

**JOHN F. SCARPA TECHNICAL EDUCATION CENTER OF CUMBERLAND**

(11-0995-030)

Grades Offered: 09-12

2017-2018

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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



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School Contact Info

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

Type	Contact Information
County	CUMBERLAND
District	CUMBERLAND CO VOCATIONAL
Principal Name	MR. MCGRAW
Address	3400 COLLEGE DRIVE VINELAND, NJ 08360
Phone Number	(856)451-9000
Email Address	GMCRAW@CCTECNJ.ORG
Website	https://www.cumberland.tec.nj.us/
Facebook	https://www.facebook.com/CCTECNJ/
Twitter	https://twitter.com/CCTECNJ



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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
9	9	234	235
10	21	10	230
11	114	74	9
12	122	109	70
Total	266	427	544

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	51.1%	51.5%	51.9%
Male	48.9%	48.5%	48.1%
Economically Disadvantaged Students	60.4%	49.9%	37.3%
Students with Disabilities	33.8%	20.7%	12.1%
English Learners	0.0%	0.2%	0.2%
Homeless Students		0.2%	0.5%
Students in Foster Care		0.2%	0.1%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	37.7%	42.7%	46.8%
Hispanic	39.6%	37.4%	35.8%
Black or African American	20.2%	16.5%	13.9%
Asian	0.4%	0.6%	1.1%
Native Hawaiian or Pacific Islander	0.2%	0.1%	0.0%
American Indian or Alaska Native	0.9%	0.7%	0.5%
Two or More Races	0.9%	2.1%	1.9%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	49	273	483
Shared Time Students	432	305	120
Full Time Equivalent	265	426	543

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	94.2%
Spanish	5.7%
Other Languages	0.1%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	468	100.0	86.4	86.4	56.7	86.4	74.1	Met Goal
White	225	100.0	82.7	82.7	65.6	82.7	67.6	Met Goal
Hispanic	167	100.0	91.0	91.0	42.5	91.0	80	Met Goal
Black or African American	60	100.0	85.0	85.0	37.3	85.0	67.4	Met Goal
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	246	100.0	94.8	94.8	64.5	94.8		
Male	222	100.0	77.1	77.1	49.4	77.1		
Economically Disadvantaged Students	173	100.0	85.5	85.5	38.5	85.5	72.7	Met Goal
Non-Economically Disadvantaged Students	295	100.0	86.8	86.8	67.5	86.8		
Students with Disabilities	34	100.0	44.2	44.2	21.6	44.2	25.6	Met Target
Students without Disabilities	434	100.0	89.6	89.6	63.9	89.6		
English Learners	N	N	N	N	27.3	N	**	**
Non-English Learners	468	100.0	86.4	86.4	59.4	86.4		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	231	778	778	752	*	*	8%	57%	33%	90%	55%
White	113	781	781	760	*	*	11%	46%	41%	87%	64%
Hispanic	84	776	776	735	*	*	*	63%	27%	90%	38%
Black or African American	26	776	776	734	0%	0%	*	*	*	96%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	121	788	788	759	*	*	*	*	*	98%	63%
Male	110	768	768	744	*	*	*	*	*	81%	46%
Economically Disadvantaged Students	91	773	773	733	*	*	*	65%	22%	87%	34%
Non-Economically Disadvantaged Students	140	782	782	761	*	*	*	51%	40%	91%	65%
Students with Disabilities	13	735	735	716	*	*	*	*	*	31%	15%
Students without Disabilities	218	781	781	758	*	*	*	*	*	93%	62%
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	231	778	778	755	*	*	8%	57%	33%	90%	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	228	783	783	749	*	*	13%	49%	35%	84%	51%
White	107	782	782	756	*	*	18%	44%	35%	79%	58%
Hispanic	82	786	786	733	0%	*	*	51%	40%	91%	38%
Black or African American	31	779	779	728	0%	*	*	*	*	81%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	120	790	790	759	*	*	*	*	*	93%	60%
Male	108	775	775	739	*	*	*	*	*	73%	42%
Economically Disadvantaged Students	82	782	782	730	*	*	*	50%	34%	84%	34%
Non-Economically Disadvantaged Students	146	784	784	758	*	*	*	48%	36%	84%	59%
Students with Disabilities	12	738	738	707	*	*	*	*	*	42%	15%
Students without Disabilities	216	786	786	756	*	*	*	*	*	86%	57%
English Learners	N	N	N	684	N	N	N	N	N	N	*
Non-English Learners	228	783	783	752	*	*	13%	49%	35%	84%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

