




Cape May County Technical High School
2016-2017
Grade Span 09-12

09-0720-030
CAPE MAY
CAPE MAY CO VOCATIONAL
188 CREST HAVEN RD
CAPE MAY COURT HOUSE, NJ 08210

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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	146	151	135
10	140	140	144
11	143	137	135
12	155	139	136
Ungraded	66	69	92
Total	649	636	642

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	49%	50%
Male	51%	51%	50%
Economically Disadvantaged Students	26%	27%	30%
Students with Disabilities	16%	16%	19%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	81.3%
Hispanic	10.1%
Black or African American	5.3%
Asian	2.2%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.0%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	595
Shared Time Students	92
Full Time Equivalent	641

Enrollment by Home Language

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

Home Language	% of Students
English	97.0%
Spanish	2.3%
Other	0.6%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	164	99.0	47.50	47.50	54.90	47.5	42.5	Met Target
White	131	98.8	48.10	48.10	63.90	48.1	43.8	Met Target
Hispanic	22	100.0	40.90	40.90	39.80	40.9	29.4	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	79	98.7	53.10	53.10	62.20	53.1		
Male	85	99.4	42.40	42.40	48.10	42.4		
Economically Disadvantaged Students	45	98.7	46.60	46.60	36.20	46.6	37.3	Met Target
Non-Economically Disadvantaged Students	119	99.2	47.90	47.90	65.80	47.9		
Students with Disabilities	30	100.0	13.30	13.30	20.50	13.3	15.3	Met Target†
Students without Disabilities	134	98.8	55.20	55.20	61.90	55.2		
English Learners	N	N	N	N	25.20	N	**	**
Non-English Learners	164	99.0	47.50	47.50	57.40	47.5		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	153	745	745	749	*	13%	33%	46%	*	48%	52%
White	124	746	746	757	*	13%	34%	46%	*	48%	62%
Hispanic	18	744	744	733	*	*	*	*	*	44%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	75	747	747	756	*	*	31%	52%	*	55%	60%
Male	78	744	744	741	*	*	36%	40%	*	42%	43%
Economically Disadvantaged Students	42	744	744	731	*	*	29%	48%	*	50%	32%
Non-Economically Disadvantaged Students	111	746	746	758	*	*	35%	45%	*	48%	62%
Students with Disabilities	28	723	723	714	*	*	*	*	*	14%	13%
Students without Disabilities	125	750	750	754	*	*	*	*	*	56%	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	153	745	745	752	*	13%	33%	46%	*	48%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	158	723	723	743	29%	*	28%	24%	*	27%	46%
White	124	722	722	749	32%	*	27%	23%	*	27%	52%
Hispanic	20	729	729	728	*	*	*	*	0%	25%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	81	728	728	752	24%	*	28%	28%	*	32%	54%
Male	77	717	717	734	34%	*	27%	20%	*	21%	39%
Economically Disadvantaged Students	35	727	727	726	*	*	37%	29%	*	29%	32%
Non-Economically Disadvantaged Students	123	722	722	751	*	*	25%	23%	*	26%	54%
Students with Disabilities	28	689	689	704	*	*	*	*	*	*	12%
Students without Disabilities	130	730	730	749	*	*	*	*	*	*	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	158	723	723	745	29%	*	28%	24%	*	27%	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	139	743	743	736	*	13%	37%	41%	*	42%	38%
White	118	744	744	738	*	13%	35%	42%	*	44%	40%
Hispanic	13	735	735	731	*	*	*	*	0%	15%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	67	751	751	744	*	*	37%	49%	*	52%	46%
Male	72	736	736	729	*	*	36%	33%	*	33%	31%
Economically Disadvantaged Students	27	740	740	729	*	*	*	41%	*	41%	32%
Non-Economically Disadvantaged Students	112	744	744	740	*	*	*	41%	*	43%	42%
Students with Disabilities	15	728	728	709	*	*	*	*	*	27%	12%
Students without Disabilities	124	745	745	741	*	*	*	*	*	44%	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	139	743	743	737	*	13%	37%	41%	*	42%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

