Seneca High School (05-2610-070)

County: Burlington

District: Lenape Regional High School District

📍 110 Carranza RoadTabernacle, NJ 08088

Principal: Mr. Brad Bauer

School Website

📞 609-268-4600

👥 **1,087**
Total Students

🏫 **09-12**
Grades Offered

Overview & Resources

The School Performance Reports reflect the New Jersey Department of Education's (NJDOE) commitment to providing parents, students, and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have equitable access to high quality education. We encourage you to use these reports to:

- **Learn more** about the school and the district
- **Start conversations** with school community members and ask questions
- **Engage** with school communities to identify where schools are doing well and where they can improve

Important Notes for 2019-2020: The ongoing COVID-19 pandemic has had a significant impact on the way the NJDOE was able to measure school performance and student achievement for the 2019-2020 School Performance Reports. Some data is not available at all and other data, while available, may not look the same as it did in prior years. The NJDOE also recognizes that our existing data can't begin to measure the hard work and perseverance of the students, families, educators and community members during this difficult year. This past year has been unlike any other, and the NJDOE believes that it is critical to use the available data in the reports, along with other information collected directly within districts and communities, to start conversations, identify gaps in information, and begin to find ways to address the impacts of COVID-19 and ensure all students receive the support that they need.

The 2019-2020 School Performance Reports will not include the following data elements:

- Statewide assessment participation and performance (NJSLA, DLM, ACCESS for ELLs)
- Student growth Data
- Chronic absenteeism rates
- Progress toward English language proficiency
- ESSA Summative ratings or indicator scores
- Status in meeting annual targets or standards for ESSA indicators

A new "Impact of COVID-19 on Data Availability" resource summarizes which data is available, which data is not available, and which data may have been impacted. Notes are included throughout the School Performance Reports and the Reference Guide to explain where data is missing or impacted by COVID-19. Look for "Important Note for 2019-2020" sections.

School Performance Report Resources:

The NJDOE has several resource documents that can help you understand and use the School Performance Reports, which can also be found under the "Resource Documents" link at the top of the page:

- New Impact of COVID-19 on Data Availability
- One-page guides to help start conversations for administrators, educators, elementary, and middle and high school families
- Reference Guide with details on all the data in these reports
- Frequently Asked Questions
- Understanding Adjusted Cohort Graduation Rates
- Understanding Student Growth Percentiles
- Data Privacy Rules (why you see *'s and N's in the reports)

Let the NJDOE how we can improve future reports by taking our feedback survey. Contact reportcard@doe.nj.gov with any questions about the reports

NJ SCHOOL PERFORMANCE REPORT

Overview & Resources

School Contact Information

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

Type	Contact Information
County	Burlington
District	Lenape Regional High School District
Principal Name	Mr. Brad Bauer
Address	110 Carranza Road, Tabernacle, NJ 08088
Phone Number	609-268-4600
Email Address	bbauer@lrhsd.org
Website	www.lrhsd.org/Domain/471
Facebook	https://www.facebook.com/LRHSDHighlights
Twitter	https://twitter.com/SenecaFamily

NJ SCHOOL PERFORMANCE REPORT

Demographics

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

Enrollment Trends by Grade

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

Grade	2017-18	2018-19	2019-20
9	301	275	259
10	270	302	275
11	283	265	288
12	283	292	265
Total	1,137	1,134	1,087

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Note that 2019-20 is the first year that data was collected for non-binary/undesignated gender and, as a result, the 2019-20 data may not be a true representation of the student population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5.

Student Group	2017-18	2018-19	2019-20
Female	51.6%	52.1%	52.5%
Male	48.4%	47.9%	47.5%
Non-Binary/Undesignated Gender			<1%
Economically Disadvantaged Students	11.3%	10.5%	12.1%
Students with Disabilities	13.2%	14.3%	13.9%
English Learners	0.2%	0.2%	0.2%
Homeless Students	0.1%	0.0%	0.4%
Students in Foster Care	0.2%	0.1%	0.1%
Military-Connected Students	2.9%	4.3%	4.9%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial And Ethnic Group	2017-18	2018-19	2019-20
White	90.9%	90.9%	89.3%
Hispanic	3.7%	4.1%	4.6%
Black or African American	3.5%	2.7%	2.3%
Asian	1.6%	1.6%	1.9%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.3%
American Indian or Alaska Native	0.1%	0.0%	0.0%
Two Or More Races	0.2%	0.5%	1.6%

Demographics

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

Enrollment by Home Language

This chart 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. To see this data in a table, click the Table View option below the chart.