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



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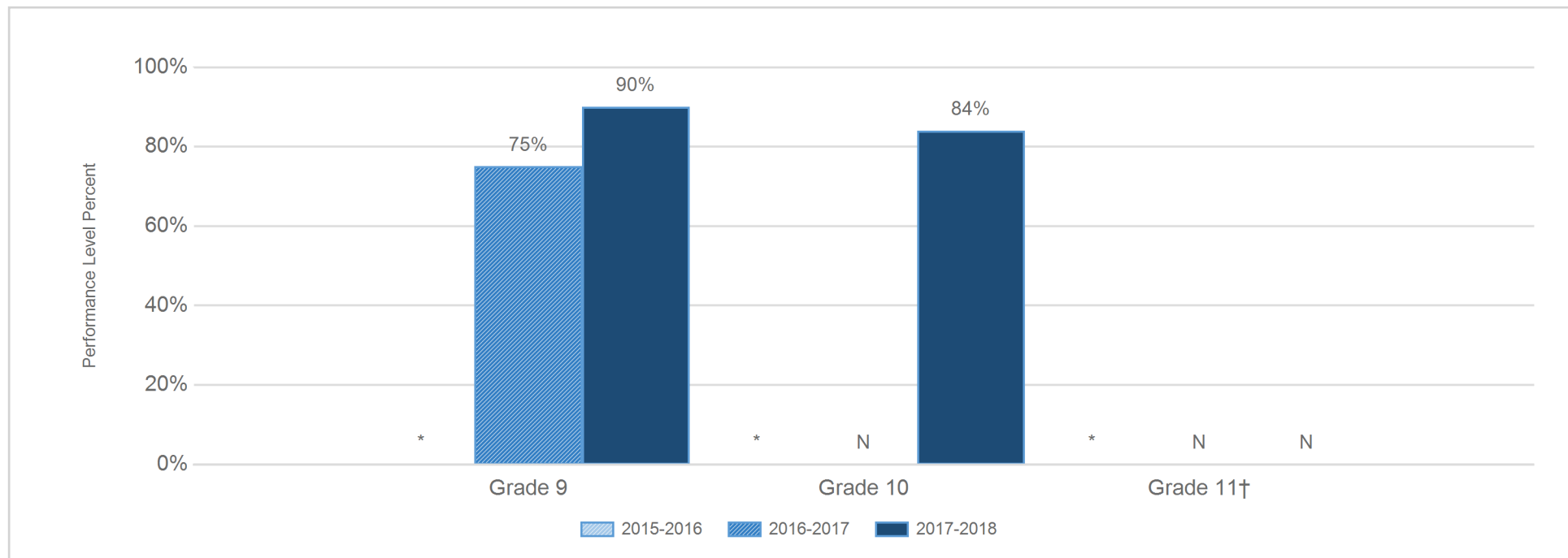
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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	464	100.0	57.3	57.3	45.0	57.3	55.3	Met Target
White	223	100.0	53.8	53.8	54.1	53.8	51.5	Met Target
Hispanic	165	100.0	64.8	64.8	29.2	64.8	60.7	Met Target
Black or African American	60	100.0	48.4	48.4	23.4	48.4	47.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	245	100.0	58.3	58.3	46.0	58.3		
Male	219	100.0	56.2	56.2	43.9	56.2		
Economically Disadvantaged Students	172	100.0	59.3	59.3	26.6	59.3	50.5	Met Target
Non-Economically Disadvantaged Students	292	100.0	56.1	56.1	55.9	56.1		
Students with Disabilities	34	100.0	23.5	23.5	17.1	23.5	34.2	Met Target†
Students without Disabilities	430	100.0	60.0	60.0	50.5	60.0		
English Learners	N	N	N	N	24.6	N	**	**
Non-English Learners	464	100.0	57.3	57.3	46.9	57.3		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	114	759	759	746	*	*	21%	*	*	72%	46%
White	50	756	756	755	*	*	26%	64%	0%	64%	57%
Hispanic	50	763	763	730	*	0%	*	*	*	82%	27%
Black or African American	11	750	750	727	*	0%	*	*	*	55%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	58	765	765	748	*	*	*	*	*	83%	48%
Male	56	754	754	745	*	*	*	*	*	61%	44%
Economically Disadvantaged Students	47	761	761	729	*	*	*	*	*	77%	25%
Non-Economically Disadvantaged Students	67	758	758	756	*	*	*	*	*	69%	57%
Students with Disabilities	11	720	720	716	*	*	*	*	*	27%	13%
Students without Disabilities	103	763	763	752	*	*	*	*	*	77%	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	114	759	759	749	*	*	21%	*	*	72%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%



