NJ SCHOOL PERFORMANCE REPORT

**CAPE MAY COUNTY HIGH SCHOOL**
(09-0715-020)
Grades Offered: 09-12
2017-2018

**Report Key:**
***** Data is not displayed in order to protect student privacy
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**N** No Data is available to display
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## How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

## Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

## Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

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## School Contact Info

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

| Type | Contact Information |
|---|---|
| County | CAPE MAY |
| District | CAPE MAY CO SPECIAL SERV |
| Principal Name | MS. HAAS |
| Address | 148 CREST HAVEN ROAD CAPE MAY COURT HOUSE, NJ 08210 |
| Phone Number | (609)465-2720 |
| Email Address | AHAAS@CMCSPECIALSERVICES.ORG |
| Website | https://www.cmcspecialservices.org |

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## Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

| Grade | 2015-16 | 2016-17 | 2017-18 |
|---|---|---|---|
| 9 | 16 | 23 | 17 |
| 10 | 24 | 14 | 16 |
| 11 | 26 | 24 | 10 |
| 12 | 42 | 39 | 28 |
| Total | 108 | 101 | 72 |

## Enrollment Trends by Student Group

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

| Student Group | 2015-16 | 2016-17 | 2017-18 |
|---|---|---|---|
| Female | 31.0% | 39.8% | 37.8% |
| Male | 69.0% | 60.2% | 62.2% |
| Economically Disadvantaged Students | 26.3% | 21.9% | 18.2% |
| Students with Disabilities | 82.2% | 84.1% | 98.6% |
| English Learners | 0.0% | 0.0% | 0.0% |
| Homeless Students | | 0.0% | 0.0% |
| Students in Foster Care | | 2.0% | 2.8% |
| Military-Connected Students | | 0.0% | 0.0% |
| Migrant Students | | 0.0% | 0.0% |

## Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | 2015-16 | 2016-17 | 2017-18 |
|---|---|---|---|
| White | 77.9% | 75.1% | 80.4% |
| Hispanic | 7.5% | 11.9% | 8.4% |
| Black or African American | 11.7% | 11.9% | 8.4% |
| Asian | 0.0% | 0.0% | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0.0% | 0.0% | 1.4% |
| Two or More Races | 2.8% | 1.0% | 1.4% |

## Enrollment Trends by Full and Shared Time Status

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

| Enrollment Status | 2015-16 | 2016-17 | 2017-18 |
|---|---|---|---|
| Full Time Students | 104 | 100 | 71 |
| Shared Time Students | 5 | 1 | 1 |
| Full Time Equivalent | 107 | 101 | 72 |

## Enrollment by Home Language

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

| Home Language | % of Students |
|---|---|
| English | 97.2% |
| Spanish | 2.8% |

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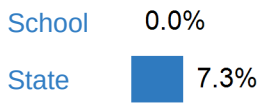
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career and Technical Education website.

## Career and Technical Education Participation

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

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

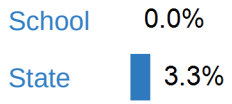



**CTE Concentrators**
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

## Structured Learning Experiences Participation

The graph below shows the percentage of students who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

**Structured Learning Experiences**



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## Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

**Students Earning Industry-Valued Credentials**

| | |
|---|---|
| School | * |
| State | 0.9% |

## Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

| Career Cluster | Students Enrolled in Program | Students Earning at least one Credential | Total credentials earned |
|---|---|---|---|
| Arts, AV Technology & Communications | * | | |
| Information Technology | 0 | * | * |
| Total (All Clusters) | * | * | * |

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

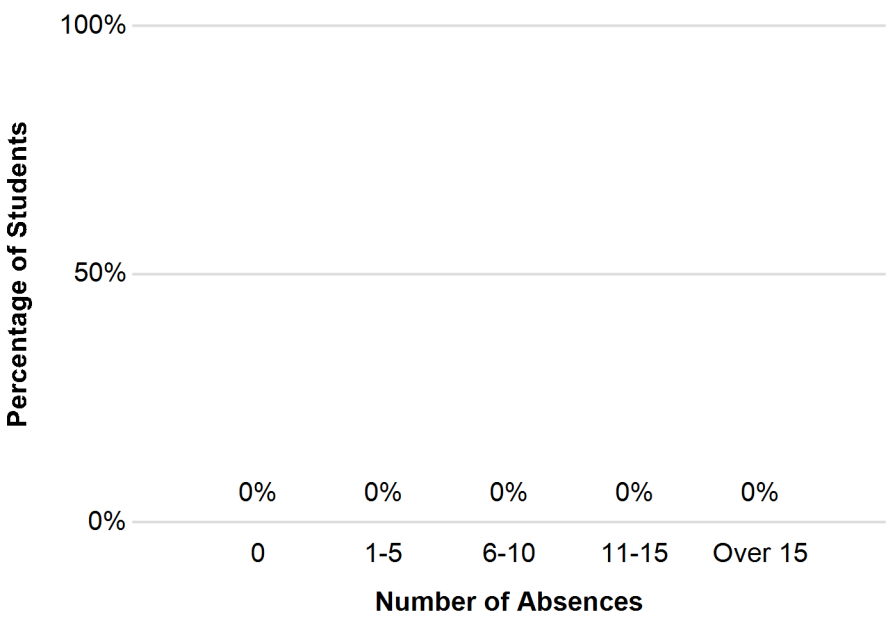
## Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

| Student Group | Number of students chronically absent | Percent of students chronically absent | State Average | Met State Average |
|---|---|---|---|---|
| Schoolwide | N | N | N | N |
| White | N | N | N | N |
| Hispanic | N | N | N | N |
| Black or African American | N | N | N | N |
| Asian, Native Hawaiian, or Pacific Islander | N | N | N | N |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | N | N | N | N |
| Economically Disadvantaged Students | N | N | N | N |
| Students with Disabilities | N | N | N | N |
| English Learners | N | N | N | N |

## Days Absent

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



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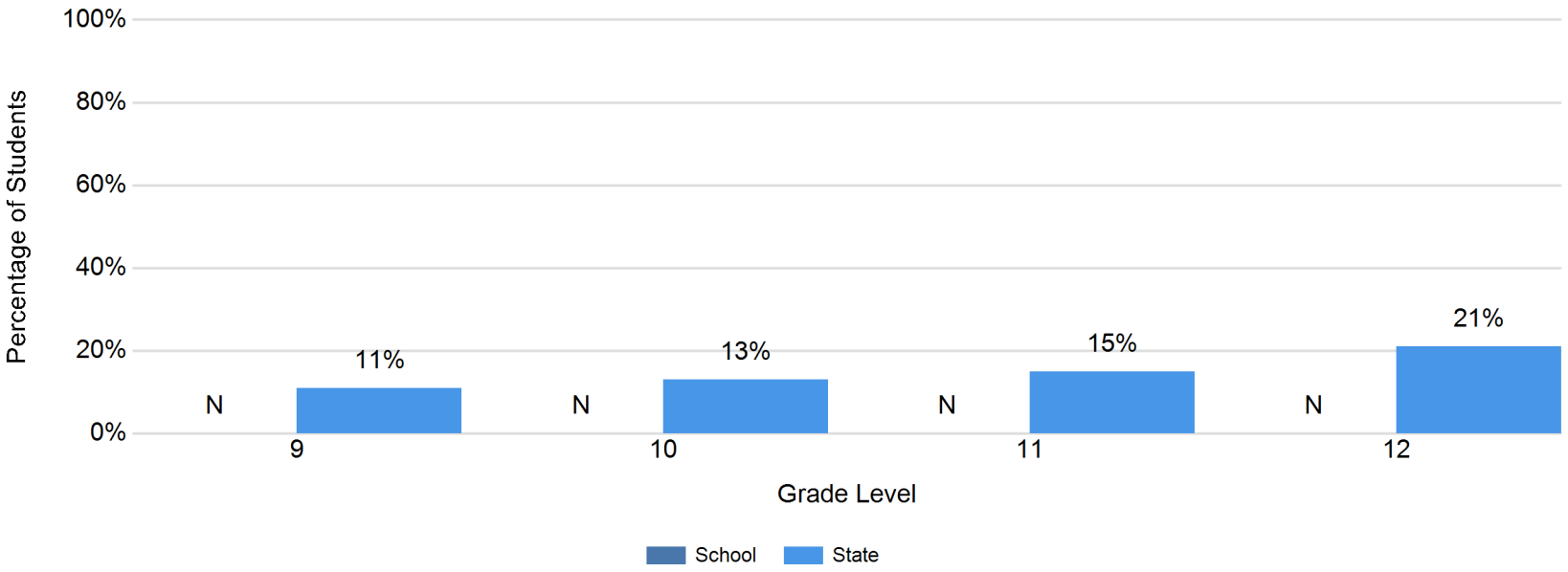
## Chronic Absenteeism by Grade

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



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

## Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type | Number of Incidents |
|---|---|
| Violence | 6 |
| Weapons | 0 |
| Vandalism | 3 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 1 |
| Total Unique Incidents | 7 |
| Incidents Per 100 Students Enrolled | 9.79 |

## Police Notifications

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

| Incident Type | Incidents Reported to Police |
|---|---|
| Violence | 3 |
| Weapons | 0 |
| Vandalism | 2 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 0 |
| Other Incidents Leading to Removal | 0 |

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## Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

| HIB Nature (Protected Category) | HIB Alleged | HIB Confirmed | Total HIB Investigations |
|---|---|---|---|
| Race | 0 | 0 | 0 |
| Religion | 0 | 0 | 0 |
| Ancestry | 0 | 0 | 0 |
| Gender | 0 | 0 | 0 |
| Sexual Orientation | 0 | 0 | 0 |
| Disability | 0 | 1 | 1 |
| Other | 0 | 0 | 0 |
| No Identified Nature | 1 | | 1 |

## Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

| Removal Type | Number of Students | Percent of Students |
|---|---|---|
| In-School Suspensions | * | * |
| Out-of-School Suspensions | * | * |
| Any Suspension | * | * |
| Removal to other education program | * | * |
| Expulsion | 0 | 0.0% |
| Arrest | * | * |

| School Days Missed due to Out-of-School Suspensions |
|---|
| 10 |

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## School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

| Category | School |
|---|---|
| Typical Start Time | 8:45 AM |
| Typical End Time | 2:30 PM |
| Length of School Day | 5 Hrs 45 Mins |
| Full Time - Instructional Time | 5 Hrs 15 Mins |
| Shared Time - Instructional Time | 2 Hrs. 8 Mins. |

## Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

| School Year | Student to Device Ratio |
|---|---|
| 2017-18 | 1.2:1 |

## Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|---|---|---|---|
| District Total (2016-2017) | N | N | N |

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**Key terms for staff data**:
**Faculty**: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
**Teachers**: All classroom teachers
**Administrators**: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

## Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|---|---|---|
| Total Number of teachers | 18 | 117,464 |
| Average years experience in public schools | 18.6 | 12.0 |
| Average years experience in district | 17.2 | 10.7 |
| Teachers in district for 4 or more years | 72.2% | 75.5% |

## Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

| Category | Admin. in District | Admin. in State |
|---|---|---|
| Total Number of administrators | 5 | 9,374 |
| Average years experience in public schools | 13.2 | 16.0 |
| Average years experience in district | 5.6 | 12.0 |
| Administrators in district for 4 or more years | 60.0% | 76.2% |

## Student and Staff Ratios

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

| Ratio | School Ratio | District Ratio |
|---|---|---|
| Students to Teachers | 4:1 | 6:1 |
| Students to Administrators | 36:1 | 42:1 |
| Teachers to Administrators | 9:1 | 8:1 |
| Students to Librarians/Media Specialists | | 211:1 |
| Students to Nurses | | 105:1 |
| Students to Counselors | | 211:1 |
| Students to Child Study Team | | 35:1 |

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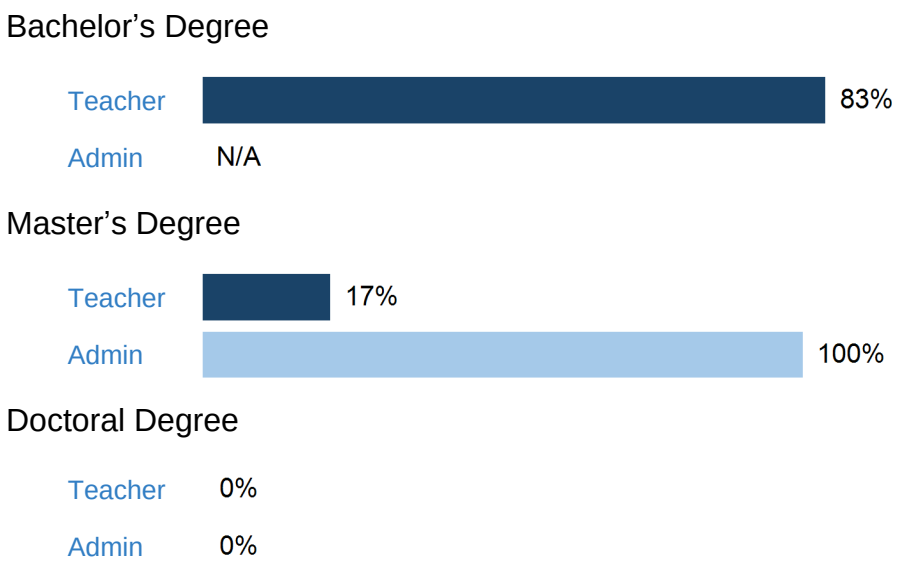
## Teachers and Administrators - Level of Education

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




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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

| Job Type | District | State |
|---|---|---|
| 2016-17 Teachers: Same district 2017-18 | 72.7% | 90.2% |
| 2016-17 Administrators: Same district 2017-18 | 66.7% | 86.2% |

## Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

| School Year | % Days Present |
|---|---|
| 2017-18 | 95.1% |

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## Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

| Category | Teachers | Administrators |
|---|---|---|
| Female | 66.7% | 100.0% |
| Male | 33.3% | 0.0% |
| White | 94.4% | 100.0% |
| Hispanic | 0.0% | 0.0% |
| Black or African American | 5.6% | 0.0% |
| Asian | 0.0% | 0.0% |
| American Indian or Alaska Native | 0.0% | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% |
| Two or More Races | 0.0% | 0.0% |

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## 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: | • Parent Support Groups, Social Skills Training, Leisure Experiences for Exceptional People (LEEP) and Outdoor Experiential Education (OXE) after school programming.<br>• Vocational Training programs linked to Community Based Instruction for students ages 16-21. Authentic pre-vocational training in our Back Porch Café, Cougar Deli, Media Center and Wood Shop.<br>• Schoolwide Positive Behavior Support Programs (PBIS) and direct social skills instruction. |

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| | |
|---|---|
| Courses, Curriculum, Instruction: | Individualized educational programming for special needs students grades 9 to 12 or until the age of 21, who are classified with Behavioral Disorders, Autism, Multiple Disabilities, and Auditory Impairments. The educational curriculum is aligned to the New Jersey Student Learning Standards. Students may also be included in direct social skills instruction, swimming instruction, art, music, vocational classes and outdoor experiential education. The Unique Learning, Essentials for Living, Star Reading and Math programs are used dependent upon the needs of the students. A fully functioning café and deli are on the campus for students to learn the skills they need for competitive employment. |
| Sports and Athletics: | Students have the opportunity to participate in Special Olympics and local sports programs such as Challenger Sports who offer adaptive play. Therapeutic Recreation Programs (LEEP) for all adult special needs community members. |
| Clubs and Activities: | Cape Kids Care is a service learning program where students learn that giving to others is rewarding! |

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| | |
|---|---|
| Postsecondary Information: | Students are provided the vocational and work skills they need both on and off the campus with the goal of attaining competitive employment after graduation. Students who are interested in post-secondary education have access to case managers and guidance counselors who will guide them in the process. Students and families are linked with DVRS and DDD to support post-secondary planning and success. |

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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 Health and Wellness: | There is a full time nurse assigned to each school in our district for medical support. In addition, Cape May County High School offers individualized counseling, and direct social skills support. Calming and sensory rooms assist our students with Autism and Behavioral Disabilities to self-regulate behaviors. A Substance Awareness Coordinator is also available to our students. |

NJ SCHOOL PERFORMANCE REPORT

**CAPE MAY COUNTY HIGH SCHOOL**
(09-0715-020)
Grades Offered: 09-12
2017-2018

**Report Key:**
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
**N** No Data is available to display
**†** This indicates a table specific note,see note below table

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