



Cape May County High School
2016-2017


Grade Span 09-12

09-0715-020
CAPE MAY
CAPE MAY CO SPECIAL SERV
148 CREST HAVEN ROAD
CAPE MAY COURT HOUSE, NJ 08210

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	18	11	15
10	18	18	8
11	21	19	18
12	48	31	20
Ungraded	42	26	40
Total	147	105	101

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	0	0	0

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	2014-15	2015-16	2016-17
Female	35%	31%	40%
Male	66%	69%	60%
Economically Disadvantaged Students	29%	26%	22%
Students with Disabilities	86%	82%	84%
English Learners	1%	0%	0%
Homeless Students			0%
Students in Foster Care			2%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	75.1%
Black or African American	11.9%
Hispanic	11.9%
American Indian or Alaska Native	0.0%
Asian	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.0%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	100.0%



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

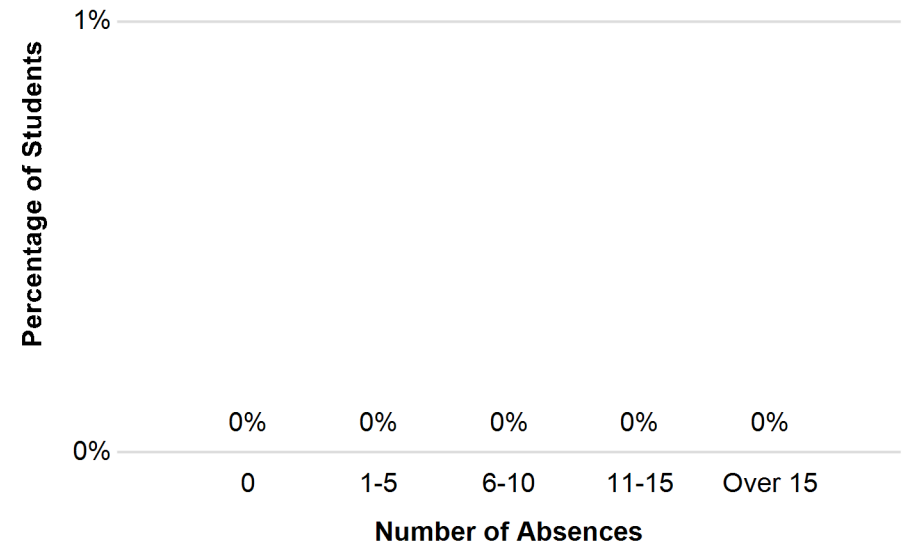
Chronic Absenteeism

This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	N	N	N
White	N	N	N
Hispanic	N	N	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	N	N	N
English Learners	N	N	N

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



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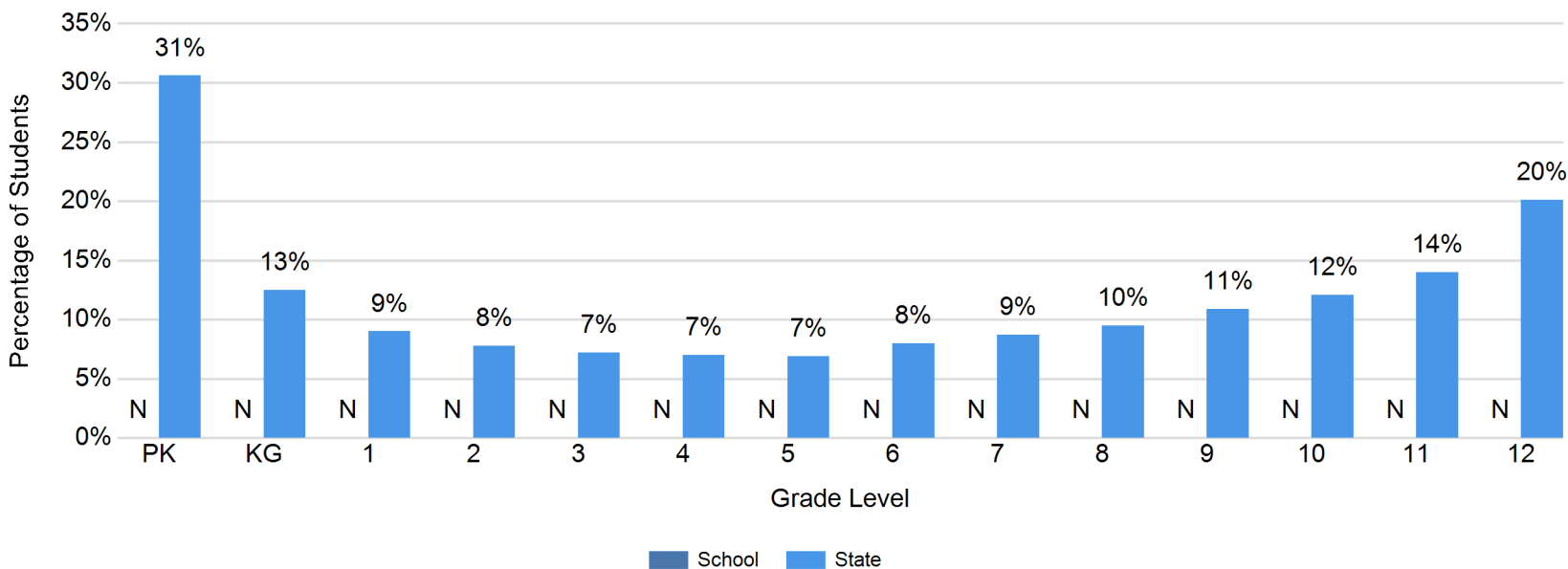
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	9:00AM
Typical End Time	2:30PM
Length of School Day	5 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	2 Hrs. 45 Mins.