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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	242	750	750	735	*	11%	33%	*	*	55%	30%
White	114	750	750	740	*	13%	33%	*	*	53%	37%
Hispanic	85	751	751	723	*	*	32%	*	*	59%	14%
Black or African American	35	746	746	719	*	*	34%	51%	0%	51%	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	*	*	*	734	*	*	*	*	*	*	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	128	748	748	736	*	13%	31%	*	*	55%	30%
Male	114	751	751	734	*	9%	35%	*	*	55%	29%
Economically Disadvantaged Students	90	749	749	722	*	*	34%	*	*	53%	13%
Non-Economically Disadvantaged Students	152	750	750	741	*	*	32%	*	*	56%	38%
Students with Disabilities	13	731	731	713	*	*	*	*	*	31%	*
Students without Disabilities	229	751	751	738	*	*	*	*	*	56%	*
English Learners	N	N	N	711	N	N	N	N	N	N	*
Non-English Learners	242	750	750	736	*	11%	33%	*	*	55%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	753	753	727	0%	11%	37%	*	*	52%	30%
White	54	753	753	733	0%	*	35%	*	*	52%	35%
Hispanic	29	753	753	710	0%	*	*	*	*	55%	14%
Black or African American	11	757	757	705	0%	0%	*	*	*	45%	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	54	751	751	728	0%	*	43%	*	*	46%	30%
Male	45	756	756	727	0%	*	31%	*	*	58%	30%
Economically Disadvantaged Students	35	756	756	709	0%	*	37%	*	*	51%	13%
Non-Economically Disadvantaged Students	64	752	752	736	0%	*	38%	*	*	52%	37%
Students with Disabilities	*	*	*	693	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	732	*	*	*	*	*	*	*
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	99	753	753	729	0%	11%	37%	*	*	52%	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



JOHN F. SCARPA TECHNICAL EDUCATION CENTER OF CUMBERLAND

(11-0995-030)

Grades Offered: 09-12

2017-2018

Report Key:

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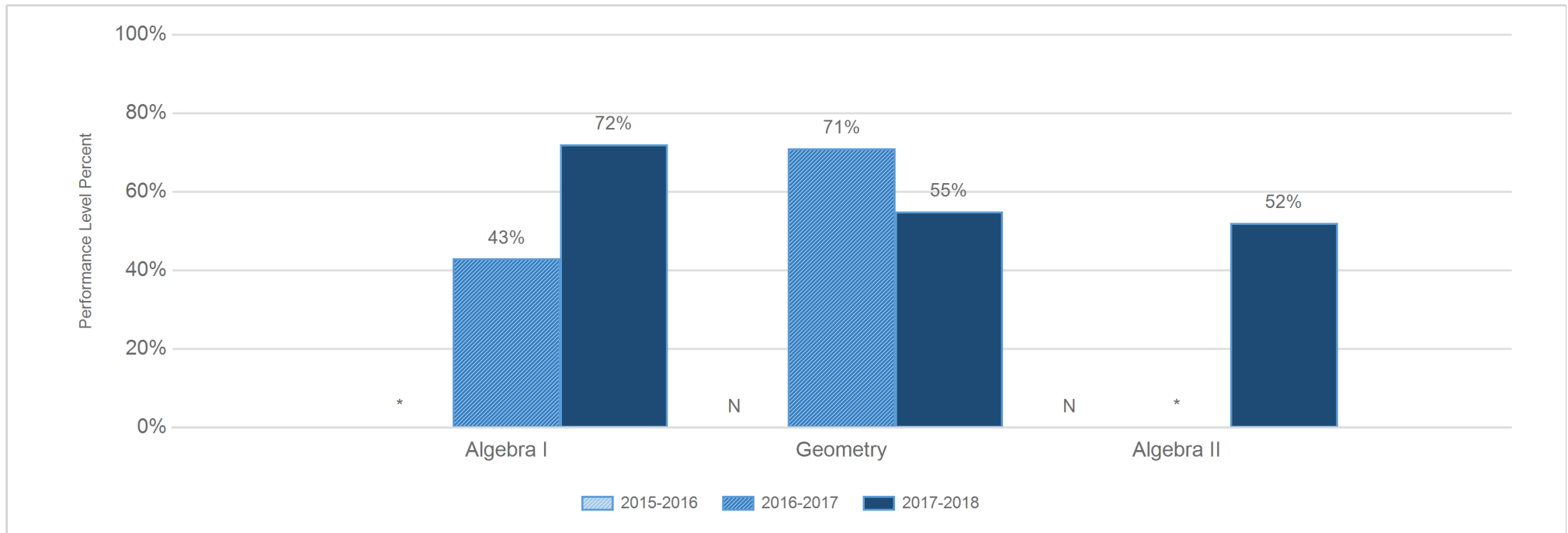
** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

Mathematics Assessment – Performance Trends

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



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


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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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



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

NJASK Science Assessment Information

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

Biology Assessment Information

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



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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	93.1%	85.0%
12th graders taking SAT in 2017-18 or prior years	N	72.2%
12th graders taking ACT in 2017-18 or prior years	N	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	495	478	Grade 10: 430 Grade 11: 460	82%	62%
PSAT 10/NMSQT - Math	484	478	Grade 10: 480 Grade 11: 510	53%	42%
SAT - Reading and Writing	N	542	N	N	72%
SAT - Math	N	543	N	N	54%
ACT - Reading	N	24	N	N	62%
ACT - English	N	24	N	N	78%
ACT - Math	N	24	N	N	62%
ACT - Science	N	23	N	N	53%



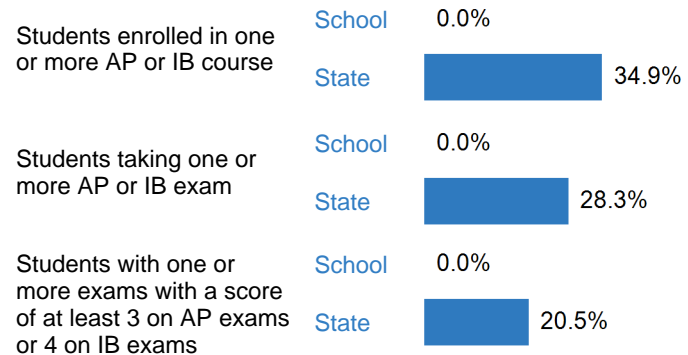
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

AP/IB Coursework – Participation and Performance

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



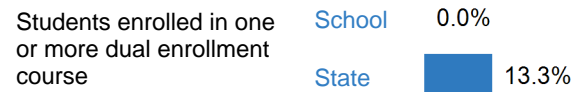
AP/ IB Courses Offered

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 Chemistry	4	3
Total Exams taken		3
Exams with scores of at least 3 on AP exams or 4 on IB exams		*

