



Salem County Career and Technical High School

2016-2017

Grade Span 09-12

33-4640-040

SALEM

SALEM COUNTY VOCATIONAL

880 ROUTE 45


BOX 350

WOODSTOWN, NJ 08098-0350

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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	227	187	200
10	235	219	168
11	187	221	193
12	175	169	192
Ungraded	4	4	21
Total	826	798	774

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	52%	54%	54%
Male	48%	46%	46%
Economically Disadvantaged Students	24%	23%	22%
Students with Disabilities	16%	15%	15%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	83.0%
Black or African American	6.2%
Hispanic	6.1%
Asian	1.0%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.4%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	707
Shared Time Students	132
Full Time Equivalent	773

Enrollment by Home Language

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

Home Language	% of Students
English	98.0%
Spanish	1.7%
Other	0.3%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	277	98.6	38.20	38.20	54.90	38.2	40.2	Met Target†
White	233	98.3	36.00	36.00	63.90	36	40.3	Met Target†
Hispanic	14	100.0	50.00	50.00	39.80	50	**	**
Black or African American	13	100.0	53.80	53.80	35.20	53.8	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	14	100.0	35.70	35.70	54.90	35.7	**	**
Female	156	98.7	43.00	43.00	62.20	43		
Male	121	98.4	32.20	32.20	48.10	32.2		
Economically Disadvantaged Students	68	98.6	36.80	36.80	36.20	36.8	29.6	Met Target
Non-Economically Disadvantaged Students	209	98.6	38.70	38.70	65.80	38.7		
Students with Disabilities	28	96.6	10.70	10.70	20.50	10.7	9.3	Met Target
Students without Disabilities	249	98.8	41.30	41.30	61.90	41.3		
English Learners	N	N	N	N	25.20	N	**	**
Non-English Learners	277	98.6	38.20	38.20	57.40	38.2		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	146	743	743	749	*	13%	38%	38%	*	42%	52%
White	124	741	741	757	*	15%	39%	34%	*	38%	62%
Hispanic	*	*	*	733	*	*	*	*	*	*	35%
Black or African American	10	757	757	730	0%	0%	*	*	0%	60%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	85	749	749	756	*	*	42%	44%	*	47%	60%
Male	61	736	736	741	*	*	31%	31%	*	34%	43%
Economically Disadvantaged Students	40	739	739	731	*	*	35%	30%	*	38%	32%
Non-Economically Disadvantaged Students	106	745	745	758	*	*	39%	42%	*	43%	62%
Students with Disabilities	15	716	716	714	*	*	*	*	*	13%	13%
Students without Disabilities	131	746	746	754	*	*	*	*	*	45%	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	146	743	743	752	*	13%	38%	38%	*	42%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	131	733	733	743	*	24%	24%	29%	*	34%	46%
White	109	732	732	749	*	25%	21%	28%	*	34%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	71	737	737	752	*	23%	24%	32%	*	38%	54%
Male	60	730	730	734	*	25%	23%	25%	*	30%	39%
Economically Disadvantaged Students	28	732	732	726	*	*	*	*	*	36%	32%
Non-Economically Disadvantaged Students	103	734	734	751	*	*	*	*	*	34%	54%
Students with Disabilities	13	715	715	704	*	*	*	*	*	*	12%
Students without Disabilities	118	736	736	749	*	*	*	*	*	*	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	131	733	733	745	*	24%	24%	29%	*	34%	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	142	736	736	736	19%	21%	23%	28%	9%	37%	38%
White	122	737	737	738	18%	21%	24%	28%	10%	38%	40%
Hispanic	10	738	738	731	*	*	*	*	0%	40%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	*	*	*	731	*	*	*	*	*	*	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	66	754	754	744	*	*	18%	*	*	56%	46%
Male	76	720	720	729	*	*	28%	*	*	20%	31%
Economically Disadvantaged Students	26	738	738	729	*	*	39%	*	*	31%	32%
Non-Economically Disadvantaged Students	116	735	735	740	*	*	20%	*	*	38%	42%
Students with Disabilities	21	705	705	709	*	*	*	*	*	*	12%
Students without Disabilities	121	741	741	741	*	*	*	*	*	*	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	142	736	736	737	19%	21%	23%	28%	9%	37%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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



