



SALEM COUNTY CAREER AND TECHNICAL HIGH SCHOOL

(33-4640-040)

Grades Offered: 09-12

2017-2018

Report Key:

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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	SALEM
District	SALEM COUNTY VOCATIONAL
Principal Name	MR. HELDER
Address	880 ROUTE 45 WOODSTOWN, NJ 08098-0350
Phone Number	(856)769-0101
Email Address	JHELDER@SCVTS.ORG
Website	https://www.scvts.org
Facebook	https://www.facebook.com/salemcountyvotech
Twitter	https://twitter.com/scvts



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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	189	204	180
10	220	173	200
11	221	200	165
12	170	197	198
Total	800	774	743

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	54.1%	53.7%	52.5%
Male	45.9%	46.3%	47.5%
Economically Disadvantaged Students	23.3%	21.7%	20.7%
Students with Disabilities	14.8%	14.5%	16.4%
English Learners	0.1%	0.0%	0.0%
Homeless Students		0.1%	0.1%
Students in Foster Care		0.5%	0.4%
Military-Connected Students		0.3%	0.5%
Migrant Students		0.1%	0.1%

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	81.3%	83.0%	81.4%
Hispanic	7.3%	6.1%	7.3%
Black or African American	6.5%	6.2%	6.9%
Asian	1.1%	1.0%	0.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.4%	0.3%	0.1%
Two or More Races	3.5%	3.4%	3.8%

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	719	707	676
Shared Time Students	158	132	132
Full Time Equivalent	798	773	742

Enrollment by Home Language

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

Home Language	% of Students
English	97.6%
Spanish	2.0%
Other Languages	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 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	348	99.7	40.2	40.2	56.7	40.2	42.3	Met Target†
White	274	99.6	39.1	39.1	65.6	39.1	42.4	Met Target†
Hispanic	*	*	*	*	42.5	*	N	N
Black or African American	31	100.0	54.9	54.9	37.3	54.9	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	21	100.0	23.8	23.8	63.4	23.8	N	N
Female	191	99.5	45.0	45.0	64.5	45.0		
Male	157	100.0	34.4	34.4	49.4	34.4		
Economically Disadvantaged Students	84	98.8	30.9	30.9	38.5	30.9	32.3	Met Target†
Non-Economically Disadvantaged Students	264	100.0	43.1	43.1	67.5	43.1		
Students with Disabilities	35	97.2	*	*	21.6	*	13	Met Target†
Students without Disabilities	313	100.0	*	*	63.9	*		
English Learners	N	N	N	N	27.3	N	**	**
Non-English Learners	348	99.7	40.2	40.2	59.4	40.2		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	*	*	*	*	30.1	*		

† 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	164	745	745	752	9%	15%	34%	34%	9%	43%	55%
White	129	745	745	760	9%	15%	34%	33%	9%	42%	64%
Hispanic	10	749	749	735	*	*	*	*	*	50%	38%
Black or African American	12	745	745	734	*	0%	*	*	*	58%	34%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	13	742	742	760	0%	*	*	*	*	31%	63%
Female	86	752	752	759	*	*	35%	*	*	49%	63%
Male	78	737	737	744	*	*	32%	*	*	36%	46%
Economically Disadvantaged Students	37	734	734	733	*	*	30%	*	*	32%	34%
Non-Economically Disadvantaged Students	127	748	748	761	*	*	35%	*	*	46%	65%
Students with Disabilities	21	712	712	716	*	*	*	*	*	10%	15%
Students without Disabilities	143	750	750	758	*	*	*	*	*	48%	62%
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	164	745	745	755	9%	15%	34%	34%	9%	43%	*
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	184	736	736	749	22%	15%	26%	28%	10%	38%	51%
White	145	735	735	756	21%	17%	26%	26%	10%	37%	58%
Hispanic	10	739	739	733	*	0%	*	*	*	50%	38%
Black or African American	19	741	741	728	*	*	*	*	*	53%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	105	742	742	759	16%	12%	30%	*	*	42%	60%
Male	79	727	727	739	29%	18%	20%	*	*	33%	42%
Economically Disadvantaged Students	47	727	727	730	30%	*	28%	*	*	30%	34%
Non-Economically Disadvantaged Students	137	739	739	758	19%	*	25%	*	*	41%	59%
Students with Disabilities	14	713	713	707	*	*	*	*	*	*	15%
Students without Disabilities	170	738	738	756	*	*	*	*	*	*	57%
English Learners	N	N	N	684	N	N	N	N	N	N	*
Non-English Learners	184	736	736	752	22%	15%	26%	28%	10%	38%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	707	*	*	*	*	*	*	21%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	*	*	*	706	*	*	*	*	*	*	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	125	734	734	736	21%	20%	24%	*	*	35%	39%
White	106	734	734	737	22%	21%	23%	*	*	35%	41%
Hispanic	*	*	*	731	*	*	*	*	*	*	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	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	*	*	*	737	*	*	*	*	*	*	39%
Female	65	743	743	745	15%	17%	26%	*	*	42%	48%
Male	60	725	725	728	27%	23%	22%	*	*	28%	31%
Economically Disadvantaged Students	26	723	723	730	*	*	*	*	*	19%	33%
Non-Economically Disadvantaged Students	99	737	737	739	*	*	*	*	*	39%	42%
Students with Disabilities	12	723	723	708	*	*	*	*	*	25%	13%
Students without Disabilities	113	735	735	742	*	*	*	*	*	36%	44%
English Learners	N	N	N	702	N	N	N	N	N	N	*
Non-English Learners	125	734	734	738	21%	20%	24%	*	*	35%	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	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	*