Language	Percentage
English	97.2%
Spanish	1.7%
Other	1.1%

NJ SCHOOL PERFORMANCE REPORT
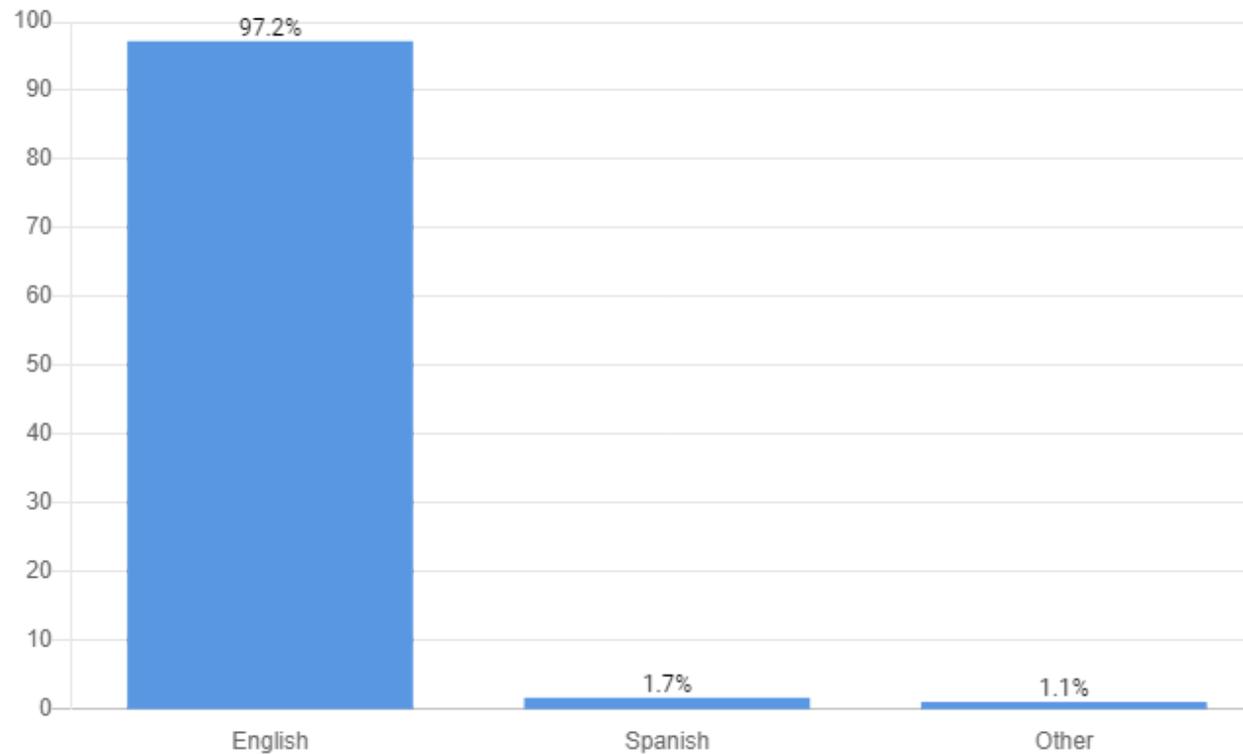
Seneca High School
(05-2610-070)
2019-2020

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

Academic Achievement

Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results for the New Jersey Student Learning Assessments (NJSLA), Dynamic Learning Maps (DLM), and ACCESS for ELLs assessments and related accountability measures are not available and will not be reported for the 2019-20 school year. Tables showing 2019-20 statewide assessment results and related accountability measures will not be included in this report.

## English Language Arts and Mathematics Performance Trends

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

Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results are not available.

