



**Cumberland County Technical Education Center**  
 (11-0995-030)  
 Grades Offered: 09-12  
 2018-2019

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

**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

**Notes from the New Jersey Department of Education:**



Cumberland County Technical Education Center  
 (11-0995-030)  
 Grades Offered: 09-12  
 2018-2019

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

School Contact Information

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

Type	Contact Information
County	Cumberland
District	Cumberland County Board of Vocational Education
Principal Name	Mr. Greg McGraw
Address	3400 College Drive Millville, NJ 08332
Phone Number	856-451-9000
Email Address	<a href="mailto:gmcgraw@cctecnj.org">gmcgraw@cctecnj.org</a>
Website	<a href="https://www.cumberland.tec.nj.us">https://www.cumberland.tec.nj.us</a>
Facebook	<a href="https://facebook.com/CCTECNJ">https://facebook.com/CCTECNJ</a>
Twitter	<a href="https://witter.com/CCTECNJ">https://witter.com/CCTECNJ</a>



**Cumberland County Technical Education Center**  
 (11-0995-030)  
 Grades Offered: 09-12  
 2018-2019

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

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade	Enrollment Trends by Student Group	Enrollment by Racial and Ethnic Group
----------------------------	------------------------------------	---------------------------------------

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	234	235	224
10	10	230	229
11	74	9	226
12	109	70	16
Total	427	544	695

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	51.5%	51.9%	52.6%
Male	48.5%	48.1%	47.4%
Economically Disadvantaged Students	49.9%	37.3%	34.0%
Students with Disabilities	20.7%	12.1%	7.1%
English Learners	0.2%	0.2%	0.0%
Homeless Students	0.2%	0.5%	0.7%
Students in Foster Care	0.2%	0.1%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	42.7%	46.8%	51.5%
Hispanic	37.4%	35.8%	33.7%
Black or African American	16.5%	13.9%	11.1%
Asian	0.6%	1.1%	2.0%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%
American Indian or Alaska Native	0.7%	0.5%	0.3%
Two or More Races	2.1%	1.9%	1.4%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	273	483	694
Shared Time Students	305	120	1
Full Time Equivalent	426	543	695

Enrollment by Home Language

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

Home Language	% of Students
English	97.8%
Spanish	2.2%

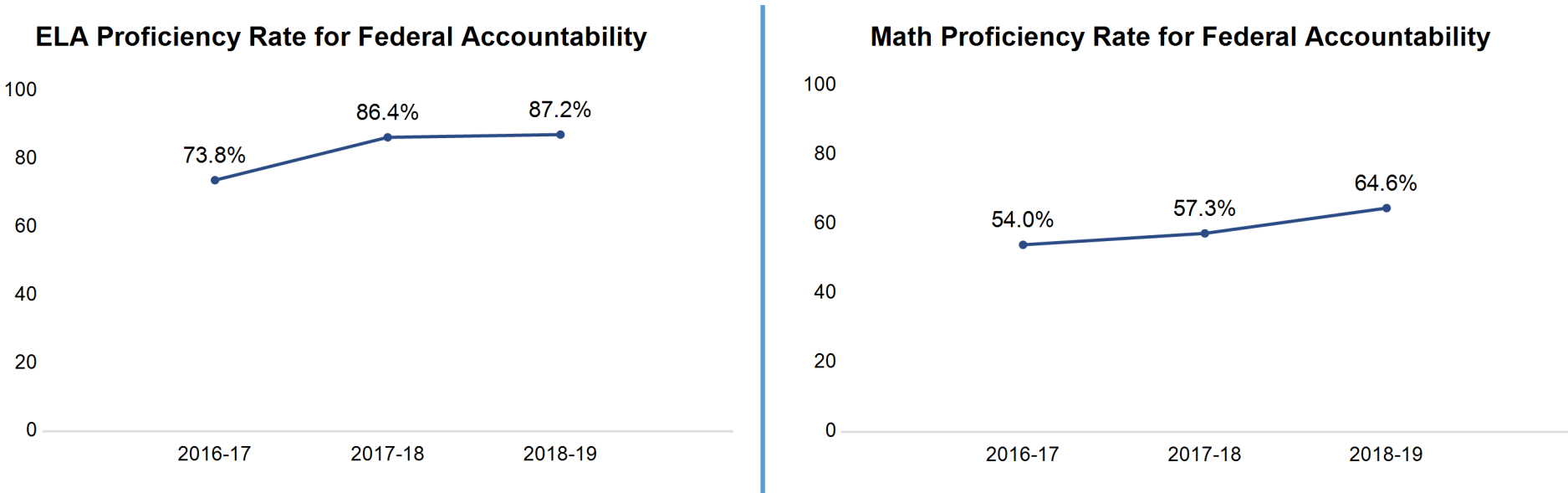


Cumberland County Technical Education Center  
(11-0995-030)  
Grades Offered: 09-12  
2018-2019

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

English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.6%	100.0%	99.6%	99.6%	100.0%	99.6%
Proficiency Rate for Federal Accountability	73.8%	86.4%	87.2%	54.0%	57.3%	64.6%
Annual Target	N	74.1%	74.4%	N	55.3%	56.6%
Met Annual Target?	N	Met Goal	Met Goal	N	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Cumberland County Technical Education Center  
(11-0995-030)  
Grades Offered: 09-12  
2018-2019

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

### English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	447	99.6	87.2	87.2	57.9	87.2	74.4	Met Goal
White	237	99.6	86.1	86.1	66.9	86.1	68.2	Met Goal
Hispanic	150	99.3	87.3	87.3	43.9	87.3	80	Met Goal
Black or African American	42	100.0	88.1	88.1	38.5	88.1	68	Met Goal
Asian, Native Hawaiian, or Pacific Islander	13	100.0	100.0	100.0	82.9	100.0	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	235	99.6	96.2	96.2	64.8	96.2		
Male	212	99.5	77.4	77.4	51.3	77.4		
Economically Disadvantaged Students	154	100.0	82.5	82.5	40.0	82.5	73.1	Met Goal
Non-Economically Disadvantaged Students	293	99.3	89.8	89.8	67.9	89.8		
Students with Disabilities	16	100.0	37.5	37.5	22.7	37.5	**	**
Students without Disabilities	431	99.5	89.1	89.1	65.1	89.1		
English Learners	N	N	N	N	29.3	N	**	**
Non-English Learners	447	99.6	87.2	87.2	60.6	87.2		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