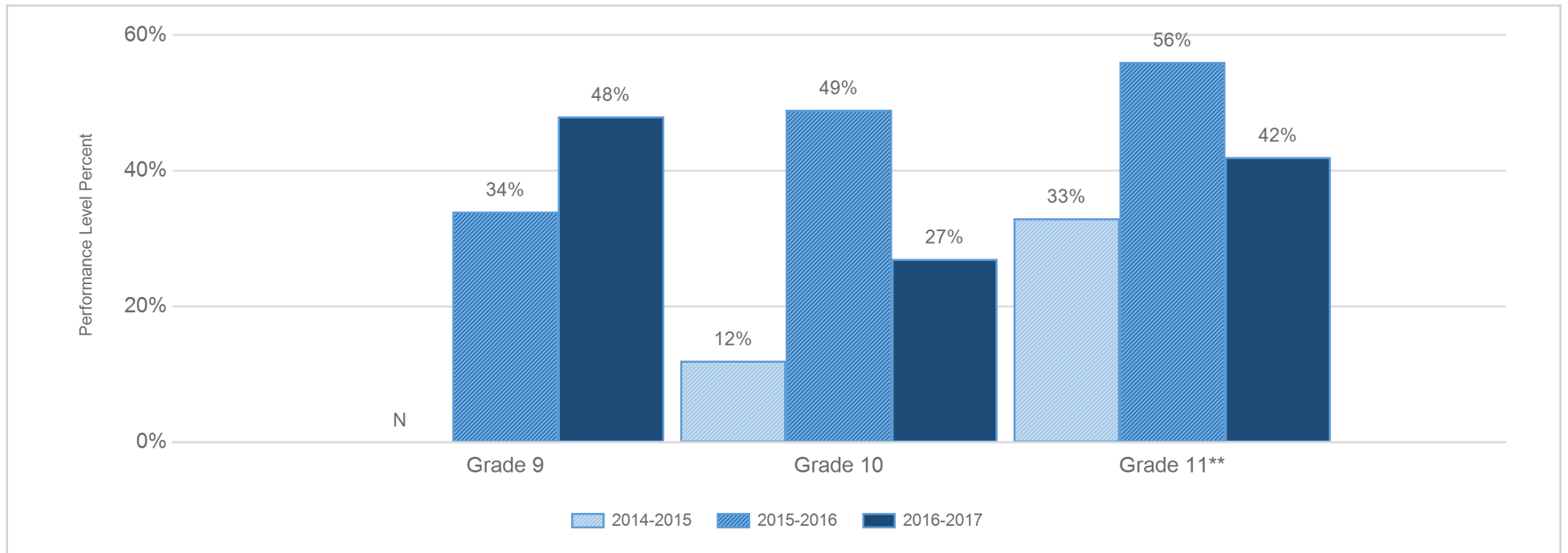


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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	164	98.4	27.40	27.40	43.50	27.4	24.2	Met Target
White	131	98.0	28.30	28.30	52.40	28.3	25.6	Met Target
Hispanic	22	100.0	31.80	31.80	27.60	31.8	13.5	Met Target
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	79	97.5	21.50	21.50	44.10	21.5		
Male	85	99.4	32.90	32.90	42.90	32.9		
Economically Disadvantaged Students	45	97.4	22.20	22.20	25.10	22.2	16.8	Met Target
Non-Economically Disadvantaged Students	119	98.7	29.40	29.40	54.30	29.4		
Students with Disabilities	30	100.0	10.00	10.00	16.50	10	6.3	Met Target
Students without Disabilities	134	98.1	31.30	31.30	48.80	31.3		
English Learners	N	N	N	N	23.30	N	**	**
Non-English Learners	164	98.4	27.40	27.40	45.20	27.4		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	122	734	734	743	*	25%	44%	21%	*	21%	42%
White	97	735	735	751	*	24%	46%	20%	*	21%	52%
Hispanic	16	731	731	728	*	*	*	*	0%	31%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	60	727	727	744	*	32%	38%	*	*	15%	43%
Male	62	741	741	741	*	18%	50%	*	*	27%	40%
Economically Disadvantaged Students	36	733	733	727	*	*	44%	*	*	22%	23%
Non-Economically Disadvantaged Students	86	735	735	751	*	*	44%	*	*	21%	52%
Students with Disabilities	28	723	723	714	*	*	*	*	*	*	10%
Students without Disabilities	94	738	738	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	122	734	734	745	*	25%	44%	21%	*	21%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	156	727	727	734	*	31%	45%	13%	*	14%	30%
White	123	728	728	740	*	30%	45%	15%	*	16%	38%
Hispanic	20	729	729	722	*	*	*	*	0%	10%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	76	726	726	735	*	*	*	*	*	*	31%
Male	80	728	728	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	36	728	728	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	120	727	727	740	*	*	*	*	*	*	39%
Students with Disabilities	28	708	708	711	*	*	*	*	*	*	*
Students without Disabilities	128	732	732	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	156	727	727	735	*	31%	45%	13%	*	14%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	127	715	715	725	32%	32%	24%	12%	0%	12%	28%
White	105	716	716	731	31%	31%	25%	13%	0%	13%	33%
Hispanic	15	701	701	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	64	715	715	725	33%	33%	23%	*	*	11%	27%
Male	63	715	715	725	32%	30%	25%	*	*	13%	29%
Economically Disadvantaged Students	27	718	718	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	100	714	714	733	*	*	*	*	*	*	35%
Students with Disabilities	13	700	700	692	*	*	*	*	*	*	*
Students without Disabilities	114	717	717	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	127	715	715	726	32%	32%	24%	12%	0%	12%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%



