NJ SCHOOL PERFORMANCE REPORT

Lower Cape May Regional High School
2016-2017

Grade Span 09-12

09-2820-050
CAPE MAY
LOWER CAPE MAY REGIONAL
687 RT 9
CAPE MAY, NJ 08204

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:
- Download this report to a PDF by clicking the 📥 icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:
- Review the Parent Summary Report or the district-level report for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: Reference Guide or Interpretive Video.
- Download the data used in these reports.

- Want to give us feedback? Take our feedback survey: surveylink
- Questions about the reports? Contact us at reportcard@doe.state.nj.us

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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.

2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.

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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
9	246	216	252
10	217	201	189
11	195	193	205
12	222	183	190
Ungraded	24	26	8
Total	903	819	844

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	48%	48%	50%
Male	53%	52%	50%
Economically Disadvantaged Students	48%	47%	46%
Students with Disabilities	29%	29%	27%
English Learners	0%	1%	1%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			1%
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	83.8%
Hispanic	8.4%
Black or African American	5.3%
Asian	1.2%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	1.1%

Enrollment Trends by Full and Shared Time

This table shows the number of full and shared time students. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17
Full Time Students	842
Shared Time Students	3
Full Time Equivalent	844

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	97.9%
Spanish	1.7%
Other	0.4%

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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	394	97.5	39.60	43.60	54.90	39.6	37.4	Met Target
White	331	97.9	41.90	45.70	63.90	41.9	39.7	Met Target
Hispanic	34	94.4	26.50	33.30	39.80	26.3	24.8	Met Target
Black or African American	22	100.0	22.70	25.60	35.20	22.7	13.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	194	97.0	44.90	51.30	62.20	44.9		
Male	200	98.0	34.50	35.90	48.10	34.5		
Economically Disadvantaged Students	178	96.7	25.90	33.70	36.20	25.9	25.6	Met Target
Non-Economically Disadvanatged Students	216	98.2	51.00	52.90	65.80	51		
Students with Disabilities	92	96.8	14.10	15.50	20.50	14.1	11.9	Met Target
Students without Disabilities	302	97.7	47.30	52.50	61.90	47.3		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	220	737	737	749	*	21%	34%	32%	*	35%	52%
White	188	739	739	757	*	19%	36%	32%	*	36%	62%
Hispanic	15	728	728	733	*	*	*	*	0%	27%	35%
Black or African American	12	726	726	730	*	*	*	*	0%	25%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	102	743	743	756	*	13%	36%	38%	*	41%	60%
Male	118	732	732	741	*	27%	32%	26%	*	29%	43%
Economically Disadvantaged Students	100	728	728	731	*	26%	38%	21%	*	21%	32%
Non-Economically Disadvantaged Students	120	744	744	758	*	16%	31%	41%	*	46%	62%
Students with Disabilities	44	712	712	714	*	*	*	*	*	*	13%
Students without Disabilities	176	743	743	754	*	*	*	*	*	*	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	166	743	743	743	16%	15%	23%	36%	10%	46%	46%
White	138	747	747	749	13%	13%	23%	40%	12%	51%	52%
Hispanic	18	717	717	728	*	*	*	*	0%	22%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	89	747	747	752	*	*	25%	40%	*	49%	54%
Male	77	737	737	734	*	*	21%	31%	*	43%	39%
Economically Disadvantaged Students	70	730	730	726	*	*	23%	27%	*	31%	32%
Non-Economically Disadvantaged Students	96	752	752	751	*	*	23%	43%	*	57%	54%
Students with Disabilities	40	711	711	704	38%	35%	*	*	0%	15%	12%
Students without Disabilities	126	753	753	749	9%	9%	*	*	14%	56%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11**

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	149	731	731	736	20%	17%	34%	30%	0%	30%	38%
White	124	733	733	738	17%	17%	34%	32%	0%	32%	40%
Hispanic	14	728	728	731	*	*	*	*	0%	29%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	69	734	734	744	*	19%	38%	30%	*	30%	46%
Male	80	729	729	729	*	15%	30%	30%	*	30%	31%
Economically Disadvantaged Students	71	729	729	729	20%	21%	28%	31%	0%	31%	32%
Non-Economically Disadvantaged Students	78	733	733	740	19%	13%	39%	30%	0%	30%	42%
Students with Disabilities	42	719	719	709	31%	*	38%	*	0%	12%	12%
Students without Disabilities	107	736	736	741	15%	*	32%	*	0%	37%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	19%
Military-Connected Students	*	*	*	723	*	*	*	*	*	*	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.
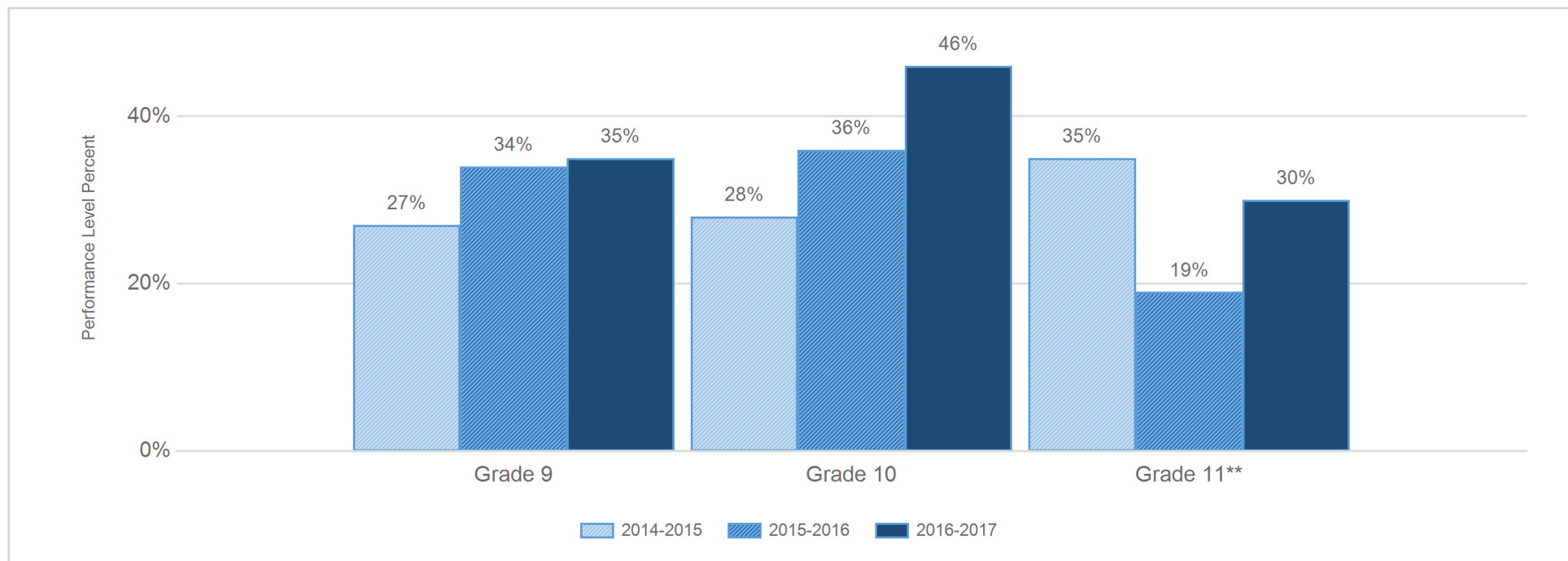
** Grade 11 students who take AP/IB English are exempt from taking the PARCCELS exam and their performance may not be reflected in the results.