Dual Enrollment Coursework - Participation

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





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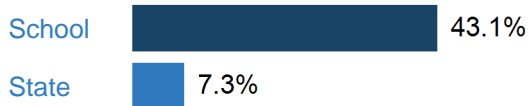
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

Career and Technical Education Participation

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

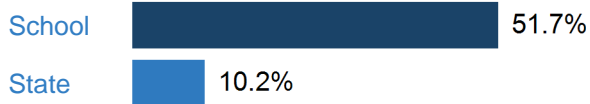
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

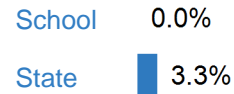
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences





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

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	47		
Arts, AV Technology & Communications	40		
Health Science	130		
Hospitality & Tourism	47		
Human Services	53		
Information Technology	40		
Law, Public Safety, Corrections & Security	40		
Manufacturing	47	18	18
Science, Technology, Engineering & Mathematics	79		
Transportation, Distribution & Logistics	44	12	12
Total (All Clusters)	567	30	30



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	112	118	4	0	0	0	1
10	3	126	96	4	0	0	1
11	0	0	0	0	0	0	8
12	0	0	0	0	0	0	16
Total	115	244	100	4	0	0	26
Enrolled in AP/IB Course					0	0	0
Enrolled in Dual Enrollment Course	0	0	0	4	0	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	135	4	0	0	0	96
10	94	135	0	0	0	1
11	0	0	0	0	0	8
12	0	0	0	0	0	16
Total	229	139	0	0	0	121
Enrolled in AP/IB Course	0	4		0	0	0
Enrolled in Dual Enrollment Course	93	135	0	0	0	0



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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	234	0	0	0	0	21
10	0	229	0	0	0	1
11	0	0	0	0	0	8
12	0	0	0	0	0	16
Total	234	229	0	0	0	46
Enrolled in AP/IB Course	0	0	0	0		0
Enrolled in Dual Enrollment Course	234	229	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	234	0	0	0	0	0	0
10	229	0	0	0	0	0	0
11	N	N	N	N	N	N	N
12	N	N	N	N	N	N	N
Total	463	0	0	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	64	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	0



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0



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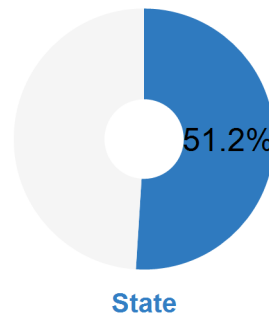
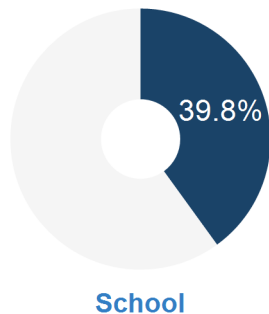
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Visual and Performing Arts – Course Participation

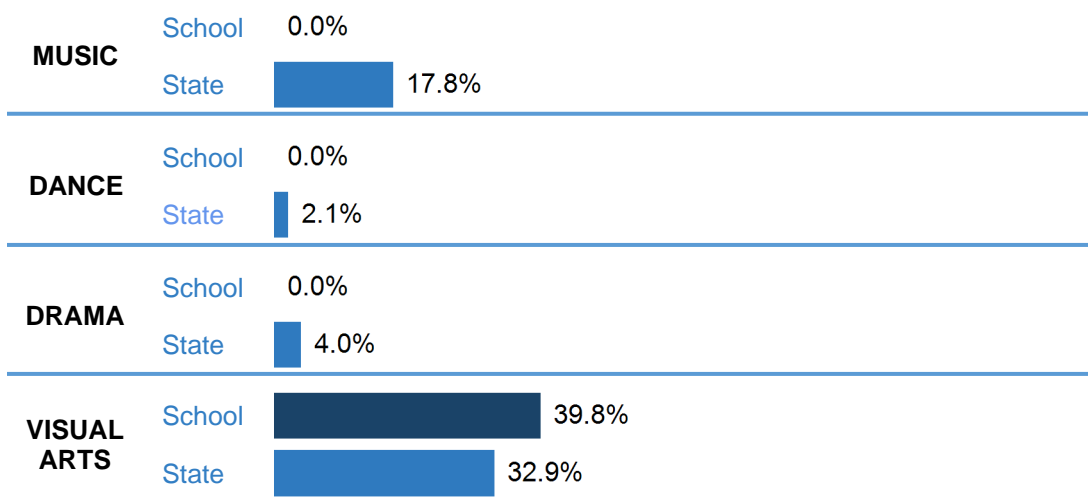
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	N	90.9%	*	92.4%	*	**	**	10.0%	**	**
White	N	95.0%	*	95.7%	*	**	**	*	**	**
Hispanic	N	84.8%	N	87.3%	*	**	**	*	**	**
Black or African American	N	84.2%	N	86.8%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	N	97.0%	N	97.7%	N	N	N	N	N	N
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	N	92.0%	N	93.9%	N	N	N	N	N	N
Economically Disadvantaged Students	N	84.6%	*	87.0%	*	**	**	*	**	**
Students with Disabilities	N	80.1%	*	83.5%	*	**	**	*	**	**
English Learners	N	75.8%	N	81.8%	N	N	N	N	N	N
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						