ELA Proficiency Rate for Federal Accountability
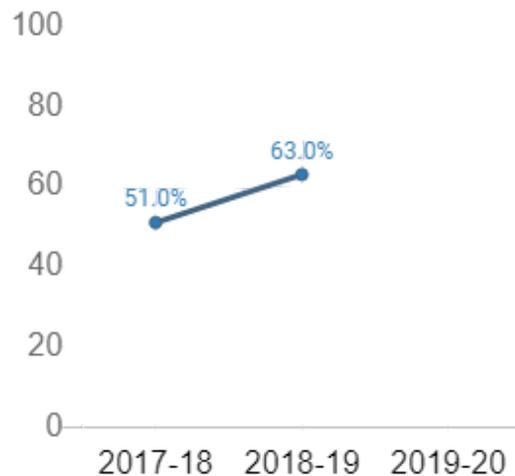
Math Proficiency Rate for Federal Accountability
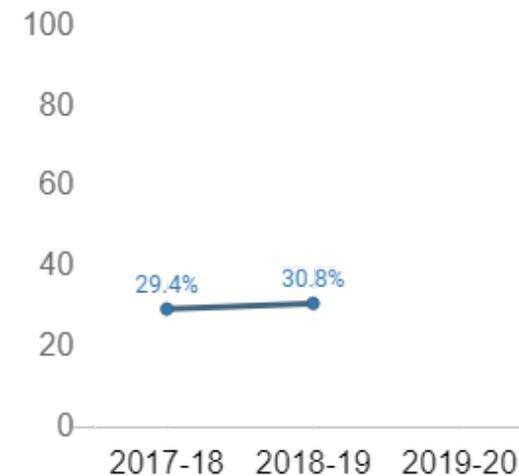
Performance Measure	2017-18 ELA	2018-19 ELA	2019-20 ELA	2017-18 Math	2018-19 Math	2019-20 Math
Participation Rate	99.6%	99.0%		99.1%	98.6%	
Proficiency Rate for Federal Accountability	51.0%	63.0%		29.4%	30.8%	
Annual Target	49.8%	51.5%		32.2%	34.9%	
Met Annual Target?	Met Target	Met Target		Met Target†	Not Met	
Statewide Proficiency Rate for Federal Accountability	56.7%	57.9%		45.0%	44.5%	

† Target was met within a confidence interval.

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Academic Achievement

Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results for the New Jersey Student Learning Assessments (NJSLA), Dynamic Learning Maps (DLM), and ACCESS for ELLs assessments and related accountability measures are not available and will not be reported for the 2019-20 school year. Tables showing 2019-20 statewide assessment results and related accountability measures will not be included in this report.

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2017-18 data is from the PARCC assessment.
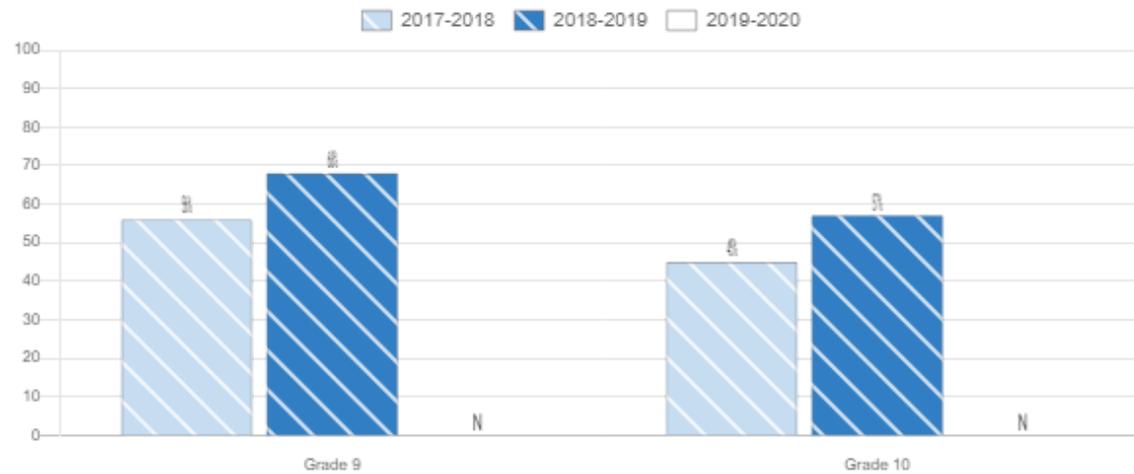
Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results are not available.