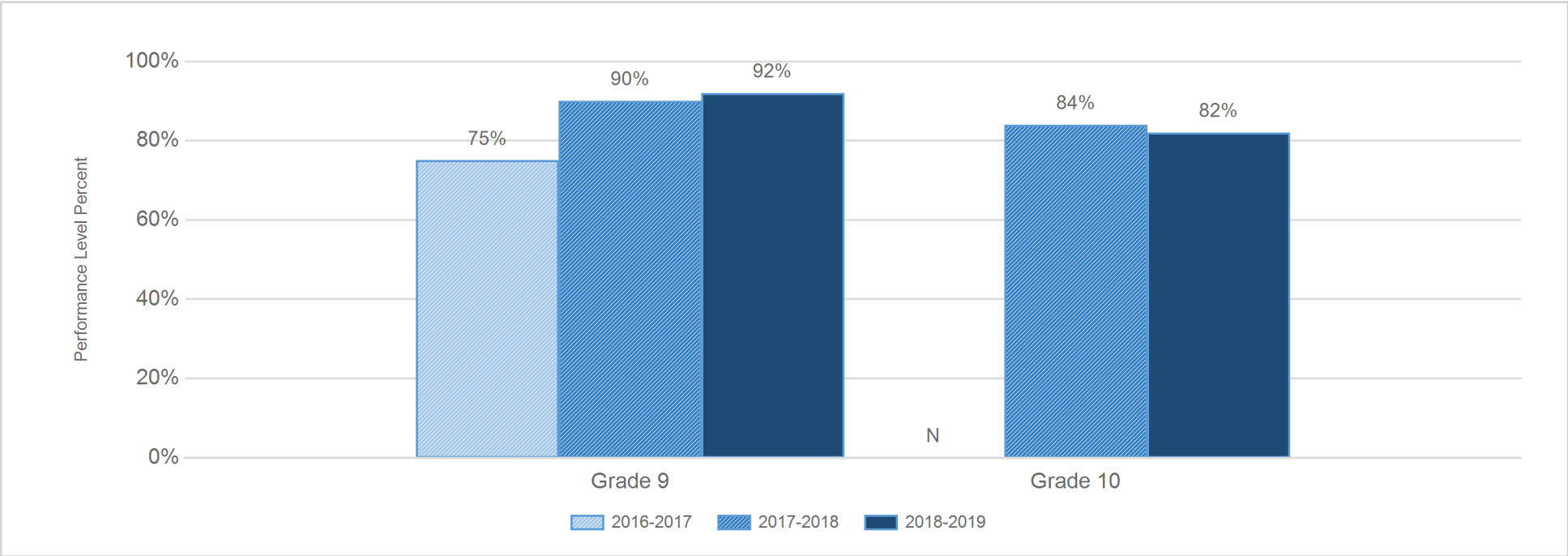


Cumberland County Technical Education Center  
(11-0995-030)  
Grades Offered: 09-12  
2018-2019

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

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





**Cumberland County Technical Education Center**  
 (11-0995-030)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**

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

## English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	222	788	788	753	*	*	5%	42%	50%	92%	56%
White	126	788	788	762	*	*	*	45%	48%	93%	65%
Hispanic	69	788	788	737	0%	0%	*	*	*	91%	40%
Black or African American	17	782	782	732	0%	*	*	*	*	88%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	116	794	794	760	*	*	*	*	*	98%	63%
Male	106	782	782	746	*	*	*	*	*	86%	49%
Economically Disadvantaged Students	69	781	781	734	*	*	*	*	*	88%	36%
Non-Economically Disadvantaged Students	153	791	791	762	*	*	*	*	*	94%	65%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	17%
Students without Disabilities	*	*	*	760	*	*	*	*	*	*	63%
English Learners	N	N	N	693	N	N	N	N	N	N	*
Non-English Learners	222	788	788	755	*	*	5%	42%	50%	92%	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



**Cumberland County Technical Education Center**  
 (11-0995-030)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**

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

## English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	225	783	783	757	*	*	10%	42%	40%	82%	58%
White	111	783	783	767	*	*	12%	33%	45%	78%	67%
Hispanic	81	780	780	738	*	*	*	52%	32%	84%	43%
Black or African American	25	781	781	733	*	0%	*	*	*	88%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	119	797	797	766	*	*	*	41%	53%	94%	66%
Male	106	766	766	749	*	*	*	42%	26%	69%	51%
Economically Disadvantaged Students	85	775	775	735	*	*	14%	46%	32%	78%	40%
Non-Economically Disadvantaged Students	140	787	787	767	*	*	8%	39%	46%	85%	67%
Students with Disabilities	12	726	726	711	*	*	*	*	*	25%	19%
Students without Disabilities	213	786	786	765	*	*	*	*	*	85%	65%
English Learners	N	N	N	687	N	N	N	N	N	N	*
Non-English Learners	225	783	783	760	*	*	10%	42%	40%	82%	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%





**Cumberland County Technical Education Center**  
 (11-0995-030)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**

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

## Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	443	99.6	64.6	64.6	44.5	64.6	56.6	Met Target
White	234	99.6	64.5	64.5	54.1	64.5	53	Met Target
Hispanic	150	99.3	68.7	68.7	28.8	68.7	61.7	Met Target
Black or African American	42	100.0	50.0	50.0	23.0	50.0	49	Met Target
Asian, Native Hawaiian, or Pacific Islander	12	100.0	58.3	58.3	76.5	58.3	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	231	99.6	67.1	67.1	44.9	67.1		
Male	212	99.5	61.8	61.8	44.2	61.8		
Economically Disadvantaged Students	153	100.0	62.7	62.7	26.3	62.7	52	Met Target
Non-Economically Disadvantaged Students	290	99.3	65.5	65.5	54.9	65.5		
Students with Disabilities	16	100.0	31.3	31.3	17.4	31.3	**	**
Students without Disabilities	427	99.5	65.8	65.8	50.0	65.8		
English Learners	N	N	N	N	25.0	N	**	**
Non-English Learners	443	99.6	64.6	64.6	46.5	64.6		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