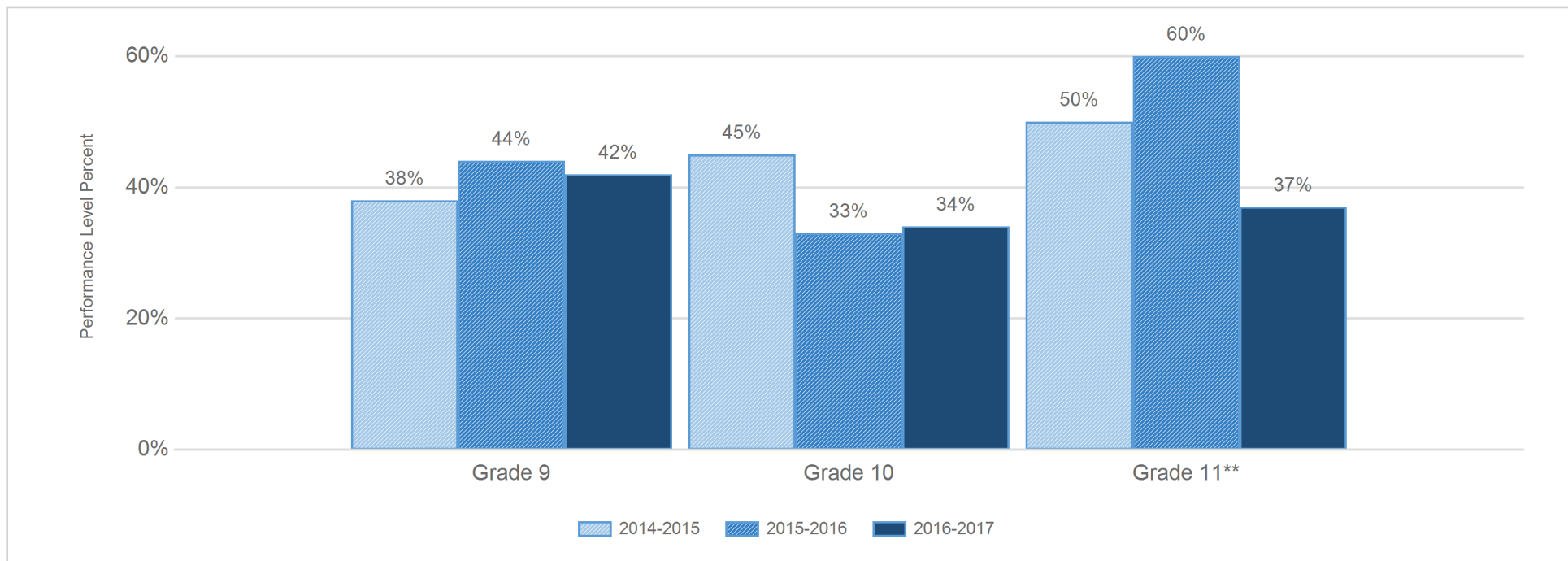
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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	277	96.9	29.60	29.60	43.50	29.6	28.5	Met Target
White	228	96.2	29.40	29.40	52.40	29.4	27.7	Met Target
Hispanic	14	100.0	28.60	28.60	27.60	28.6	**	**
Black or African American	15	100.0	40.00	40.00	21.70	40	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	17	100.0	17.60	17.60	44.90	17.6	**	**
Female	159	97.5	30.20	30.20	44.10	30.2		
Male	118	95.9	28.80	28.80	42.90	28.8		
Economically Disadvantaged Students	69	98.6	20.30	20.30	25.10	20.3	22	Met Target†
Non-Economically Disadvantaged Students	208	96.3	32.70	32.70	54.30	32.7		
Students with Disabilities	27	93.1	*	*	16.50	*	14.5	Met Target†
Students without Disabilities	250	97.3	*	*	48.80	*		
English Learners	N	N	N	N	23.30	N	**	**
Non-English Learners	277	96.9	29.60	29.60	45.20	29.6		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	129	737	737	743	*	26%	34%	34%	*	34%	42%
White	105	737	737	751	*	26%	36%	32%	*	32%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	10	746	746	724	0%	*	*	*	0%	50%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	77	738	738	744	*	25%	33%	36%	*	36%	43%
Male	52	735	735	741	*	27%	37%	31%	*	31%	40%
Economically Disadvantaged Students	39	737	737	727	*	31%	36%	28%	*	28%	23%
Non-Economically Disadvantaged Students	90	737	737	751	*	23%	33%	37%	*	37%	52%
Students with Disabilities	14	720	720	714	*	*	*	*	*	*	10%
Students without Disabilities	115	739	739	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	129	737	737	745	*	26%	34%	34%	*	34%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	140	731	731	734	*	32%	34%	23%	*	25%	30%
White	116	732	732	740	*	33%	35%	22%	*	25%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	74	734	734	735	*	35%	35%	27%	*	27%	31%
Male	66	729	729	733	*	29%	32%	18%	*	23%	30%
Economically Disadvantaged Students	27	722	722	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	113	734	734	740	*	*	*	*	*	*	39%
Students with Disabilities	16	718	718	711	*	*	*	*	*	*	*
Students without Disabilities	124	733	733	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	140	731	731	735	*	32%	34%	23%	*	25%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	140	706	706	725	51%	25%	*	14%	*	14%	28%
White	120	707	707	731	52%	23%	*	16%	*	17%	33%
Hispanic	10	702	702	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	*	*	*	715	*	*	*	*	*	*	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	63	712	712	725	41%	30%	*	*	*	19%	27%
Male	77	701	701	725	60%	21%	*	*	*	10%	29%
Economically Disadvantaged Students	26	704	704	708	42%	39%	*	*	*	12%	13%
Non-Economically Disadvantaged Students	114	706	706	733	54%	22%	*	*	*	15%	35%
Students with Disabilities	19	681	681	692	*	*	*	*	*	*	*
Students without Disabilities	121	710	710	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	140	706	706	726	51%	25%	*	14%	*	14%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%