Percentage of Students Meeting/Exceeding Expectations

Legend: 2017-2018, 2018-2019, 2019-2020

(Grade 9 and Grade 10 bar chart; 2019-2020 bars marked **N**)

Academic Achievement

Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results for the New Jersey Student Learning Assessments (NJSLA), Dynamic Learning Maps (DLM), and ACCESS for ELLs assessments and related accountability measures are not available and will not be reported for the 2019-20 school year. Tables showing 2019-20 statewide assessment results and related accountability measures will not be included in this report.

Mathematics Assessment – Performance Trends

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

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

Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results are not available.

Percentage of Students Meeting/Exceeding Expectations
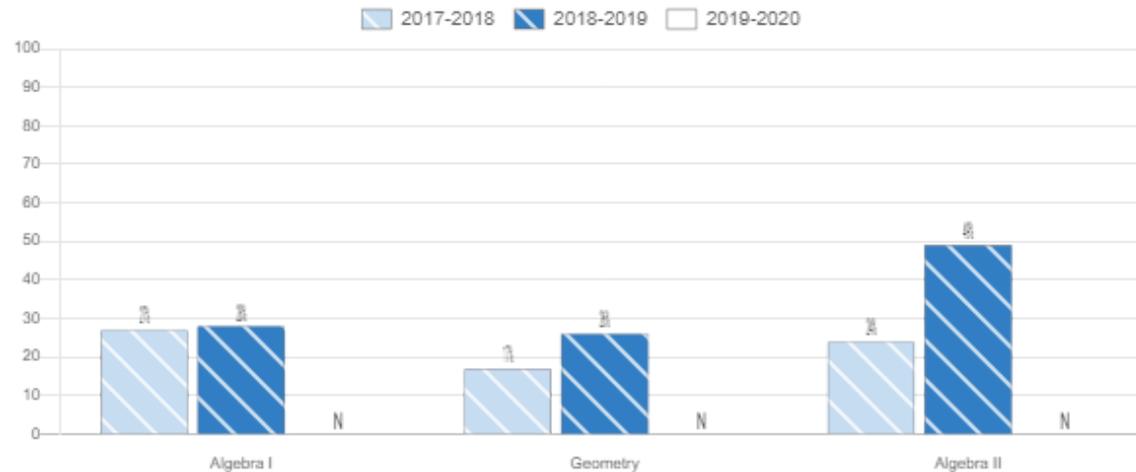
† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

Academic Achievement

DLM Alternate Assessment - Participation

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

Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, DLM participation is not available for 2019-20.

English Language Progress to Proficiency

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

Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, English Language Progress to Proficiency is not available for 2019-20.

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.

Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, ACCESS for ELLs 2.0 assessment participation and performance are not available for 2019-20.

Academic Achievement

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

Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results are not available for 2019-20. Tables showing 2019-20 NJSLA Science assessment results will not be included in this report.

NJSLA Science Assessment: Grade 11 Summary

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

Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results for NJSLA Science are not available for 2019-20.
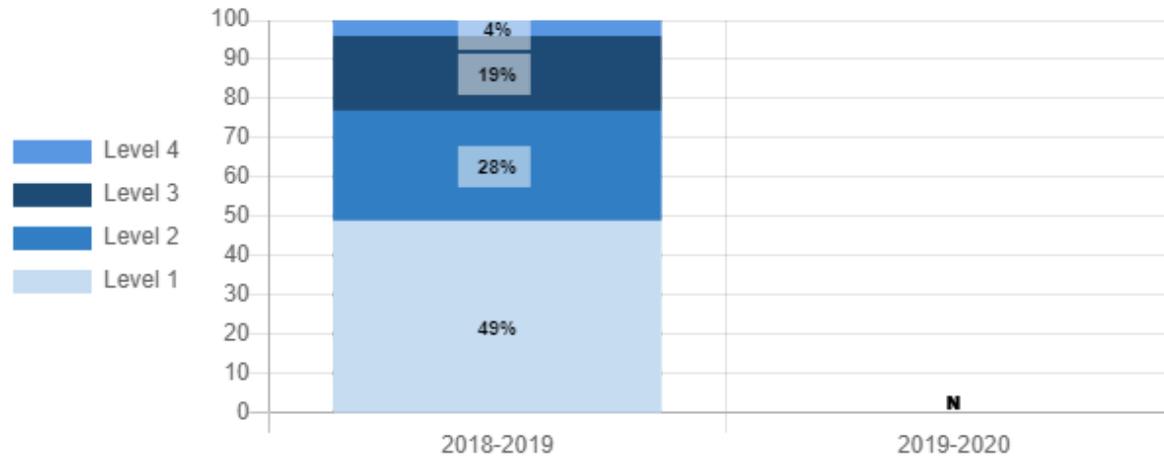
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College and Career Readiness