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Graduation Pathways

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

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

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	N	-
2017	*	*
2016	N	10.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.1%	1.2%
2016-2017	0.9%	1.1%
2015-2016	0.9%	1.2%



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

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	39%	65.9%	34.1%
White	33.3%	50%	50%
Hispanic	31.3%	86.7%	13.3%
Black or African American	56%	64.3%	35.7%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	29.7%	68.4%	31.6%
Students with Disabilities	31%	88.9%	11.1%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	53.1%	84.9%	15.1%	93.5%	6.5%	89.2%	10.8%
White	45.9%	78.6%	21.4%	92.9%	7.1%	78.6%	21.4%
Hispanic	60.3%	85.1%	14.9%	93.6%	6.4%	93.6%	6.4%
Black or African American	50%	93.3%	6.7%	93.3%	6.7%	93.3%	6.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	56.6%	87.5%	12.5%	94.6%	5.4%	87.5%	12.5%
Students with Disabilities	36.6%	86.7%	13.3%	86.7%	13.3%	86.7%	13.3%
English Learners	N	N	N	N	N	N	N



JOHN F. SCARPA TECHNICAL EDUCATION CENTER OF CUMBERLAND

(11-0995-030)

Grades Offered: 09-12

2017-2018

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

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

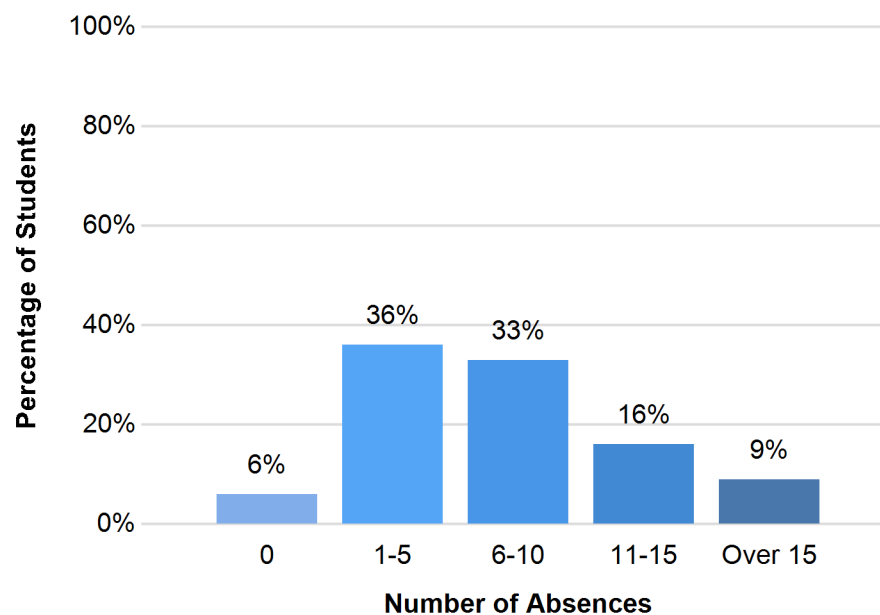
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	30	6.5	14.9	Met
White	23	10.3	14.9	Met
Hispanic	3	1.8	14.9	Met
Black or African American	4	7.0	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	13	7.6	14.9	Met
Students with Disabilities	2	8.0	14.9	Met
English Learners	N	N	N	N