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Mathematics Assessment - Participation and Performance

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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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	304	98.7	35.20	38.10	43.50	35.2	37.1	Met Target†
White	258	98.5	38.40	40.30	52.40	38.4	39	Met Target†
Hispanic	28	100.0	14.30	30.20	27.60	14.3	N	N
Black or African American	13	100.0	23.10	*	21.70	23.1	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	160	98.2	30.60	38.10	44.10	30.6		
Male	144	99.3	40.30	38.10	42.90	40.3		
Economically Disadvantaged Students	124	100.0	24.20	28.10	25.10	24.2	35.6	Not Met
Non-Economically Disadvanatged Students	180	97.8	42.80	46.80	54.30	42.8		
Students with Disabilities	54	98.2	11.10	*	16.50	11.1	22	Not Met
Students without Disabilities	250	98.8	40.40	*	48.80	40.4		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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Schoolwide	174	729	741	743	15%	31%	34%	21%	0%	21%	42%
White	140	730	743	751	14%	31%	32%	23%	0%	23%	52%
Hispanic	19	722	*	728	*	*	*	*	0%	11%	24%
Black or African American	11	737	737	724	0%	*	*	*	0%	18%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	91	725	738	744	*	32%	31%	18%	*	18%	43%
Male	83	734	744	741	*	29%	37%	24%	*	24%	40%
Economically Disadvantaged Students	88	727	733	727	17%	33%	32%	18%	0%	18%	23%
Non-Economically Disadvantaged Students	86	732	747	751	13%	28%	36%	23%	0%	23%	52%
Students with Disabilities	56	716	716	714	*	*	*	*	*	*	10%
Students without Disabilities	118	736	749	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

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Mathematics Assessment - Performance by Test: Geometry

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	153	732	732	734	*	29%	39%	23%	*	24%	30%
White	134	735	735	740	*	26%	42%	25%	*	27%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	80	731	731	735	*	29%	45%	18%	*	19%	31%
Male	73	734	734	733	*	30%	33%	29%	*	30%	30%
Economically Disadvantaged Students	63	726	726	721	*	43%	32%	16%	*	16%	13%
Non-Economically Disadvantaged Students	90	737	737	740	*	20%	44%	28%	*	30%	39%
Students with Disabilities	12	707	707	711	*	*	*	*	*	*	*
Students without Disabilities	141	734	734	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	727	*	*	*	*	*	*	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

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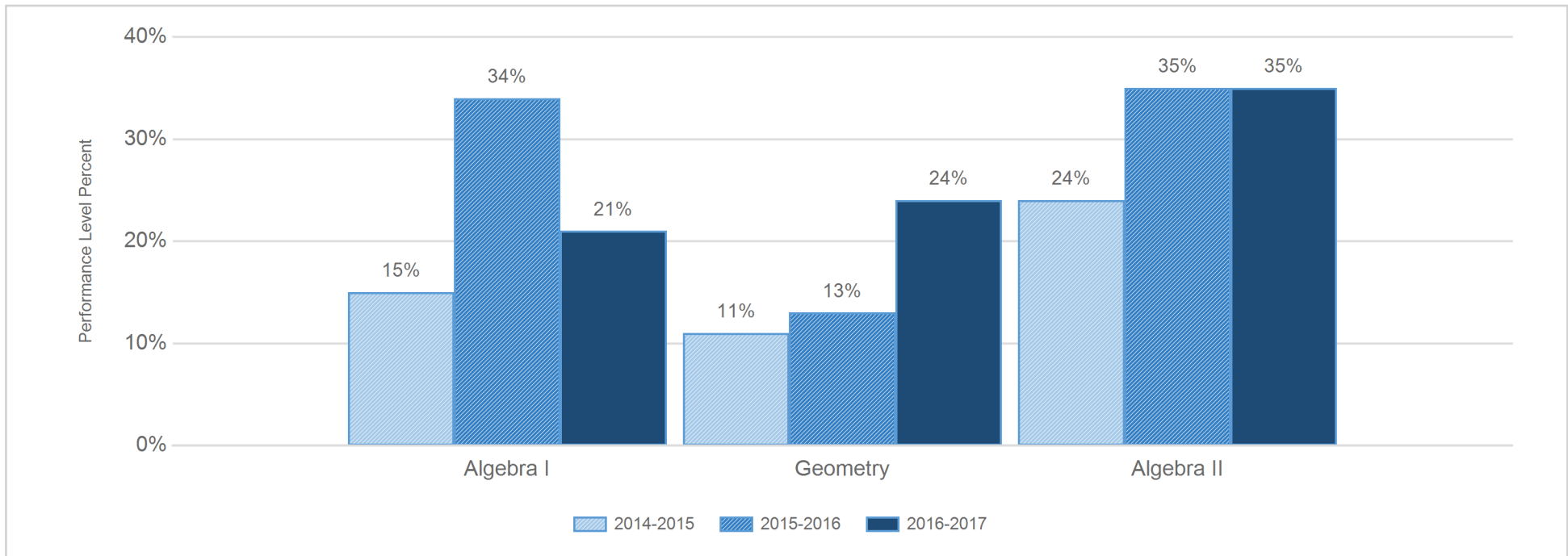687 RT 9
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Mathematics Assessment - Performance by Test: Algebra II

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	109	731	731	725	21%	25%	*	33%	*	35%	28%
White	96	732	732	731	20%	26%	*	35%	*	38%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	55	731	731	725	22%	20%	*	38%	*	38%	27%
Male	54	730	730	725	20%	30%	*	28%	*	32%	29%
Economically Disadvantaged Students	31	719	719	708	*	*	*	*	*	19%	13%
Non-Economically Disadvantaged Students	78	735	735	733	*	*	*	*	*	41%	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.

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Alternate Assessments - 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
9	N	N
10	N	N
11	*	*

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. The table also shows 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
1	*	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N

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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.
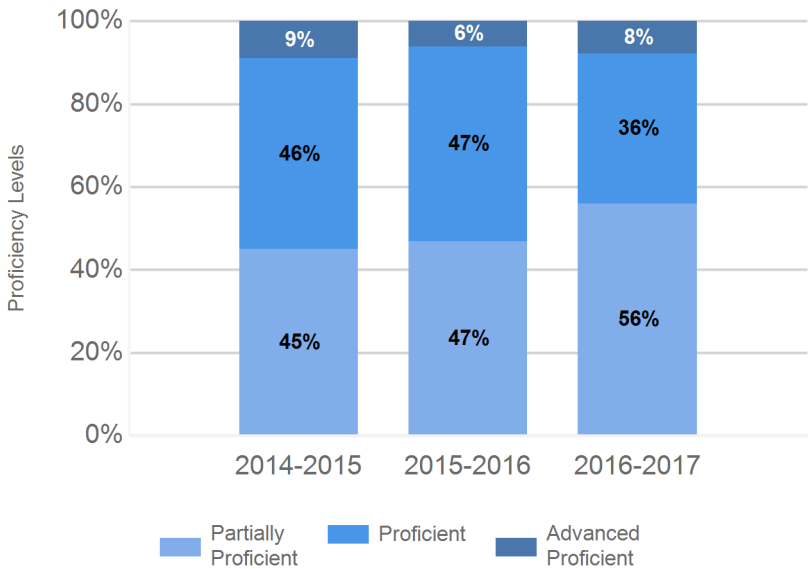
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	8%	36%	56%
White	*	40%	52%
Hispanic	N	*	75%
Black or African American	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	2%	32%	67%
Students with Disabilities	3%	24%	72%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

This graph displays the percentage of students by proficiency category for the past three school years.

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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our Reference Guide.

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	91.2%	89.4%
Percentage of students taking the SAT	74.7%	70.0%
Percentage of students taking the ACT	10.0%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	454	481	Varies By Grade	53%	67%
PSAT - Math	453	483	Varies By Grade	35%	49%
SAT - Reading and Writing	536	551	480	79%	77%
SAT - Math	544	552	530	61%	58%
ACT - Reading	22	24	22	53%	65%
ACT - English	21	24	18	74%	79%
ACT - Math	22	24	22	58%	65%
ACT - Science	22	23	23	37%	54%

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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.

Students enrolled in one or more AP or IB course	School	33.7%
	State	41.5%
Students taking one or more AP or IB exam	School	26.8%
	State	34.5%
Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exams	School	15.7%
	State	24.3%
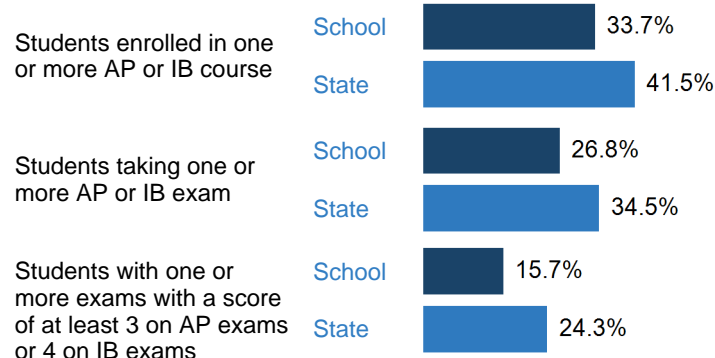
Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.