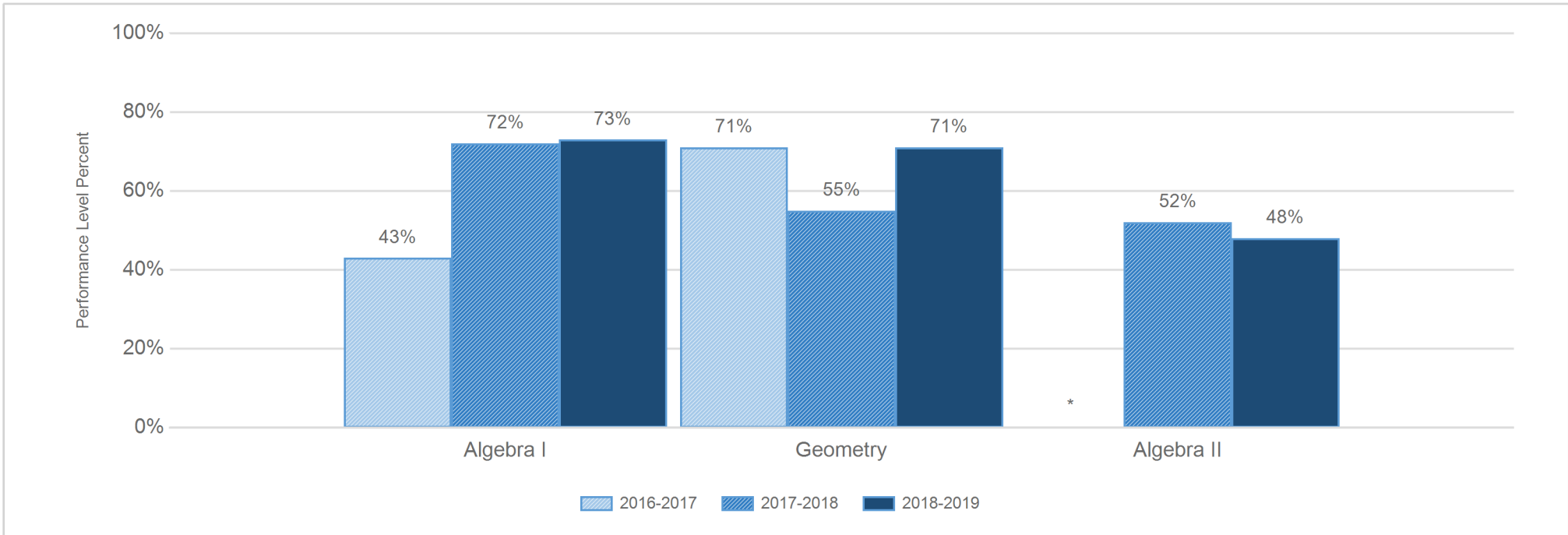


Cumberland County Technical Education Center  
(11-0995-030)  
Grades Offered: 09-12  
2018-2019

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

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



**Cumberland County Technical Education Center**  
 (11-0995-030)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**

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

## Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	79	765	765	744	*	*	19%	*	*	73%	42%
White	41	762	762	752	*	*	*	*	*	68%	53%
Hispanic	31	768	768	728	0%	*	*	77%	0%	77%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	35	769	769	745	*	*	*	*	*	80%	44%
Male	44	761	761	743	*	*	*	*	*	68%	41%
Economically Disadvantaged Students	32	769	769	727	*	*	*	*	*	78%	23%
Non-Economically Disadvantaged Students	47	761	761	752	*	*	*	*	*	70%	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	79	765	765	745	*	*	19%	*	*	73%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



**Cumberland County Technical Education Center**  
 (11-0995-030)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**

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

## Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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
<b>Schoolwide</b>	238	757	757	737	0%	*	26%	*	*	71%	35%
White	122	757	757	743	0%	*	24%	*	*	70%	43%
Hispanic	84	757	757	724	0%	*	25%	*	*	74%	17%
Black or African American	22	751	751	720	0%	*	*	59%	0%	59%	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	131	758	758	738	0%	*	23%	*	*	76%	36%
Male	107	756	756	736	0%	*	29%	*	*	64%	34%
Economically Disadvantaged Students	81	755	755	722	0%	*	27%	*	*	68%	16%
Non-Economically Disadvantaged Students	157	758	758	743	0%	*	25%	*	*	72%	43%
Students with Disabilities	10	732	732	712	0%	*	*	*	*	20%	*
Students without Disabilities	228	758	758	741	0%	*	*	*	*	73%	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	238	757	757	738	0%	*	26%	*	*	71%	*
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	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



**Cumberland County Technical Education Center**  
 (11-0995-030)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**

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

## Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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
<b>Schoolwide</b>	126	747	747	755	*	*	37%	48%	0%	48%	58%
White	71	748	748	758	*	*	30%	52%	0%	52%	62%
Hispanic	35	748	748	731	*	*	37%	49%	0%	49%	34%
Black or African American	15	742	742	725	0%	*	*	*	*	27%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	65	744	744	752	*	*	40%	43%	0%	43%	55%
Male	61	750	750	758	*	*	33%	52%	0%	52%	62%
Economically Disadvantaged Students	40	739	739	729	*	*	35%	40%	0%	40%	32%
Non-Economically Disadvantaged Students	86	751	751	761	*	*	37%	51%	0%	51%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	126	747	747	755	*	*	37%	48%	0%	48%	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



**Cumberland County Technical Education Center**  
 (11-0995-030)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**

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

**DLM Alternate Assessment - Participation**

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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 Progress to Proficiency**

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

**English Language Proficiency Test - Participation and Performance**

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

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



**Cumberland County Technical Education Center**  
(11-0995-030)  
Grades Offered: 09-12  
2018-2019

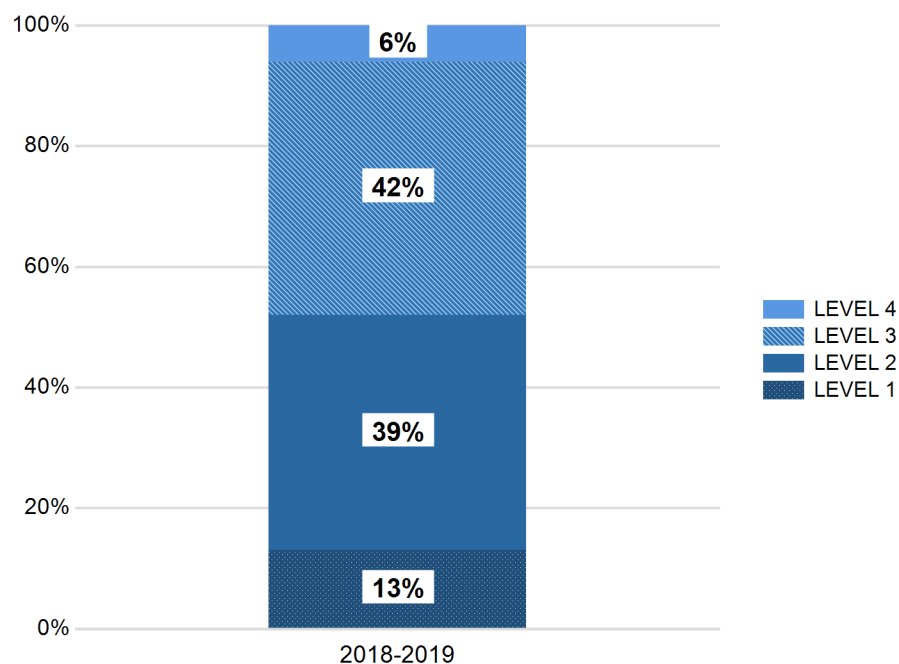
**Report Key:**

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

The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	13	39	42	6
White	16	40	35	9
Hispanic	10	40	48	2
Black or African American	11	32	50	7
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	12	46	39	2
Male	13	31	46	11
Economically Disadvantaged Students	13	39	47	1
Non-Economically Disadvantaged Students	12	40	39	9
Students with Disabilities	33	50	8	8
Students without Disabilities	11	39	44	6
English Learners	N	N	N	N
Non-English Learners	13	39	42	6
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N