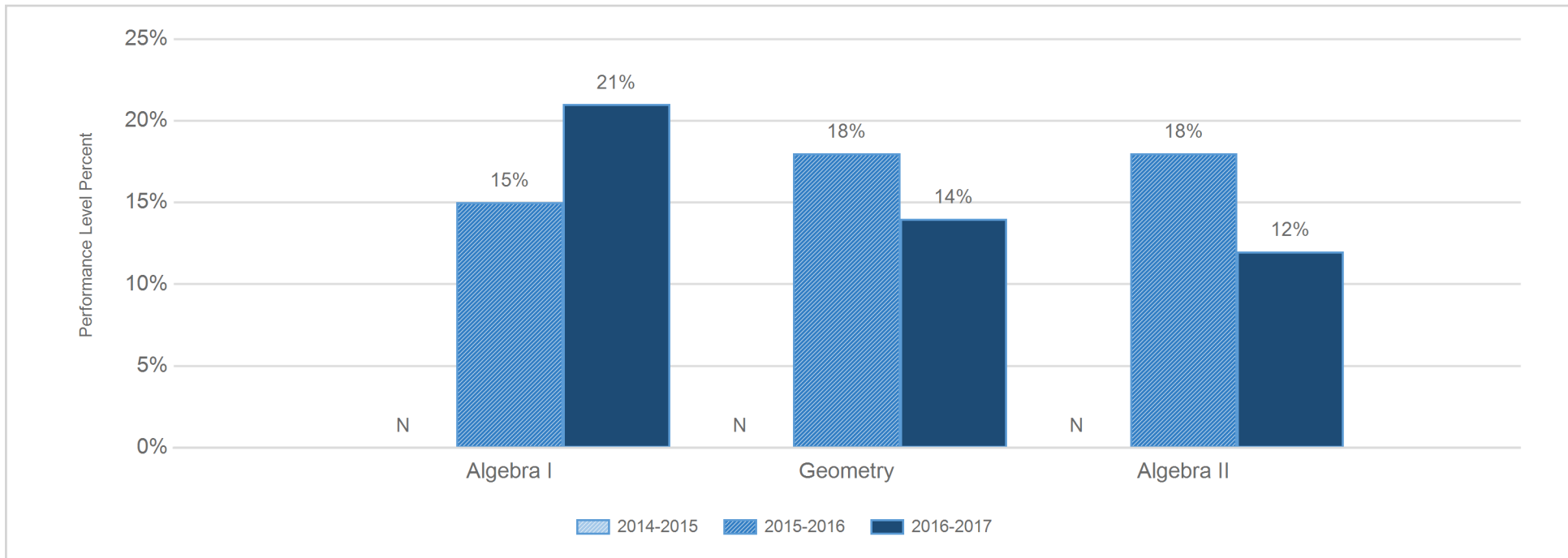
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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