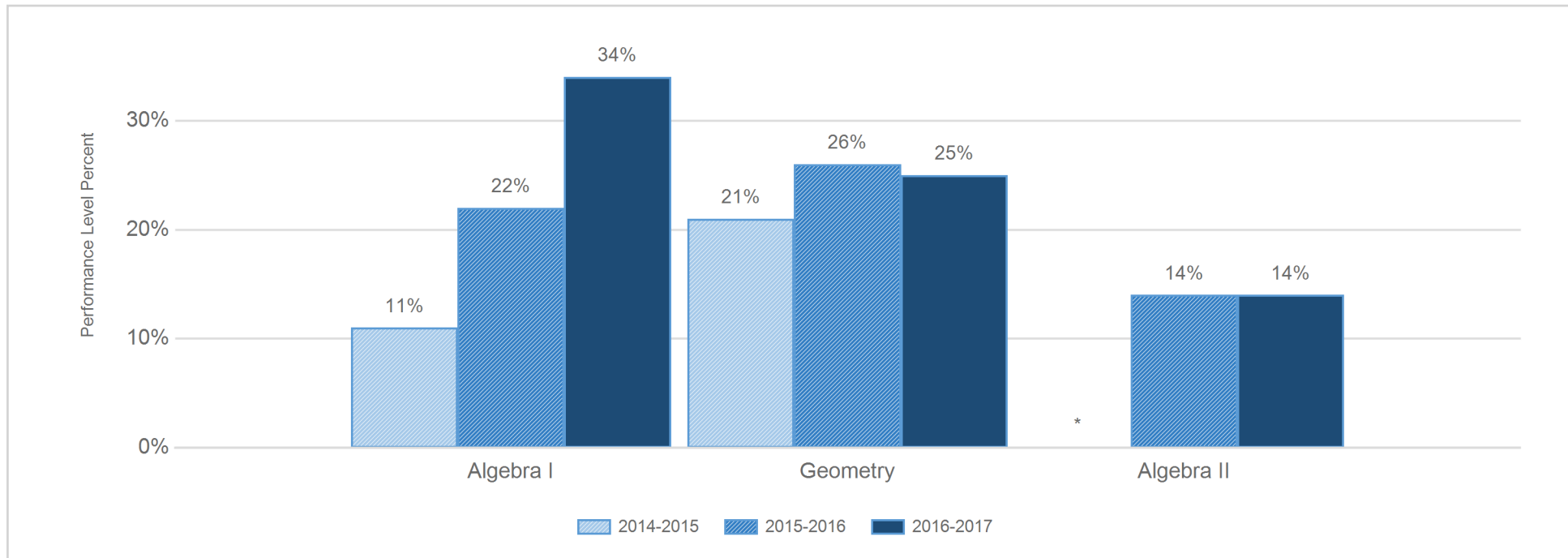
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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