Students enrolled in one or more dual enrollment course	School	100.0%
	State	17.3%
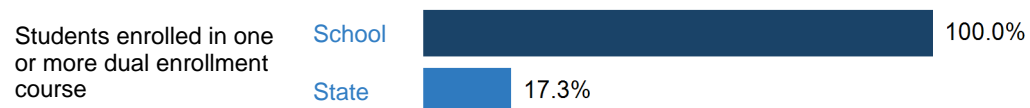
AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	19	19
AP Calculus AB	15	14
AP Calculus BC	0	1
AP Computer Science A	30	0
AP Computer Science Principles	0	16
AP English Language and Composition	47	46
AP English Literature and Composition	40	30
AP Italian Language and Culture	0	1
AP Physics 1	9	6
AP Physics B	1	0
AP Psychology	12	9
AP Spanish Language	11	6
AP Statistics	0	1
AP U.S. Government and Politics	26	19
AP U.S. History	45	43
Total Exams Taken		211
Exams with scores of at least 3 on AP exams or 4 on IB exams		106

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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit http://www.nj.gov/education/cte/.

Career and Technical Education Participation

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)

School 31.1%
State 7.6%
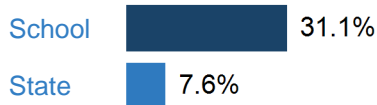
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

School 22.8%
State 11.0%

Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences

School 9.2%
State 2.5%

Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.
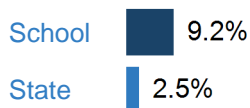
Career Cluster	Students with at least one credential earned	Industry credentials earned
Architecture & Construction	*	*
Law, Public Safety, Corrections & Security	*	*
Total non-duplicated number of students**	17	
Total number of credentials earned in all clusters		32

**Students may earn credentials in more than one Career Cluster

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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about New Jersey Student Learning Standards on our website and more details about the data in this section in our Reference Guide. English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	183	43	0	0	0	0	37
10	64	67	44	0	0	0	24
11	25	55	67	38	0	0	25
12	12	11	49	20	37	0	29
Schoolwide	284	176	160	58	37	0	115
Enrolled in AP/IB Course					15	0	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	7	0	0	0	216	31
10	114	43	0	0	8	22
11	35	28	0	31	4	98
12	0	8	0	10	20	46
Schoolwide	156	79	0	41	248	197
Enrolled in AP/IB Course	19	0		0	1	0

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Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	26	15	0	0	0	216
10	1	180	0	0	0	9
11	0	203	0	25	24	35
12	1	14	0	31	21	92
Schoolwide	28	412	0	56	45	352
Enrolled in AP/IB Course	0	45	0	12	0	26

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	151	49	0	0	0	0	11
10	109	31	0	0	0	0	12
11	68	11	0	0	0	0	7
12	26	11	0	0	0	0	8
Schoolwide	354	102	0	0	0	0	38
Enrolled in AP/IB Course	11	0	0	0	0	0	0
Enrolled in Level 3 or Higher	76	24	0	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N

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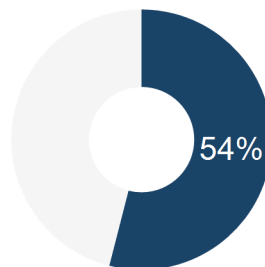**2016-2017**

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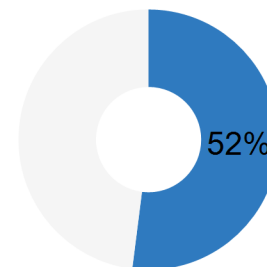
Visual and Performing Arts – Course Participation

The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. 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 within the school and across the state.

Grades 9-12:

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

54% School

52% State

Students enrolled in one or more classes by discipline:

MUSIC
School 39%
State 18%

DANCE
School 5%
State 2%

DRAMA
School 4%
State 4%

VISUAL ARTS
School 18%
State 33%

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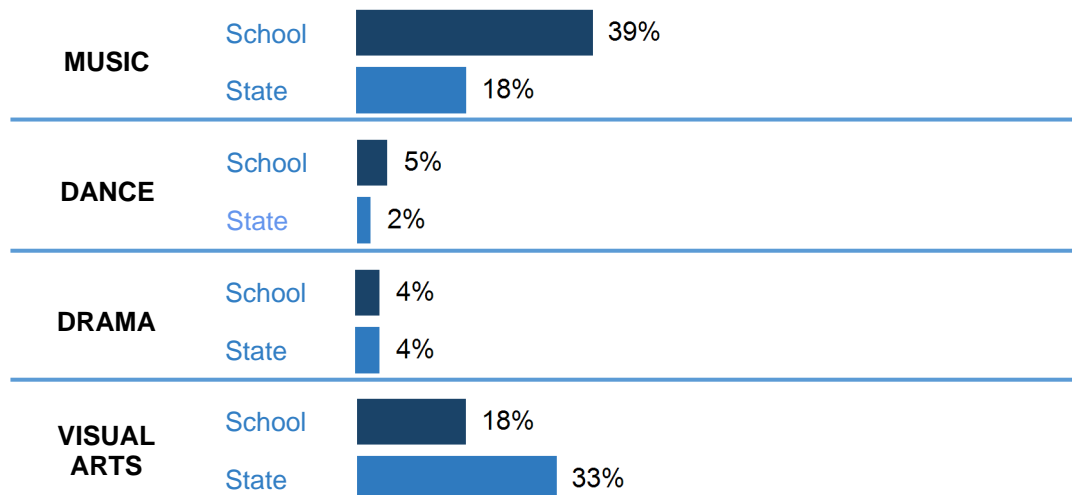
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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated here.

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual *ESSA* accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	78.9%	90.5%	83.0%	91.8%	81.2%	80.9%	Met Target	82.6%	82.5%	Met Target
White	79.3%	94.5%	84.1%	95.1%	83.1%	81.8%	Met Target	82.4%	83.8%	Not Met
Hispanic	58.8%	84.3%	76.5%	86.3%	70.6%	**	**	79.0%	**	**
Black or African American	100.0%	83.4%	78.6%	85.3%	71.4%	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	*	92.3%	*	86.6%	*	**	**	*	**	**
Two or More Races	N	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	74.3%	83.9%	78.0%	85.6%	74.7%	76.5%	Not Met	78.3%	75.3%	Met Target
Students with Disabilities	73.7%	78.8%	77.8%	82.1%	77.8%	76.8%	Met Target	77.3%	80.5%	Not Met
English Learners	N	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	*	73.2%	*	74.4%	*	*	N	N		

** ESSA accountability targets are only included if data is available for at least 20 students

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	78.9%	-
2016	81.2%	83.0%
2015	80.2%	82.6%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the school and the state.

School Year	School Rate	State Rate
2016-2017	3.6%	1.1%
2015-2016	4.8%	1.1%
2014-2015	3.5%	1.1%

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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	50.8%	35.9%	64.1%
White	50.3%	33.8%	66.3%
Hispanic	70%	71.4%	28.6%
Black or African American	50%	20%	80%
Asian, Native Hawaiian, or Pacific Islander	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%
Two or More Races	N	N	N
Economically Disadvantaged Students	39.8%	51.5%	48.5%
Students with Disabilities	27.1%	68.8%	31.3%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	61.2%	42.2%	57.8%	78.9%	21.1%	66.1%	33.9%
White	62.1%	39%	61.1%	76.8%	23.2%	62.1%	37.9%
Hispanic	46.2%	50%	50%	83.3%	16.7%	83.3%	16.7%
Black or African American	70%	85.7%	14.3%	100%	0%	100%	0%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	52.6%	56.1%	43.9%	87.8%	12.2%	78.1%	22%
Students with Disabilities	40%	72.7%	27.3%	100%	0%	86.4%	13.6%
English Learners	N	N	N	N	N	N	N

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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	9.80	14.30	Met Target
White	9.80	14.30	Met Target
Hispanic	15.10	14.30	Not Met
Black or African American	6.10	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	14.40	14.30	Not Met
Students with Disabilities	16.50	14.30	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

