NJ SCHOOL PERFORMANCE REPORT

LOWER CAPE MAY REGIONAL HIGH SCHOOL
(09-2820-050)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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	LOWER CAPE MAY REGIONAL
Principal Name	MR. ZIEMBA
Address	687 RT 9 CAPE MAY, NJ 08204
Phone Number	(609)884-3475
Email Address	ZIEMBAL@LCMRSCHOOLS.COM
Website	https://www.lcmrschooldistrict.com
Facebook	https://www.facebook.com/lowercapemay
Twitter	https://www.twitter.com/lowercapemay

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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	221	256	225
10	211	190	223
11	203	208	184
12	187	190	210
Total	822	844	842

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	48.4%	49.6%	49.6%
Male	51.6%	50.4%	50.4%
Economically Disadvantaged Students	47.2%	45.6%	42.9%
Students with Disabilities	29.5%	27.1%	26.0%
English Learners	0.5%	0.8%	0.8%
Homeless Students		0.7%	0.7%
Students in Foster Care		0.4%	0.4%
Military-Connected Students		0.9%	1.8%
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	85.0%	83.8%	84.1%
Hispanic	7.7%	8.4%	7.5%
Black or African American	5.1%	5.3%	5.3%
Asian	1.1%	1.2%	1.3%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.2%
American Indian or Alaska Native	0.4%	0.1%	0.2%
Two or More Races	0.6%	1.1%	1.3%

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	819	842	841
Shared Time Students	4	3	1
Full Time Equivalent	821	844	842

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	97.1%
Spanish	2.0%
Other Languages	0.8%

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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	410	98.1	36.9	46.1	56.7	36.9	39.7	Met Target†
White	352	97.8	37.5	48.3	65.6	37.5	41.8	Met Target†
Hispanic	28	100.0	28.6	35.4	42.5	28.6	27.7	Met Target
Black or African American	17	100.0	41.2	34.0	37.3	41.2	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	70.0	82.3	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	191	97.5	51.3	58.8	64.5	51.3		
Male	219	98.7	24.2	34.3	49.4	24.2		
Economically Disadvantaged Students	169	96.1	24.3	34.6	38.5	24.3	28.4	Met Target†
Non-Economically Disadvantaged Students	241	99.6	45.7	56.4	67.5	45.7		
Students with Disabilities	94	95.1	*	*	21.6	*	15.5	Not Met
Students without Disabilities	316	99.1	*	*	63.9	*		
English Learners	*	*	*	*	27.3	*	**	**
Non-English Learners	*	*	*	*	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	66.7	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

† 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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	211	734	734	752	18%	21%	29%	*	*	33%	55%
White	180	736	736	760	16%	19%	31%	*	*	34%	64%
Hispanic	15	716	716	735	*	*	*	*	*	27%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	100	743	743	759	12%	15%	26%	*	*	47%	63%
Male	111	725	725	744	23%	26%	32%	*	*	20%	46%
Economically Disadvantaged Students	92	726	726	733	25%	21%	33%	*	*	22%	34%
Non-Economically Disadvantaged Students	119	739	739	761	12%	21%	26%	*	*	41%	65%
Students with Disabilities	48	706	706	716	*	*	*	*	*	*	15%
Students without Disabilities	163	742	742	758	*	*	*	*	*	*	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	207	738	738	749	17%	17%	26%	32%	8%	40%	51%
White	174	739	739	756	16%	18%	26%	33%	7%	40%	58%
Hispanic	15	730	730	733	*	*	*	*	*	33%	38%
Black or African American	13	727	727	728	*	0%	*	*	*	46%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	95	751	751	759	*	15%	22%	*	*	55%	60%
Male	112	727	727	739	*	20%	29%	*	*	28%	42%
Economically Disadvantaged Students	81	723	723	730	30%	25%	20%	*	*	26%	34%
Non-Economically Disadvantaged Students	126	748	748	758	9%	13%	29%	*	*	49%	59%
Students with Disabilities	48	699	699	707	*	*	*	*	*	*	15%
Students without Disabilities	159	750	750	756	*	*	*	*	*	*	57%
English Learners	N	N	N	684	N	N	N	N	N	N	*
Non-English Learners	207	738	738	752	17%	17%	26%	32%	8%	40%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	707	*	*	*	*	*	*	21%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	721	721	736	29%	18%	30%	*	*	22%	39%
White	85	721	721	737	29%	21%	26%	*	*	24%	41%
Hispanic	*	*	*	731	*	*	*	*	*	*	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	759	N	N	N	N	N	N	60%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	25%
Two or More Races	N	N	N	737	N	N	N	N	N	N	39%
Female	59	729	729	745	17%	*	36%	*	*	25%	48%
Male	44	711	711	728	45%	*	23%	*	*	18%	31%
Economically Disadvantaged Students	57	721	721	730	25%	*	33%	*	*	19%	33%
Non-Economically Disadvantaged Students	46	722	722	739	35%	*	26%	*	*	26%	42%
Students with Disabilities	44	713	713	708	*	*	25%	*	*	16%	13%
Students without Disabilities	59	727	727	742	*	*	34%	*	*	27%	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	19%
Military-Connected Students	*	*	*	729	*	*	*	*	*	*	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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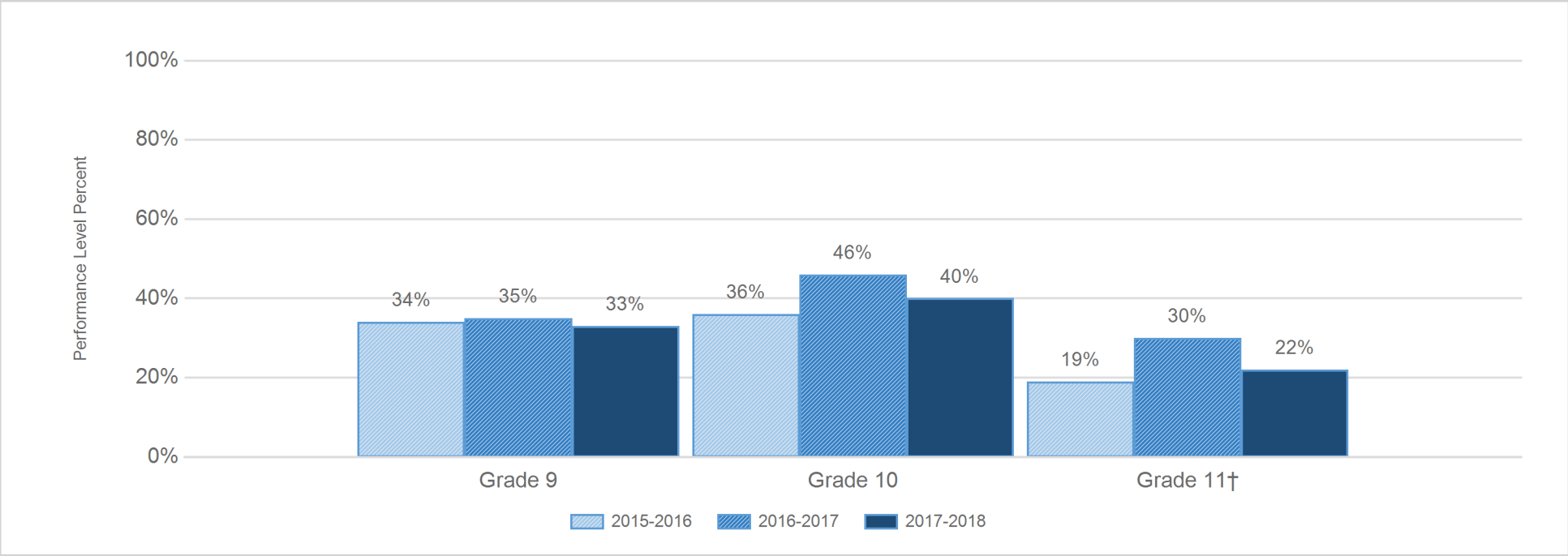
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	326	97.9	34.9	40.0	45.0	34.9	39.3	Met Target†
White	276	98.2	36.6	42.8	54.1	36.6	41.1	Met Target†
Hispanic	27	96.7	25.9	24.7	29.2	25.9	17.6	Met Target
Black or African American	13	92.9	15.4	20.0	23.4	15.4	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	80.0	77.0	*	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	160	99.4	34.4	40.7	46.0	34.4		
Male	166	96.6	35.5	39.1	43.9	35.5		
Economically Disadvantaged Students	122	95.4	24.6	29.5	26.6	24.6	38	Not Met
Non-Economically Disadvantaged Students	204	99.5	41.2	48.9	55.9	41.2		
Students with Disabilities	24	92.3	*	*	17.1	*	25.1	Not Met
Students without Disabilities	302	98.4	*	*	50.5	*		
English Learners	*	*	*	*	24.6	*	**	**
Non-English Learners	*	*	*	*	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	50.0	45.8	*		
Migrant Students	N	N	N	N	23.7	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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	162	740	752	746	*	19%	43%	*	*	33%	46%
White	128	743	756	755	*	16%	45%	*	*	35%	57%
Hispanic	19	727	*	730	*	*	*	*	*	21%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	71	742	756	748	*	21%	44%	*	*	34%	48%
Male	91	738	749	745	*	18%	42%	*	*	32%	44%
Economically Disadvantaged Students	75	737	744	729	*	21%	53%	*	*	20%	25%
Non-Economically Disadvantaged Students	87	742	758	756	*	17%	33%	*	*	44%	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	176	731	731	735	6%	36%	38%	*	*	20%	30%
White	147	732	732	740	*	35%	39%	*	*	22%	37%
Hispanic	15	724	724	723	*	*	*	*	*	*	14%
Black or African American	11	725	725	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	91	731	731	736	*	41%	41%	*	*	15%	30%
Male	85	731	731	734	*	31%	35%	*	*	25%	29%
Economically Disadvantaged Students	66	728	728	722	*	39%	35%	*	*	15%	13%
Non-Economically Disadvantaged Students	110	733	733	741	*	34%	40%	*	*	23%	38%
Students with Disabilities	32	717	717	713	*	*	*	*	*	*	*
Students without Disabilities	144	734	734	738	*	*	*	*	*	*	*
English Learners	N	N	N	711	N	N	N	N	N	N	*
Non-English Learners	176	731	731	736	6%	36%	38%	*	*	20%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	731	*	*	*	*	*	*	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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LOWER CAPE MAY REGIONAL HIGH SCHOOL
(09-2820-050)
Grades Offered: 09-12
2017-2018

Report Key:
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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	728	728	727	27%	21%	20%	*	*	31%	30%
White	88	730	730	733	27%	20%	19%	*	*	33%	35%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	766	N	N	N	N	N	N	66%
American Indian or Alaska Native	*	*	*	729	*	*	*	*	*	*	28%
Two or More Races	N	N	N	736	N	N	N	N	N	N	37%
Female	61	725	725	728	*	*	16%	*	*	31%	30%
Male	38	733	733	727	*	*	26%	*	*	32%	30%
Economically Disadvantaged Students	33	717	717	709	39%	*	*	*	*	24%	13%
Non-Economically Disadvantaged Students	66	734	734	736	21%	*	*	*	*	35%	37%
Students with Disabilities	*	*	*	693	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	732	*	*	*	*	*	*	*
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	99	728	728	729	27%	21%	20%	*	*	31%	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	717	*	*	*	*	*	*	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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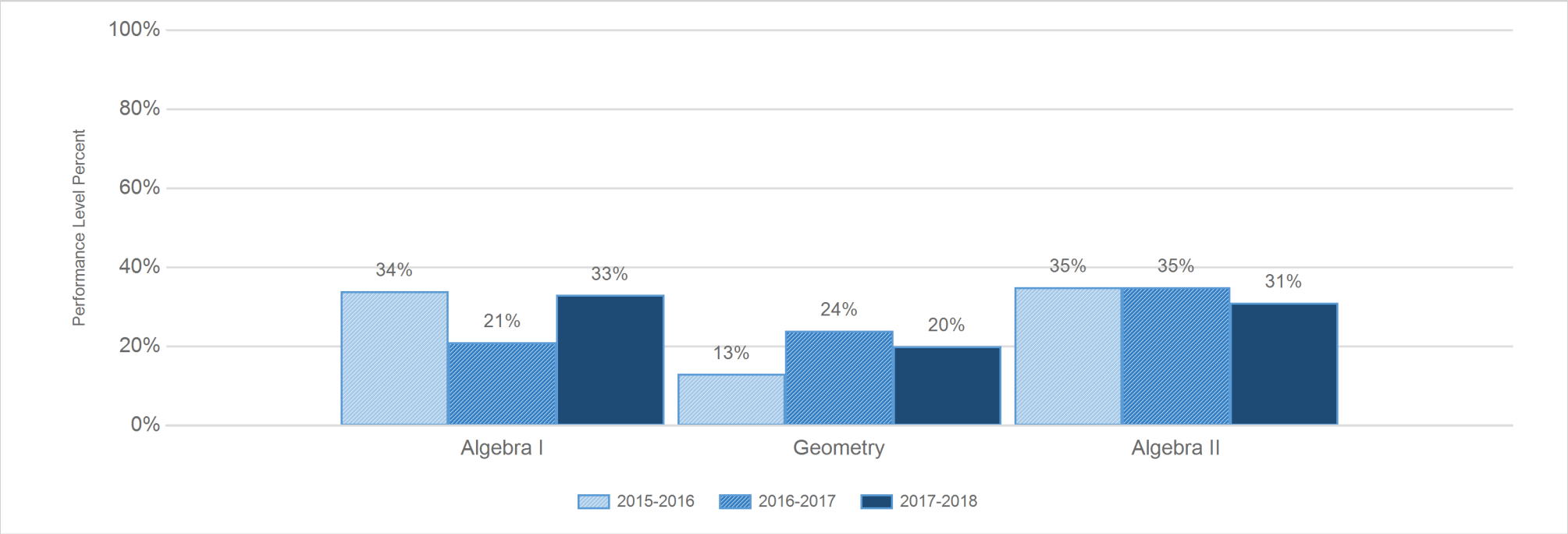
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	N	N	N

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

Biology Assessment Information

New Jersey transitioned from the Biology Assessment to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	13.3%	85.0%
12th graders taking SAT in 2017-18 or prior years	53.5%	72.2%
12th graders taking ACT in 2017-18 or prior years	6.7%	24.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	540	478	Grade 10: 430 Grade 11: 460	92%	62%
PSAT 10/NMSQT - Math	543	478	Grade 10: 480 Grade 11: 510	71%	42%
SAT - Reading and Writing	522	542	480	71%	72%
SAT - Math	527	543	530	51%	54%
ACT - Reading	21	24	22	57%	62%
ACT - English	20	24	18	57%	78%
ACT - Math	20	24	22	36%	62%
ACT - Science	21	23	23	29%	53%

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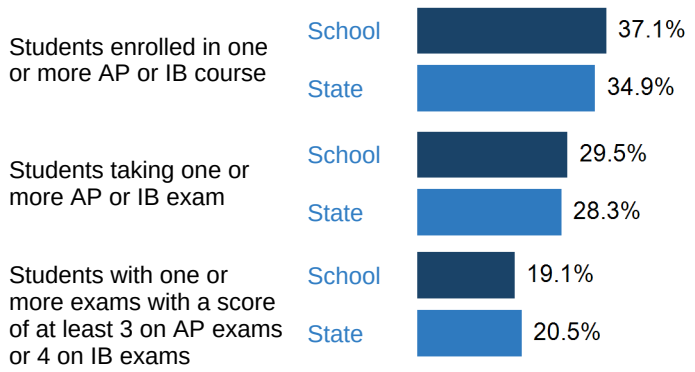
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

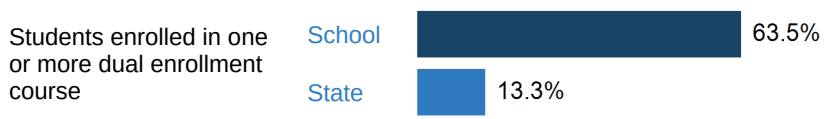
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. 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 AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	28	26
AP Calculus AB	13	13
AP Computer Science A	36	2
AP Computer Science Principles	0	13
AP English Language and Composition	62	65
AP English Literature and Composition	43	26
AP French Language and Culture	0	1
AP Physics 1	22	14
AP Psychology	33	18
AP Seminar	9	9
AP Spanish Language	7	7
AP Statistics	0	13
AP U.S. Government and Politics	17	7
AP U.S. History	55	56
Total Exams taken		270
Exams with scores of at least 3 on AP exams or 4 on IB exams		155

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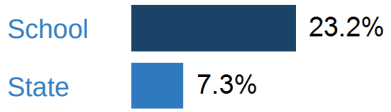
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

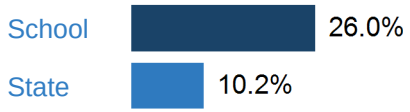
Career and Technical Education Participation

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)



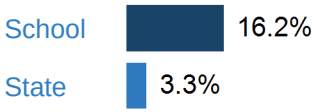
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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

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	59		
Business Management & Administration	*		
Hospitality & Tourism	123		
Human Services	*	*	*
Law, Public Safety, Corrections & Security	111	*	*
Science, Technology, Engineering & Mathematics	68		
Total (All Clusters)	414	12	12

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	154	38	0	0	0	0	31
10	71	92	43	1	0	0	15
11	18	48	58	43	1	2	11
12	10	18	57	14	30	23	28
Total	253	196	158	58	31	25	85
Enrolled in AP/IB Course					13	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	13	13	7

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	1	0	0	0	180	32
10	131	42	0	2	12	27
11	55	19	0	31	3	65
12	1	6	0	11	32	41
Total	188	67	0	44	227	165
Enrolled in AP/IB Course	28	0		0	22	0
Enrolled in Dual Enrollment Course	28	0	0	0	22	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	29	6	0	0	0	184
10	1	208	0	1	1	12
11	0	175	0	22	11	25
12	1	17	0	49	19	90
Total	31	406	0	72	31	311
Enrolled in AP/IB Course	0	55	0	33		17
Enrolled in Dual Enrollment Course	0	55	0	33	0	90

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	113	42	0	0	0	0	8
10	121	35	0	0	0	0	16
11	51	12	0	0	0	0	5
12	31	4	0	0	0	0	6
Total	316	93	0	0	0	0	35
Enrolled in AP/IB Course	7	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	71	16	0	0	0	0	0
Enrolled in Level 3 or Higher	83	24	0	0	0	0	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Total	0

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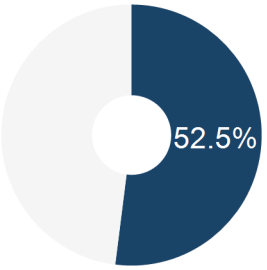
Visual and Performing Arts – Course Participation

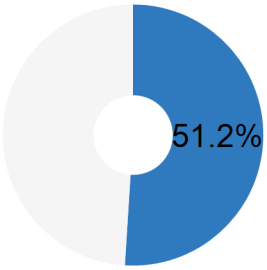
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

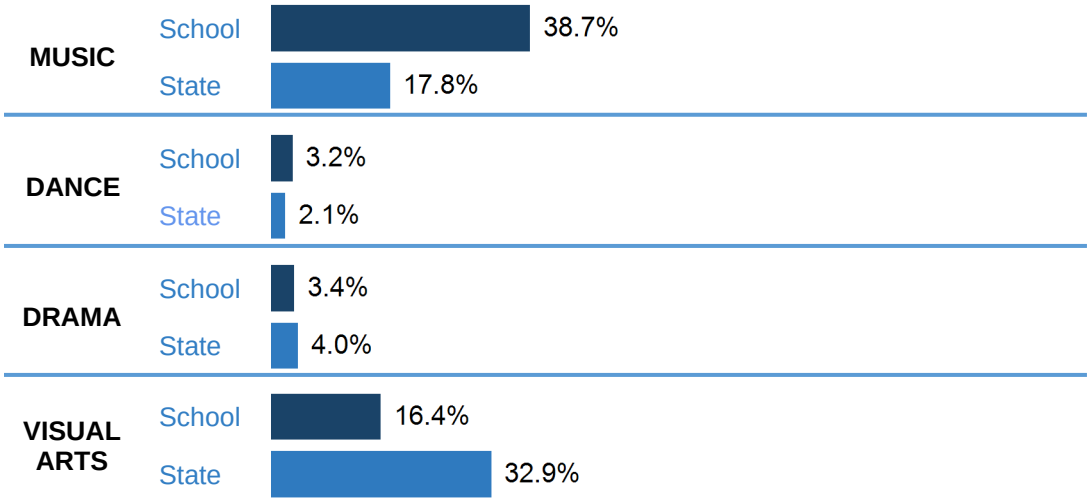


School



State

Students enrolled in one or more classes by discipline:



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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	85.5%	90.9%	79.9%	92.4%	78.9%	81.7%	Not Met	83.0%	83.2%	Not Met
White	86.2%	95.0%	79.9%	95.7%	79.3%	82.5%	Not Met	84.1%	84.5%	Not Met
Hispanic	73.7%	84.8%	66.7%	87.3%	58.8%	**	**	76.5%	**	**
Black or African American	90.0%	84.2%	100.0%	86.8%	100.0%	**	**	78.6%	**	**
Asian, Native Hawaiian or Pacific Islander	*	97.0%	*	97.7%	*	**	**	*	**	**
American Indian or Alaska Native	N	86.5%	*	94.1%	*	**	**	*	**	**
Two or More Races	*	92.0%	N	93.9%	N	N	N	*	**	**
Economically Disadvantaged Students	81.3%	84.6%	74.8%	87.0%	74.3%	77.5%	Not Met	78.0%	76.4%	Met Target
Students with Disabilities	71.0%	80.1%	75.3%	83.5%	73.7%	77.7%	Not Met	77.8%	81.3%	Not Met
English Learners	*	75.8%	N	81.8%	N	N	N	*	**	**
Homeless Students	*	72.6%	*	79.1%	*			*		
Students in Foster Care	*	62.6%	N	64.9%						

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Graduation Pathways

This table shows the percentage of Class of 2018 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	53.7%	41.8%
Substitute Competency Test	23.9%	33.8%
Portfolio Appeals Process	1.5%	1.5%
Alternate Requirements specified in IEP	19.9%	21.9%
Unknown	1.0%	1.0%

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
2018	85.5%	-
2017	78.9%	79.9%
2016	81.2%	83.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	4.3%	1.2%
2016-2017	3.8%	1.1%
2015-2016	5.5%	1.2%

NJ SCHOOL PERFORMANCE REPORT

LOWER CAPE MAY REGIONAL HIGH SCHOOL
(09-2820-050)
Grades Offered: 09-12
2017-2018

Report Key:
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Information about students enrolling in colleges and universities after graduation 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 information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	57.7%	42.5%	57.5%
White	56.7%	43%	57%
Hispanic	53.8%	42.9%	57.1%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	49.4%	56.1%	43.9%
Students with Disabilities	34.8%	100%	0%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

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	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	58.6%	38.7%	61.3%	71.7%	28.3%	71.7%	28.3%
White	57.2%	36.3%	63.7%	71.4%	28.6%	71.4%	28.6%
Hispanic	70%	71.4%	28.6%	100%	0%	71.4%	28.6%
Black or African American	70%	28.6%	71.4%	42.9%	57.1%	71.4%	28.6%
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	45.8%	55.3%	44.7%	81.6%	18.4%	81.6%	18.4%
Students with Disabilities	27.1%	68.8%	31.3%	68.8%	31.3%	75%	25%
English Learners	N	N	N	N	N	N	N

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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.

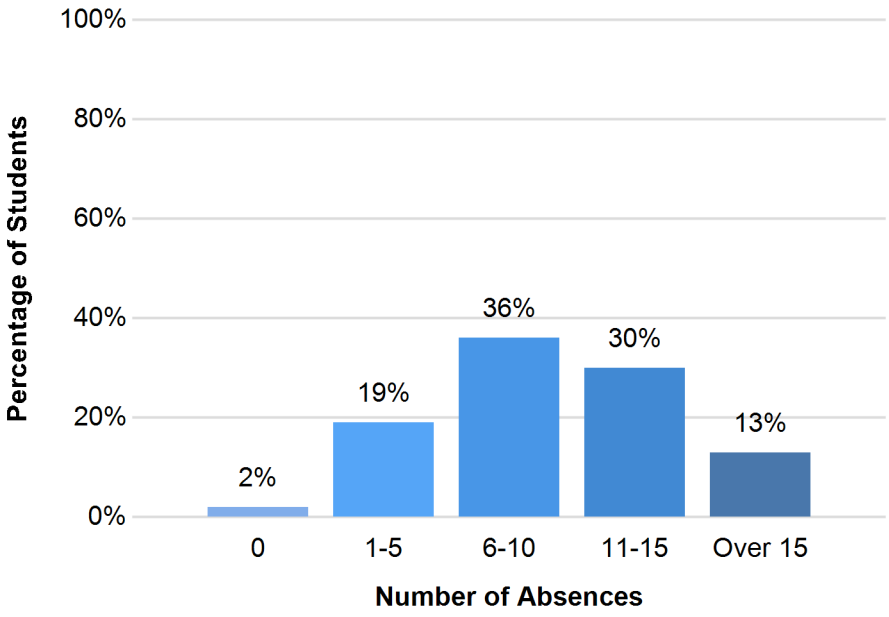
Chronic Absenteeism

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	78	9.1	14.9	Met
White	61	8.4	14.9	Met
Hispanic	9	14.1	14.9	Met
Black or African American	5	10.6	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	1	7.7	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	45	12.3	14.9	Met
Students with Disabilities	36	15.1	14.9	Not Met
English Learners	*	*	**	**

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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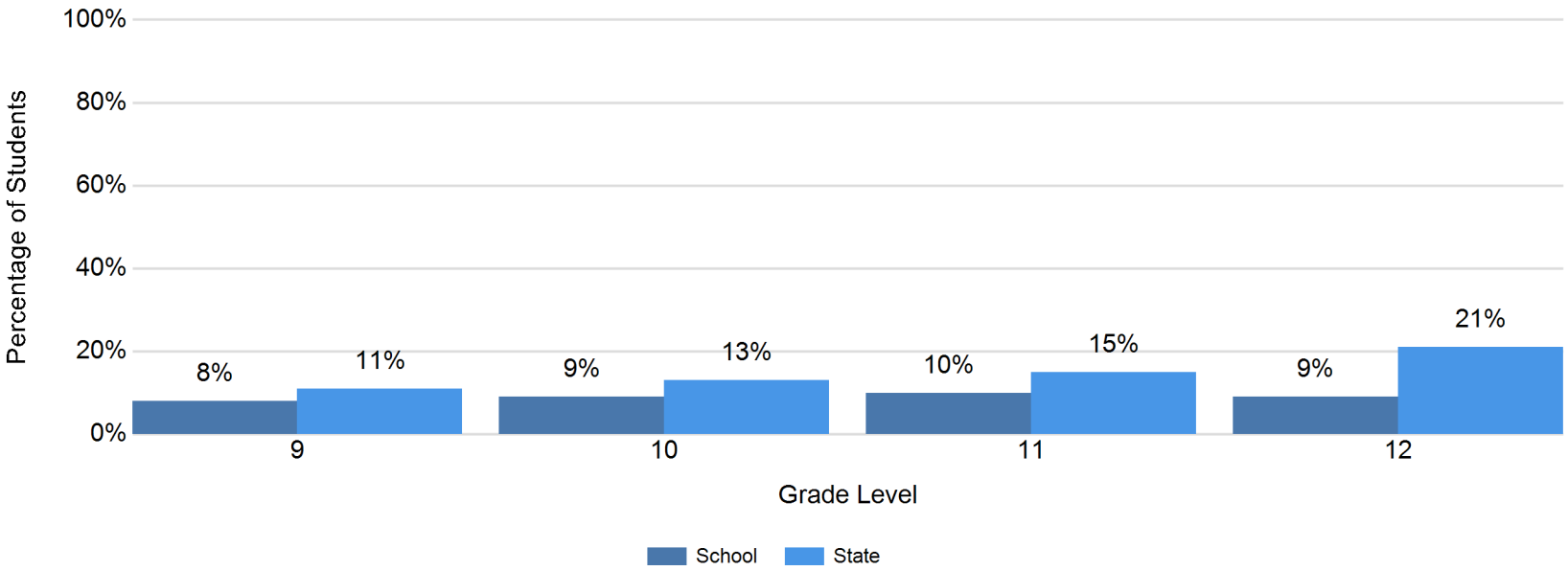
Chronic Absenteeism by Grade

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	19
Weapons	1
Vandalism	2
Substances	39
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	65
Incidents Per 100 Students Enrolled	7.72

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	13
Weapons	1
Vandalism	1
Substances	11
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	3	3
Religion	0	0	0
Ancestry	0	0	0
Gender	0	2	2
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	0		0

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	103	12.2%
Out-of-School Suspensions	88	10.5%
Any Suspension	150	17.8%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
456

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School Day

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

Category	School
Typical Start Time	7:45 AM
Typical End Time	2:25 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 59 Mins
Shared Time - Instructional Time	3 Hrs. 59 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	1:1

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)	$679	$17,658	$18,337

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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	80	117,464
Average years experience in public schools	15.6	12.0
Average years experience in district	15.6	10.7
Teachers in district for 4 or more years	95.0%	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	10	9,374
Average years experience in public schools	12.8	16.0
Average years experience in district	12.1	12.0
Administrators in district for 4 or more years	80.0%	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	11:1	11:1
Students to Administrators	210:1	130:1
Teachers to Administrators	20:1	12:1
Students to Librarians/Media Specialists		650:1
Students to Nurses		650:1
Students to Counselors		217:1
Students to Child Study Team		186:1

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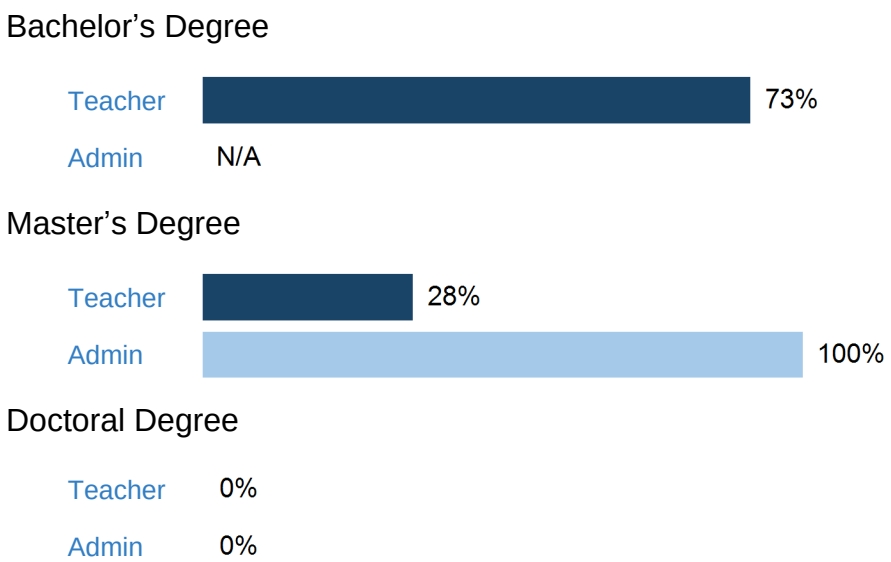
Teachers and Administrators - Level of Education

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	91.4%	90.2%
2016-17 Administrators: Same district 2017-18	90.9%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.9%

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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	55.0%	0.0%
Male	45.0%	100.0%
White	96.3%	100.0%
Hispanic	2.5%	0.0%
Black or African American	1.3%	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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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	24.93	17.5%
Mathematics Proficiency	56.73	17.5%
Graduation Rate - 4-Year	7.16	25.0%
Graduation Rate - 5-Year	8.91	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	66.09	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	28.22	n/a
Summative Rating: Percentile Rank of Summative Score	20.06	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Met Target†	Not Met	Not Met	**	Met	No
White	20.82	8.94	No	Met Target†	Met Target†	Not Met	Not Met	n/a	Met	No
Hispanic	**	**	No	Met Target	Met Target	**	**	n/a	Met	No
Black or African American	**	**	No	N	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	33.22	8.94	No	Met Target†	Not Met	Not Met	Met Target	n/a	Met	No
Students with Disabilities	37.67	8.94	No	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	N	**	**	**	No

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

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School Narrative

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

Highlights:	• 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 Technical Education (CTE) programs. • Students can earn college credits in over 20 dual or articulated credit courses or 13 Advanced Placement courses.
Mission, Vision, Theme:	The basic mission of the Lower Cape May Regional School District is governed by a respect for the worth and dignity of every human being. The schools are committed to the academic, mental, emotional, physical, aesthetic and social development of all learners so they may realize the full measure of their educational potential and fulfill their roles purposefully in the world of work and leisure, and be prepared to lead challenging and productive lives.
Awards, Recognition, Accomplishments:	Lower Cape May Regional High School is an AP Capstone School and a Project Lead The Way (PLTW) School.

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Courses, Curriculum, Instruction:	LCMR offers 13 AP courses and 20 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 Computer Science, Horticulture, Green House Science, Floral Design, Retail Marketing, Future Educators, Biomedical Science, 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), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys) The high school also offers 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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Before and After School Programs:	After school extra help is available to all students in all subjects four days per week. The school media center is also open after school.
Postsecondary Information:	70% of graduates from the class of 2018 enrolled in college or technical school. 8% of the class enlisted in the military and 17% joined the workforce.

NJ SCHOOL PERFORMANCE REPORT

LOWER CAPE MAY REGIONAL HIGH SCHOOL
(09-2820-050)
Grades Offered: 09-12
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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Student Supports and Services:	The high school offers ELL services for our English Language Learners. The Child Study Team and I&RS 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 fitness training to all students both during the school day and after school in our weight room and fitness facilities. Intramural activities are available as well as a Zumba and Mindfulness clubs 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 feedback and concerns. The LCMR Education 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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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Results of the school climate surveys are available on the district webpage.
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.
School Safety:	The school has a dedicated, specially trained School Resource Police Officer.

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Technology and STEM:	Lower Cape May Regional High School is a Project Lead the Way School with programs in Computer Science, Engineering, Biomedical Science, and Environmental Sustainability.

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