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

Important note for 2019-20: Due to the COVID-19 pandemic, national administrations of the SAT, PSAT and ACT were cancelled in the spring and summer of 2020. As a result, 2019-20 participation and performance results may have been affected and NJDOE recommends using caution in comparing results for 2019-20 to prior or future years.

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 2019-20. 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 2019-2020	97.9%	82.8%
12th graders taking SAT in 2019-2020 or prior years	67.2%	71.1%
12th graders taking ACT in 2019-2020 or prior years	19.6%	17.2%

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	484	476	Grade 10: 430 Grade 11: 460	69.0%	61.0%
PSAT 10/NMSQT - Math	468	473	Grade 10: 480 Grade 11: 510	36.0%	39.0%
SAT - Reading and Writing	561	536	480	84.0%	69.0%
SAT - Math	547	536	530	57.0%	52.0%
ACT - Reading	24	25	22	69.0%	66.0%
ACT - English	24	24	18	90.0%	81.0%
ACT - Math	24	24	22	65.0%	65.0%
ACT - Science	24	24	23	52.0%	58.0%

College and Career Readiness

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.

Important note for 2019-20: Due to the COVID-19 pandemic, College Board administered AP tests online in spring 2020 and students were able to take assessments from home. Additionally, the written components of the IB assessments were not able to be administered in the 2019-2020 school year, however the IB program developed a reliable and valid score based upon the required assessed work during the two years of the courses to determine a final grade.

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.

Students enrolled in one or more AP or IB course

School 44.3%
State 35.7%

Students taking one or more AP or IB exam

School 19.9%
State 28.9%

Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exam

School 16.6%
State 22.8%

Dual Enrollment Coursework - Participation

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

School 22.2%
State 20.2%

NJ SCHOOL PERFORMANCE REPORT

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College and Career Readiness

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Important note for 2019-20: Due to the COVID-19 pandemic, College Board administered AP tests online in spring 2020 and students were able to take assessments from home. Additionally, the written components of the IB assessments were not able to be administered in the 2019-2020 school year, however the IB program developed a reliable and valid score based upon the required assessed work during the two years of the courses to determine a final grade.

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	29	13
AP Calculus AB	35	23
AP Calculus BC	19	14
AP Chemistry	12	8
AP Computer Science A	3	2
AP English Language and Composition	88	40
AP English Literature and Composition	62	12
AP Environmental Science	29	6
AP Latin (Virgil, Catullus and Horace)	6	3
AP Macroeconomics	0	3
AP Microeconomics	15	3
AP Physics 1	67	23
AP Physics C: Electricity and Magnetism	18	7
AP Physics C: Mechanics	0	11
AP Psychology	64	18
AP Spanish Language	5	2
AP Statistics	30	6
AP Studio Art—Drawing Portfolio	0	2
AP Studio Art—Two-Demensional	9	6
AP U.S. History	109	40
Total Exams taken		242
Exams with scores of at least 3 on AP exams or 4 on IB exams		164

College and Career Readiness

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

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)