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	4
Vandalism	2
Weapons	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	9.95

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	2.0%
Out-of-School Suspensions	33.7%
Any Suspension	34.7%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	N	N	N



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	25	120,724
Average years experience in public schools	19.2	11.8
Average years experience in district	18.1	10.5
Teachers in district for 4 or more years	84%	74%

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	6	9,506
Average years experience in public schools	9.5	15.9
Average years experience in district	4.5	11.6
Administrators in district for 4 or more years	50%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	4:1	5:1
Administrators	50:1	39:1
Librarian/Media Specialists		235:1
Nurses		117:1
Counselors		235:1
Child Study Team		34:1



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	87%	89%
2015-16 Administrators: Same district 2016-17	83%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	95%



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School General Info

Principal:	Ms. Haas	Email Address:	ahaas@cmcspecialservices.org
Address:	148 CREST HAVEN ROAD CAPE MAY COURT HOUSE, NJ 08210	Website:	http://www.cmcspecialservices.org
Phone:	(609)465-2720	Facebook:	https://www.facebook.com/cmcsssd/

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Community Based Instruction for students ages 19-21 who have completed academic requirements for graduation • Authentic Vocational training in the Back Porch Café, Cougar Deli, and Wood Shop • School wide positive behavior support programs and direct social skills instruction
 <p>Mission, Vision, Theme:</p>	<p>We believe that our schools should teach Social Skills, Academics, Functional Life Skills and Job/Vocational skills appropriate to each child's age and ability level, resulting in a full and independent life .</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>NJ School Boards Association Special Education Award for Outdoor Experiential Education. OXE is an exemplary, innovative program available for students who can benefit from the various outdoor and environmental activities both on and off campus.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>The educational curriculum is aligned to the New Jersey Student Learning Standards. Students may also be included in direct social skills instruction, swimming instruction, art, music, vocational classes and outdoor experiential education. The Unique Learning, Essentials for Living, Star Reading and Math programs are used dependent upon the needs of the students. A fully functioning café and deli are on the campus for students to learn the skills they need for competitive employment.</p>
 <p>Clubs and Activities:</p>	<p>Cape Kids Care is a service learning program where students learn that giving to others is rewarding!</p>