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

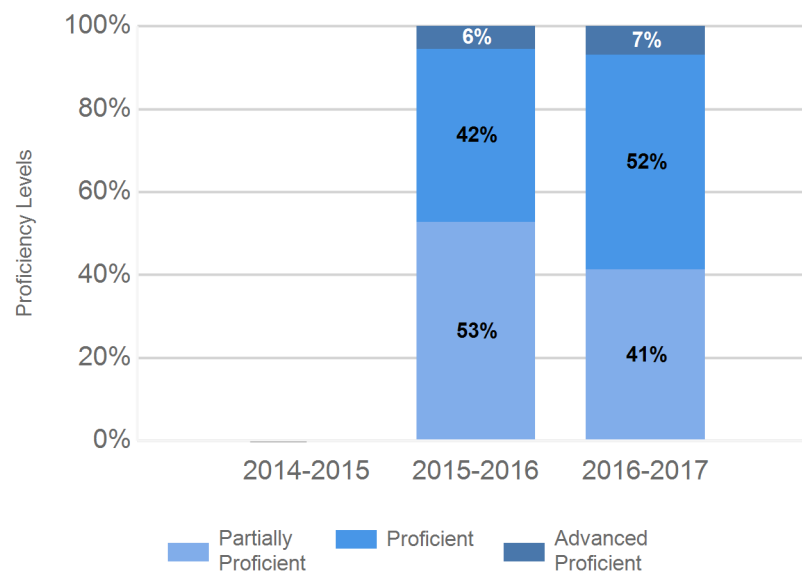
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	7%	52%	41%
White	7%	51%	42%
Hispanic	10%	60%	30%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	N	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	6%	57%	38%
Students with Disabilities	3%	33%	63%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

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



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



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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	83.8%	70.0%
Percentage of students taking the ACT	7.4%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	458	481	Varies By Grade	56%	67%
PSAT - Math	458	483	Varies By Grade	32%	49%
SAT - Reading and Writing	545	551	480	82%	77%
SAT - Math	541	552	530	58%	58%
ACT - Reading	23	24	22	50%	65%
ACT - English	21	24	18	70%	79%
ACT - Math	22	24	22	50%	65%
ACT - Science	21	23	23	30%	54%



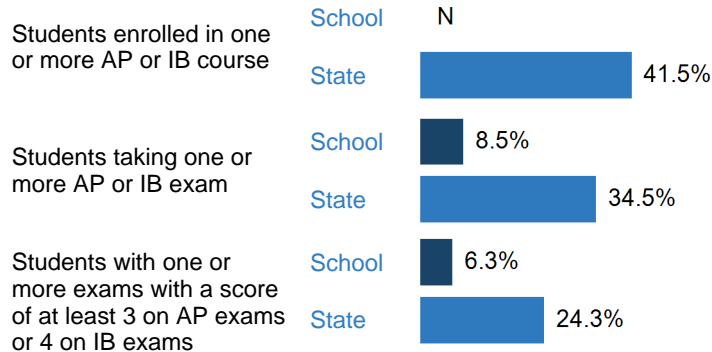
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

AP/IB Coursework – Participation and Performance

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



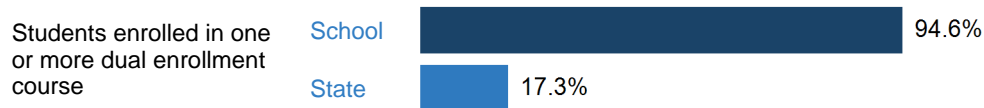
AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	0	2
AP Calculus AB	0	16
AP Calculus BC	0	1
AP Chemistry	0	2
AP Computer Science A	0	4
AP English Literature and Composition	0	15
Total Exams Taken		40
Exams with scores of at least 3 on AP exams or 4 on IB exams		27

Dual Enrollment Coursework - Participation

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





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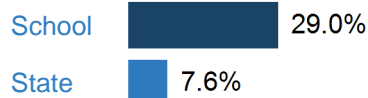
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