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.
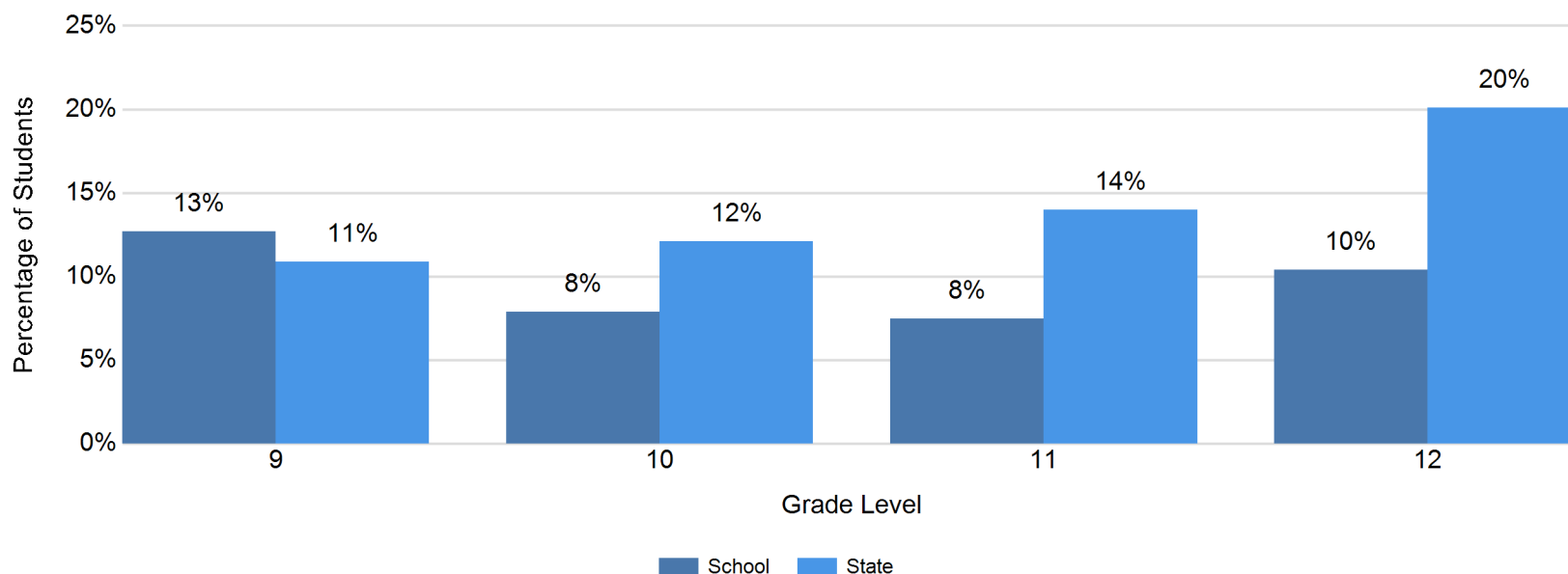
Days Absent bar chart — Percentage of Students vs Number of Absences:
- 0: 3%
- 1-5: 20%
- 6-10: 30%
- 11-15: 33%
- Over 15: 14%

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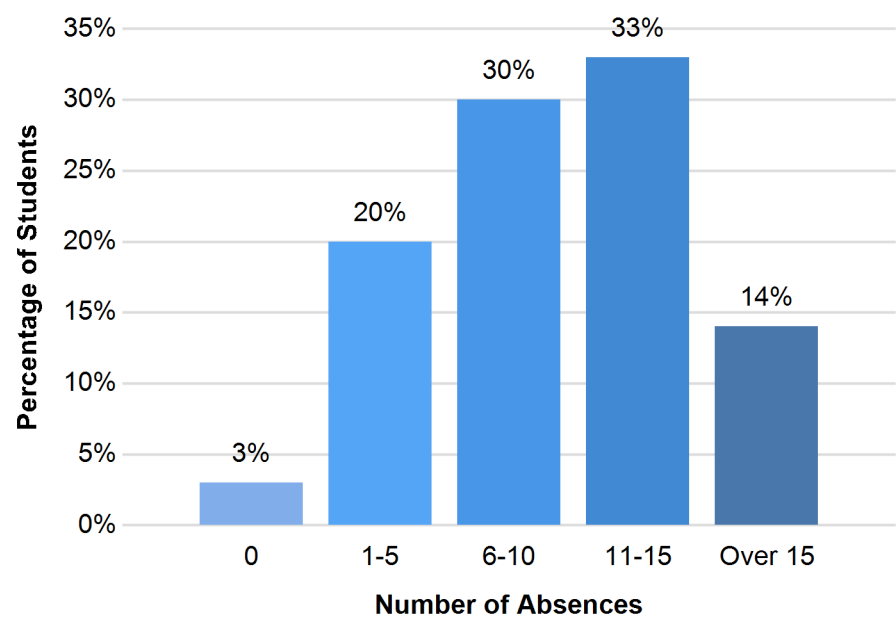
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Chronic Absenteeism by Grade

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	7:45AM
Typical End Time	2:25PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 56 Mins.
Shared Time - Instructional Time	3 Hrs. 41 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	12
Vandalism	3
Weapons	1
Substances	12
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	30
Incidents Per 100 Students Enrolled	3.56

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	16.4%
Out-of-School Suspensions	9.5%
Any Suspension	20.0%

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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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.0:1	383.3 kbps	100 kbps	Yes	N	Fiber	N

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	$685	$17,180	$17,865

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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	84	120,724
Average years experience in public schools	15.8	11.8
Average years experience in district	15.7	10.5
Teachers in district for 4 or more years	96%	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	11	9,506
Average years experience in public schools	11.0	15.9
Average years experience in district	10.4	11.6
Administrators in district for 4 or more years	73%	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	10:1	10:1
Administrators	281:1	119:1
Librarian/Media Specialists		652:1
Nurses		1305:1
Counselors		217:1
Child Study Team		186:1

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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.
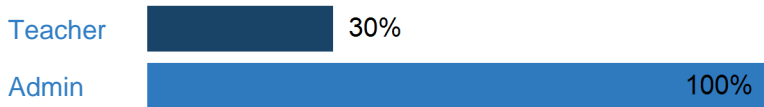
Teachers and Administrators - Level of Education

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

Teacher — 70%
Admin — N/A

Master's Degree

Teacher — 30%
Admin — 100%

Doctoral Degree

Teacher — N
Admin — N

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	93%	89%
2015-16 Administrators: Same district 2016-17	100%	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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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	34.0	17.5%
Mathematics Proficiency	63.7	17.5%
Graduation - 4-Year	11.8	25.0%
Graduation - 5-Year	9.0	25.0%
Chronic Absenteeism	62.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		31.7
Summative Rating: Percentile rank of Summative Score		25.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.

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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	31.7	6.2	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
White	24.3	6.2	No	Met Target	Met Target†	Met Target	Met Target	Not Met	No
Hispanic	**	**	No	Met Target	N	Not Met	**	**	No
Black or African American	**	**	No	Met Target	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	36.4	6.2	No	Met Target	Not Met	Not Met	Not Met	Met Target	No
Students with Disabilities	47.4	6.2	No	Met Target	Not Met	Not Met	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.

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School General Info

Principal:	Mr. Ziemba	**Email Address:**	ziembal@lcmrschools.com
Address:	687 RT 9 CAPE MAY, NJ 08204	**Website:**	https://www.lcmrschools.com
		Facebook:	https://www.facebook.com/lowercapemay
Phone:	(609)884-3475	**Twitter:**	https://www.twitter.com/lowercapemay

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:	• Students utilize 1:1 personal Chromebooks to access digital technologies as part of their instruction. • Many of our students participate in our State approved Career and Technology programs. • Students can earn college credits in over 17 dual or articulated credit courses or 11 Advanced Placement courses.

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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.

Courses, Curriculum, Instruction:	LCMR offers 11 AP courses and 17 dual credit courses in which students earn college credits. CTE Programs include Entrepreneurship, Engineering, Law Enforcement, Culinary Arts, and Radio and Television Broadcasting. Other career programs include Child Development, Computer Science, Horticulture, Green House Science, Floral Design, Retail Marketing, Future Educators, and Marine Science. Programs in the fine and performing arts include courses in art, music, dance, and theater arts.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Co-ed), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys) The high school also offer a competitive Ice Hockey club which competes in the South Jersey High School Ice Hockey League, as well as a sailing club, and a competitive weightlifting club.
Clubs and Activities:	Co-curricular activities include but are not limited to: National Honor Society, Renaissance, Spanish and French Honor Societies, Key club, FBLA, 4-H, Gardening club, Student Government, Tri-M Music Honor Society, Literary Magazine, TV Production Club, Yearbook, Fall Play, Spring Musical, Jazz Choir and Ensemble, Littoral Society, Comic Book Club, Fiber Arts Club,Band Front, Mock Trial, and Peer Leadership.

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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.