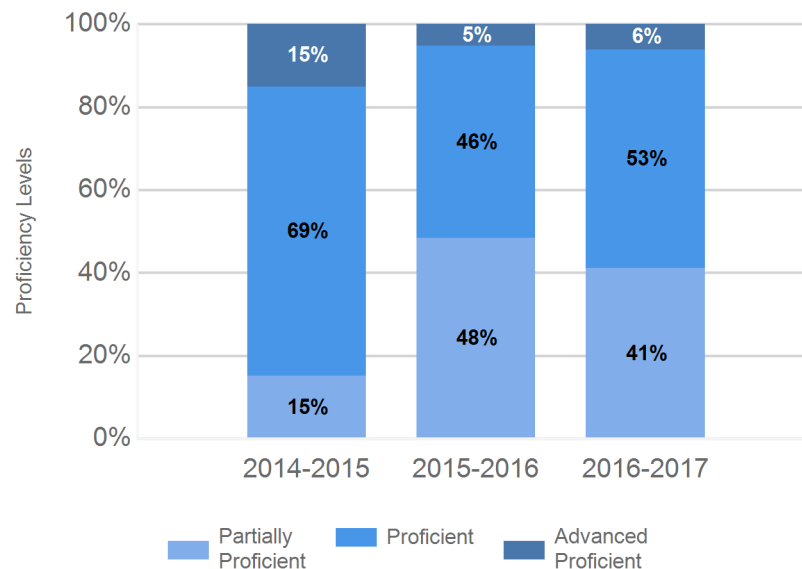
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	6%	53%	41%
White	5%	53%	42%
Hispanic	*	47%	40%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	9%	44%	47%
Students with Disabilities	N	18%	82%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	26.9%	89.4%
Percentage of students taking the SAT	32.4%	70.0%
Percentage of students taking the ACT	*	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	453	481	Varies By Grade	58%	67%
PSAT - Math	446	483	Varies By Grade	33%	49%
SAT - Reading and Writing	541	551	480	82%	77%
SAT - Math	532	552	530	58%	58%
ACT - Reading	*	24	22	*	65%
ACT - English	*	24	18	*	79%
ACT - Math	*	24	22	*	65%
ACT - Science	*	23	23	*	54%



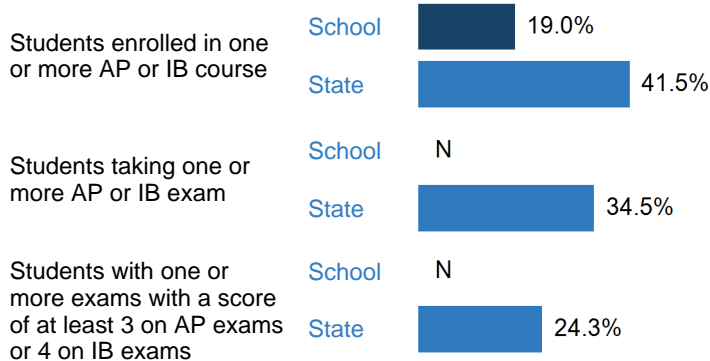
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

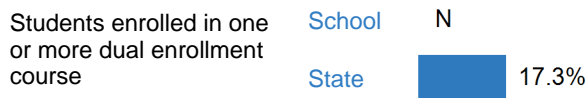
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	9	0
AP Calculus AB	15	0
AP Chemistry	9	0
AP English Language and Composition	15	0
AP English Literature and Composition	20	0
AP German Language and Culture	2	0
AP Music Theory	5	0
AP Physics B	1	0
AP Psychology	4	0
AP Spanish Language	4	0
AP Statistics	6	0
AP Studio Art—Drawing Portfolio	17	0
AP U.S. Government and Politics	3	0
AP U.S. History	18	0
Total Exams Taken		0
Exams with scores of at least 3 on AP exams or 4 on IB exams		0



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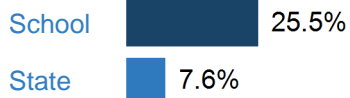
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