**Cumberland County Technical Education Center**  
 (11-0995-030)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**

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

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

### PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	48.1%	84.5%
12th graders taking SAT in 2018-19 or prior years	N	72.1%
12th graders taking ACT in 2018-19 or prior years	N	19.6%

### PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	505	476	Grade 10: 430 Grade 11: 460	86%	61%
PSAT 10/NMSQT - Math	492	477	Grade 10: 480 Grade 11: 510	57%	43%
SAT - Reading and Writing	N	539	N	N	70%
SAT - Math	N	541	N	N	53%
ACT - Reading	N	25	N	N	66%
ACT - English	N	24	N	N	81%
ACT - Math	N	24	N	N	65%
ACT - Science	N	24	N	N	57%





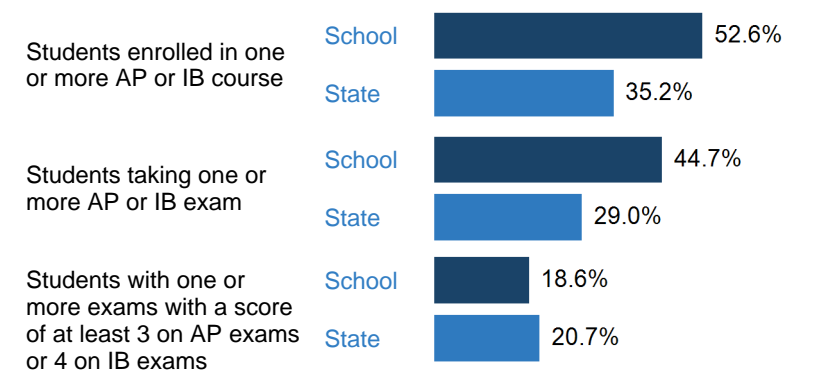
Cumberland County Technical Education Center  
(11-0995-030)  
Grades Offered: 09-12  
2018-2019

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

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

AP/IB Coursework – Participation and Performance

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



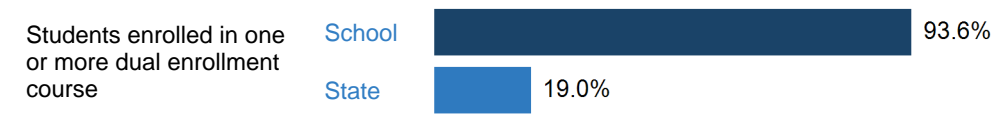
AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	4	3
AP English Language and Composition	77	62
AP Physics 1	50	12
AP U.S. History	114	103
Total Exams taken		180
Exams with scores of at least 3 on AP exams or 4 on IB exams		65

Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.





**Cumberland County Technical Education Center**  
 (11-0995-030)  
 Grades Offered: 09-12  
 2018-2019

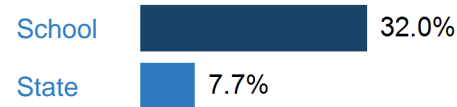
**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
 N No Data is available to display  
 † This indicates a table specific note,see note below table

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

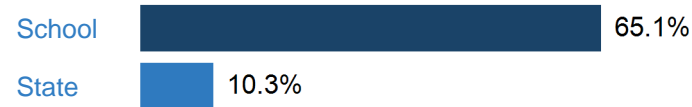
**Career and Technical Education Participation**

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

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



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



**Structured Learning Experiences Participation**

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

**Structured Learning Experiences**





**Cumberland County Technical Education Center**  
 (11-0995-030)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**

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

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

### Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	32.0%	65.1%	7.7%	10.3%
White	35.2%	61.0%	6.1%	9.6%
Hispanic	29.5%	70.1%	10.3%	11.3%
Black or African American	22.1%	70.1%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	31.5%	66.0%	7.3%	10.6%
Male	32.5%	64.0%	8.0%	10.1%
Economically Disadvantaged Students	27.5%	72.0%	10.4%	11.8%
Students with Disabilities	*	46.9%	6.6%	9.2%
English Learners	N	N	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



Cumberland County Technical Education Center  
(11-0995-030)  
Grades Offered: 09-12  
2018-2019

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

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

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	46		
Arts, AV Technology & Communications	59		
Health Science	147		
Hospitality & Tourism	50		
Human Services	52		
Information Technology	60		
Law, Public Safety, Corrections & Security	58		
Manufacturing	43		
Science, Technology, Engineering & Mathematics	119		
Transportation, Distribution & Logistics	40		
Total (All Clusters)	674	0	0



**Cumberland County Technical Education Center**  
 (11-0995-030)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**

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

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

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	79	134	11	1	0	0	2
10	2	108	116	4	0	0	1
11	0	9	119	94	4	0	2
12	0	0	0	0	0	0	14
Total	81	251	246	99	4	0	19
Enrolled in AP/IB Course					4	0	0
Enrolled in Dual Enrollment Course	0	0	120	99	4	0	0

### Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	213	9	0	0	0	2
10	92	134	0	0	4	1
11	1	90	0	0	135	68
12	0	0	0	0	0	6
Total	306	233	0	0	139	77
Enrolled in AP/IB Course	0	0		0	50	0
Enrolled in Dual Enrollment Course	175	233	0	0	139	0



**Cumberland County Technical Education Center**  
 (11-0995-030)  
 Grades Offered: 09-12  
 2018-2019

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

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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	222	0	0	0	0	2
10	0	230	0	0	0	1
11	0	226	0	0	0	2
12	0	0	0	0	0	6
Total	222	456	0	0	0	11
Enrolled in AP/IB Course	0	114	0	0		0
Enrolled in Dual Enrollment Course	222	230	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	224	0	0	0	0	0	0
10	231	0	0	0	0	0	0
11	190	0	0	0	0	0	0
12	6	0	0	0	0	0	0
Total	651	0	0	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	178	0	0	0	0	0	0
Enrolled in Level 3 or Higher	187	0	0	0	0	0	0



**Cumberland County Technical Education Center**  
 (11-0995-030)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**

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

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

### Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	19	0	0	0	0	0
11	20	0	0	0	0	0
12	N	N	N	N	N	N
Total	39	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



**Cumberland County Technical Education Center**  
 (11-0995-030)  
 Grades Offered: 09-12  
 2018-2019

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

Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0





Cumberland County Technical Education Center  
(11-0995-030)  
Grades Offered: 09-12  
2018-2019