School 0.0%
State 7.6%

CTE Concentrators

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

School 0.0%
State 10.7%

Structured Learning Experiences Participation

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

Structured Learning Experiences

School 0.0%
State 2.9%

College and Career Readiness

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 by Student Group

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

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	0.0%	7.6%	10.7%
White	0.0%	0.0%	5.9%	10.2%
Hispanic	0.0%	0.0%	10.5%	11.4%
Black or African American	0.0%	0.0%	9.1%	11.0%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.7%	10.0%
American Indian or Alaska Native	*	*	8.8%	13.8%
Two or More Races	0.0%	0.0%	6.6%	11.5%
Female	0.0%	0.0%	7.3%	10.9%
Male	0.0%	0.0%	7.9%	10.4%
Non-Binary/Undesignated Gender	*	*	0.0%	5.9%
Economically Disadvantaged Students	0.0%	0.0%	10.6%	11.8%
Students with Disabilities	0.0%	0.0%	6.4%	9.4%
English Learners	*	*	8.5%	3.2%
Homeless Students	*	*	6.7%	7.4%
Students In Foster Care	*	*	5.7%	5.5%
Military-Connected Students	0.0%	0.0%	8.9%	11.1%
Migrant Students	*	*	3.0%	7.4%

College and Career Readiness

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

Industry-Valued Credentials

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

Important note for 2019-20: Due to school closures related to COVID-19, many high school students were not able to take the Technical Skills Assessment (TSA), which are end-of-program assessments for Career and Technical Education programs, in spring 2020. This may have impacted the number of industry-valued credentials earned during the 2019-2020 school year.

Students Earning Industry-Valued Credentials

School	0.0%
State	0.7%

College and Career Readiness

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

Industry-Valued Credentials 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.

Important note for 2019-20: Due to school closures related to COVID-19, many high school students were not able to take the Technical Skills Assessment (TSA), which are end-of-program assessments for Career and Technical Education programs, in spring 2020. This may have impacted the number of industry-valued credentials earned during the 2019-2020 school year.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total	0	*	*

NJ SCHOOL PERFORMANCE REPORT

College and Career Readiness

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	195	58	10	0	0	0	36
10	3	186	72	13	0	0	11
11	0	8	133	71	22	15	65
12	0	1	29	38	46	76	27
Total	198	253	244	122	68	91	139
Enrolled in AP/IB Course					54	30	0
Enrolled in Dual Enrollment Course	0	0	0	35	22	31	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	256	1	0	8	0	4
10	63	214	0	1	0	1
11	41	112	0	32	90	40
12	47	10	0	13	68	69
Total	407	337	0	54	158	114
Enrolled in AP/IB Course	29	12		29	85	0
Enrolled in Dual Enrollment Course	9	5	0	10	26	17

NJ SCHOOL PERFORMANCE REPORT

College and Career Readiness

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	0	10	17	0	0	30
10	0	268	14	14	0	6
11	0	287	40	52	2	20
12	0	10	33	27	11	251
Total	0	575	104	93	13	307
Enrolled in AP/IB Course	0	109	15	64		0
Enrolled in Dual Enrollment Course	0	85	5	27	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	175	26	21	13	21	0	0
10	160	18	34	28	25	0	0
11	81	8	18	30	6	0	0
12	10	4	3	9	7	0	0
Total	426	56	76	80	59	0	0
Enrolled in AP/IB Course	5	0	0	6	0	0	0
Enrolled in Dual Enrollment Course	61	3	16	18	9	0	0
Enrolled in Level 3 or Higher	126	8	30	24	13	0	0

College and Career Readiness

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

Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	5	0	0	0	0	0
11	9	0	0	0	0	0
12	8	0	0	0	0	0
Total	22	0	0	0	0	0
Enrolled in AP/IB Course	3		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

College and Career Readiness

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.

Important Note for 2019-20: Governor Phil Murphy signed Executive Order 117 on April 7, 2020, which waived the graduation assessment requirement for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. As a result, the Seal of Biliteracy requirement to demonstrate English language proficiency by meeting the graduation assessment requirements was also waived for any students who had not yet met the requirement by March 18, 2020.

Language	Students Earning a Seal of Biliteracy
German	*
Latin	*
Spanish	18
Total	24

College and Career Readiness

Seal of Biliteracy (Cont'd)

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.

Important Note for 2019-20: Governor Phil Murphy signed Executive Order 117 on April 7, 2020, which waived the graduation assessment requirement for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. As a result, the Seal of Biliteracy requirement to demonstrate English language proficiency by meeting the graduation assessment requirements was also waived for any students who had not yet met the requirement by March 18, 2020.