Postsecondary Information:	70% of graduates from the class of 2017 enrolled in college or technical school. 8% of the class enlisted in the military and 17% joined the workforce.
Student Supports and Services:	The high school offers ELL services for our English Language Learners. The Child Study Team and INRS support students with disabilities and students struggling with learning, behavioral, or health issues. All students are served through a comprehensive guidance and advisement program. The school also provides academic assistance through support classes during the day as well as after-school extra help programs.
Student Health and Wellness:	Breakfast is provided to all students every school day. Health services are offered through the Nurse's office and athletes can utilize our professional trainer to assist their needs. The school provides athletic and fittness training to all students both during the school day and after school in our weight room and fittness facilities. Intramural activities are available as well as a Zumba club after school open to all students and staff.
Parent and Community Involvement:	The school provides a Parent Academy throughout the year to provide information to parents about school programs and to gather their feddback or concerns. The LCMR Foundation and Alumni Network foster community support of the schools. We have a Parent After-Prom Organization and various sport and club booster programs.

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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.

Facilities:	Recent construction include a new security entrance to the school, renovated team rooms, and a field house to support the district's and community athletic programs. The school has a state of the art theater, media center, two gyms, modern science labs, computer labs, and a culinary kitchen.

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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.

Other Information:

Lower Cape May Regional High School uses an alternating day block schedule providing time for extende learning experiences, Student access to instructional technology is provided through 1:1 Chromebook initiative which they carry with them throughout the school day and are permitted to take the devices home with them after school. LCMR is also a choice school which accepts students from throughout the county. Admission information can be found on our district website.

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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:
- Download this report to a PDF by clicking the 🖫 icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:
- Review the Parent Summary Report or the district-level report for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: Reference Guide or Interpretive Video.
- Download the data used in these reports.

- Want to give us feedback? Take our feedback survey: surveylink
- Questions about the reports? Contact us at reportcard@doe.state.nj.us

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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.

2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.

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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
7	256	222	218
8	250	258	230
Ungraded	18	18	13
Total	524	498	461

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	48%	50%	52%
Male	52%	50%	48%
Economically Disadvantaged Students	54%	47%	49%
Students with Disabilities	24%	23%	25%
English Learners	1%	1%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			2%
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	83.5%
Hispanic	8.2%
Black or African American	5.0%
Asian	2.0%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	1.1%

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	98.0%
Other	1.9%

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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	436	98.0	47.30	43.60	54.90	47.3	45.2	Met Target
White	369	97.9	49.10	45.70	63.90	49.1	45.9	Met Target
Hispanic	35	100.0	40.00	33.30	39.80	40	39.2	Met Target
Black or African American	21	95.5	28.60	25.60	35.20	28.6	33.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	221	98.2	57.00	51.30	62.20	57		
Male	215	97.8	37.20	35.90	48.10	37.2		
Economically Disadvantaged Students	223	97.4	39.90	33.70	36.20	39.9	34.3	Met Target
Non-Economically Disadvanatged Students	213	98.6	54.90	52.90	65.80	54.9		
Students with Disabilities	108	100.0	16.70	15.50	20.50	16.7	23	Not Met
Students without Disabilities	328	97.3	57.30	52.50	61.90	57.3		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	10	100.0	60.00	*	53.50	60		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.

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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	215	746	746	756	8%	11%	34%	37%	10%	47%	59%
White	173	748	748	764	8%	10%	31%	39%	12%	51%	69%
Hispanic	24	742	742	742	*	*	50%	*	0%	33%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	107	752	752	764	*	*	33%	41%	*	53%	68%
Male	108	741	741	749	*	*	34%	33%	*	42%	51%
Economically Disadvantaged Students	115	740	740	739	*	*	36%	34%	*	39%	40%
Non-Economically Disadvantaged Students	100	753	753	766	*	*	31%	41%	*	57%	70%
Students with Disabilities	52	720	720	719	*	*	*	*	*	*	19%
Students without Disabilities	163	755	755	763	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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NJ SCHOOL PERFORMANCE REPORT

Richard M. Teitelman Middle School
2016-2017

Grade Span 07-08

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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

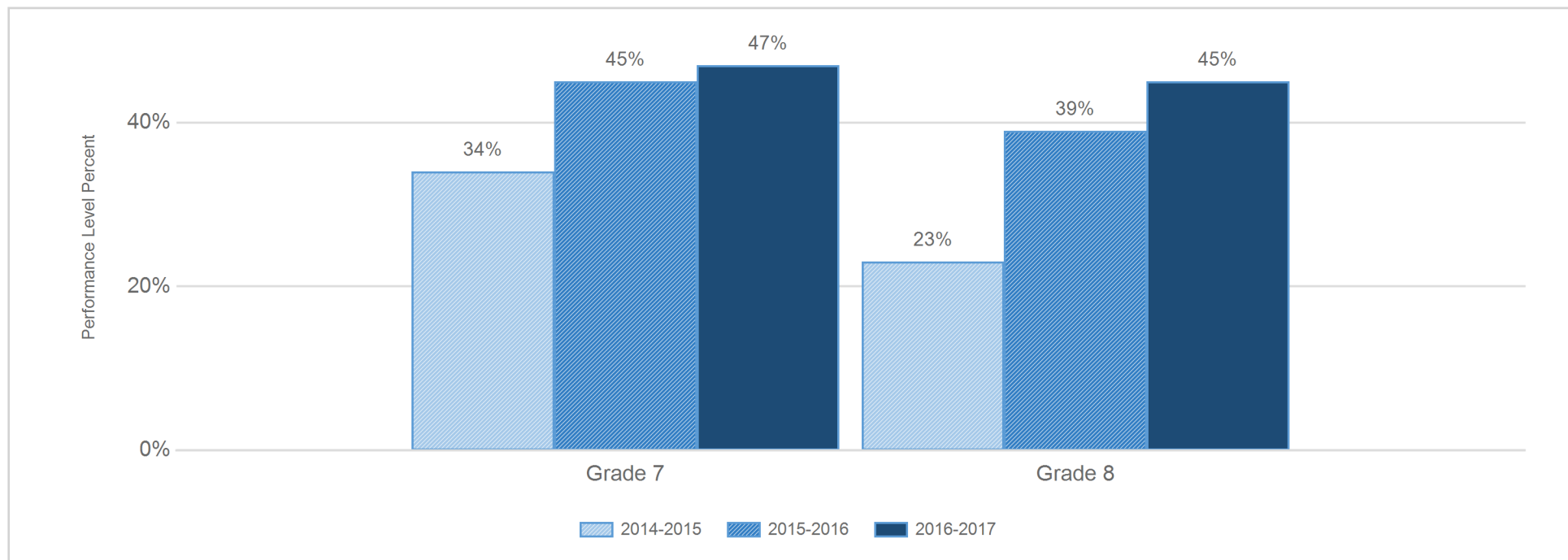| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	212	747	747	757	*	12%	36%	42%	*	45%	59%
White	186	748	748	764	*	12%	36%	43%	*	46%	68%
Hispanic	12	750	750	742	*	*	*	*	*	50%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	110	756	756	766	*	*	29%	53%	*	59%	68%
Male	102	738	738	749	*	*	43%	29%	*	30%	50%
Economically Disadvantaged Students	97	741	741	739	*	*	36%	34%	*	36%	40%
Non-Economically Disadvantaged Students	115	752	752	766	*	*	36%	48%	*	53%	69%
Students with Disabilities	45	720	720	718	*	*	*	*	*	*	18%
Students without Disabilities	167	754	754	764	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	212	747	747	759	*	12%	36%	42%	*	45%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

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NJ SCHOOL PERFORMANCE REPORT

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Grade Span 07-08

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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.

Grade 7: 34% (2014-2015), 45% (2015-2016), 47% (2016-2017)
Grade 8: 23% (2014-2015), 39% (2015-2016), 45% (2016-2017)

Legend: 2014-2015, 2015-2016, 2016-2017

Y-axis: Performance Level Percent

Richard M. Teitelman Middle School
2016-2017

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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	434	98.0	40.10	38.10	43.50	40.1	41.2	Met Target†
White	368	97.9	41.60	40.30	52.40	41.6	42.5	Met Target†
Hispanic	35	100.0	42.80	30.20	27.60	42.8	33.1	Met Target
Black or African American	20	95.2	*	*	21.70	*	29.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	221	98.2	43.40	38.10	44.10	43.4		
Male	213	97.7	36.60	38.10	42.90	36.6		
Economically Disadvantaged Students	221	97.4	30.30	28.10	25.10	30.3	32.2	Met Target†
Non-Economically Disadvanatged Students	213	98.6	50.20	46.80	54.30	50.2		
Students with Disabilities	106	100.0	*	*	16.50	*	17.7	Not Met
Students without Disabilities	328	97.4	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	10	100.0	50.00	*	39.90	50		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.

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NJ SCHOOL PERFORMANCE REPORT

Richard M. Teitelman Middle School
2016-2017

Grade Span 07-08

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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	216	734	734	741	*	21%	38%	24%	*	27%	40%
White	173	737	737	748	*	20%	39%	25%	*	30%	49%
Hispanic	25	728	728	730	*	*	*	*	0%	24%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	108	734	734	743	*	21%	40%	23%	*	27%	41%
Male	108	734	734	740	*	20%	37%	24%	*	28%	38%
Economically Disadvantaged Students	115	727	727	729	*	*	43%	15%	*	16%	22%
Non-Economically Disadvantaged Students	101	743	743	749	*	*	34%	34%	*	41%	50%
Students with Disabilities	52	712	712	716	*	*	*	*	*	*	11%
Students without Disabilities	164	741	741	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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NJ SCHOOL PERFORMANCE REPORT

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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	165	740	740	728	*	16%	32%	36%	*	40%	28%
White	140	739	739	736	*	16%	34%	35%	*	39%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	84	742	742	730	*	16%	24%	43%	*	48%	30%
Male	81	737	737	725	*	17%	40%	30%	*	32%	26%
Economically Disadvantaged Students	87	739	739	719	*	18%	28%	38%	*	41%	19%
Non-Economically Disadvantaged Students	78	740	740	734	*	14%	36%	35%	*	39%	34%
Students with Disabilities	45	708	708	705	*	*	*	*	*	*	*
Students without Disabilities	120	751	751	734	*	*	*	*	*	*	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	165	740	740	729	*	16%	32%	36%	*	40%	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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NJ SCHOOL PERFORMANCE REPORT

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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

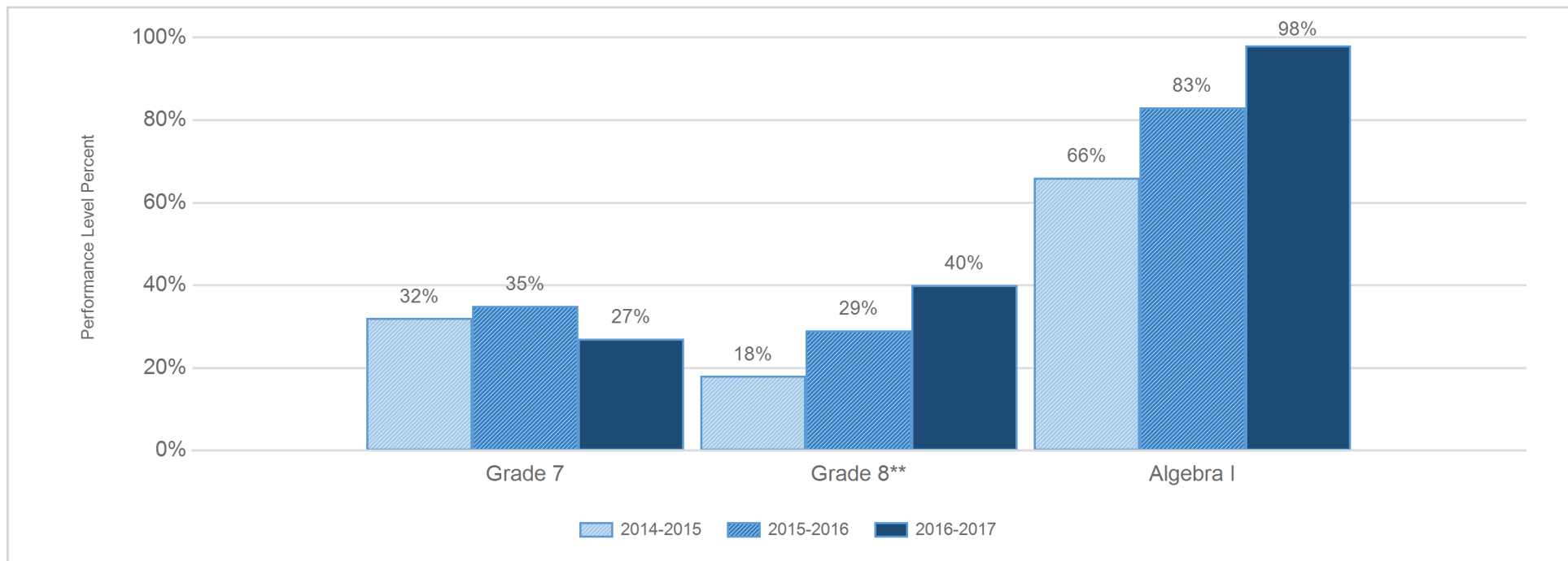| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	784	741	743	0%	0%	*	87%	*	98%	42%
White	46	783	743	751	0%	0%	*	89%	*	98%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	26	785	738	744	*	*	*	92%	*	100%	43%
Male	21	783	744	741	*	*	*	81%	*	95%	40%
Economically Disadvantaged Students	10	791	733	727	0%	0%	*	*	*	100%	23%
Non-Economically Disadvantaged Students	37	782	747	751	0%	0%	*	*	*	97%	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	47	784	749	747	0%	0%	*	87%	*	98%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	47	784	*	745	0%	0%	*	87%	*	98%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

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NJ SCHOOL PERFORMANCE REPORT

Richard M. Teitelman Middle School
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.

Performance Level Percent

Grade 7: 32% (2014-2015), 35% (2015-2016), 27% (2016-2017)
Grade 8**: 18% (2014-2015), 29% (2015-2016), 40% (2016-2017)
Algebra I: 66% (2014-2015), 83% (2015-2016), 98% (2016-2017)

Legend: 2014-2015, 2015-2016, 2016-2017

**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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Alternate Assessments - 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
7	*	*
8	*	*

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. The table also shows 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
1	*	*	*
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N

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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	15%	58%	27%
White	16%	58%	27%
Hispanic	25%	58%	17%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	N	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	11%	55%	35%
Students with Disabilities	2%	34%	64%
English Learners	N	*	N

NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.

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NJ SCHOOL PERFORMANCE REPORT
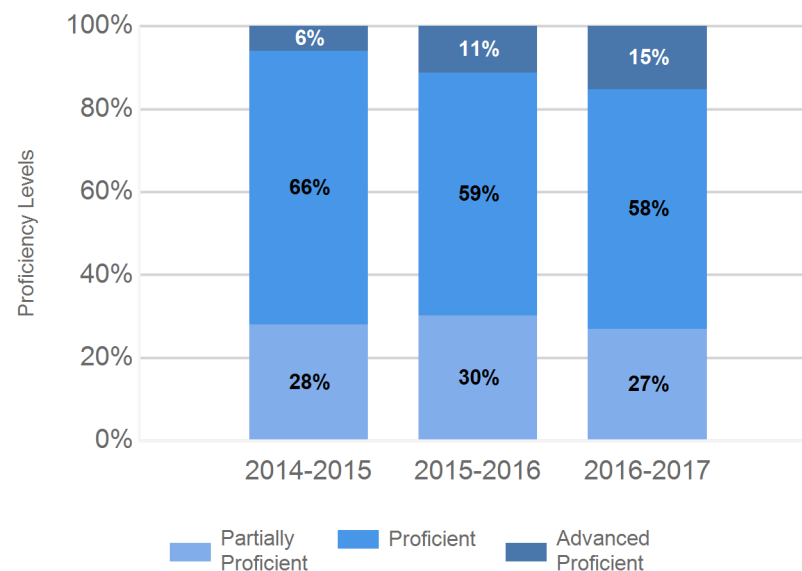
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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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**) is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile** (**mSGP**) is calculated here:
http://www.state.nj.us/education/njsmart/performance/

Student Growth

This table shows the **median Student Growth Percentile** (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	38	38	50	Not Met	29	29	50	Not Met
White	38	38	50	Not Met	29	29	52	Not Met
Hispanic	37	37	49	Not Met	32.5	32.5	47	Not Met
Black or African American	42	42	45	**	17	17	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	40	40	47	Met Target	25	25	46	Not Met
Students with Disabilities	43	43	41	Met Target	26	26	43	Not Met
English Learners	*	*	53	**	*	*	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.

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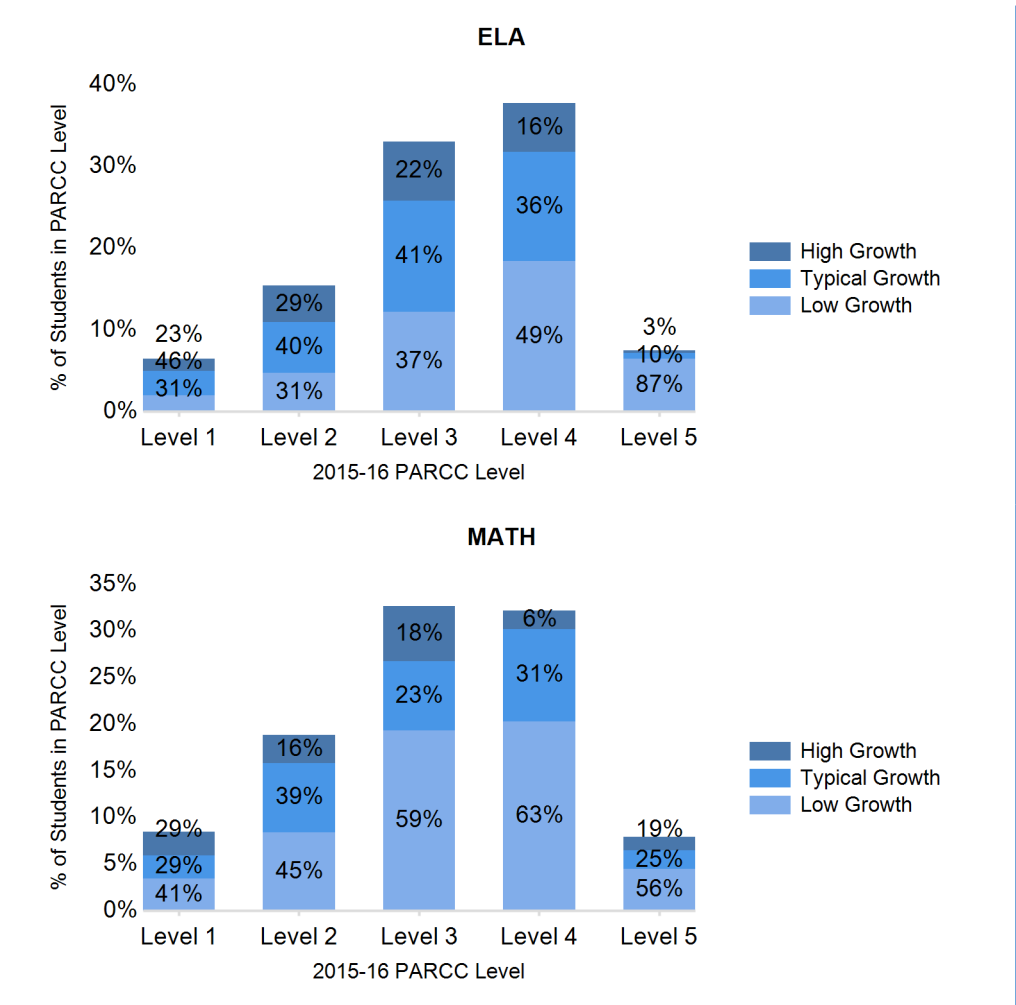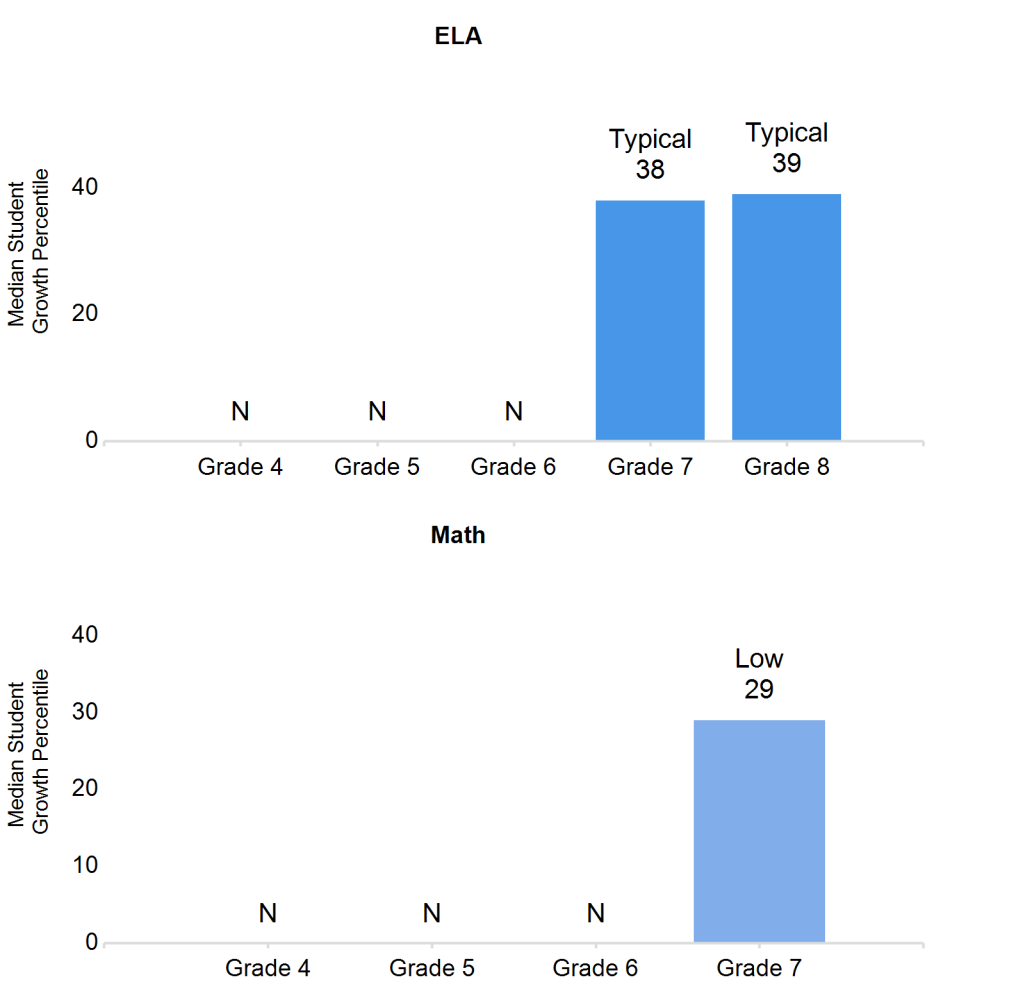687 RT 9
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Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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 |

Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

ELA

MATH

Student Growth by Grade

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

ELA

Math

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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about New Jersey Student Learning Standards on our website and more details about the data in this section in our Reference Guide.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
7	0	0	227
8	55	0	194
Schoolwide	55	0	421

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	202	1	0	0	0	0	0
8	53	187	0	0	0	0	0
Schoolwide	255	188	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N

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NJ SCHOOL PERFORMANCE REPORT

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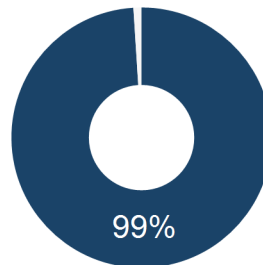**2016-2017**

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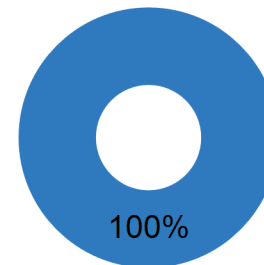## Visual and Performing Arts – Course Participation

The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. 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 within the school and across the state.

Grades 6-8:

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

99%
School

100%
State

Students enrolled in one or more classes by discipline:

MUSIC
School — 92%
State — 75%

DANCE
School — 0%
State — 2%

DRAMA
School — 0%
State — 5%

VISUAL ARTS
School — 82%
State — 80%

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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	9.60	9.10	Not Met
White	9.70	9.10	Not Met
Hispanic	5.30	9.10	Met Target
Black or African American	16.70	9.10	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	13.30	9.10	Not Met
Students with Disabilities	17.90	9.10	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

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.
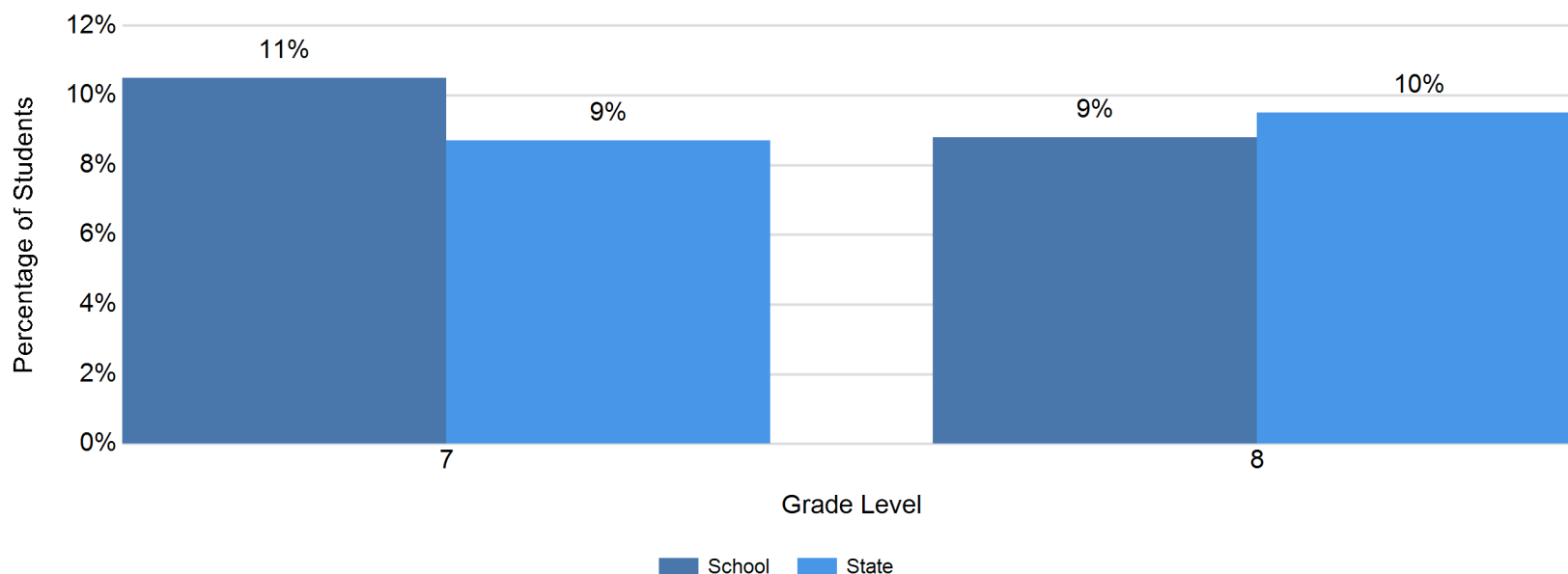

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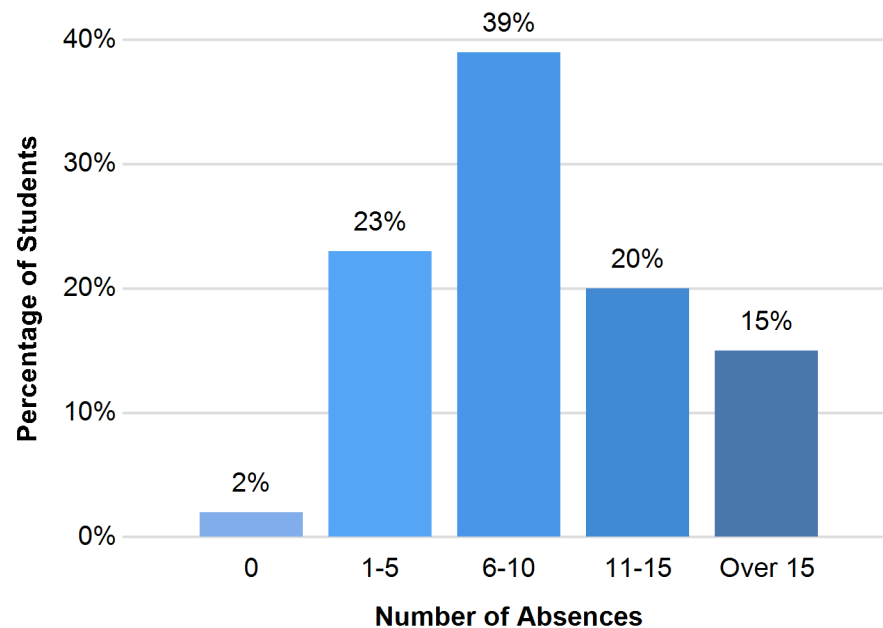
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Chronic Absenteeism by Grade

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.

Chart: Chronic Absenteeism by Grade. Y-axis: Percentage of Students (0% to 12%). X-axis: Grade Level.
- Grade 7: School 11%, State 9%
- Grade 8: School 9%, State 10%

Legend: School, State

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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	8:25AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 49 Mins.
Shared Time - Instructional Time	*

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	10
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	2.17

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	0.2%
Out-of-School Suspensions	3.9%
Any Suspension	3.9%

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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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	383.3 kbps	100 kbps	Yes	N	Fiber	N

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	$685	$17,180	$17,865

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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.
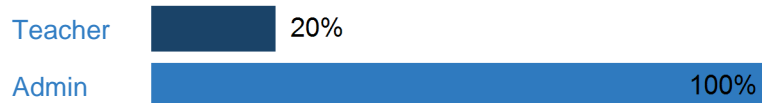
Teachers – Experience

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	46	120,724
Average years experience in public schools	16.6	11.8
Average years experience in district	16.6	10.5
Teachers in district for 4 or more years	100%	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	11	9,506
Average years experience in public schools	11.0	15.9
Average years experience in district	10.4	11.6
Administrators in district for 4 or more years	73%	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	10:1	10:1
Administrators	231:1	119:1
Librarian/Media Specialists		652:1
Nurses		1305:1
Counselors		217:1
Child Study Team		186:1

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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**:
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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 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

Teacher — 78%
Admin — N/A

Master's Degree

Teacher — 20%
Admin — 100%

Doctoral Degree

Teacher — 2%
Admin — N

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	93%	89%
2015-16 Administrators: Same district 2016-17	100%	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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Accountability Indicator Scores and Summative Rating

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.   This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	29.4	17.5%
Mathematics Proficiency	31.7	17.5%
English Language Arts Growth	13.8	25.0%
Mathematics Growth	3.2	25.0%
Chronic Absenteeism	26.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		18.9
Summative Rating: Percentile rank of Summative Score		8.7
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.

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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	18.9	11.9	Targeted	Met Target	Met Target†	Not Met	Not Met	Not Met	No
White	11.5	11.9	Targeted	Met Target	Met Target†	Not Met	Not Met	Not Met	No
Hispanic	38.0	11.9	No	Met Target	Met Target	Met Target	Not Met	Not Met	No
Black or African American	**	**	No	Met Target†	Not Met	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	32.1	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
Students with Disabilities	29.7	11.9	No	Not Met	Not Met	Not Met	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.

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School General Info

Principal:	Mr. Lasher
Address:	687 RT 9 CAPE MAY, NJ 08204-4637
Phone:	(609)884-3475

Email Address:	lasherg@lcmrschools.com
Website:	http://www.lcmrschools.com
Facebook:	https://www.facebook.com/lowercapemay
Twitter:	https://www.twitter.com/lowercapemay

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:	• All student receive a Chromebook to support learning through instructional technology. • The school is proud of its award winn Band and Choir programs. • RMT's pre-engineering students were selected to present at the PLTW State Conference at Rowan University.

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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.

Courses, Curriculum, Instruction:	Enrichment programs are offered in mathematics through advanced algebra, foreign language classes in French and Spanish, and Project Lead the Way Pre-Engineering. All students are provided related arts courses in Project Lead the Way Computer Science, general music, and art. Other students elect to participate in TV production, band, and choir.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys)
Clubs and Activities:	Co-curricular activities include school musical, band, choir, string ensemble, drama club, TV production, Builders Club, Student Government, Junior National Honor Society, Scarf It Up, Tiger Teens, Yearbook, Newspaper, Mock Trial, Science Club, Art Club, Fishing Club, and Litterary Magazine.
Before and After School Programs:	The middle school offers after school extra-help programs in math as well as a homework club to support academics.

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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.

	Student Supports and Services:	Child Study and INRS Teams support students with disaibilities and learning, behavioral, or health issues. Support classes during the school day assist students struggling in math and/or language arts.
	Student Health and Wellness:	All students particpate in a comprehensive physical education and health curriculum. In addition to the school's athletic programs, various fittness and intramural activities are offered after school.
	Parent and Community Involvement:	Parent Academy provides opportunities for parents to learn about school programs and to offer feedback to school administration on important issues. RMT offers Family Math and Language Arts Nights to assist parents in helping their child's academic pursuits. Back to School Nights and Parent Orientations are also held throughout the year.