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 <p>Staff and Professional Learning:</p>	<p>Staff meet a minimum of once a month in Professional Learning Communities. Safe Schools and Exceptional Child online learning opportunities are provided so that staff members can access trainings at home or at school and have the opportunity to attend outside professional workshops and conferences. Staff members also share expertise and learn through turnkey presentations.</p>
 <p>Postsecondary Information:</p>	<p>Students are provided the vocational and work skills they need both on and off the campus with the goal of attaining competitive employment after graduation. Students who are interested in post secondary education have access to case managers and guidance counselors who will guide them in the process.</p>
 <p>Student Supports and Services:</p>	<p>Our students have access to many supportive and therapeutic services designed to enhance students' abilities to reach their educational and personal goals. A Board Certified Behavior Analyst is a full time staff member who can provide functional behavioral assessments, behavior support plans, and consultation with teachers and parents.</p>
 <p>Student Health and Wellness:</p>	<p>There is a full time nurse assigned to this school for medical support. In addition, Cape May County High School offers a breakfast and lunch program, counseling, and direct social skills support. Calming and sensory rooms assist our students with Autism to self regulate behaviors. A Substance Awareness Coordinator is available to our students.</p>
 <p>Parent and Community Involvement:</p>	<p>The Parent Teacher Connection provides the link between home and school. Community groups such as FACES for Autism, the Family Support Council, Special Olympics use the facility to support our students. An active Education Foundation supports innovative projects and provides resources. Local groups such as the Sea Isle Garden Club, the North Wildwood Elks, and the Woodbine SOAR church, to name a few, support our students with time and resources.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>Surveys are completed biennially and sent to parents, students and staff members and analyzed by the administration and the School Safety Committee.</p>
 <p>Facilities:</p>	<p>Olympic sized pool for swim instruction and recreational swim and a unique, heated therapy pool for physical therapy needs. There is a large media center, calming and sensory rooms, and fully functioning vocational classes. The OXE classes have designed and built a butterfly and sensory garden for use by students and the community. A weight room is available to students for physical fitness.</p>



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Other Information:

CMCHS provides programs offering high quality services based on research-based, best practice approaches, to children 14-21 years old whose special educational needs have stemmed from physical, social, communication and learning disabilities, emotional/behavioral disabilities, developmental disabilities, and visual and hearing impairment. Students come from Cape May County as well as surrounding counties. The school provides opportunities for students with special needs to participate in activities such as the Valentine's Dance, Winter Dance, Prom, Winter/Spring Shows. Our students are not on the periphery of social events, they are the stars! With the implementation of the Community Based Instruction Model, the goal is for our students to be better prepared for post-secondary settings. The school has a wide array of technological tools available to our students including internet accessible computers, Chromebooks, Smart Boards, augmentative communication devices, assistive technology devices and educational software. These tools enable our students to experience success while accessing the curriculum. Cape May County High School is an exceptional educational environment providing a wide range of programs for its students, while taking into consideration the uniqueness of each young person who attends.



Ocean Academy
2016-2017


Grade Span PK-08

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PK	13	19	17
KG	4	6	8
1	4	9	5
2	1	4	8
3	5	2	8
4	3	8	3
5	2	2	5
6	6	5	5
7	6	9	8
8	5	7	9
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	60	73	58
Total	109	144	134

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	16	19	17
KG - Half Day	0	0	0
KG - Full Day	6	6	8

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	2014-15	2015-16	2016-17
Female	35%	29%	28%
Male	65%	72%	72%
Economically Disadvantaged Students	39%	40%	27%
Students with Disabilities	100%	97%	94%
English Learners	0%	1%	1%
Homeless Students			2%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	60.4%
Hispanic	20.1%
Black or African American	17.9%
American Indian or Alaska Native	0.7%
Asian	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.7%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	93.3%
Spanish	4.5%
Arabic	1.5%
Other	0.7%