Language	Students Earning a Seal of Biliteracy

College and Career Readiness

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

School: 54.0%
State: 51.0%

Students enrolled in one or more classes by discipline:

Music

School   17.5%
State   17.4%

Dance

School   0.0%
State   2.5%

Drama

School   4.5%
State   3.8%

Visual Arts

School   37.8%
State   33.1%

NJ SCHOOL PERFORMANCE REPORT

Graduation/ Postsecondary

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

Important note for 2019-20: Governor Phil Murphy signed Executive Order 117 on April 7, 2020, which waived the graduation assessment requirement for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. Additionally, NJDOE received a federal waiver which removed the requirement to report on status in meeting annual ESSA targets. As a result, annual targets and status in meeting those targets are not reported for Cohort 2019 4-year and Cohort 2018 5-year graduation rates (NJDOE uses prior year graduation rates for accountability purposes).

Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends

96.6% 97.0% 97.1%

Cohort 2018   Cohort 2019   Cohort 2020

5-Year Graduation Rate Trends
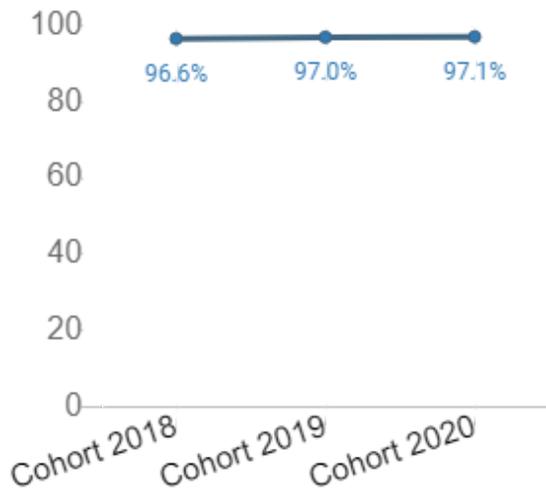
95.9% 97.9% 97.3%

Cohort 2017   Cohort 2018   Cohort 2019

Performance Measure	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2020 4-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate	Cohort 2019 5-Year Rate
Graduation Rate	96.6%	97.0%	97.1%	95.9%	97.9%	97.3%
Annual Target	N			N		
Met Annual Target?	Met Goal			Met Goal		
Statewide Graduation Rate	90.9%	90.6%	91.0%	92.4%	92.5%	92.2%

NJ SCHOOL PERFORMANCE REPORT

Seneca High School
(05-2610-070)
2019-2020

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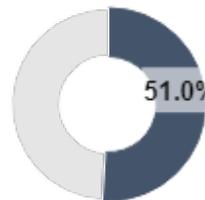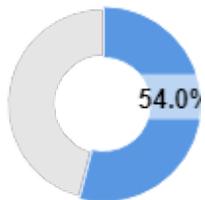**†** This indicates a table specific note,see note below table

Graduation/ Postsecondary

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

Important note for 2019-20: Governor Phil Murphy signed Executive Order 117 on April 7, 2020, which waived the graduation assessment requirement for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. Additionally, NJDOE received a federal waiver which removed the requirement to report on status in meeting annual ESSA targets. As a result, annual targets and status in meeting those targets are not reported for Cohort 2019 4-year and Cohort 2018 5-year graduation rates (NJDOE uses prior year graduation rates for accountability purposes).
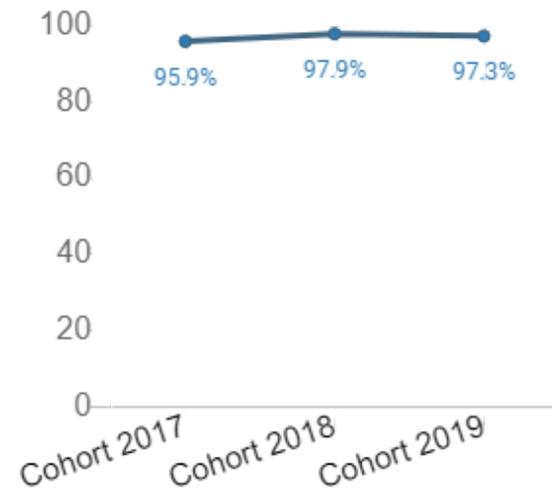
Cohort 2020 4-Year Graduation Cohort Profile