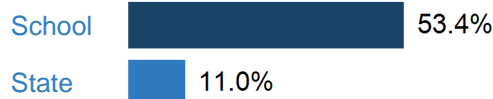
CTE Participants

(completed only one course in an approved CTE program)



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

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Architecture & Construction	14	22
Business Management & Administration	*	*
Hospitality & Tourism	15	15
Human Services	*	*
Information Technology	13	13
Law, Public Safety, Corrections & Security	23	69
Manufacturing	*	*
Transportation, Distribution & Logistics	*	*
Total non-duplicated number of students**	93	
Total number of credentials earned in all clusters		147

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	120	30	1	0	0	0	0
10	1	128	34	0	0	0	0
11	0	3	91	0	0	0	42
12	0	0	5	0	16	0	141
Schoolwide	121	161	131	0	16	0	183
Enrolled in AP/IB Course					N	N	N

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	151	0	0	0	0	0
10	9	150	0	0	0	0
11	1	3	6	3	130	4
12	1	2	11	38	5	40
Schoolwide	162	155	17	41	135	44
Enrolled in AP/IB Course	N	N		N	N	N



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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	151	0	0	0	0
10	0	155	0	0	0	0
11	124	12	7	26	2	0
12	3	4	38	76	47	25
Schoolwide	127	322	45	102	49	25
Enrolled in AP/IB Course	N	N	N	N	N	N

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	121	30	0	0	0	0	0
10	131	28	0	0	0	0	0
11	10	6	0	0	0	0	0
12	9	10	0	0	0	0	0
Schoolwide	271	74	0	0	0	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	26	19	0	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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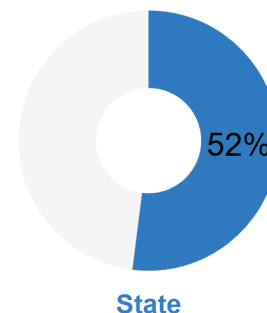
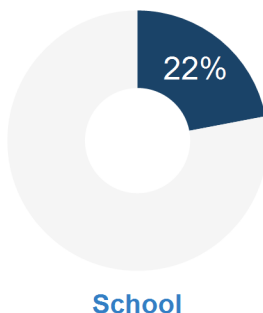
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Visual and Performing Arts – Course Participation

The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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



Students enrolled in one or more classes by discipline:

Discipline	School	State
MUSIC	0%	18%
DANCE	0%	2%
DRAMA	0%	4%
VISUAL ARTS	22%	33%



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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	97.9%	90.5%	97.1%	91.8%	97.1%	N	Met Goal	94.3%	86.2%	Met Target
White	98.4%	94.5%	96.8%	95.1%	96.8%	N	Met Goal	94.4%	87.4%	Met Target
Hispanic	*	84.3%	*	86.3%	*	**	**	*	**	**
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	*	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	N	91.9%	*	93.7%	*	**	**	N	N	N
Economically Disadvantaged Students	93.8%	83.9%	96.4%	85.6%	96.4%	N	Met Goal	90.9%	85.6%	Met Target
Students with Disabilities	92.0%	78.8%	*	82.1%	*	**	**	*	**	**
English Learners	N	76.1%	N	79.7%	N	N	N	N	N	N
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	97.9%	-
2016	97.1%	97.1%
2015	93.7%	94.3%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.4%	1.1%
2015-2016	0.4%	1.1%
2014-2015	0.2%	1.1%

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



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	61%	53.6%	46.4%
White	60.3%	51.2%	48.8%
Hispanic	*	*	*
Black or African American	63.6%	85.7%	14.3%
Asian, Native Hawaiian, or Pacific Islander	*	0%	*
American Indian or Alaska Native	*	*	0%
Two or More Races	N	N	N
Economically Disadvantaged Students	54.3%	57.9%	42.1%
Students with Disabilities	40%	75%	25%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	60.4%	48.3%	51.7%	79.3%	20.7%	72.4%	27.6%
White	59.2%	48.7%	51.4%	82.4%	17.6%	74.3%	25.7%
Hispanic	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	64.5%	60%	40%	80%	20%	75%	25%
Students with Disabilities	45.5%	100%	0%	100%	0%	100%	0%
English Learners	N	N	N	N	N	N	N