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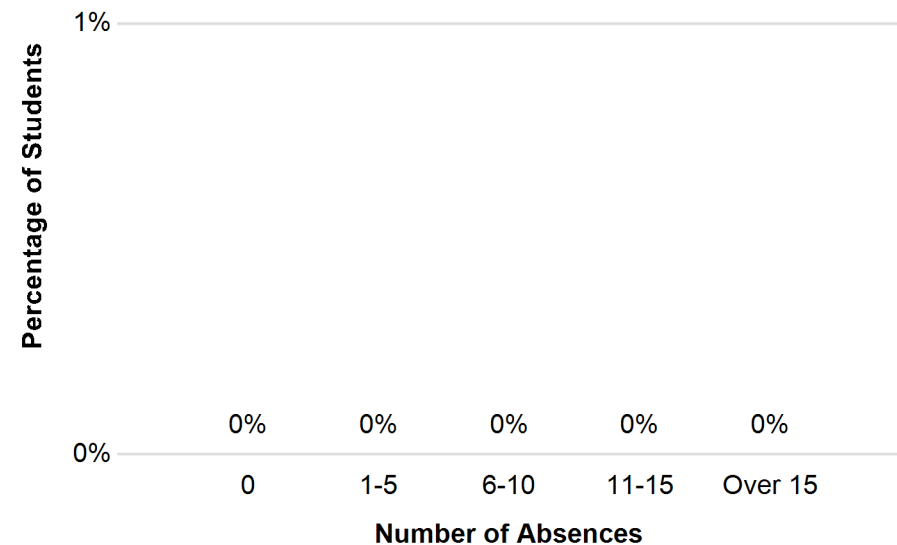
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Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	N	N	N
White	N	N	N
Hispanic	N	N	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	N	N	N
English Learners	N	N	N

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



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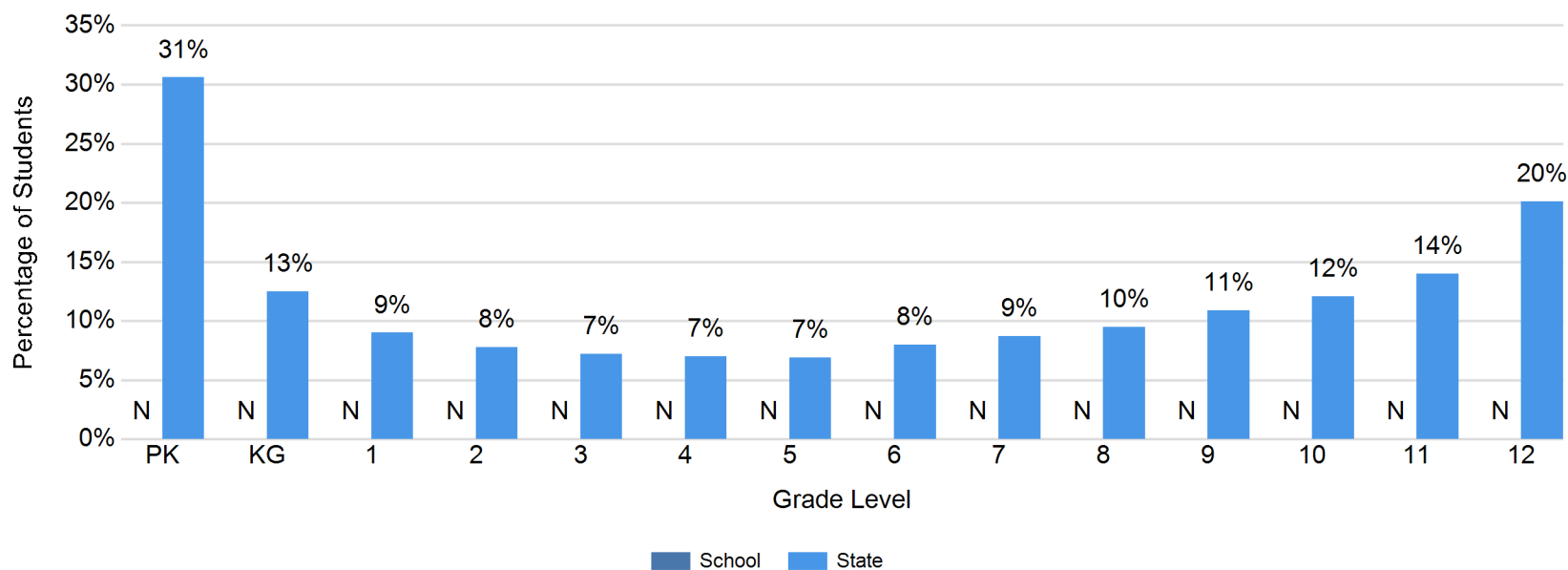
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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.

Category	School
Typical Start Time	9:00AM
Typical End Time	2:00PM
Length of School Day	5 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs. 15 Mins.
Shared Time - Instructional Time	2 Hrs. 35 Mins.