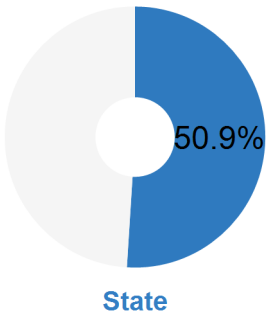
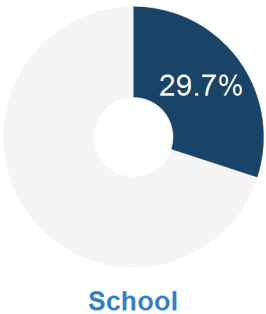
**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
† This indicates a table specific note,see note below table

Visual and Performing Arts – Course Participation

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

**Grades 9-12:**

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



Students enrolled in one or more classes by discipline:

MUSIC	School	0.0%
	State	17.6%
DANCE	School	0.0%
	State	2.3%
DRAMA	School	0.0%
	State	3.9%
VISUAL ARTS	School	29.7%
	State	32.9%



Cumberland County Technical Education Center  
(11-0995-030)  
Grades Offered: 09-12  
2018-2019

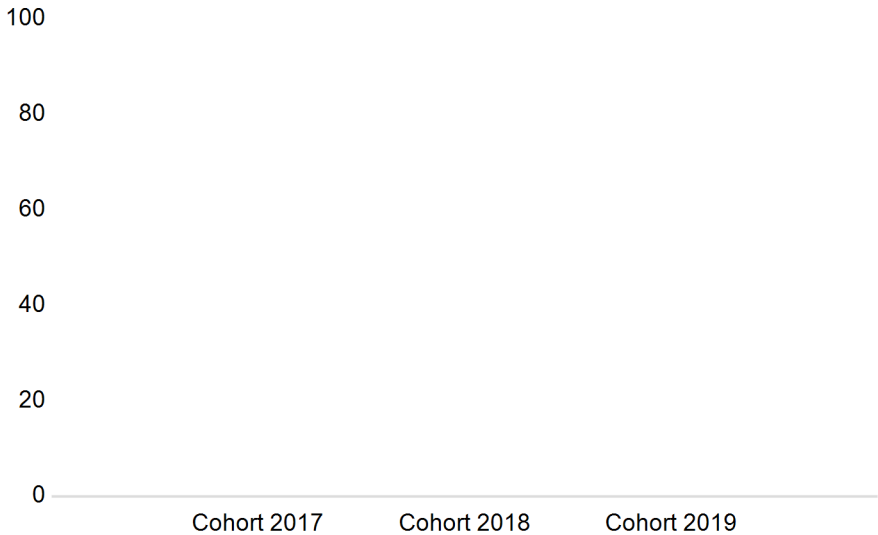
**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
† This indicates a table specific note,see note below table

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

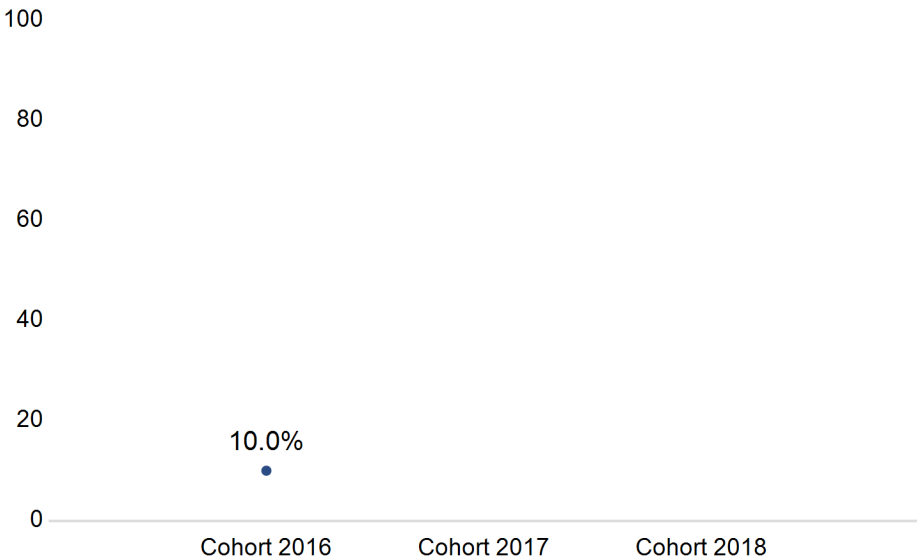
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	*	N	N	10.0%	*	N
Annual Target	**	*		**	**	
Met Annual Target?	**	*		**	**	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



**Cumberland County Technical Education Center**  
 (11-0995-030)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**

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

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

### Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	N	90.6%	N	92.5%	N	N	N	*	**	**
White	N	94.9%	N	95.9%	N	N	N	*	**	**
Hispanic	N	84.5%	N	87.3%	N	N	N	N	N	N
Black or African American	N	83.3%	N	87.1%	N	N	N	N	N	N
Asian, Native Hawaiian or Pacific Islander	N	96.9%	N	97.8%	N	N	N	N	N	N
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	N	94.2%	N	N	N	N	N	N
Female	N	92.8%	N	94.4%	N			*		
Male	N	88.5%	N	90.8%	N			N		
Economically Disadvantaged Students	N	84.0%	N	87.3%	N	N	N	*	**	**
Students with Disabilities	N	79.2%	N	83.8%	N	N	N	*	**	**
English Learners	N	75.4%	N	80.1%	N	N	N	N	N	N
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



**Cumberland County Technical Education Center**  
 (11-0995-030)  
 Grades Offered: 09-12  
 2018-2019

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

Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	N	N
Substitute Competency Test	N	N
Portfolio Appeals Process	N	N
Alternate Requirements specified in IEP	N	N
Unknown	N	N

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.1%	1.2%
2017-2018	0.1%	1.2%
2016-2017	0.9%	1.1%