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



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

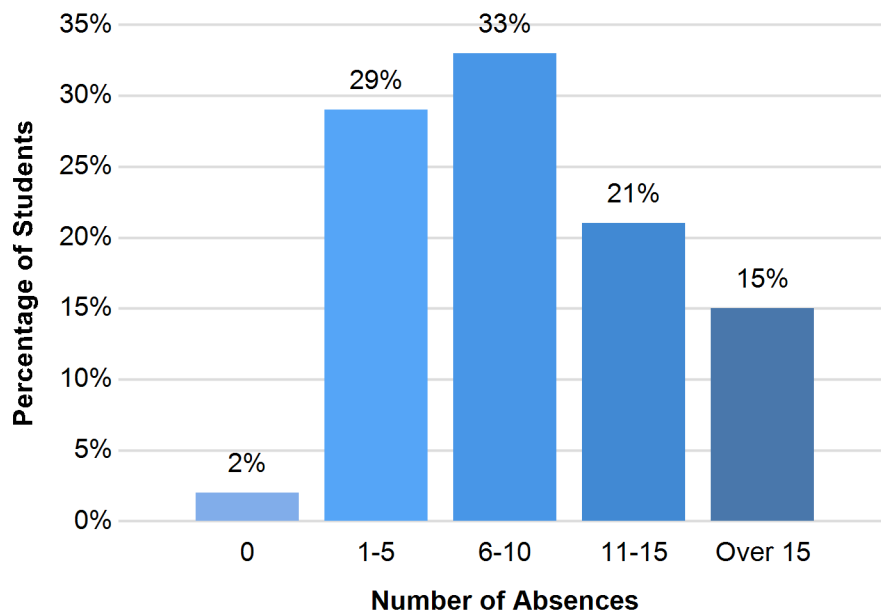
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	10.10	14.30	Met Target
White	10.40	14.30	Met Target
Hispanic	13.60	14.30	Met Target
Black or African American	0	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	12.30	14.30	Met Target
Students with Disabilities	8.90	14.30	Met Target
English Learners	N	**	**

