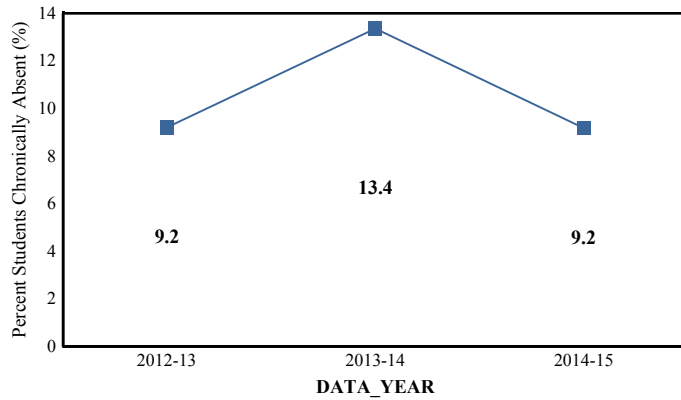
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
94.7%	93.8%

- Data Suppressed to protect the confidentiality of students

### Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

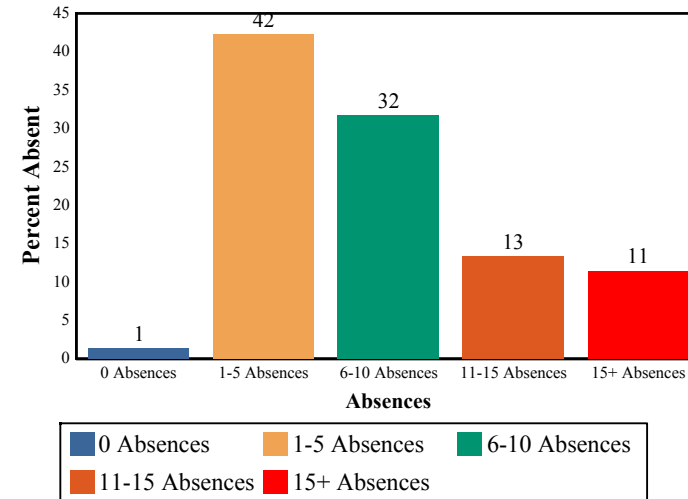


**Chronic Absenteeism for 2014-15**

**9.17%**

### Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1 - 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



**Visual and Performing Arts**

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	N/R	3.9%
Music	100.0%	66.0%
Visual Arts	100.0%	71.1%
<b>Total: All Visual and Performing Arts</b>	100.0%	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

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**GIBBSTOWN, NJ 08027**

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	58	71	77	35	YES
Student Growth on Math	42	39	31	35	YES
		55	54		100%

**Student Growth**

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	1%	0%
Partially Met	7%	4%	1%
Approached	8%	12%	10%
Met	2%	20%	24%
Exceeded	1%	3%	4%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	5%	1%	0%
Partially Met	15%	7%	2%
Approached	15%	11%	14%
Met	5%	14%	11%
Exceeded	0%	0%	1%

**Low Growth** is defined as an Student Growth Percentile score less than 35.

**Typical Growth** is defined as an Student Growth Percentile score between 35 and 65.

**High Growth** is defined as a Student Growth Percentile score higher than 65.

**WITHIN SCHOOL ACHIEVEMENT GAP**

**GLOUCESTER  
GREENWICH TWP**

**GRADE SPAN 05-08**

**NEHAUNSEY MIDDLE SCHOOL  
415 SWEDESBO ROAD  
GIBBSTOWN, NJ 08027**

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

**Grade Level - 05**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	797	850
75th	763	773
50th	751	751
25th	734	728
0th	700	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	45

**Grade Level - 05**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	779	850
75th	744	763
50th	732	743
25th	722	723
0th	674	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	22	40

**WITHIN SCHOOL ACHIEVEMENT GAP**

**GLOUCESTER  
GREENWICH TWP**

**GRADE SPAN 05-08**

**15-1830-060  
NEHAUNSEY MIDDLE SCHOOL  
415 SWEDESBO ROAD  
GIBBSTOWN, NJ 08027**

**Grade Level - 06**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	793	850
75th	764	770
50th	754	749
25th	740	726
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	24	44

**Grade Level - 07**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	812	850
75th	770	776
50th	744	751
25th	719	724
0th	673	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	52

**Grade Level - 06**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	776	850
75th	759	763
50th	742	742
25th	722	721
0th	665	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	42

**Grade Level - 07**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	786	850
75th	749	759
50th	733	740
25th	718	720
0th	684	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	39

**WITHIN SCHOOL ACHIEVEMENT GAP**

GLOUCESTER  
GREENWICH TWP

**Grade Level - 08**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	822	850
75th	782	777
50th	766	751
25th	747	723
0th	712	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	54

15-1830-060  
NEHAUNSEY MIDDLE SCHOOL  
415 SWEDESBO ROAD  
GIBBSTOWN, NJ 08027

GRADE SPAN 05-08

**Grade Level - 08**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	780	850
75th	756	748
50th	734	726
25th	720	704
0th	688	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	44

### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
<b>2014-15</b>	7 Hrs. 0 Mins.

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
<b>2014-15</b>	9.4%

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
<b>Full Time</b>	5 Hrs. 53 Mins.
<b>Shared Time</b>	0 Hrs. 0 Mins.

### Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
<b>2014-15</b>	0

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
<b>Faculty</b>	9
<b>Administrators</b>	213



This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	EGG HARBOR TWP	ALDER AVENUE MIDDLE SCHOOL	01-1310-038	06-08	52.6%	1.2%	12.5%
ATLANTIC	FOLSOM BORO	FOLSOM ELEMENTARY SCHOOL	01-1540-050	PK-08	36.5%	0.2%	16.9%
ATLANTIC	HAMILTON TWP	WILLIAM DAVIES MIDDLE SCHOOL	01-1940-120	06-08	44.6%	1.2%	17.8%
BERGEN	ELMWOOD PARK	MEMORIAL MIDDLE SCHOOL	03-1345-060	06-08	49.2%	3.1%	19.4%
BERGEN	RIDGEFIELD BORO	SLOCUM SKEWES SCHOOL	03-4370-100	01-08	30.4%	2.4%	25%
BERGEN	TEANECK TWP	THOMAS JEFFERSON MIDDLE SCHOOL	03-5150-070	05-08	31.8%	1.6%	21.9%
BURLINGTON	DELANCO TWP	WALNUT STREET SCHOOL	05-1030-060	06-08	38.7%	0%	16.8%
CAMDEN	BELLMAWR BORO	BELL OAKS UPPER ELEMENTARY SCHOOL	07-0260-015	05-08	56.4%	2.7%	14.4%
CAMDEN	GLOUCESTER TWP	GLEN LANDING MIDDLE SCHOOL	07-1780-055	06-08	33%	0%	18.8%
CHARTERS	GRAY CS	THE GRAY CHARTER SCHOOL	80-6665-930	KG-08	64.7%	0%	4%
CUMBERLAND	LAWRENCE TWP	MYRON L. POWELL ELEMENTARY SCHOOL	11-2570-030	PK-08	58.5%	2.4%	12%
ESSEX	BELLEVILLE TOWN	BELLEVILLE MIDDLE SCHOOL	13-0250-025	06-08	58.7%	2.8%	14.8%
ESSEX	WEST ORANGE TOWN	ROOSEVELT MIDDLE SCHOOL	13-5680-090	07-08	43.2%	2.3%	20%
GLOUCESTER	DEPTFORD TWP	MONONGAHELA MIDDLE SCHOOL	15-1100-045	07-08	43.2%	0.6%	15.4%
GLOUCESTER	GREENWICH TWP	NEHAUNSEY MIDDLE SCHOOL	15-1830-060	05-08	36.6%	0%	16.9%
GLOUCESTER	MONROE TWP	WILLIAMSTOWN MIDDLE SCHOOL	15-3280-110	05-08	33.6%	0.3%	18.1%
HUDSON	BAYONNE CITY	MARY J. DONOHUE #4	17-0220-080	PK-08	62%	0%	6.2%
HUDSON	HUDSON COUNTY VOCATIONAL	EXPLORE 2000 MIDDLE SCHOOL	17-2295-090	06-08	46.2%	0%	13.5%
HUDSON	NORTH BERGEN TWP	HORACE MANN ELEMENTARY SCHOOL	17-3610-070	01-08	65.1%	2.6%	11.3%
MIDDLESEX	SAYREVILLE BORO	SAYREVILLE MIDDLE SCHOOL	23-4660-055	06-08	37.3%	1.2%	19.4%
MIDDLESEX	WOODBRIIDGE TWP	AVENEL MIDDLE SCHOOL	23-5850-045	06-08	50.7%	0.5%	9.8%
MIDDLESEX	WOODBRIIDGE TWP	FORDS MIDDLE SCHOOL	23-5850-070	06-08	51.3%	0.1%	11.7%
MIDDLESEX	WOODBRIIDGE TWP	WOODBRIIDGE MIDDLE SCHOOL	23-5850-090	06-08	48%	0.4%	12.8%

**SCHOOL PEER GROUP**

**GLOUCESTER  
GREENWICH TWP**

**GRADE SPAN 05-08**

**15-1830-060  
NEHAUNSEY MIDDLE SCHOOL  
415 SWEDESBO ROAD  
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MONMOUTH	FARMINGDALE BORO	<b>FARMINGDALE ELEMENTARY</b>	25-1490-050	PK-08	32.7%	0%	17.4%
MONMOUTH	UNION BEACH	<b>MEMORIAL SCHOOL</b>	25-5230-050	PK-08	36.4%	0.2%	18.8%
MORRIS	WHARTON BORO	<b>ALFRED C. MACKINNON MIDDLE SCHOOL</b>	27-5770-030	06-08	48.3%	1.7%	17.5%
OCEAN	TOMS RIVER REGIONAL	<b>TOMS RIVER INTERMEDIATE SCHOOL SOUTH</b>	29-5190-061	06-08	35.8%	0%	17.7%
SOMERSET	MANVILLE BORO	<b>ALEXANDER BATCHO INTERMEDIATE SCHOOL</b>	35-3000-065	06-08	48.2%	3%	20.1%
SUSSEX	FRANKLIN BORO	<b>FRANKLIN ELEMENTARY SCHOOL</b>	37-1570-060	PK-08	37.8%	0.9%	17.7%
SUSSEX	NEWTON TOWN	<b>HALSTED MIDDLE SCHOOL</b>	37-3590-060	05-08	47.5%	1%	15%
UNION	LINDEN CITY	<b>MYLES J. MCMANUS MIDDLE SCHOOL</b>	39-2660-060	06-08	50.1%	1.5%	13.7%