Days Absent

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





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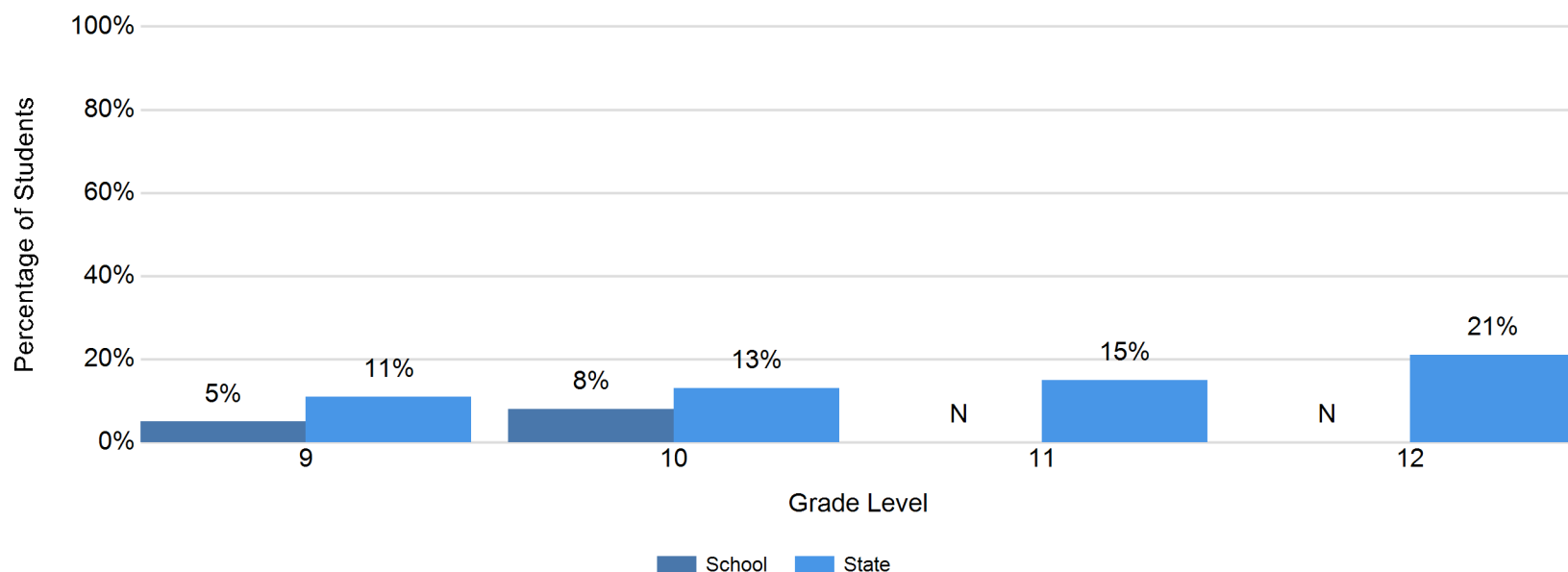
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	3
Weapons	1
Vandalism	1
Substances	2
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	1.66

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	1
Substances	2
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0



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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and 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	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	1	0	1
Disability	0	0	0
Other	0	1	1
No Identified Nature	1		1

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	18	3.3%
Any Suspension	18	3.3%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions

76



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School Day

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

Category	School
Typical Start Time	7:30 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	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	\$1,188	\$25,298	\$26,486