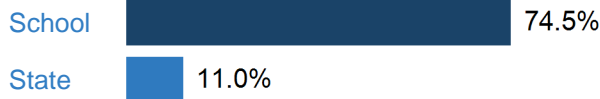
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

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



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

Career Cluster	Students with at least one credential earned	Industry credentials earned
Human Services	13	13
Total non-duplicated number of students**	13	
Total number of credentials earned in all clusters		13

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	114	0	0	0	0	0	0
10	0	98	0	0	0	0	0
11	0	5	113	20	0	0	1
12	0	0	5	25	5	0	4
Schoolwide	114	103	118	45	5	0	5
Enrolled in AP/IB Course					N	N	N

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	23	0	0	91	0	0
10	85	0	0	13	0	0
11	1	114	0	1	0	13
12	2	2	0	1	0	2
Schoolwide	111	116	0	106	0	15
Enrolled in AP/IB Course	N	N		N	N	N



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	114	0	0	0	0	0
10	3	93	0	0	0	0
11	0	110	0	0	0	0
12	0	2	0	0	0	30
Schoolwide	117	205	0	0	0	30
Enrolled in AP/IB Course	N	N	N	N	N	N

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	94	0	0	0	0	0	0
10	28	0	0	0	0	0	0
11	46	0	0	0	0	0	0
12	39	0	0	0	0	0	0
Schoolwide	207	0	0	0	0	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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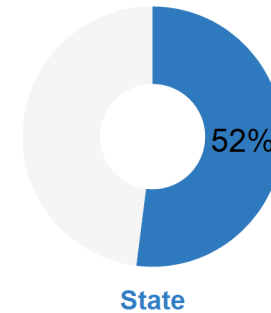
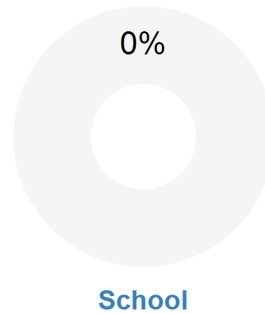
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Visual and Performing Arts – Course Participation

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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:

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



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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	94.2%	90.5%	97.3%	91.8%	95.9%	N	Met Goal	99.3%	N	Met Goal
White	95.5%	94.5%	97.5%	95.1%	96.6%	N	Met Goal	99.2%	N	Met Goal
Hispanic	*	84.3%	100.0%	86.3%	100.0%	**	**	*	**	**
Black or African American	77.8%	83.4%	*	85.3%	*	**	**	100.0%	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	*	92.3%	*	86.6%	*	**	**	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	96.8%	83.9%	97.1%	85.6%	97.1%	N	Met Goal	100.0%	N	Met Goal
Students with Disabilities	100.0%	78.8%	100.0%	82.1%	100.0%	**	**	100.0%	**	**
English Learners	N	76.1%	N	79.7%	N	N	N	N	N	N
Homeless Students	N	73.2%	*	74.4%	*	*	N	N		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	94.2%	-
2016	95.9%	97.3%
2015	98.6%	99.3%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.1%	1.1%
2015-2016	0.5%	1.1%
2014-2015	0.4%	1.1%

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



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	52.9%	55.9%	44.1%
White	52.1%	58%	42.1%
Hispanic	61.5%	62.5%	37.5%
Black or African American	50%	33.3%	66.7%
Asian, Native Hawaiian, or Pacific Islander	*	0%	*
American Indian or Alaska Native	*	*	0%
Two or More Races	*	*	*
Economically Disadvantaged Students	48.9%	63.6%	36.4%
Students with Disabilities	20.7%	100%	0%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	52.9%	64.4%	35.6%	84.2%	15.8%	79.2%	20.8%
White	50%	58.9%	41.1%	82.2%	17.8%	74%	26%
Hispanic	75%	75%	25%	75%	25%	83.3%	16.7%
Black or African American	57.9%	81.8%	18.2%	100%	0%	100%	0%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	39.6%	66.7%	33.3%	81%	19.1%	76.2%	23.8%
Students with Disabilities	34.2%	84.6%	15.4%	84.6%	15.4%	84.6%	15.4%
English Learners	*	*	*	*	*	*	*