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	2.2%
Any Suspension	2.2%

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	1.49

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	N	N	N



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	22	120,724
Average years experience in public schools	10.4	11.8
Average years experience in district	9.9	10.5
Teachers in district for 4 or more years	41%	74%

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	6	9,506
Average years experience in public schools	9.5	15.9
Average years experience in district	4.5	11.6
Administrators in district for 4 or more years	50%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	6:1	5:1
Administrators	N	39:1
Librarian/Media Specialists		235:1
Nurses		117:1
Counselors		235:1
Child Study Team		34:1



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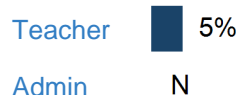
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	87%	89%
2015-16 Administrators: Same district 2016-17	83%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	96%



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School General Info

Principal:	Ms. Haas	Email Address:	ahaas@cmcspecialservices.org
Address:	148 CREST HAVEN ROAD CAPE MAY COURT HOUSE, NJ 08210	Website:	http://www.cmcspecialservices.org
Phone:	(609)465-2720	Facebook:	https://www.facebook.com/cmcsssd/

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:	<ul style="list-style-type: none"> • School wide positive behavior support programs • VB Mapping tool assessment and programs for students with Autism • Direct social skills instruction, outdoor experiential education (OXE), and swimming instruction
 Mission, Vision, Theme:	We believe that our schools should teach Social Skills, Academics, Functional Life Skills and Job/Vocational skills appropriate to each child's age and ability level, resulting in a full and independent life .
 Awards, Recognition, Accomplishments:	NJ School Boards Association Special Education Award for Outdoor Experiential Education. OXE is an exemplary, innovative program available for students who can benefit from the various outdoor and environmental activities both on and off campus.





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 <p>Courses, Curriculum, Instruction:</p>	<p>The educational curriculum is aligned to the New Jersey Student Learning Standards. Students may also be included in direct social skills instruction, swimming instruction, and outdoor experiential education. The Unique Learning Curriculum, High Scope, Journeys Reading and Go Math curriculum are used dependent upon the program and the needs of the students.</p>
 <p>Clubs and Activities:</p>	<p>Students have the opportunity to participate in 4-H clubs during the school day. Cape Kids Care provides opportunities for students to be of service to their community.</p>







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 <p>Staff and Professional Learning:</p>	<p>Staff meet a minimum of once a month in Professional Learning Communities. Safe Schools and Exceptional Child online learning opportunities are provided so that staff members can access trainings at home or at school. Staff have the opportunity to attend outside professional workshops and conferences, and share expertise and learn through turnkey presentations.</p>
 <p>Student Supports and Services:</p>	<p>Our students have access to many supportive and therapeutic services designed to enhance students' abilities to reach their academic, therapeutic, and personal goals. A Board Certified Behavior Analyst is a full time staff member who can provide functional behavioral assessments, behavior support plans, and consultation with teachers and parents.</p>
 <p>Student Health and Wellness:</p>	<p>There is a full time nurse assigned to this school for medical support. In addition, Ocean Academy offers a breakfast and lunch program, counseling, and direct social skills support. Calming and sensory rooms assist our students with Autism to self regulate behaviors. A Substance Awareness Counselor is available to our students.</p>
 <p>Parent and Community Involvement:</p>	<p>The Parent Teacher Connection (PTC) provides the link between home and school. Community groups such as FACES for Autism, the Family Support Council, Special Olympics and others use the facility to support our students and parents. There is an active Education Foundation comprised of community members.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>Surveys are completed biennially and sent to parents, students and staff members and analyzed by the administration and the School Safety Committee.</p>
 <p>Facilities:</p>	<p>Olympic sized pool for swim instruction and recreational swim and a unique, heated therapy pool for physical therapy needs. Media center, calming, and sensory rooms, and fully functioning vocational classes. The OXE classes have designed and built a butterfly and sensory garden for use by students and the community</p>



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Ocean Academy has an array of technological tools available to our students including internet accessible computers, Chromebooks Smart Boards, augmentative communication devices, assistive technology devices and educational software. These tools enable our students to experience success while accessing the curriculum. Methods and strategies are developed by each teacher in consultation with a district case manager, in order to most effectively meet each student's needs in a particular discipline. Music and art are incorporated into the elementary curriculum of all programs. Teaching tolerance has been successful through theme based, grant supported activities in the arts



Other Information: