

State of New Jersey

2012-13



09-2820-050

OVERVIEW

CAPE MAY

LOWER CAPE MAY REGIONAL

GRADE SPAN 09-12

LOWER CAPE MAY REGIONAL HIGH SCHOOL

687 RT 9

CAPE MAY, NEW JERSEY 08204

This school's academic performance **lags in comparison** to schools across the state. Additionally, its academic performance **is high when compared** to its peers. This school's college and career readiness **lags in comparison** to schools across the state. Additionally, its college and career readiness **is high when compared** to its peers. This school's graduation and post-secondary performance **lags in comparison** to schools across the state. Additionally, its graduation and post-secondary readiness **is high when compared** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	76	30	100%
College & Career Readiness	65	32	0%
Graduation and Post-Secondary	68	24	50%

Improvement Status

N/A

Rationale

N/A

Very High Performance is defined as being equal to or above the 80th percentile.

High Performance is defined as being between the 60th and 79.9th percentiles.

Average Performance is defined as being between the 40th and 59.9th percentiles.

Lagging Performance is defined as being between the 20th and 39.9th percentiles.

Significantly Lagging Performance is defined as being equal to or below the 19.9th percentile.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **30%** of schools statewide as noted by its statewide percentile and **76%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **100%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For high schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey High School Proficiency Assessment (HSPA). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **32%** of schools statewide as noted by its statewide percentile and **65%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **0%** of its performance targets in the area of College and Career Readiness.



College and Career Readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For high schools, this includes measures of participation in college readiness tests such as the SAT, ACT or PSAT and in rigorous coursework as defined by participation in AP or IB courses in English, math, social studies and science.

Graduation and Post-Secondary

This school outperforms **24%** of schools statewide as noted by its statewide percentile and **68%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Graduation and Post-Secondary. Additionally, this school is meeting **50%** of its performance targets in the area of Graduation and Post-Secondary.



Graduation and Postsecondary measures the rate at which students who begin high school four years earlier graduate within four years. Also included is a measure of the rate at which students in a particular school drop out of school.

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DEMOGRAPHIC INFORMATION

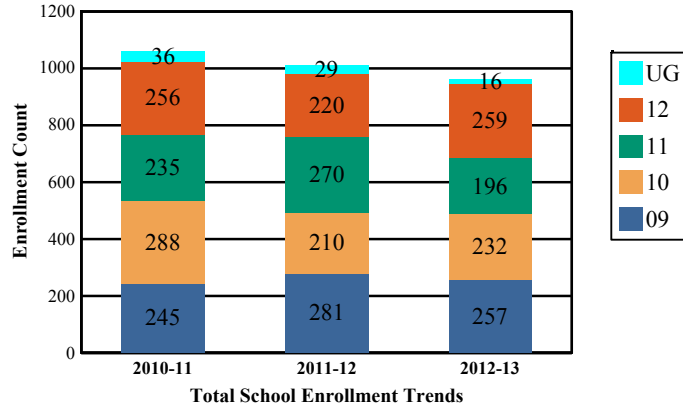
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Enrollment by Grade, in Full Time Equivalent

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



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

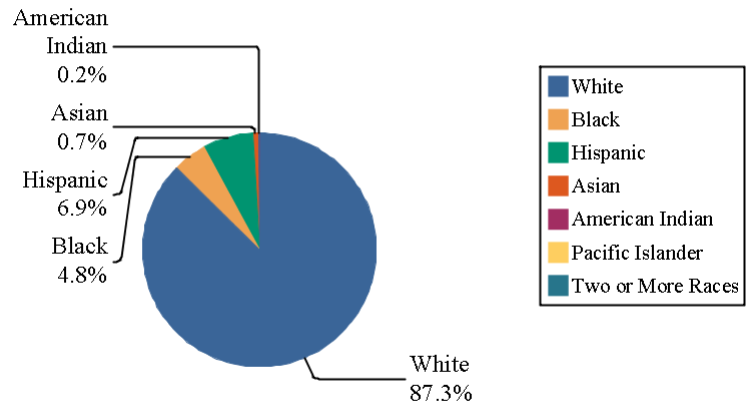
Language Diversity

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

2012-13	Percent
English	99.4%
Spanish	0.3%
Lithuanian	0.1%
Arabic	0.1%
Chinese	0.1%

Enrollment by Ethnic/Racial Subgroup

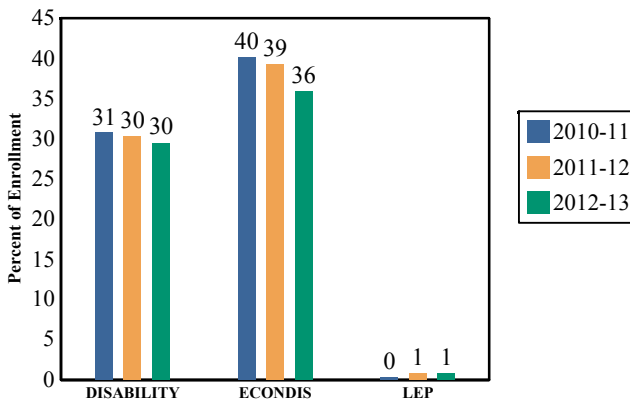
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Total School Enrollment in Full Time Equivalent

2011-12	1,009
2012-13	959

Enrollment Trends by Program Participation

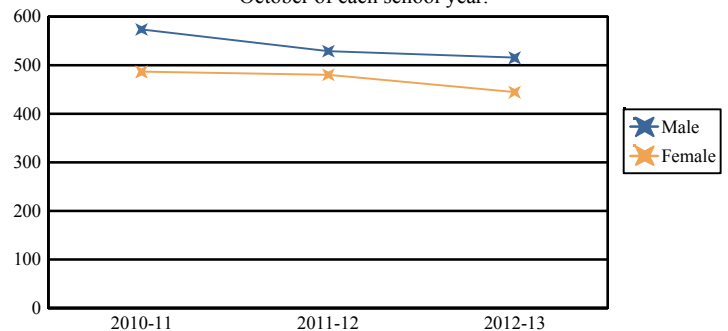


Current Year Enrollment by Program Participation

2012-2013	Count of Students	Percentage of Enrollment
Students with Disability	283	30%
Economically Disadvantaged Students	345	35.9%
Limited English Proficient Students	8	0.8%

Enrollment by Gender

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



	Male	Female
2010-11	574	486
2011-12	529	480
2012-13	515	444

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ACADEMIC ACHIEVEMENT

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Academic Achievement measures the content knowledge students have in Language Arts Literacy and Math. In high schools, this includes the outcomes of the New Jersey High School Proficiency Assessment (HSPA). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both Language Arts Literacy and Math across multiple administrations of the assessment. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with HSPA scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
HSPA Language Arts Proficiency and above	94%	94	39	100%
HSPA Math Proficiency and above	76%	58	21	100%
SUMMARY - Academic Achievement		76	30	100%

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

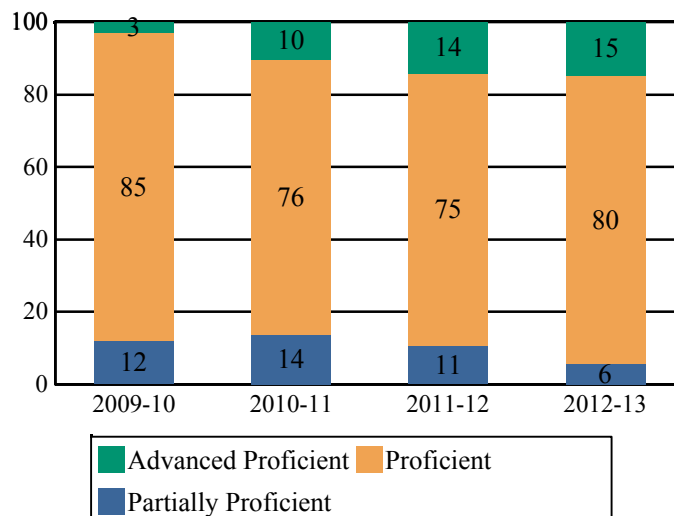
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	250	94.4	88.6	YES
White	218	95.9	89.3	YES
Black	-	-	-	--
Hispanic	-	-	-	--
American Indian	-	-	-	--
Asian	-	-	-	--
Two or More Races	-	-	-	--
Students with Disability	84	84.6	64.8	YES
Limited English Proficient Students	-	-	-	--
Economically Disadvantaged Students	104	91.3	81	YES

YES* = Met Progress Target (Confidence Interval Applied)

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

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



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NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	250	75.6	76.6	YES*
White	218	77.5	78.6	YES*
Black	-	-	-	--
Hispanic	-	-	-	--
American Indian	-	-	-	--
Asian	-	-	-	--
Two or More Races	-	-	-	--
Students with Disability	84	40.5	40.7	YES*
Limited English Proficient Students	-	-	-	--
Economically Disadvantaged Students	104	69.2	63.7	YES

YES* = Met Progress Target (Confidence Interval Applied)

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

Proficiency Outcomes - Biology

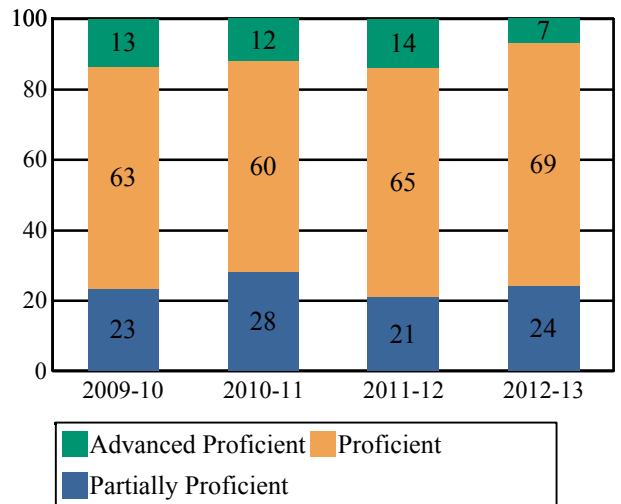
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	10%	45%	45%
White	11%	45%	44%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	8%	33%	58%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	8%	42%	50%

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

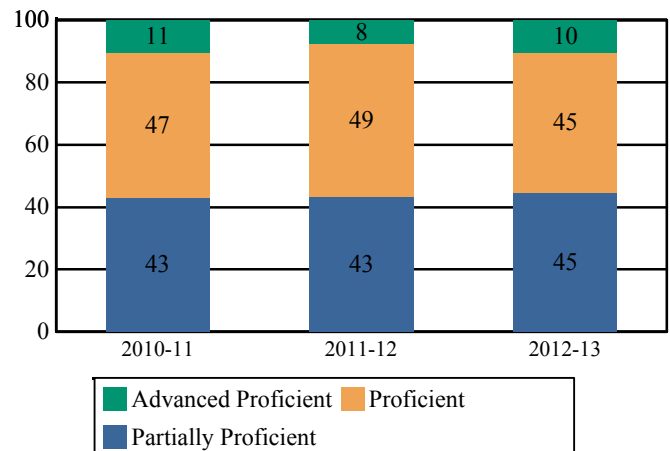
Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



Proficiency Trends - Biology

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last two years.



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COLLEGE AND CAREER READINESS

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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school percentile is 65 in SAT participation has a higher SAT Participation than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	62%	55	21	80%	NO
Percent of Students Participating in PSAT	11%	7	7	60%	NO
Percent of Students Scoring Above 1550 on SAT	31%	100	42	40%	NO
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	16%	81	51	35%	NO
Percent of AP Tests ≥ 3 or IB Test ≥ 4 in English, Math, Social Studies or Science	57%	80	38	75%	NO
Summary		65	32		0%

College Readiness Test Participation

AP/IB Participation - 'Unique' Students

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e, each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

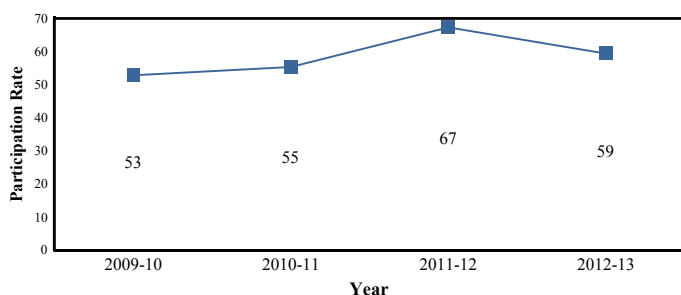
2012-13 Percent of Students	School	Peer Avg.	State Avg.
Participating in SAT	59.5%	60.0%	75.3%
Participating in ACT	20.8%		20.6%
Participating in PSAT	11.0%	46.0%	52.5%

2012-13 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	23.1%	16.5%	32.8%
One or More Test	18.5%	13.2%	26.8%
At least one AP or IB Test in English, Math, Social Studies or Science	16.5%	11.7%	18.9%

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

Participation Trends - SAT Testing

This graph presents the participation rate in the SAT over the last four years.



AP /IB Test Results

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP ≥ 3 and scored IB ≥ 4 .

2012-13	School	Peer Avg.	State Avg.
Percent of AP Tests ≥ 3 or IB Test ≥ 4	60.7%	33.9%	74.6%
Percent of Scores in AP ≥ 3 or IB ≥ 4 in English, Math, Social Studies or Science	57.3%	32.4%	75.1%

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Scholastic Assessment Test (SAT) Results

AP/IB Courses Offered

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

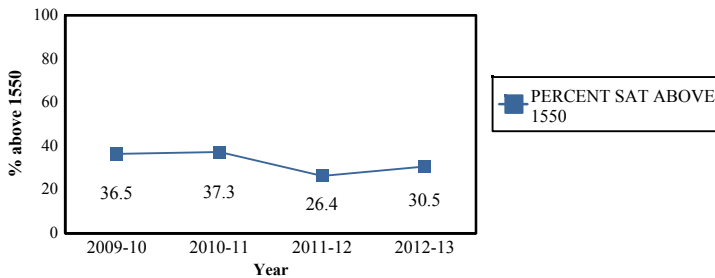
This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

2012-13	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	30.5%	16.9%	43.9%

AP/IB Course Name	Students Enrolled	Students Tested
AP U.S. History	47	27
AP Psychology	34	18
AP English Language and Composition	34	28
AP English Literature and Composition	31	28
AP U.S. Government and Politics	21	16
AP Biology	16	15
AP Spanish Language	14	11
AP Calculus AB	8	8
AP Physics B	8	7

SAT Benchmark Trends

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



Composite SAT Score

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

2012-13	School	Peer Avg.	State Avg.
Composite SAT Score	1,429	1,312	1,512
Critical Reading	476	433	495
Mathematics	483	449	521
Writing	470	430	496

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

2012-13	Critical Reading	Mathematics	Writing
75th Percentile	540	540	520
50th Percentile	480	480	470
25th Percentile	410	420	430

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Visual and Performing Arts

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

Percent of Students Enrolled	School	State
Dance	3.2%	1.8%
Drama/Theater	2.7%	3.5%
Music	33.4%	16.7%
Visual Arts	25.1%	30.2%
Total: All Visual and Performing Arts	54.5%	47.3%

N/R - Data Not Reported

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GRADUATION AND POSTSECONDARY

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This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the NCLB Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer percentile is 65 in Graduation Rate has a higher Graduation Rate than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's NCLB Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	89%	94	34	75%	YES
Dropout Rate	2.3%	42	13	2%	NO
SUMMARY - Graduation & Post-Secondary		68	24		50%

Graduation Rate by Subgroup

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

	School	State Target
Schoolwide	89%	75%
White	89%	
Black	-	
Hispanic	-	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	85%	
Limited English Proficient Students	-	
Economically Disadvantaged Students	81%	

Dropout Rate by Subgroup

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

	School	State Target
Schoolwide	2.3%	2%
White	2.1%	
Black	2.1%	
Hispanic	4.5%	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	2.6%	
Limited English Proficient Students	-	
Economically Disadvantaged Students	4%	

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GRADUATION AND POSTSECONDARY

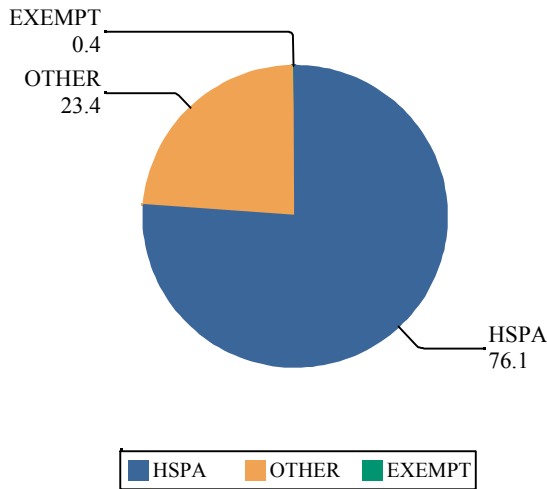
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Graduation Pathway Rates

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



Extended Year Graduation Rate

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

Class of	4-year Rate	5-year Rate
2011	87%	87%
2012	80%	85%
2013	89%	

Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

	Percent Enrolled	Percent in 2 Year	Percent in 4 Year
Schoolwide	65%	50%	50%
White	64%	50.4%	49.6%
Black	-	-	-
Hispanic	-	-	-
Asian	-	-	-
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	29.2%	92.9%	7.1%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	61.4%	74.4%	25.6%

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WITHIN SCHOOL ACHIEVEMENT GAP

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

High School

HSPA Language Arts 25th %ile vs 75th%ile

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

Percentile	School Scaled Score	State Scaled Score
99th	264	291
75th	243	247
50th	232	237
25th	222	222
0th	155	100

	Scaled Score Gap - School	Scaled Score Gap - State
25th vs 75th Gap	21	25

Grade Level - 11

HSPA Math 25th %ile vs 75th%ile

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

Percentile	School Scaled Score	State Scaled Score
99th	266	300
75th	235	251
50th	217	231
25th	200	209
0th	152	136

	Scaled Score Gap - School	Scaled Score Gap - State
25th vs 75th Gap	35	42

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SCHOOL CLIMATE

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Length of School Day

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

	School
2012-13	6 Hrs. 41 Mins.

Student Suspension Rate

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

	School
2012-13	13.8%

Instructional Time

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

2012-13	School
Full Time	5 Hrs. 56 Mins.
Shared Time	3 Hrs. 41 Mins.

Student Expulsions

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

	School
2012-13	0

Student to Staff Ratio

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

2012-13	School
Faculty	9
Administrators	320

SCHOOL PEER GROUP

Lower Cape May Regional High School

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRAD ESPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
ATLANTIC	GREATER EGG HARBOR REG	OAKCREST HIGH SCHOOL	01-1790-050	09-12	45.0%	1.5%	18.3%
BERGEN	GARFIELD CITY	GARFIELD HIGH SCHOOL	03-1700-050	09-12	59.7%	4.2%	14.8%
BURLINGTON	BURLINGTON CITY	BULINGTON CITY HIGH SCHOOL	05-0600-020	07-12	57.4%	3.2%	21.4%
BURLINGTON	MAPLE SHADE TWP	MAPLE SHADE HIGH SCHOOL	05-3010-030	07-12	37.4%	2.1%	24.2%
BURLINGTON	PALMYRA BORO	PALMYRA HIGH SCHOOL	05-3920-050	07-12	40.1%	0.0%	21.8%
BURLINGTON	PEMBERTON TWP	PEMBERTON TOWNSHIP HIGH SCHOOL	05-4050-055	09-12	48.6%	0.5%	20.3%
BURLINGTON	RIVERSIDE TWP	RIVERSIDE HIGH SCHOOL	05-4450-050	09-12	41.1%	1.1%	22.1%
BURLINGTON	WILLINGBORO TWP	WILLINGBORO HIGH SCHOOL	05-5805-053	09-12	62.0%	1.1%	25.2%
CAMDEN	GLOUCESTER CITY	GLOUCESTER CITY JR. SR. HIGH SCHOOL	07-1770-050	07-12	62.4%	1.0%	21.4%
CAMDEN	LINDENWOLD BORO	LINDENWOLD HIGH SCHOOL	07-2670-005	09-12	65.4%	5.2%	16.5%
CAMDEN	PENNSAUKEN TWP	PENNSAUKEN HIGH SCHOOL	07-4060-050	09-12	61.6%	2.6%	21.7%
CAPE MAY	LOWER CAPE MAY REGIONAL	LOWER CAPE MAY REGIONAL HIGH SCHOOL	09-2820-050	09-12	35.7%	0.8%	28.9%
CHARTERS	ACADEMY CHARTER HIGH SCHOOL	ACADEMY CHARTER HIGH SCHOOL	80-6010-910	09-12	47.4%	0.0%	19.3%
CUMBERLANI	MILLVILLE CITY	MILLVILLE SENIOR HIGH SCHOOL	11-3230-050	09-12	51.1%	0.4%	21.5%
CUMBERLANI	VINELAND CITY	VINELAND SENIOR HIGH SCHOOL	11-5390-050	09-12	54.6%	2.4%	18.8%
ESSEX	EAST ORANGE	EAST ORANGE CAMPUS HIGH SCHOOL	13-1210-035	09-12	67.5%	4.0%	22.1%
GLOUCESTER	CLAYTON BORO	CLAYTON HIGH SCHOOL	15-0860-030	09-12	47.3%	0.9%	16.9%
GLOUCESTER	GLASSBORO	GLASSBORO HIGH SCHOOL	15-1730-050	09-12	38.1%	0.6%	20.5%
GLOUCESTER	PAULSBORO BORO	PAULSBORO HIGH SCHOOL	15-4020-050	07-12	66.7%	0.2%	22.1%
GLOUCESTER	WOODBURY CITY	WOODBURY JR-SR HIGH SCHOOL	15-5860-050	06-12	58.0%	0.6%	17.8%
HUDSON	JERSEY CITY	LIBERTY HIGH SCHOOL	17-2390-082	09-12	60.5%	0.5%	15.7%
HUDSON	JERSEY CITY	LINCOLN HIGH SCHOOL	17-2390-070	09-12	68.4%	0.1%	24.2%
HUDSON	NORTH BERGEN TWP	NORTH BERGEN HIGH SCHOOL	17-3610-050	09-12	64.0%	6.1%	14.6%
MERCER	TRENTON CITY	DAYLIGHT/TWILIGHT HIGH SCHOOL	21-5210-030	09-12	65.0%	5.7%	24.4%
MONMOUTH	KEANSBURG BORO	KEANSBURG HIGH SCHOOL	25-2400-010	09-12	59.1%	0.5%	19.6%
MONMOUTH	NEPTUNE TWP	NEPTUNE HIGH SCHOOL	25-3510-050	09-12	54.3%	2.6%	18.4%
PASSAIC	PATERSON CITY	SCHOOL OF BUSINESS TECHNOLOGY MARKETING & FINANCE	31-4010-306	09-12	68.1%	17.2%	22.8%
SALEM	PENNS GRV-CARNEY'S PT REG	PENNS GROVE HIGH SCHOOL	33-4070-050	09-12	65.3%	3.6%	24.3%
SOMERSET	BOUND BROOK BORO	BOUND BROOK HIGH SCHOOL	35-0490-020	09-12	58.8%	5.2%	15.8%
SOMERSET	NORTH PLAINFIELD BORO	NORTH PLAINFIELD HIGH SCHOOL	35-3670-050	07-12	64.2%	4.4%	14.8%
UNION	RAHWAY CITY	RAHWAY HIGH SCHOOL	39-4290-050	09-12	53.8%	2.0%	16.4%



State of New Jersey

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09-2820-060

RICHARD M. TEITELMAN MIDDLE SCHOOL

687 RT 9

OVERVIEW

CAPE MAY

LOWER CAPE MAY REGIONAL

GRADE SPAN 07-08

CAPE MAY, NEW JERSEY 08204-4637

This school's academic performance **lags in comparison** to schools across the state. Additionally, its academic performance **is about average when compared** to its peers. This school's college and career readiness **lags in comparison** to schools across the state. Additionally, its college and career readiness **is high when compared** to its peers. This school's student growth performance **significantly lags in comparison** to schools across the state. Additionally, its student growth performance **significantly lags in comparison** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	44	28	30%
College and Career Readiness	60	38	50%
Student Growth	18	13	100%

Improvement Status

N/A

Rationale

N/A

- Very High Performance** is defined as being **equal to or above the 80th percentile**.
- High Performance** is defined as being **between the 60th and 79.9th percentiles**.
- Average Performance** is defined as being **between the 40th and 59.9th percentiles**.
- Lagging Performance** is defined as being **between the 20th and 39.9th percentiles**.
- Significantly Lagging Performance** is defined as being **equal to or below the 19.9th percentile**.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **28%** of schools statewide as noted by its statewide percentile and **44%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **30%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **38%** of schools statewide as noted by its statewide percentile and **60%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **50%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth

This school outperforms **13%** of schools statewide as noted by its statewide percentile and **18%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.



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CAPE MAY, NEW JERSEY 08204-4637

DEMOGRAPHIC INFORMATION

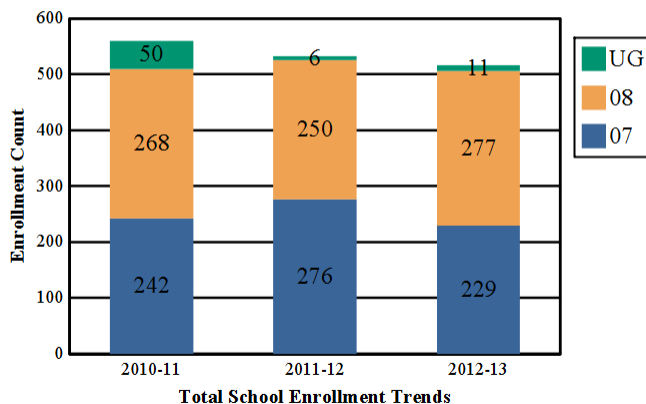
CAPE MAY

LOWER CAPE MAY REGIONAL

GRADE SPAN 07-08

Enrollment by Grade, in Full Time Equivalent

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

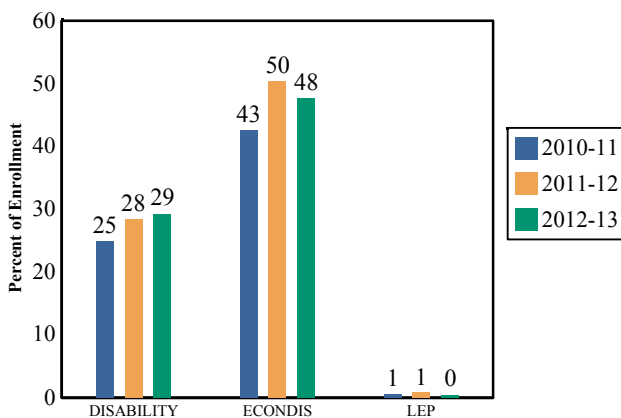


Note: "UG" represents the count of students who are 'on roll' (FTE) in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment in Full Time Equivalent

2011-12	532
2012-13	517

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

2012-2013	Count of Students	Percentage of Enrollment
Students with Disability	151	29%
Economically Disadvantaged Students	246	47.6%
Limited English Proficient Students	2	0.4%

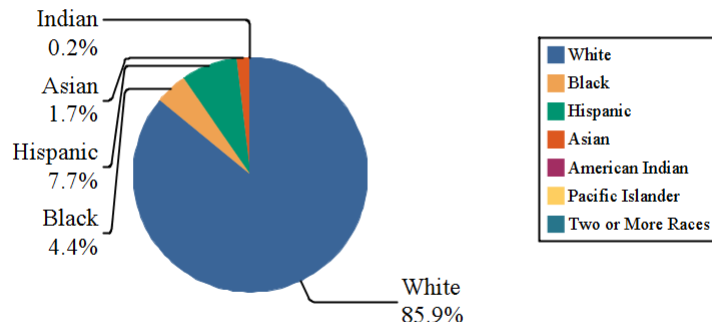
Language Diversity

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

2012-13	Percent
English	97.5%
Spanish	2.2%
Vietnamese	0.2%
Tagalog	0.2%

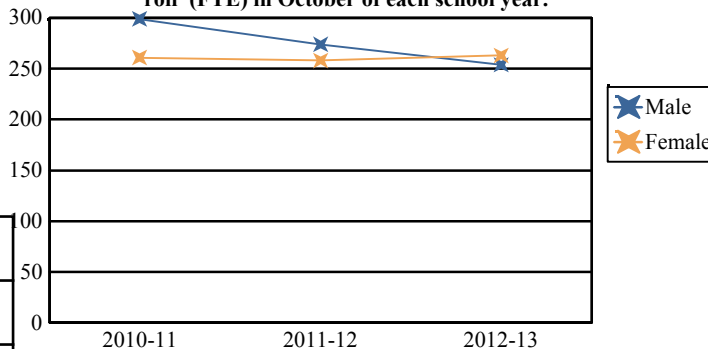
Enrollment by Ethnic/Racial Subgroup

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



Enrollment by Gender

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



	Male	Female
2010-11	299	261
2011-12	274	258
2012-13	254	263



State of New Jersey

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ACADEMIC ACHIEVEMENT

CAPE MAY

LOWER CAPE MAY REGIONAL

GRADE SPAN 07-08

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
NJASK Language Arts Proficiency and above	62%	62	35	20%
NJASK Math Proficiency and above	56%	26	21	40%
SUMMARY - Academic Achievement		44	28	30%

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

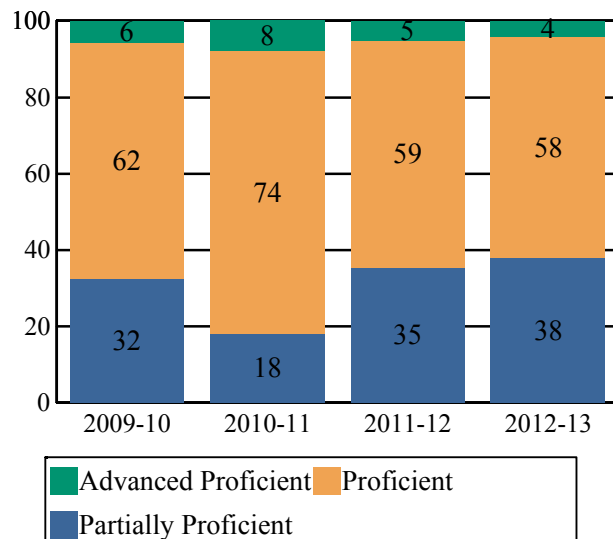
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	480	62.1	67.6	NO
White	415	61.6	69.2	NO
Black	-	-	-	--
Hispanic	34	58.8	56.8	YES
American Indian	-	-	-	--
Asian	-	-	-	--
Two or More Races	-	-	-	--
Students with Disability	149	30.9	38.4	NO
Limited English Proficient Students	-	-	-	--
Economically Disadvantaged Students	219	54.3	61.4	NO

YES* = Met Progress Target(Confidence Interval Applied)

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

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.





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CAPE MAY, NEW JERSEY 08204-4637

ACADEMIC ACHIEVEMENT

CAPE MAY

LOWER CAPE MAY REGIONAL

GRADE SPAN 07-08

NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

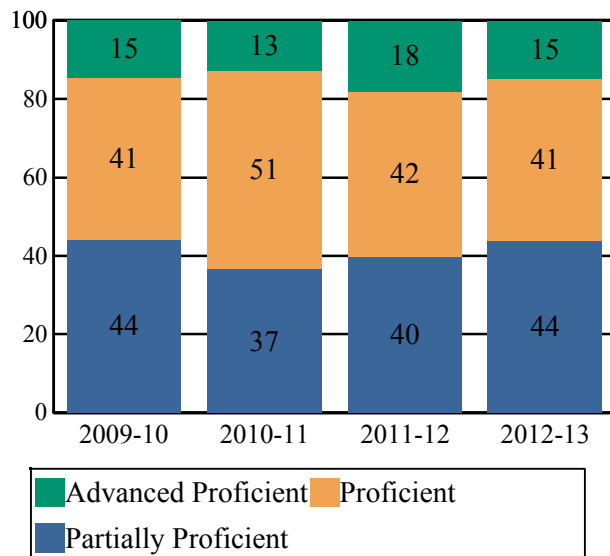
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	478	56.1	63.4	NO
White	415	56.6	65.5	NO
Black	-	-		--
Hispanic	32	43.8	46	YES*
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	147	31.3	32.4	YES*
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	217	49.3	56.6	NO

YES* = Met Progress Target(Confidence Interval Applied)

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

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.





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ACADEMIC ACHIEVEMENT

CAPE MAY

LOWER CAPE MAY REGIONAL

GRADE SPAN 07-08

NJASK Results - Language Arts Literacy Grade Level - 07

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

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	4%	45%	51%
White	4%	44%	52%
Black	-	-	-
Hispanic	0%	58%	42%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	7%	15%	79%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	3%	34%	63%

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

NJASK Results - Language Arts Literacy Grade Level - 08

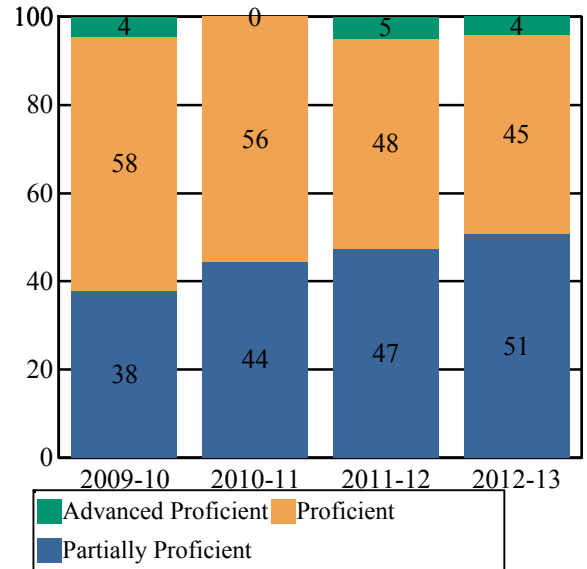
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	4%	69%	27%
White	5%	69%	26%
Black	0%	75%	25%
Hispanic	0%	59%	41%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	1%	36%	63%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	3%	64%	33%

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

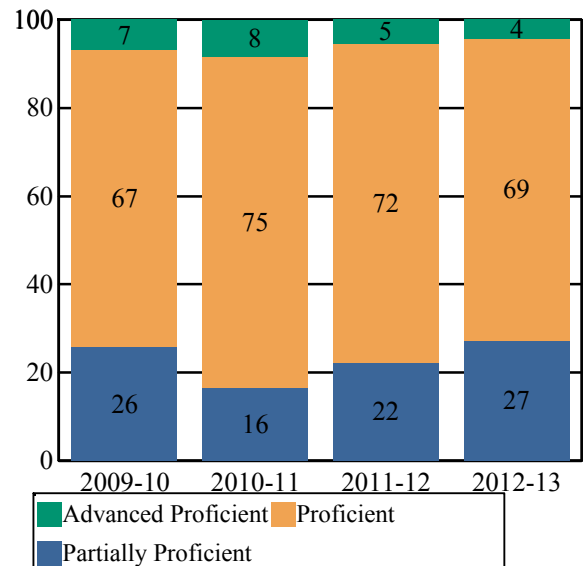
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 07

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



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 08

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





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CAPE MAY

GRADE SPAN 07-08

CAPE MAY, NEW JERSEY 08204-4637

LOWER CAPE MAY REGIONAL

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep4read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 4 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	25	33	30	12
All Students	Nation	32	33	27	8

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep8read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 8 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	15	39	40	7
All Students	Nation	22	42	32	4



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CAPE MAY, NEW JERSEY 08204-4637

ACADEMIC ACHIEVEMENT

CAPE MAY

LOWER CAPE MAY REGIONAL

GRADE SPAN 07-08

NJASK Results - MATH Grade Level - 07

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

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	13%	41%	45%
White	14%	41%	45%
Black	-	-	-
Hispanic	9%	45%	45%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	2%	35%	63%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	10%	34%	56%

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

NJASK Results - MATH Grade Level - 08

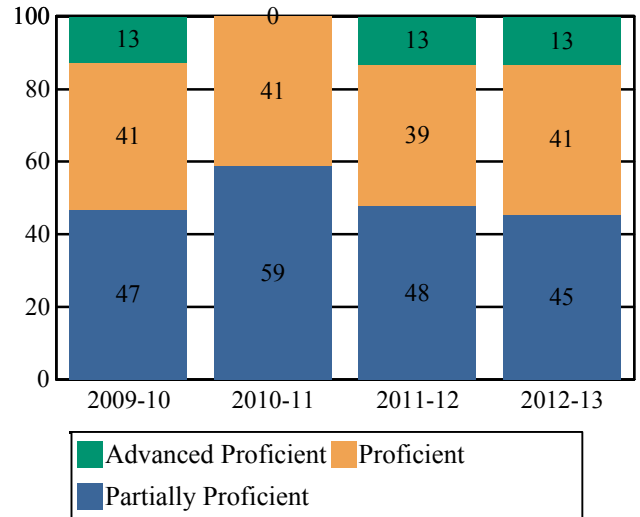
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	16%	41%	43%
White	17%	42%	42%
Black	17%	50%	33%
Hispanic	10%	29%	62%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	6%	22%	72%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	12%	41%	47%

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

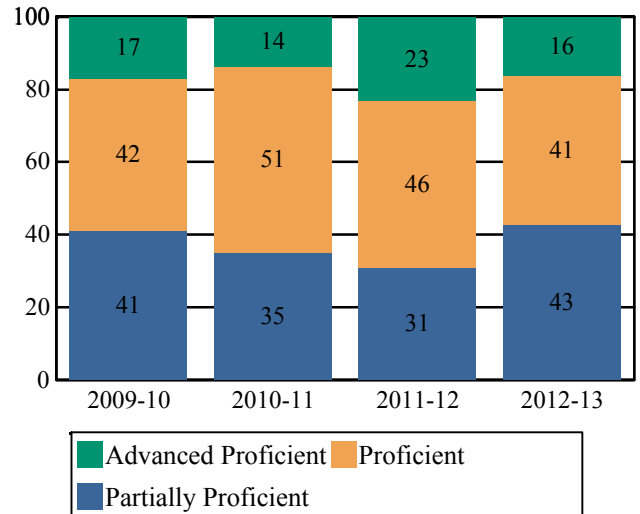
NJASK Proficiency Trends - Math - Grade Level - 07

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



NJASK Proficiency Trends - Math - Grade Level - 08

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





State of New Jersey

2012-13

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RICHARD M. TEITELMAN MIDDLE SCHOOL

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ACADEMIC ACHIEVEMENT

CAPE MAY

GRADE SPAN 07-08

CAPE MAY, NEW JERSEY 08204-4637

LOWER CAPE MAY REGIONAL

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 4 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	13	38	39	10
All Students	Nation	17	41	34	8

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 8 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	18	34	33	16
All Students	Nation	26	38	27	9

NJASK Results - Science Grade Level - 08

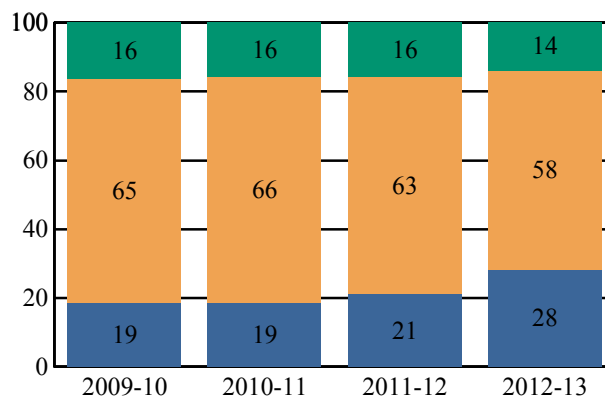
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	14%	58%	28%
White	15%	59%	26%
Black	17%	33%	50%
Hispanic	5%	52%	43%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	7%	33%	60%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	11%	53%	36%

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

NJASK Proficiency Trends - Science - Grade Level - 08

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



■ Advanced Proficient
 ■ Proficient
 ■ Partially Proficient



State of New Jersey

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RICHARD M. TEITELMAN MIDDLE SCHOOL

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CAPE MAY, NEW JERSEY 08204-4637

COLLEGE AND CAREER READINESS

CAPE MAY

LOWER CAPE MAY REGIONAL

GRADE SPAN 07-08

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for more than 10% of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Students taking Algebra (%)	20%	71	44	20%	YES
Chronic Absenteeism (%)	12%	48	31	6%	NO
Summary		60	38		50%

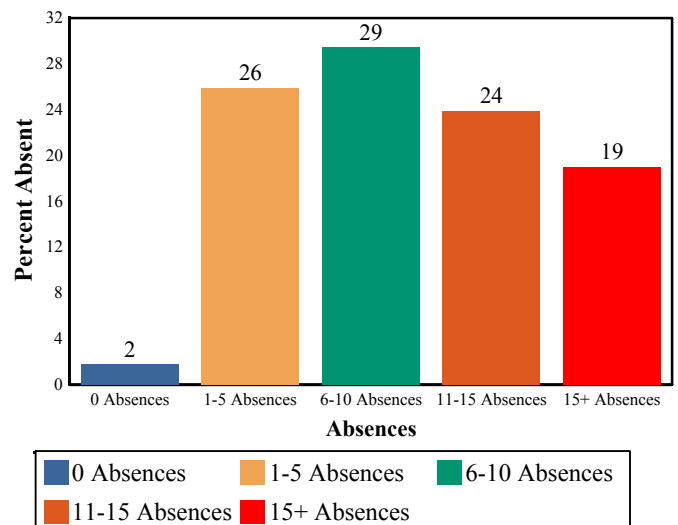
Algebra I

Absenteeism

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

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

2012-13	School
Students taking Algebra I	20%
Algebra grade (C or better)	98%





State of New Jersey

2012-13

09-2820-060

RICHARD M. TEITELMAN MIDDLE SCHOOL

687 RT 9

STUDENT GROWTH

CAPE MAY

LOWER CAPE MAY REGIONAL

GRADE SPAN 07-08

CAPE MAY, NEW JERSEY 08204-4637

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

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	35	13	7	35	YES
Student Growth on Math	40	23	19	35	YES
		18	13		100%

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

	GROWTH		
	Low	Typical	High
Partially Proficient	24%	8%	3%
Proficient	25%	19%	17%
Advanced Proficient	1%	1%	2%

Math

	GROWTH		
	Low	Typical	High
Partially Proficient	25%	13%	5%
Proficient	13%	14%	15%
Advanced Proficient	5%	4%	6%

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

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

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



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CAPE MAY, NEW JERSEY 08204-4637

WITHIN SCHOOL ACHIEVEMENT GAP

CAPE MAY

LOWER CAPE MAY REGIONAL

GRADE SPAN 07-08

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

Grade Level - 07

Grade Level - 07

NJ ASK Language Arts 25th %ile vs 75th%ile

NJ ASK Math 25th %ile vs 75th%ile

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

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

Percentile	School Scale Score	State Scale Score
99th	252	300
75th	218	231
50th	198	211
25th	182	189
0th	144	100

Percentile	School Scale Score	State Scale Score
99th	285	300
75th	220	250
50th	200	213
25th	176	183
0th	106	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	42

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	67

Grade Level - 08

Grade Level - 08

NJ ASK Language Arts 25th %ile vs 75th%ile

NJ ASK Math 25th %ile vs 75th%ile

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

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

Percentile	School Scale Score	State Scale Score
99th	255	300
75th	225	236
50th	213	220
25th	200	205
0th	166	100

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	229	255
50th	202	219
25th	174	188
0th	121	100

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

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	55	67



State of New Jersey

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RICHARD M. TEITELMAN MIDDLE SCHOOL

687 RT 9

CAPE MAY, NEW JERSEY 08204-4637

SCHOOL CLIMATE

CAPE MAY

LOWER CAPE MAY REGIONAL

GRADE SPAN 07-08

Length of School Day

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

	School
2012-13	6 Hrs. 32 Mins.

Student Suspension Rate

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

	School
2012-13	10.1%

Instructional Time

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

2012-13	School
Full Time	5 Hrs. 49 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2012-13	0

Student to Staff Ratio

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

2012-13	School
Faculty	8
Administrators	259

SCHOOL PEER GROUP**Richard M. Teitelman Middle School****09-2820-060**

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRAD ESPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
ATLANTIC	BUENA REGIONAL	BUENA REGIONAL MIDDLE SCHOOL	01-0590-030	06-08	53.0%	0.7%	21.5%
ATLANTIC	GALLOWAY TWP	GALLOWAY TOWNSHIP MIDDLE SCHOOL	01-1690-016	07-08	52.5%	1.0%	19.4%
BERGEN	GARFIELD CITY	GARFIELD MIDDLE SCHOOL	03-1700-070	06-08	62.0%	3.3%	22.3%
BURLINGTON	MOUNT HOLLY TWP	F. W. HOLBEIN MIDDLE SCHOOL	05-3430-060	06-08	61.2%	1.6%	24.9%
BURLINGTON	PEMBERTON TWP	HELEN A. FORT/MARCUS NEWCOMB MIDDLE SCHOOL	05-4050-050	06-08	56.6%	0.2%	16.2%
BURLINGTON	WILLINGBORO TWP	WILLINGBORO MEMORIAL MIDDLE SCHOOL	05-5805-057	06-08	66.4%	1.4%	20.5%
CAMDEN	BROOKLAWN BORO	ALICE COSTELLO ELEMENTARY SCHOOL	07-0580-010	PK-08	60.1%	0.3%	13.0%
CAMDEN	PINE HILL BORO	PINE HILL MIDDLE SCHOOL	07-4110-100	06-08	52.0%	0.0%	27.4%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP MIDDLE SCHOOL	07-5820-020	07-08	56.7%	0.7%	12.8%
CAPE MAY	LOWER CAPE MAY REGIONAL	RICHARD M. TEITELMAN MIDDLE SCHOOL	09-2820-060	07-08	47.6%	0.4%	29.2%
CAPE MAY	WOODBINE BORO	WOODBINE ELEMENTARY SCHOOL	09-5840-050	PK-08	57.3%	2.5%	21.3%
CHARTERS	M E T S CHARTER SCHOOL	M.E.T.S. CHARTER SCHOOL	80-6068-951	06-10	59.6%	0.0%	6.1%
CHARTERS	SOARING HEIGHTS CS	SOARING HEIGHTS	80-7830-980	KG-08	57.0%	0.0%	8.1%
CUMBERLANI	DOWNE TWP	DOWNE TOWNSHIP ELEMENTARY SCHOOL	11-1120-045	PK-08	51.9%	0.0%	13.8%
CUMBERLANI	UPPER DEERFIELD TWP	WOODRUFF MIDDLE SCHOOL	11-5300-070	06-08	54.4%	1.4%	20.7%
CUMBERLANI	VINELAND CITY	ANTHONY ROSSI MIDDLE SCHOOL	11-5390-065	06-08	54.1%	0.2%	17.2%
HUDSON	BAYONNE CITY	JOHN M. BAILEY #12	17-0220-040	PK-08	59.3%	0.3%	14.9%
HUDSON	BAYONNE CITY	LINCOLN COMMUNITY SCHOOL #5	17-0220-070	PK-08	65.1%	0.0%	13.8%
HUDSON	BAYONNE CITY	MARY J. DONOHOE #4	17-0220-080	PK-08	59.8%	0.2%	4.2%
HUDSON	BAYONNE CITY	PHILIP G. VROOM #2	17-0220-090	PK-08	61.9%	0.4%	13.9%
HUDSON	BAYONNE CITY	WOODROW WILSON #10	17-0220-130	PK-08	65.0%	0.2%	11.1%
HUDSON	HUDSON COUNTY VOCATIONAL	EXPLORE 2000 MIDDLE SCHOOL	17-2295-090	06-08	59.6%	0.0%	1.8%
HUDSON	JERSEY CITY	THE ACADEMY I	17-2390-095	06-08	69.6%	0.0%	6.2%
HUDSON	NORTH BERGEN TWP	HORACE MANN ELEMENTARY SCHOOL	17-3610-070	01-08	57.1%	0.5%	11.0%
HUDSON	NORTH BERGEN TWP	MCKINLEY ELEMENTARY SCHOOL	17-3610-100	KG-08	66.9%	1.1%	15.8%
MONMOUTH	LONG BRANCH CITY	LONG BRANCH MIDDLE SCHOOL	25-2770-060	06-08	67.5%	2.8%	13.5%
MONMOUTH	NEPTUNE TWP	NEPTUNE MIDDLE SCHOOL	25-3510-055	06-08	60.8%	1.0%	19.3%
UNION	LINDEN CITY	JOSEPH E. SOEHL MIDDLE SCHOOL	39-2660-070	06-08	68.4%	3.2%	16.8%
UNION	PLAINFIELD CITY	PLAINFIELD ACADEMY FOR THE ARTS & ADVANCED STUDIES	39-4160-052	07-11	66.4%	0.6%	7.2%
UNION	RAHWAY CITY	RAHWAY 7TH & 8TH GRADE ACADEMY	39-4290-060	07-08	63.9%	1.6%	17.5%
WARREN	PHILLIPSBURG TOWN	PHILLIPSBURG MIDDLE SCHOOL	41-4100-110	06-08	63.1%	2.4%	23.1%