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

Chronic Absenteeism

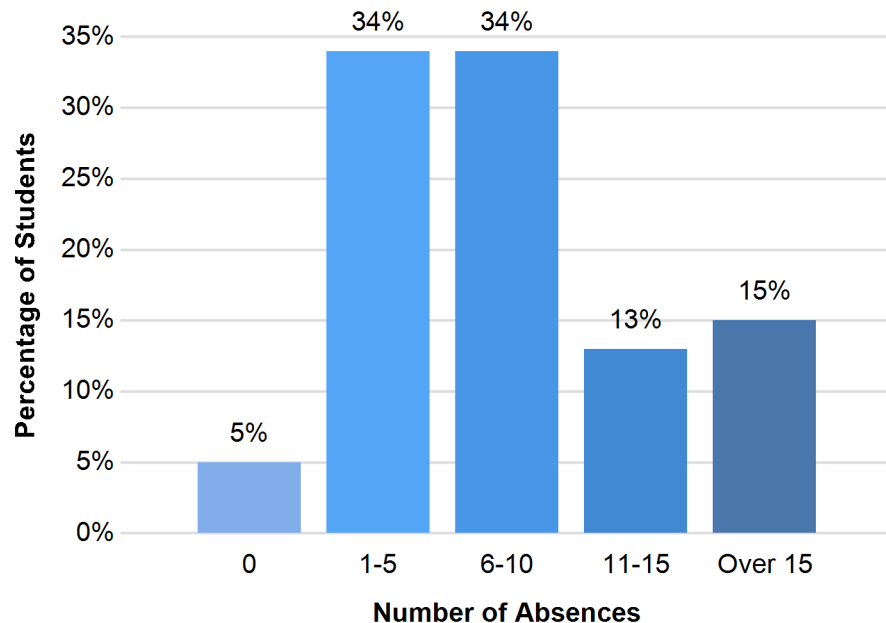
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.70	14.30	Met Target
White	12.30	14.30	Met Target
Hispanic	6.10	14.30	Met Target
Black or African American	3.00	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	12.00	14.30	Met Target
Economically Disadvantaged Students	21.50	14.30	Not Met
Students with Disabilities	13.80	14.30	Met Target
English Learners	N	**	**

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

Days Absent

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





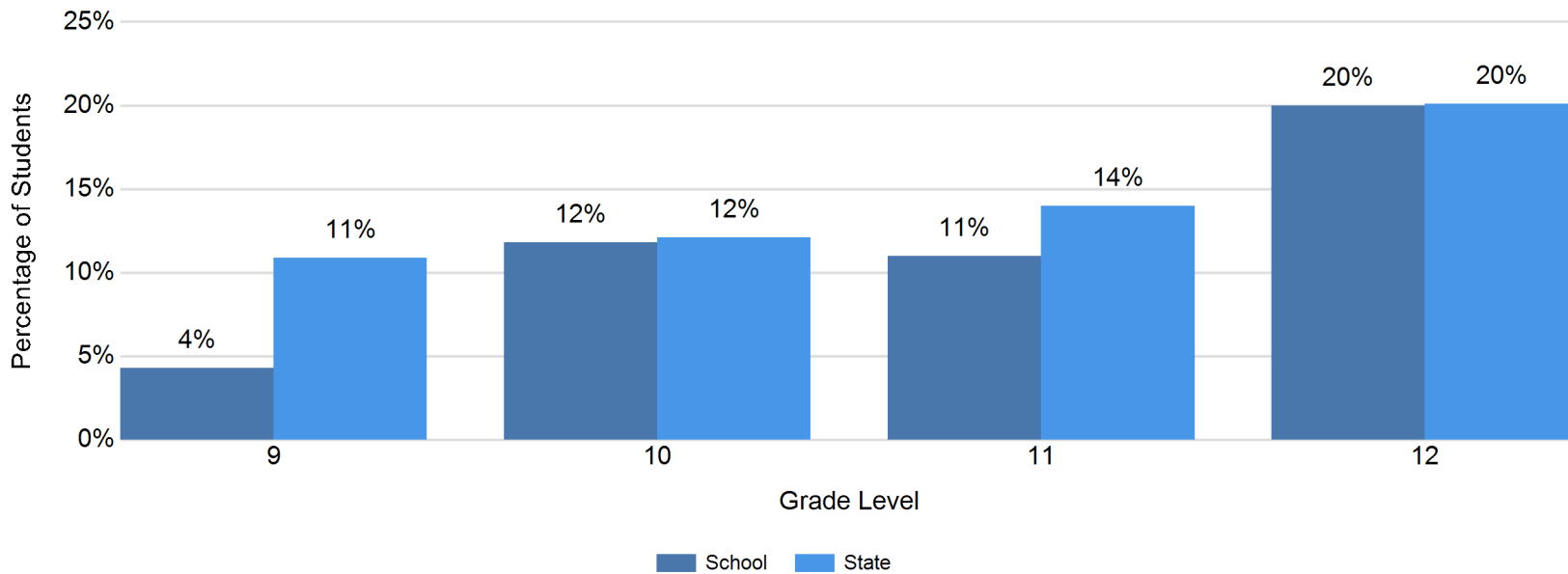
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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:00AM
Typical End Time	2:20PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 48 Mins.
Shared Time - Instructional Time	2 Hrs. 54 Mins.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	7
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	1.29