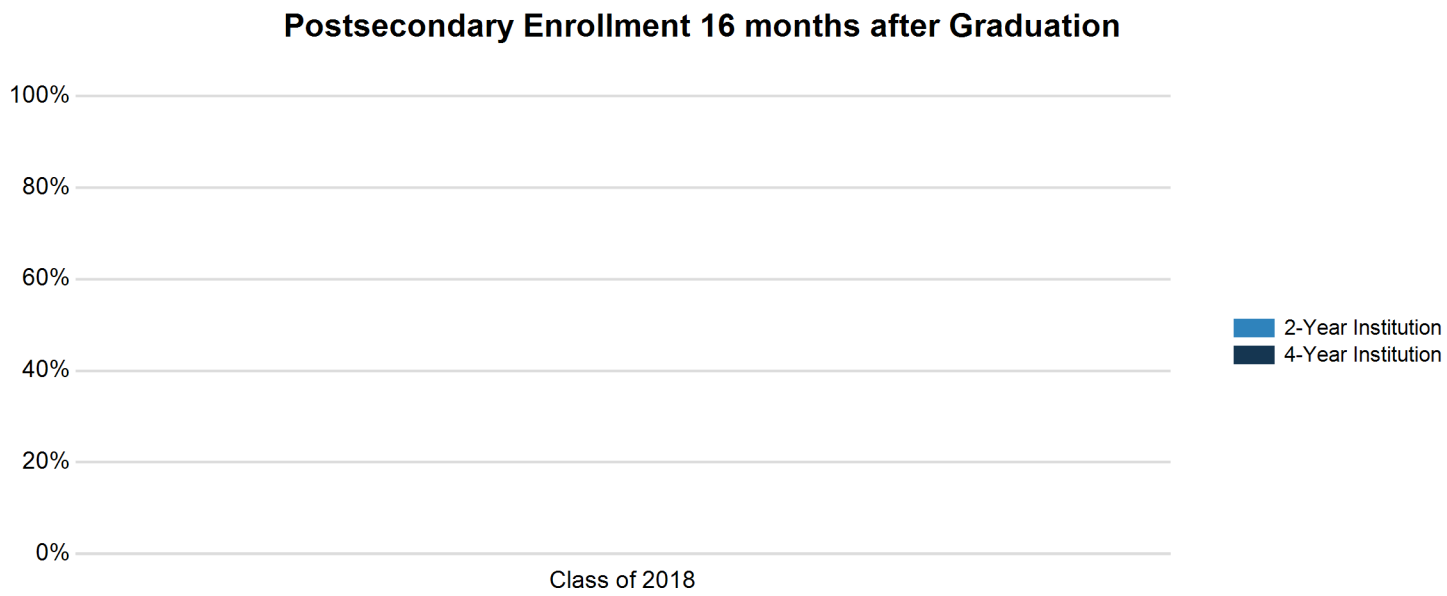
Cumberland County Technical Education Center  
(11-0995-030)  
Grades Offered: 09-12  
2018-2019

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

Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	*
% Enrolled in 4-Year Institution	*
% Enrolled in Any Postsecondary Institution	*



**Cumberland County Technical Education Center**  
 (11-0995-030)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**

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

Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

### Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.0	28.7	71.3
Schoolwide	N	N	N
White	N	N	N
Hispanic	N	N	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	N	N	N
English Learners	N	N	N

### Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*
Hispanic	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	N	N	N	N	N	N	N
Students with Disabilities	*	*	*	*	*	*	*
English Learners	N	N	N	N	N	N	N



Cumberland County Technical Education Center  
(11-0995-030)  
Grades Offered: 09-12  
2018-2019

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

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

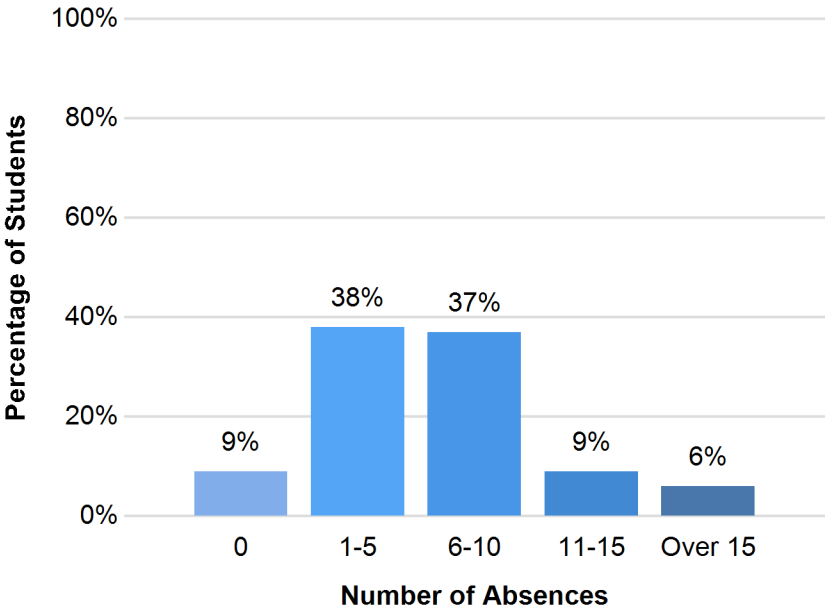
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	34	5.0	14.2	Met
White	15	4.4	14.2	Met
Hispanic	11	4.7	14.2	Met
Black or African American	7	9.9	14.2	Met
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	21	5.9		
Male	13	4.1		
Economically Disadvantaged Students	19	8.1	14.2	Met
Students with Disabilities	1	3.3	14.2	Met
English Learners	N	N	N	N
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





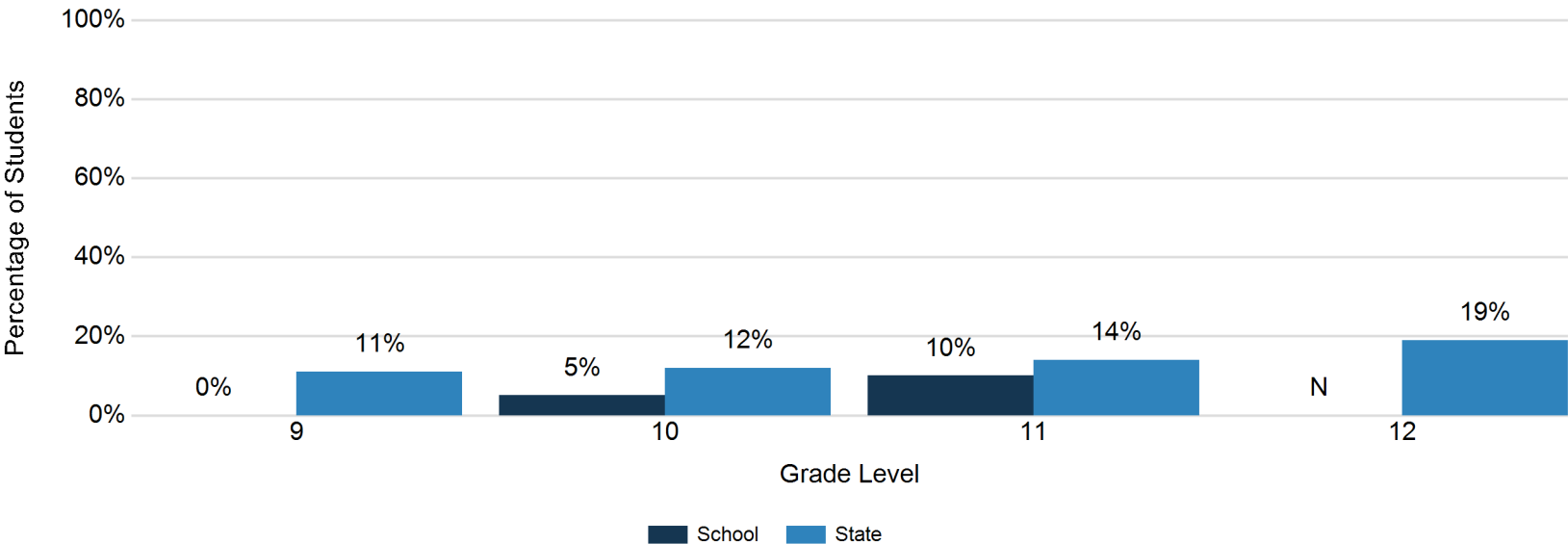
Cumberland County Technical Education Center  
(11-0995-030)  
Grades Offered: 09-12  
2018-2019