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	47	117,464
Average years experience in public schools	6.5	12.0
Average years experience in district	3.9	10.7
Teachers in district for 4 or more years	25.5%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	8	9,374
Average years experience in public schools	18.0	16.0
Average years experience in district	4.7	12.0
Administrators in district for 4 or more years	42.9%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	68:1	68:1
Teachers to Administrators	6:1	6:1
Students to Librarians/Media Specialists		N
Students to Nurses		543:1
Students to Counselors		543:1
Students to Child Study Team		272:1



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Teachers and Administrators - Level of Education

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

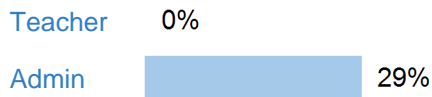
Bachelor's Degree



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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	82.5%	90.2%
2016-17 Administrators: Same district 2017-18	87.5%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	94.2%



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

Category	Teachers	Administrators
Female	59.6%	50.0%
Male	40.4%	50.0%
White	87.2%	100.0%
Hispanic	12.8%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Comprehensive Status

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

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
N	N	N

Targeted Status

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

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	N	N	N
White	N		
Hispanic	N		
Black or African American	N		
Asian, Native Hawaiian, or Pacific Islander	N		
American Indian or Alaska Native	N		
Two or More Races	N		
Economically Disadvantaged Students	N		
Students with Disabilities	N		
English Learners	N		


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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	N	N
Mathematics Proficiency	N	N
Progress Towards English Language Proficiency	N	N
Chronic Absenteeism	N	N
Summative Score: Sum of all indicator scores multiplied by indicator weights	N	n/a
Summative Rating: Percentile Rank of Summative Score	N	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5 th percentile	N	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	N	n/a

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



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Accountability Summary by Student Group - 2017-18 School Year

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

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

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



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School Narrative

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



Mission, Vision, Theme:

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. And believe 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 Core Curriculum Content Standards.



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Courses, Curriculum, Instruction:

CCTEC is a career and technical education 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 & Hospitality, Engineering, Health Science & Medicine, IT, Law Enforcement, Studio Production & Broadcasting, & Welding Tech. 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 gifted and talented students, like highly rigorous AP courses, dual enrollment opportunities to obtain college credits with Cumberland County College, and three co-curricular programs. CCTEC is a one-to-one school; each student receives a Chromebook. All courses are facilitated through Google Classroom to serve as a central hub for students to connect.



Clubs and Activities:

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!



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Staff and Professional Learning:

New teachers can participate in a New Teacher Orientation to learn best instructional practices, classroom management strategies, student involvement, grouping, questioning & discussion techniques, assessment strategies, tech-driven instruction, and student-centered learning. Veteran staff receive a brush-up via in-services. Staff can engage in professional development provided by the school or outside sources. While transitioning into a full-time 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.



Postsecondary Information:

CCTEC is in its third year as a full-time school. Various programs have been implemented to ensure that students are well-equipped to enter either college or the workforce upon graduation with minimal obstacles. 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 Cumberland County College 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 financial burden that comes with postsecondary education.






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 <p>Student Supports and Services:</p>	<p>At CCTEC, the Student Support & 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 Career & High School counselor, and School-to-Work coordinator. Programs and supports 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 & 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>Student Health and Wellness:</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 afterschool and participate in team activities and/or fitness center routines as well as busses students 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>Parent and Community Involvement:</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>



JOHN F. SCARPA TECHNICAL EDUCATION CENTER OF CUMBERLAND

(11-0995-030)

Grades Offered: 09-12

2017-2018

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** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

School Narrative

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

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>Each year, CCTEC administers an annual School Climate Survey to students, parents, 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, 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>Facilities:</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>School Safety:</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 of 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>



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**Technology and
STEM:**

As a one-to-one school district, each student has a school-owned Chromebook. The one-to-one policies and hardware selection are driven by the student tech team and staff tech committee. CCTEC has some of the 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 & Medicine, Info Tech, Studio Production & Broadcasting, and Welding. CCTEC houses some of the newest technological equipment found in the industry. There are many STEM-based clubs. A sub-group of the Women in STEM organization, Girls Who Code, is in the beginning stages of development.