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	4.7%
Out-of-School Suspensions	3.0%
Any Suspension	7.6%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	3.0:1	64.7 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$445	\$8,756	\$9,201



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	52	120,724
Average years experience in public schools	10.5	11.8
Average years experience in district	7.6	10.5
Teachers in district for 4 or more years	67%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	6	9,506
Average years experience in public schools	16.3	15.9
Average years experience in district	8.3	11.6
Administrators in district for 4 or more years	67%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	15:1	15:1
Administrators	129:1	129:1
Librarian/Media Specialists		N
Nurses		773:1
Counselors		258:1
Child Study Team		N



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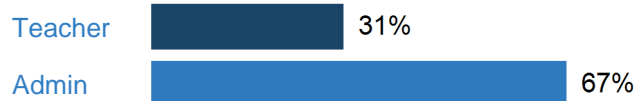
Teachers and Administrators - Level of Education

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

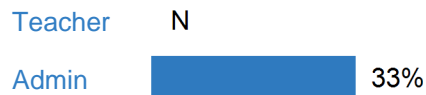
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	85%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	94%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	34.3	17.5%
Mathematics Proficiency	52.4	17.5%
Graduation - 4-Year	76.6	25.0%
Graduation - 5-Year	98.6	25.0%
Chronic Absenteeism	57.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		67.5
Summative Rating: Percentile rank of Summative Score		69.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	67.5	6.2	No	Met Target†	Met Target	Met Target	Met Goal	Met Goal	No
White	52.9	6.2	No	Met Target†	Met Target	Met Target	Met Goal	Met Goal	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	N	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	77.6	6.2	No	Met Target	Met Target†	Not Met	Met Goal	Met Goal	No
Students with Disabilities	**	**	No	Met Target	Met Target†	Met Target	**	**	No
English Learners	**	**	No	**	**	**	N	N	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Helder	Email Address:	jhelder@scvts.org
Address:	880 ROUTE 45 BOX 350 WOODSTOWN, NJ 08098-0350	Website:	www.scvts.org
Phone:	(856)769-0101	Facebook:	https://www.facebook.com/salemcountyvotech
		Twitter:	https://twitter.com/scvts