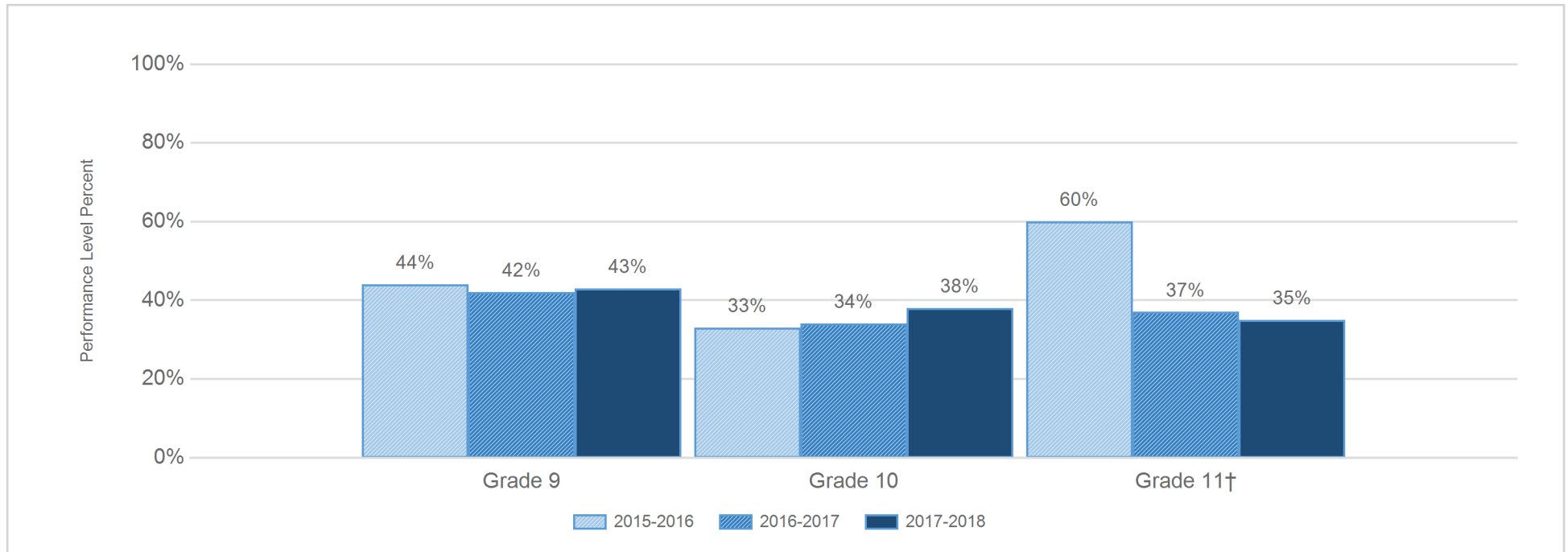
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English Language Arts/Literacy Assessment - Performance Trends

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](#).

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Schoolwide	340	99.7	29.1	29.1	45.0	29.1	31.2	Met Target†
White	271	99.6	29.1	29.1	54.1	29.1	30.4	Met Target†
Hispanic	20	100.0	25.0	25.0	29.2	25.0	N	N
Black or African American	29	100.0	31.0	31.0	23.4	31.0	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	185	99.5	29.1	29.1	46.0	29.1		
Male	155	100.0	29.0	29.0	43.9	29.0		
Economically Disadvantaged Students	84	98.8	25.0	25.0	26.6	25.0	25	Met Target
Non-Economically Disadvantaged Students	256	100.0	30.5	30.5	55.9	30.5		
Students with Disabilities	38	100.0	*	*	17.1	*	18	Not Met
Students without Disabilities	302	99.7	*	*	50.5	*		
English Learners	N	N	N	N	24.6	N	**	**
Non-English Learners	340	99.7	29.1	29.1	46.9	29.1		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	*	*	*	*	23.7	*		

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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	152	738	738	746	*	24%	38%	*	*	32%	46%
White	119	737	737	755	*	25%	37%	*	*	31%	57%
Hispanic	10	738	738	730	0%	*	*	*	*	30%	27%
Black or African American	12	745	745	727	0%	*	*	*	*	42%	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	11	745	745	755	0%	*	*	*	*	36%	54%
Female	74	736	736	748	*	24%	38%	*	*	32%	48%
Male	78	740	740	745	*	24%	38%	*	*	32%	44%
Economically Disadvantaged Students	36	737	737	729	*	*	36%	*	*	33%	25%
Non-Economically Disadvantaged Students	116	739	739	756	*	*	39%	*	*	32%	57%
Students with Disabilities	23	723	723	716	*	*	*	*	*	13%	13%
Students without Disabilities	129	741	741	752	*	*	*	*	*	36%	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	152	738	738	749	*	24%	38%	*	*	32%	*
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	153	727	727	735	10%	39%	31%	20%	0%	20%	30%
White	124	728	728	740	9%	40%	29%	22%	0%	22%	37%
Hispanic	*	*	*	723	*	*	*	*	*	*	14%
Black or African American	13	728	728	719	*	*	*	*	*	23%	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	93	730	730	736	*	43%	31%	*	*	22%	30%
Male	60	723	723	734	*	33%	32%	*	*	17%	29%
Economically Disadvantaged Students	44	721	721	722	*	39%	32%	*	*	11%	13%
Non-Economically Disadvantaged Students	109	730	730	741	*	39%	31%	*	*	23%	38%
Students with Disabilities	15	711	711	713	*	*	*	*	*	*	*
Students without Disabilities	138	729	729	738	*	*	*	*	*	*	*
English Learners	N	N	N	711	N	N	N	N	N	N	*
Non-English Learners	153	727	727	736	10%	39%	31%	20%	0%	20%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	731	*	*	*	*	*	*	24%
Migrant Students	*	*	*	709	*	*	*	*	*	*	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	142	722	722	727	25%	30%	25%	*	*	20%	30%
White	119	721	721	733	26%	30%	25%	*	*	18%	35%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	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	72	723	723	728	18%	35%	29%	*	*	18%	30%
Male	70	720	720	727	33%	24%	21%	*	*	21%	30%
Economically Disadvantaged Students	28	714	714	709	39%	*	*	*	*	14%	13%
Non-Economically Disadvantaged Students	114	724	724	736	22%	*	*	*	*	21%	37%
Students with Disabilities	13	702	702	693	*	*	*	*	*	*	*
Students without Disabilities	129	724	724	732	*	*	*	*	*	*	*
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	142	722	722	729	25%	30%	25%	*	*	20%	*
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%



SALEM COUNTY CAREER AND TECHNICAL HIGH SCHOOL

(33-4640-040)

Grades Offered: 09-12

2017-2018

Report Key:

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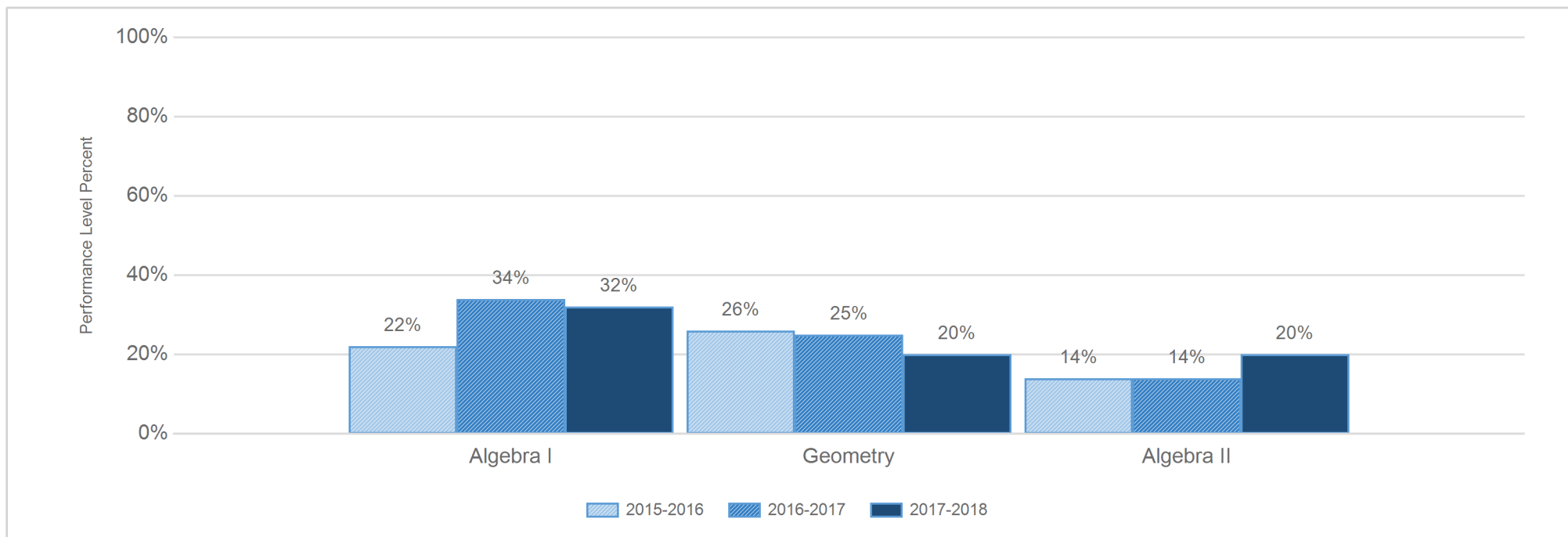
** Accountability calculations require 20 or more students

N No Data is available to display

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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.



SALEM COUNTY CAREER AND TECHNICAL HIGH SCHOOL

(33-4640-040)

Grades Offered: 09-12

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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	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. 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



SALEM COUNTY CAREER AND TECHNICAL HIGH SCHOOL

(33-4640-040)

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2017-2018

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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.



SALEM COUNTY CAREER AND TECHNICAL HIGH SCHOOL

(33-4640-040)

Grades Offered: 09-12

2017-2018

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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	34.0%	85.0%
12th graders taking SAT in 2017-18 or prior years	20.2%	72.2%
12th graders taking ACT in 2017-18 or prior years	*	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	439	478	Grade 10: 430 Grade 11: 460	52%	62%
PSAT 10/NMSQT - Math	434	478	Grade 10: 480 Grade 11: 510	26%	42%
SAT - Reading and Writing	540	542	480	73%	72%
SAT - Math	540	543	530	53%	54%
ACT - Reading	*	24	22	*	62%
ACT - English	*	24	18	*	78%
ACT - Math	*	24	22	*	62%
ACT - Science	*	23	23	*	53%



SALEM COUNTY CAREER AND TECHNICAL HIGH SCHOOL

(33-4640-040)

Grades Offered: 09-12

2017-2018

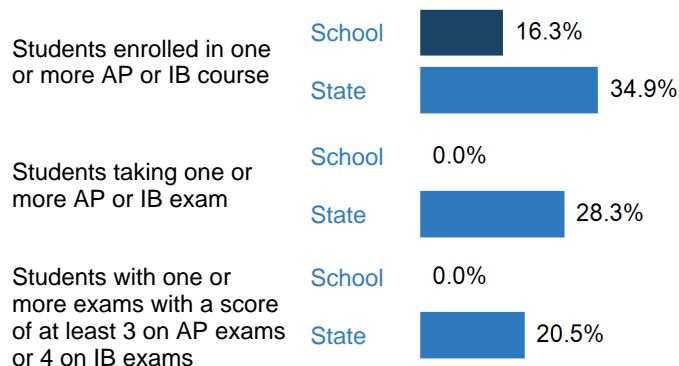
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

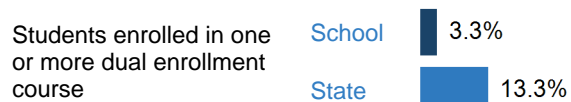
AP/IB Coursework – Participation and Performance

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.



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.



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 Biology	3	0
AP Calculus AB	15	0
AP Calculus BC	8	0
AP Chemistry	9	0
AP English Language and Composition	12	0
AP English Literature and Composition	26	0
AP German Language and Culture	1	0
AP Music Theory	6	0
AP Physics 1	8	0
AP Physics B	1	0
AP Physics C: Mechanics	1	0
AP Psychology	4	0
AP Spanish Language	3	0
AP Statistics	4	0
AP Studio Art—Drawing Portfolio	7	0
AP U.S. Government and Politics	6	0



SALEM COUNTY CAREER AND TECHNICAL HIGH SCHOOL

(33-4640-040)

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2017-2018

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AP/IB Course	Students Enrolled	Students Tested
AP U.S. History	13	0
Total Exams taken		0
Exams with scores of at least 3 on AP exams or 4 on IB exams		0



SALEM COUNTY CAREER AND TECHNICAL HIGH SCHOOL
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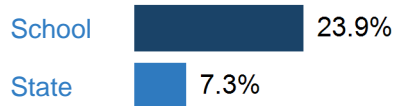
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career 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





SALEM COUNTY CAREER AND TECHNICAL HIGH SCHOOL
 (33-4640-040)
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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
Agriculture, Food & Natural Resources	42		
Architecture & Construction	67		
Arts, AV Technology & Communications	278		
Health Science	59		
Hospitality & Tourism	55		
Human Services	68		
Law, Public Safety, Corrections & Security	63		
Manufacturing	124		
Transportation, Distribution & Logistics	53		
Total (All Clusters)	809	0	0



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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	152	20	0	0	0	0	3
10	9	140	48	11	0	0	7
11	1	13	89	38	10	6	13
12	0	0	1	19	26	32	12
Total	162	173	138	68	36	38	35
Enrolled in AP/IB Course					15	4	0
Enrolled in Dual Enrollment Course	0	0	0	0	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	47	8	0	87	8	19
10	146	33	0	8	0	6
11	4	108	1	12	18	14
12	14	6	6	15	6	27
Total	211	155	7	122	32	66
Enrolled in AP/IB Course	3	9		0	10	0
Enrolled in Dual Enrollment Course	0	0	0	0	1	4



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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.

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	166	0	0	0	0	0
10	1	187	0	0	0	0
11	0	134	1	0	0	2
12	0	8	2	8	5	29
Total	167	329	3	8	5	31
Enrolled in AP/IB Course	0	13	0	4		6
Enrolled in Dual Enrollment Course	0	0	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	109	11	0	0	3	0	0
10	76	13	0	0	13	4	0
11	60	8	0	0	5	1	0
12	37	3	0	0	3	1	0
Total	282	35	0	0	24	6	0
Enrolled in AP/IB Course	3	0	0	0	1	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	15	4	0	0	0	2	0



SALEM COUNTY CAREER AND TECHNICAL HIGH SCHOOL

(33-4640-040)

Grades Offered: 09-12

2017-2018

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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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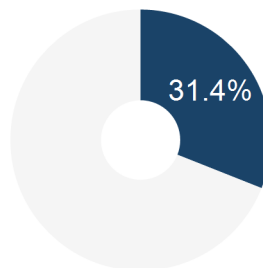
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Visual and Performing Arts – Course Participation

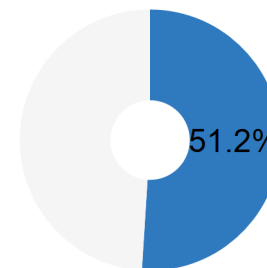
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

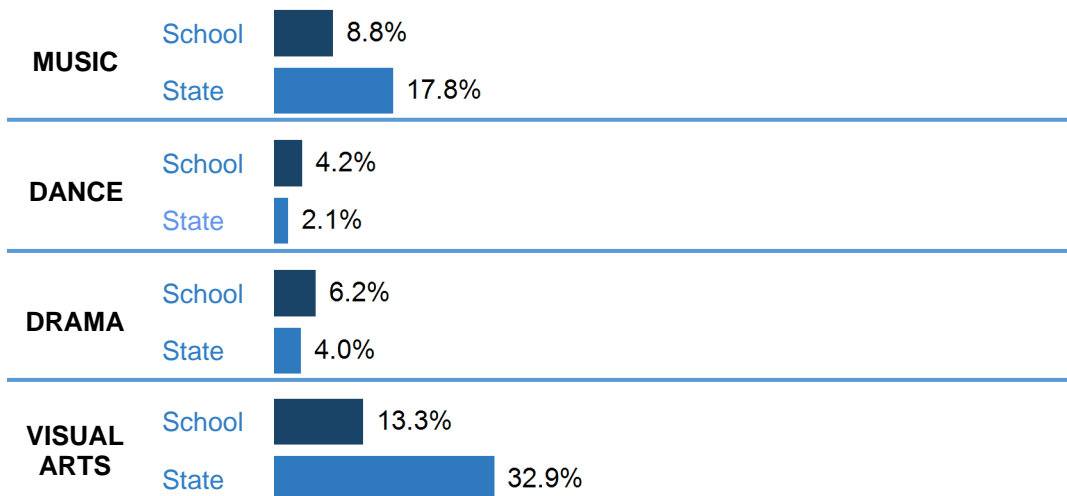


School



State

Students enrolled in one or more classes by discipline:





SALEM COUNTY CAREER AND TECHNICAL HIGH SCHOOL
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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	96.8%	90.9%	99.4%	92.4%	94.2%	95.0%	Not Met	97.3%	N	Met Goal
White	97.5%	95.0%	99.3%	95.7%	95.5%	N	Met Goal	97.5%	N	Met Goal
Hispanic	100.0%	84.8%	*	87.3%	*	**	**	100.0%	**	**
Black or African American	*	84.2%	100.0%	86.8%	77.8%	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	97.0%	*	97.7%	*	**	**	*	**	**
American Indian or Alaska Native	*	86.5%	*	94.1%	*	**	**	*	**	**
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	93.5%	84.6%	100.0%	87.0%	96.8%	N	Met Goal	97.1%	N	Met Goal
Students with Disabilities	95.7%	80.1%	100.0%	83.5%	100.0%	**	**	100.0%	**	**
English Learners	N	75.8%	N	81.8%	N	N	N	N	N	N
Homeless Students	N	72.6%	N	79.1%	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	63.9%	55.0%
Substitute Competency Test	26.7%	35.0%
Portfolio Appeals Process	2.2%	3.3%
Alternate Requirements specified in IEP	6.7%	6.1%
Unknown	0.6%	0.6%

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	96.8%	-
2017	94.2%	99.4%
2016	95.9%	97.3%

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	0.2%	1.2%
2016-2017	0.1%	1.1%
2015-2016	0.5%	1.2%



SALEM COUNTY CAREER AND TECHNICAL HIGH SCHOOL

(33-4640-040)

Grades Offered: 09-12

2017-2018

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N No Data is available to display

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

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

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 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	55.5%	48.4%	51.6%
White	55.2%	48%	52%
Hispanic	54.5%	50%	50%
Black or African American	70%	71.4%	28.6%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	50%	61.1%	38.9%
Students with Disabilities	14%	50%	50%
English Learners	N	N	N

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	59.5%	51.2%	48.8%	72.8%	27.2%	68%	32%
White	58.6%	51.5%	48.5%	70.7%	29.3%	65.7%	34.3%
Hispanic	69.2%	66.7%	33.3%	77.8%	22.2%	77.8%	22.2%
Black or African American	55.6%	30%	70%	90%	10%	80%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	57.8%	53.8%	46.2%	80.8%	19.2%	84.6%	15.4%
Students with Disabilities	24.1%	100%	0%	100%	0%	85.7%	14.3%
English Learners	N	N	N	N	N	N	N



SALEM COUNTY CAREER AND TECHNICAL HIGH SCHOOL

(33-4640-040)

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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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.

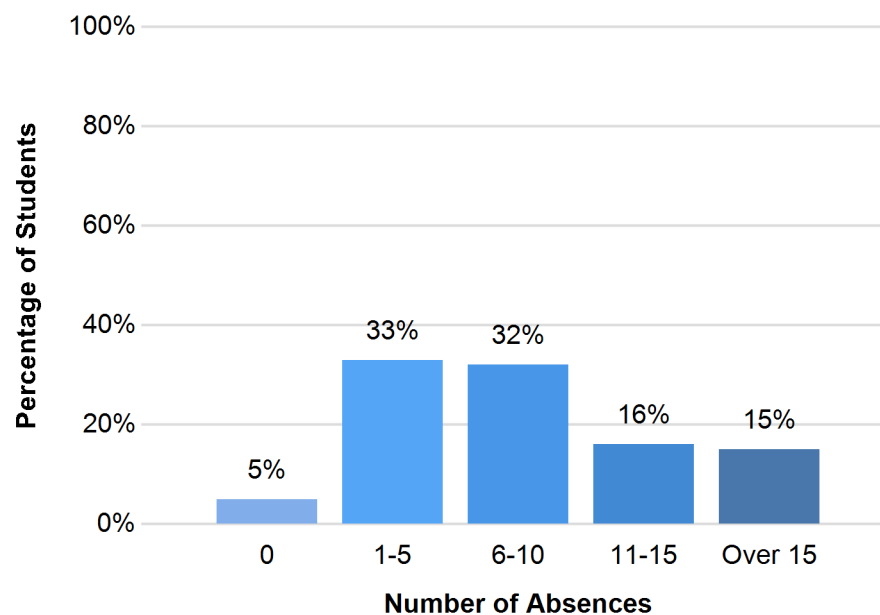
Chronic Absenteeism

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	69	11.0	14.9	Met
White	60	11.4	14.9	Met
Hispanic	2	5.9	14.9	Met
Black or African American	4	11.4	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	2	7.4	14.9	Met
Economically Disadvantaged Students	23	17.7	14.9	Not Met
Students with Disabilities	8	11.4	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.





SALEM COUNTY CAREER AND TECHNICAL HIGH SCHOOL

(33-4640-040)

Grades Offered: 09-12

2017-2018

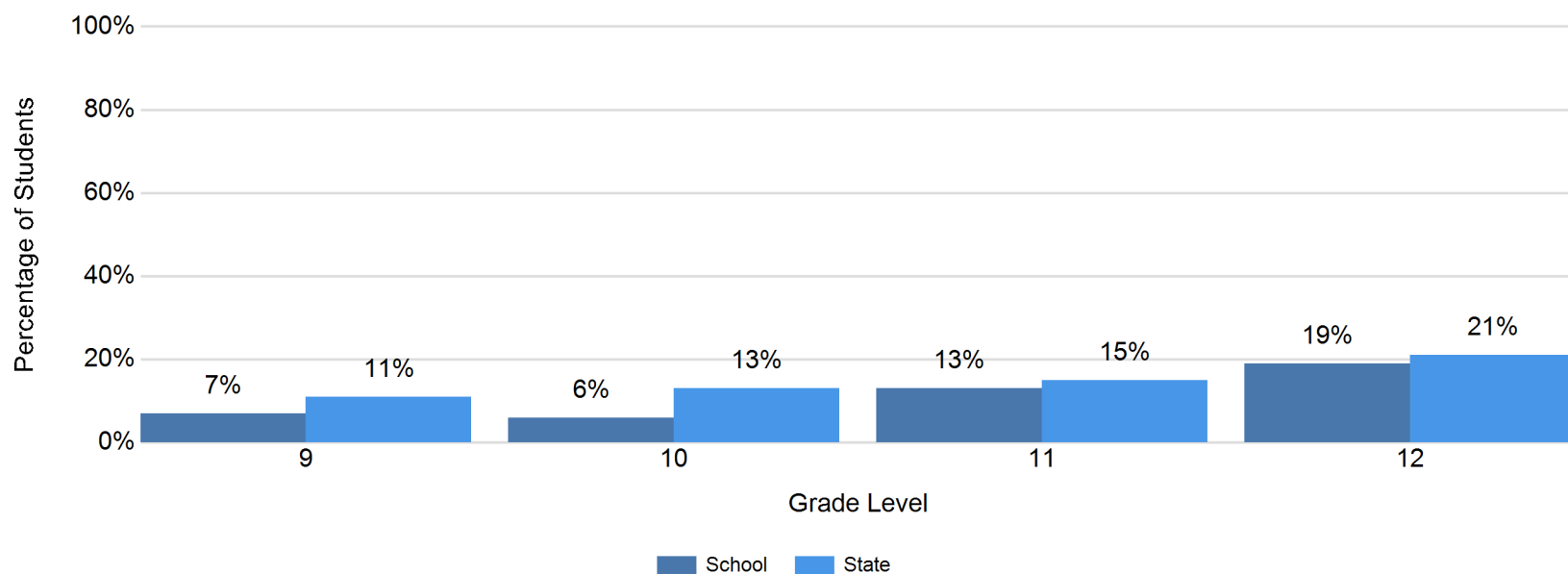
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Chronic Absenteeism by Grade

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	6
Weapons	1
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	1.35

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
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	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	1	1
Other	1	1	2
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	26	3.5%
Out-of-School Suspensions	18	2.4%
Any Suspension	41	5.5%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions

58



SALEM COUNTY CAREER AND TECHNICAL HIGH SCHOOL
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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	8:00 AM
Typical End Time	2:25 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 43 Mins
Shared Time - Instructional Time	2 Hrs. 54 Mins.

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	12.7:1

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)	\$387	\$9,517	\$9,904



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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	45	117,464
Average years experience in public schools	11.3	12.0
Average years experience in district	8.2	10.7
Teachers in district for 4 or more years	68.9%	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	6	9,374
Average years experience in public schools	18.0	16.0
Average years experience in district	10.0	12.0
Administrators in district for 4 or more years	100.0%	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	16:1	16:1
Students to Administrators	186:1	124:1
Teachers to Administrators	11:1	8:1
Students to Librarians/Media Specialists		N
Students to Nurses		742:1
Students to Counselors		247:1
Students to 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. 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	86.5%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	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	96.7%



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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	60.0%	50.0%
Male	40.0%	50.0%
White	93.3%	100.0%
Hispanic	2.2%	0.0%
Black or African American	4.4%	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
No	n/a	n/a

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	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		



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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	29.51	17.5%
Mathematics Proficiency	52.44	17.5%
Graduation Rate - 4-Year	69.34	25.0%
Graduation Rate - 5-Year	79.60	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	61.78	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	60.84	n/a
Summative Rating: Percentile Rank of Summative Score	63.32	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5 th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	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 Target†	Met Target†	Not Met	Met Goal	N	Met	No
White	44.05	8.94	No	Met Target†	Met Target†	Met Goal	Met Goal	n/a	Met	No
Hispanic	**	**	No	N	N	**	**	n/a	Met	No
Black or African American	**	**	No	N	N	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	N	**	**	**	n/a	Met	No
Economically Disadvantaged Students	73.60	8.94	No	Met Target†	Met Target	Met Goal	Met Goal	n/a	Not Met	No
Students with Disabilities	**	**	No	Met Target†	Not Met	**	**	n/a	Met	No
English Learners	**	**	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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Students can earn an associate's degree before graduating high school through an articulation with Salem Community College. • The school's chapter of SkillsUSA earned three competition medals during this school year. Gold, silver and bronze medals were earned in Industrial Motor Controls and Welding. • The Career and Technical High School implements programs that lead to direct employment after high school. For example, the Welding program has seen 100% job placement over
 <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. Students have received a number of academic awards and accomplishments. Collectively the student body earned over 200 college credits during the 2017-2018 school year. The Child Care and Early Childhood Education instructor Tracy Foster received the 2017 N.J. Department of Education Exemplary Secondary Educator Award. Kate Polillo, a special education and social studies instructor, was the 2017-2018 Governor Educator of the Year for SCVTS.</p>



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Courses, Curriculum, Instruction:

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. As a result students take a number of industry credentialed exams in different career and technical areas.



Sports and Athletics:

Sports Offered: Basketball (Boys & Girls), Cross Country (Boys & Girls), Volleyball (Boys & Girls)

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.



Clubs and Activities:

The Career and Technical H.S. offers a variety of co-curricular 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.



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Before and After School Programs:

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 Career and Technical High School hosts a number of community events including concerts and county basketball games for recreational leagues. The school also serves as a satellite campus for SCC and students take college classes after the school day ends.



Staff and Professional Learning:

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. A number of staff also hold additional certificates and masters level degrees and continue to pursue masters level coursework.



Postsecondary Information:

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. The school brings in regional experts on FAFSA each year to work with students and parents in pursuit of financial aid. Over 50% of each graduating class takes the SAT.



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 <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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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: No</p>
 <p>Facilities:</p>	<p>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.</p>
 <p>School Safety:</p>	<p>The Career and Technical High School keeps safety as a priority in all activities. The campus is covered by both internal and external security cameras which live feed to an Avigilon program that records footage. All campus visitors are processed through a Raptor background check system prior to school entry. All staff check in daily through a Sielox system that can be utilized to electronically communicate lockdown or evacuation exercises and connects to local law enforcement.</p>



SALEM COUNTY CAREER AND TECHNICAL HIGH SCHOOL

(33-4640-040)

Grades Offered: 09-12

2017-2018

Report Key:

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

School Narrative

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Technology and STEM:

Most academic classrooms at the Career and Technical High School feature an interactive Smart Board for instruction and activities. The school utilizes a number Chromebook carts so that students can work one to one with a device for specific activities. The CTE classes offer the latest in technology for different equipment based on recommendations from their respective Program Advisory Committees.



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Other Information:

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. 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. 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.