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

Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

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







**Cumberland County Technical Education Center**  
 (11-0995-030)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**

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

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	7
Weapons	0
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	1.44

### Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	2
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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

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

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

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	22	3.2%
Any Suspension	22	3.2%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
89



**Cumberland County Technical Education Center**  
 (11-0995-030)  
 Grades Offered: 09-12  
 2018-2019

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

School Day

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

Category	School
Typical Start Time	7:30 AM
Typical End Time	2:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 20 Mins
Shared Time - Instructional Time	5 Hrs. 20 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



**Cumberland County Technical Education Center**  
 (11-0995-030)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**

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

**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	69	118,214
Average years experience in public schools	5.0	12.1
Average years experience in district	3.3	10.8
Percentage of Teachers with 4 or more years experience in the district	23.2%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	8	9,530
Average years experience in public schools	18.0	16.0
Average years experience in district	6.3	12.0
Percentage of Administrators with 4 or more years experience in the district	62.5%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	10:1
Students to Administrators	87:1	87:1
Teachers to Administrators	9:1	9:1
Students to Librarians/Media Specialists		N
Students to Nurses		695:1
Students to Counselors		139:1
Students to Child Study Team Members		347:1



Cumberland County Technical Education Center  
 (11-0995-030)  
 Grades Offered: 09-12  
 2018-2019

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

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

Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	52.6%	53.6%	62.5%	48.4%	77.1%	54.9%
Male	47.4%	46.4%	37.5%	51.6%	22.9%	45.1%
White	51.5%	82.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	33.7%	11.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	11.1%	2.9%	0.0%	15.0%	6.6%	13.9%
Asian	2.0%	2.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.4%	0.0%	0.0%	2.1%	0.2%	0.2%



**Cumberland County Technical Education Center**  
 (11-0995-030)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**

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

**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers and Administrators - Level of Education

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

#### 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 this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.7%	90.5%
2017-18 Administrators: Same district 2018-19	87.5%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	97.0%



**Cumberland County Technical Education Center**  
 (11-0995-030)  
 Grades Offered: 09-12  
 2018-2019

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

## Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



**Cumberland County Technical Education Center**  
 (11-0995-030)  
 Grades Offered: 09-12  
 2018-2019

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

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).  
 Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
 Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



**Cumberland County Technical Education Center**  
 (11-0995-030)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**

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

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	73.8%	86.4%	87.2%
Math Proficiency	54.0%	57.3%	64.6%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	*	N	N
5-Year Graduation Rate†	10.0%	*	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	3.5%	6.5%	5.0%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.





Cumberland County Technical Education Center  
 (11-0995-030)  
 Grades Offered: 09-12  
 2018-2019

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

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).  
 Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
 Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



**Cumberland County Technical Education Center**  
 (11-0995-030)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**

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

### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Goal	Met Target	N	**	N	Met	No
White	Met Goal	Met Target	N	**	n/a	Met	No
Hispanic	Met Goal	Met Target	N	**	n/a	Met	No
Black or African American	Met Goal	Met Target	N	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	N	**	n/a	**	No
American Indian or Alaska Native	**	**	N	**	n/a	**	No
Two or More Races	**	**	N	**	n/a	**	No
Economically Disadvantaged Students	Met Goal	Met Target	N	**	n/a	Met	No
Students with Disabilities	**	**	N	**	n/a	Met	No
English Learners	**	**	N	**	**	**	No

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




Cumberland County Technical Education Center  
 (11-0995-030)  
 Grades Offered: 09-12  
 2018-2019

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

## School Narrative

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

 <p>Mission, Vision, Theme:</p>	<p>VISION STATEMENT: Cumberland County Technical Education Center students will possess the knowledge and experience necessary to make meaningful career decisions, be productive in the workplace, and develop life-long skills to function independently in their community. Our students will: ? Be respectful ? Serve their community ? Demonstrate professional skill and responsibility Participate in our Democracy. MISSION STATEMENT: As a public, non-profit secondary and post-secondary career and technical institution, Cumberland County Technical Education Center's mission is to prepare students for: ? Entry into the global workforce ? Additional educational opportunities ? Community involvement. Our mission is supported by a staff of professional educators and curricula that is aligned to the New Jersey Student Learning Standards.</p>
---	--





**Cumberland County Technical Education Center**  
 (11-0995-030)  
 Grades Offered: 09-12  
 2018-2019

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

## School Narrative

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

 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>CCTEC is a career and technical education high school. Courses are designed to ensure that students are provided with a pathway into the global workforce with advanced educational options. There are 10 different programs: Auto Tech, Construction Trades, Cosmetology, Culinary Arts &amp; Hospitality, Engineering, Health Science &amp; Medicine, IT, Law Enforcement, Studio Production &amp; Broadcasting, &amp; Welding. CCTEC continues to refine student courses and goals to ensure that they meet the demands of an ever-changing society. The curricula has been designed by a team of teachers and administrators. CCTEC offers a wide range of programs to serve all students, including highly-rigorous AP courses, dual enrollment opportunities to obtain college credits with Cumberland County College, and many co-curricular programs. All courses are facilitated through Google Classroom to serve as a central hub for students to connect.</p>
 <p><b>Clubs and Activities:</b></p>	<p>CCTEC offers students a wide range of extra-curricular opportunities to explore interests, expand their network, and to develop and refine their professional skills. Clubs available to students are: Art Club, ChannelONE Club, Choir, Club Active, Drama Club, Fitness Club, Gaming Club, GSA, Interact Club, Mock Trial, Model Congress, National Honor Society, National Technical Honor Society, Robotics Club, School Newspaper, Science Club, Spanish Club, Special Olympics, Step Club, Student Council, TEC Ambassadors, Writing Club, and Yearbook. CCTEC students interested in showcasing their job-ready vocational and technical skills are encouraged to join one of our Career and Technical Student Organizations. CCTEC has active HOSA (Health Occupation Students of America) and SkillsUSA chapters. Students that join these clubs are provided the opportunity to compete in their chosen technical field at the state, regional, and national levels. CCTEC has produced multiple State and National Champions!</p>





**Cumberland County Technical Education Center**  
 (11-0995-030)  
 Grades Offered: 09-12  
 2018-2019

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

School Narrative

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

 <p>Staff and Professional Learning:</p>	<p>New teachers can participate in a New Teacher Orientation to learn best instructional practices, classroom management strategies, student involvement, grouping, questioning and discussion techniques, assessment strategies, tech-driven instruction, and student-centered learning. Staff can engage in professional development provided by the school or outside sources. While transitioning into a full-time high school, one priority was to ensure collaboration time be provided to teachers of the same subject-areas to collaborate within their professional learning communities to focus exclusively on student achievement. A major result was the creation of a benchmark analysis data protocol that all core subject-area teachers use to analyze data after administering a district-wide common assessment forcing educators to make a plan of action to address areas indicated as needing improvement and to address their plans for reteaching and reassessment.</p>
 <p>Postsecondary Information:</p>	<p>CCTEC is in its third year as a full-time high school. Various programs have been implemented to ensure that students are well-equipped to enter either college or the workforce upon graduation. Both Program and Program-of-Study course sequences have been developed. Students within program pathways graduate high school with work credentials that allow them to gain employment immediately. Students can pursue advanced educational options through dual college credits by automatically dual enrolling at Rowan College of South Jersey beginning their freshman year of high school. Students can simultaneously earn a high school diploma and up to 60 college credits, as well as the potential to earn an associate degree in liberal arts by the time they graduate from high school. All tuition fees and course materials are paid for by CCTEC. Students can jumpstart their college/career planning in addition to eliminating some of the finanacial burden that comes with post-secondary education.</p>






**Cumberland County Technical Education Center**  
 (11-0995-030)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**

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

## School Narrative

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

 <p><b>Student Supports and Services:</b></p>	<p>At CCTEC, the Student Support &amp; Services department offers a full complement of services for all students in order to promote college and/or career readiness beyond the classroom. During the school day, students are offered a 30-minute remediation period, and homework club is offered after school. A peer-tutoring program is offered through CCTEC's National Honor Society. All students have access to their guidance counselor, Early College High School counselor, and School-to-Work coordinator. Programs and support for students with IEPs are employed through the school-based Child Study Team and range from in-class resources to self-contained classrooms (STRIVE program). CCTEC provides related services including physical therapy, occupational therapy, and speech services. CCTEC also has an Intervention &amp; Referral Services team comprised of an administrator, social worker, counselor, teacher, and nurse. CCTEC is equipped to offer a high level of individualized service for all students.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>CCTEC offers a comprehensive Health and Physical Education Program. The focus of the program is lifetime fitness and wellness. Students are taught to create achievable fitness goals and to design personalized training programs. Outside of the classroom, students are provided a 30-minute remediation period each day (SMART period), which they can use to report to the gymnasium or fitness center for physical activity. CCTEC offers Club Active and Fitness Club, where students can meet after school and participate in team activities and/or fitness center routines as well as busses student to their resident districts, if they wish to participate in interscholastic sports. A major factor in lifetime fitness and wellness is nutrition. Our food service vendor provides a full breakfast and lunch program for all students. Throughout the cafeteria there is signage indicating the importance of including whole grains, dairy, fruit, and vegetables as part of the students' daily diet.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parent communication is valued at CCTEC. Each week, parents receive an email from the Principal indicating upcoming student activities and events. Several times a year, parents are also invited to evening informational events such as Back-to-School Night, College Planning Night, Share the Keys, and more. Within the classroom, parents are given the opportunity to play an active role in their child's education. Each class taught at CCTEC utilizes Google Classroom, which includes a parent portal allowing access to specific classroom assignments and grades. CCTEC also provides parents with access to our Genesis student information system. When logged into Genesis, parents are able to view and track their child's grades, attendance, and discipline referrals. In 2018, CCTEC welcomed an official Parent Teacher Organization. The Principal meets with the PTO monthly to discuss school-related issues, and the PTO organizes parent volunteers to help facilitate student events and fundraisers.</p>






**Cumberland County Technical Education Center**  
 (11-0995-030)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**

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

## School Narrative

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

 <p align="center"><b>Climate Surveys:</b></p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Each year CCTEC administers an annual School Climate Survey to students, parents, administrators, and staff members. This Survey is anonymous, and is designed to provide the administration and the Board of Education with data to determine the perception of our school to students, parents, administrators, and staff members. Questions relate to a variety of areas, including school safety and climate, teaching and learning, technology integration, and facility maintenance. Data from the survey is analyzed and shared with CCTEC's faculty, BOE, and the PTO. The data is triangulated and action steps are developed to address areas of concern.</p>
 <p align="center"><b>Facilities:</b></p>	<p>In 2016, CCTEC opened a brand new, state-of-the-art, 205,000 square foot facility. In the fall of 2018, CCTEC was proud to announce the expansion of this facility to include a new, 5500 square foot addition. This addition will be home to our Health Science and Medicine program of study. Through these facilities, CCTEC is able to offer not only quality CTE curriculum, but also enables post-secondary and community partnerships.</p>
 <p align="center"><b>School Safety:</b></p>	<p>The School Safety Unit is comprised of an armed unit of retired law enforcement officers. All school safety officers attend a certification course sponsored and approved by the NJ Police Training Commission. A massive camera surveillance system encompasses the internal and external campus perimeters. Entry into the school is controlled; visitors are screened and must produce an official identification, which is documented and checked through a database, "Raptor," used to identify convicted child predators. CCTEC strives to take a proactive role in student safety. The "Students Anonymously Forwarding Evidence" program allows students to anonymously report possible threats of school violence being planned. The School Safety Unit is also engaged in a drug awareness program, "Not Even Once," approved by the NJ DOE. In September 2018 a K-9 member, "Meadow," was added to the School Safety Unit as an extra deterrent to any individual who may be planning a violent and/or disruptive event.</p>






Cumberland County Technical Education Center  
 (11-0995-030)  
 Grades Offered: 09-12  
 2018-2019

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

School Narrative

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

 <div>Technology and STEM:</div>	<p>As a 1:1 school district, each student has a school-owned Chromebook. The 1:1 policies and hardware selection are driven by the student tech team and staff tech committee. CCTEC has some fo th latest classroom technology, such as: smartboards and televisions for dual screen projection capabilities. Each teacher has a designated laptop and classroom Chromebook. Technology is incorporated daily into the curriculum. Teachers are required to stay current on our online digital grading tool open to parents and students. CCTEC has numerous programs that fall under Science, Technology, Engineering, and Math, including but not limited to: Auto Tech, Construction Trades, Engineering, Health Science &amp; Medicine, Information Technology, Studio Production &amp; Broadcasting, and Welding. CCTEC houses some of the newest technological equipment found in the industry. There are many STEM-based clubs.</p>
--	---