School Narrative

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

<p>Highlights:</p>	<ul style="list-style-type: none"> • Students can earn an associate's degree before graduating high school. • FFA Chapter has produced 6 state officers in the past five years and was named Most Improved Chapter • Welding program boasts 100% job placement.
<p>Mission, Vision, Theme:</p>	<p>The Salem County Vocational Technical Schools prepares students for employment, for higher education leading to employment and for life long learning.</p>
<p>Awards, Recognition, Accomplishments:</p>	<p>Students earned achievements leading to participation in national competitions in FFA, SkillsUSA and HOSA. Recognitions include being the Most Improved FFA chapter in NJ with six students becoming FFA state officers in the last five years. Students have earned gold medals in SkillsUSA in Industrial Motor Controls. The Agricultural Science instructor Mrs. DiTizio is the 2017 ACTE Region I Teacher of the Year. The Welding instructor Ms. Hoffman is the 2017 AWS Teacher of the Year.</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>The Career and Technical High School offers students an extensive articulation with SCC where students can earn dual high school and college credit through thirteen different course options through a College Accelerated Program (CAP). Students can earn over 40 college credits at no cost to the student or their parent. Additionally, the school offers college prep and honors level courses in all academics. Students can also earn industry recognized credentials in a number of career areas.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Basketball (Boys & Girls), Cross-Country (Boys & Girls), Volleyball (Boys & Girls)</p> <p>Sports were offered during the 2017-2018 school year for the first time in the history of the school. The school began with junior varsity level athletics for both boys and girls in cross county, volleyball and basketball.</p>
 <p>Clubs and Activities:</p>	<p>The Career and Technical H.S. offers a variety of co-curricular and and extra curricular activities. Co-curricular activities include Air Force Junior ROTC, SkillsUSA, FFA, FEA, HOSA, the National Technical Honor Society and a Garden Club. The school has also enacted a Student Government Association. These organizations not only enhance their aligned program of study but require students to complete service learning projects and volunteer hours.</p>
 <p>Before and After School Programs:</p>	<p>The Career and Technical H.S. works in partnership with several community based organizations throughout Salem County. The school shares use of the facility with these organizations for community based activities open to student and parent participation. These organizations include the Salem County Prosecutor and Sheriff's office and the Salem County Chamber of Commerce. The school also serves as a satellite campus for SCC and students take college classes after the school day ends.</p>








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 <p>Staff and Professional Learning:</p>	<p>Staff participate in a number of professional development opportunities on both a national and local level. Staff have earned development hours through the ACTE, NAEYC and the Culinary Institute of America. Locally, staff participate in a monthly meeting discussing and collaborating on a professional learning topic. All instructors also participate in a Professional Learning Communities (PLC) focused on a specific objective which requires production of data and evidence.</p>
 <p>Postsecondary Information:</p>	<p>Over 80% of graduates of the Career and Technical H.S. continue their studies at an institution of higher learning at two year, four year and post secondary technical schools. CTHS graduates attend several colleges and universities including SCC, Rowan University, Rutgers University, West Point Military Academy, the Culinary Institute of America and the New Jersey Institute of Technology. Other graduates begin full time employment aligned with their chosen career and technical program of study.</p>
 <p>Student Supports and Services:</p>	<p>The school's Child Study Team oversees the implementation of student's IEPs in both academic and CTE classes. Team taught inclusion classes are available in each academic content area and accommodations are provided in the CTE classes. Title I instruction and support is available along with student tutoring. Staff can also utilize I&RS to support student needs.</p>
 <p>Student Health and Wellness:</p>	<p>The school offers a full student health suite managed by the school nurse. There is both a breakfast and school lunch program available to all students. All students are required to enroll and complete four years of health and physical education.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents have a login for PowerSchool which gives viewing access to grades, attendance and posted school information. The school invites parents to a number of college preparation and financial aid information events throughout the school year. Parents are also provided with support information for community resources. Teachers have sponsored a Family Literacy Initiative for this school year.</p>



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Facilities:

The school was constructed in 1972 with a first expansion completed in 1999 and a recent expansion of seven classrooms, a green house, fitness center and safety and operational upgrades completed in 2016. The school has air conditioning and an upgraded energy efficient lightning system.



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Other Information:

The Career and Technical H.S. is a comprehensive high school that is designed to provide career and technical education programs that prepare secondary and postsecondary students for employment, for higher education leading to employment, and for life-long learning. A complete array of academic and related programs is provided to support career and technical education programs. In addition, essential skills such as ethics and other workplace readiness practices are taught. The school serves both full and shared-time students in grades nine through twelve. Shared-time students participate in career and technical education programs for a half-day and attend their resident high school for academic and related instructional programs during the other half of the day. Full-time students attend the Career and Technical High School for the entire day and receive academic and career and technical instruction. Fifteen different career and technical and academy programs are available to students. The school operates on a college style block and semester schedule and admission information can be found on the school's website. Programs are supported by partnerships with the business and community-based organizations. The district and Salem Community College have partnered in order for all SCVTS students to earn college credit while in high school. Students who participate in career and technical education programs are prepared with technical and service skills that they need to be successful in work and life. The Academy of Medical Sciences is a highly focused educational program centered on the application of mathematics and science through the medical sciences. The Academy for Energy Applications is highly focused on various types of energy service. This program is offered in conjunction with PSEG Nuclear. The Academy of Agricultural Sciences offers courses through the Curriculum for Agricultural Science Education (CASE).