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

Days Absent

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



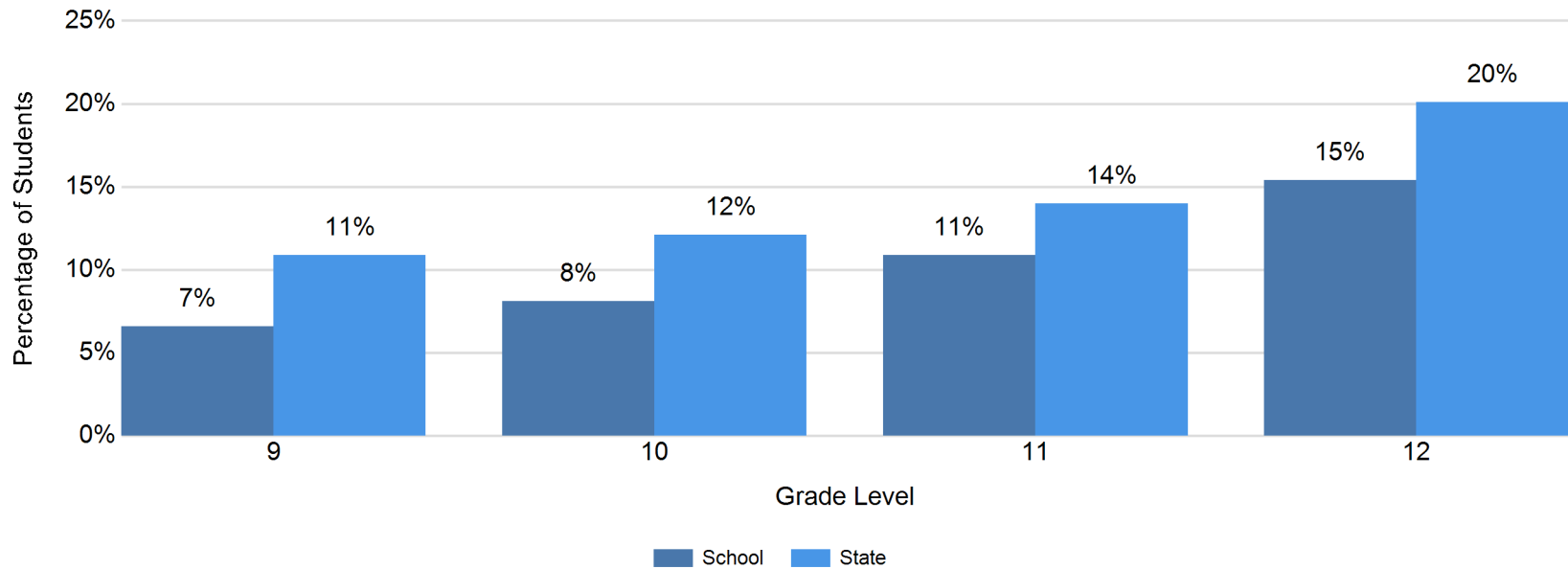


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	7:55AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 51 Mins.
Shared Time - Instructional Time	1 Hrs. 20 Mins.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	7
Vandalism	0
Weapons	1
Substances	7
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	15
Incidents Per 100 Students Enrolled	2.34

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	3.4%
Out-of-School Suspensions	5.8%
Any Suspension	9.2%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.6:1	1560.1 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$502	\$19,957	\$20,459



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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	68	120,724
Average years experience in public schools	12.6	11.8
Average years experience in district	10.7	10.5
Teachers in district for 4 or more years	78%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	7	9,506
Average years experience in public schools	20.7	15.9
Average years experience in district	10.9	11.6
Administrators in district for 4 or more years	71%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	9:1
Administrators	92:1	92:1
Librarian/Media Specialists		641:1
Nurses		641:1
Counselors		321:1
Child Study Team		641:1



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Teachers and Administrators - Level of Education

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

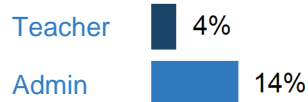
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	92%	89%
2015-16 Administrators: Same district 2016-17	86%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	57.2	17.5%
Mathematics Proficiency	57.2	17.5%
Graduation - 4-Year	82.5	25.0%
Graduation - 5-Year	46.6	25.0%
Chronic Absenteeism	69.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		62.7
Summative Rating: Percentile rank of Summative Score		65.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	62.7	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Target	No
White	45.6	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Target	No
Hispanic	**	**	No	Met Target	Met Target	Met Target	**	**	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	N	No
Economically Disadvantaged Students	77.3	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Target	No
Students with Disabilities	**	**	No	Met Target†	Met Target	Met Target	**	**	No
English Learners	**	**	No	**	**	**	N	N	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Vitiello	Email Address:	svitiello@capemaytech.com
Address:	188 CREST HAVEN RD CAPE MAY COURT HOUSE, NJ 08210	Website:	http://www.capemaytech.com
Phone:	(609)465-2161	Facebook:	https://www.facebook.com/CAPEMAYTECH/
		Twitter:	https://twitter.com/CMTHawks

School Narrative

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

<p>Highlights:</p>	<ul style="list-style-type: none"> • All students enroll in rigorous academics and career/technical education, with industry credentials and college credit • The PSAT is administered to all 10th & 11th graders to enhance college and career readiness • State of the art WiFi, Chromebooks, computer labs, internal networks and instructional support applications
<p>Mission, Vision, Theme:</p>	<p>We are a career focused public school of choice offering career and technical education with facilities fully-equipped to industry standards. CTE programs provide learning opportunities for students to earn recognized industry credentials. As a full time technical high school, we prepare our students for entry into higher education or employment upon graduation. Agreements with local colleges and universities allow students to earn college credits while working toward their High School Diploma.</p>
<p>Awards, Recognition, Accomplishments:</p>	<p>Students attain state & national achievement in SkillsUSA, FFA, NHS and related CTE competitions, such as robotics; College scholarships are awarded to a majority of graduates; NJSIAA athletes earn local & state athletic recognitions; Staff members attain such recognitions as Honorary FFA Degree, Teacher of the Year, & Advisor of the Year. Student environmental work includes Osprey habitat restoration, Monarch Butterfly Waystation and building ecological solutions for coastline preservation.</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>All courses are taught at rigorous college-prep with other offerings in Honors, AP & college credit; Courses include more than 400 additional online choices. Textbook & instructional materials are reviewed annually & include options for digital access with instructional support for all learners. CTE classes are offered for 90 minutes daily, in addition to academics needed for graduation. First-year students enroll in Career studies of CTE pathways to identify a major focus to choose for 3 years.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Golf (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls)</p> <p>In addition to NJSIAA, the school offers bowling, archery, volleyball, tennis, weightlifting, yoga and fitness training and provides an activity bus home. The school has also partnered with an outside agency to broadcast athletic events LIVE streaming through the internet.</p>
 <p>Clubs and Activities:</p>	<p>In addition to athletics and fitness, students have yearbook club, strategy club, drama club, SkillsUSA, FFA, National Honor Society, Girls Who Code/Makerspace, aquaculture, mock trial, key club international, student council, guitar club, bible club, Spanish club, robotics, Academic Competition Team (ACT), Open Art Studio, Jam Session, and Volunteer Club in Community Service; annual Talent Show, Prom Fashion Show, Mr. Cape Tech, Art & Design show and various science & engineering activities.</p>
 <p>Before and After School Programs:</p>	<p>Free after-school tutoring is open to grades 9-12 full-time students in need of academic support, & a bus is provided. Additional support is provided through digital academic skill-building software access from any internet connection. Freshmen in need of academic support are enrolled in a summer program to develop skills in academics, technology & interdisciplinary projects. The school hosts a two week summer enrichment with CTE connections for ages 9 to 14 in a fee-based community program.</p>








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 <p>Staff and Professional Learning:</p>	<p>Professional learning teams of teachers work in interdisciplinary, inquiry-based project learning. Training includes access to consortium workshops with job-embedded practice to support planning, preparation, instruction, learning environments and professional practices. Teachers collaborate through integration of instructional technology & a co-teaching model to support all learners. An Educational Technology Training Center is on site, with custom professional learning for staff.</p>
 <p>Postsecondary Information:</p>	<p>Of the 141 graduates in 2017, 79% were accepted to post-secondary schools; 13% planned to enter the military, with the remainder to enter the workforce. College acceptances & scholarships represented over 30 different institutions & the district hosts post secondary credential programs for high school graduates. College credit agreements provide graduates with credit, varied by institution. Graduates are afforded opportunities to enter apprenticeships or trade unions, such as Ironworkers.</p>
 <p>Student Supports and Services:</p>	<p>The school has a child study team with a school psychologist & Learning Disabilities Teacher Consultant; and has an Intervention & Referral Services team. In addition to after-school tutoring, the school uses co-teachers to support learners. The school hosts School Based Youth Services to assist with student emotional, learning, behavioral & social needs with on-site social workers and year-round activities. Peer Leaders provide upperclassmen conducting outreach with all freshmen.</p>
 <p>Student Health and Wellness:</p>	<p>There is a nutritional breakfast program before the school day. Students participate in daily physical education classes. The physical education program includes Presidential Physical Fitness, and hosts afterschool activities. Students can opt into additional fitness programs. Activities are infused cross-content such as nature walks in science. School Based Youth Services Ski/snowboard trips are offered. The school has a wellness committee for nutritional offerings & fitness opportunities.</p>
 <p>Parent and Community Involvement:</p>	<p>Advisory committees include businesses, parents, community & school partners for job shadowing, guest speakers, employment, & curriculum input. An active parent group offers a safe, healthy after-prom promoting wellness. Parent representatives serve on a number of school committees, and the school hosts orientation night, back to school night, job fair, parent college info sessions, and open house annually. A Parent Portal is on the website, and it provides a daily guidance news update.</p>



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Facilities:

The buildings range from 1969 to 2017 renovations, most recently as upgrades to door, window & HVAC. The campus provides safe, green, and industry standard facilities & athletic spaces. CTE facilities include, but are not limited to Welding booths, a Café, TV Studio with a cable channel, hair salon, lab school for preschoolers, a motel, makerspaces, aquaculture pond, medical labs, science labs, computer labs, an automotive garage and outdoor classroom with a boat and nature trails.