This table shows the percentage of students in the 2020 cohort who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are no longer enrolled ("Non-Continuing Students") within four years of entering high school, both overall and by student group.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Schoolwide	97.1%	2.2%	0.7%	91.0%	4.1%	4.9%
White	97.2%	2.0%	0.8%	95.0%	2.7%	2.3%
Hispanic	*	*	*	84.8%	5.9%	9.3%
Black or African American	100.0%	0.0%	0.0%	85.7%	6.6%	7.8%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	96.8%	2.0%	1.2%
American Indian or Alaska Native	N	N	N	89.4%	3.5%	7.1%
Two or More Races	*	*	*	92.0%	3.2%	4.8%
Female	97.9%	1.4%	0.7%	93.1%	2.9%	3.9%
Male	96.1%	3.1%	0.8%	88.9%	5.2%	5.9%
Non-Binary/Undesignated Gender	N	N	N	N	N	N
Economically Disadvantaged Students	96.2%	0.0%	3.8%	85.0%	6.0%	9.1%
Students with Disabilities	83.9%	16.1%	0.0%	80.4%	13.4%	6.1%
English Learners	N	N	N	73.1%	9.6%	17.3%
Homeless Students	N	N	N	73.6%	9.3%	17.2%
Students in Foster Care	N	N	N	55.0%	20.8%	24.3%
Military-Connected Students	*	*	*	95.0%	2.5%	2.5%
Migrant Students	N	N	N	77.1%	8.6%	14.3%

Graduation/ Postsecondary

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

Important note for 2019-20: Governor Phil Murphy signed Executive Order 117 on April 7, 2020, which waived the graduation assessment requirement for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. Additionally, NJDOE received a federal waiver which removed the requirement to report on status in meeting annual ESSA targets. As a result, annual targets and status in meeting those targets are not reported for Cohort 2019 4-year and Cohort 2018 5-year graduation rates (NJDOE uses prior year graduation rates for accountability purposes).

Cohort 2019 5-Year Graduation Cohort Profile

This table shows the percentage of students in the 2019 cohort who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are no longer enrolled ("Non-Continuing Students") within five years of entering high school, both overall and by student group.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Schoolwide	97.3%	0.7%	2.0%	92.2%	1.8%	6.0%
White	97.4%	0.7%	1.9%	95.8%	1.5%	2.6%
Hispanic	91.7%	0.0%	8.3%	86.9%	2.0%	11.2%
Black or African American	100.0%	0.0%	0.0%	86.2%	3.0%	10.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	97.7%	1.0%	1.3%
American Indian or Alaska Native	N	N	N	93.1%	0.0%	6.9%
Two or More Races	*	*	*	93.1%	1.0%	5.9%
Female	98.6%	0.7%	0.7%	94.0%	1.1%	4.9%
Male	95.9%	0.7%	3.4%	90.5%	2.5%	7.0%
Non-Binary/Undesignated Gender	N	N	N	N	N	N
Economically Disadvantaged Students	92.7%	0.0%	7.3%	86.6%	2.2%	11.2%
Students with Disabilities	90.2%	3.9%	5.9%	83.2%	9.0%	7.8%
English Learners	N	N	N	79.5%	1.7%	18.7%
Homeless Students	N	N	N	80.9%	1.7%	17.4%
Students in Foster Care	N	N	N	69.0%	10.8%	20.3%
Military-Connected Students	*	*	*	95.6%	2.7%	1.6%
Migrant Students	N	N	N	85.7%	0.0%	14.3%

Graduation/ Postsecondary

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

Important note for 2019-20: Governor Phil Murphy signed Executive Order 117 on April 7, 2020, which waived the graduation assessment requirement for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. Additionally, NJDOE received a federal waiver which removed the requirement to report on status in meeting annual ESSA targets. As a result, annual targets and status in meeting those targets are not reported for Cohort 2019 4-year and Cohort 2018 5-year graduation rates (NJDOE uses prior year graduation rates for accountability purposes).

Accountability Graduation Rates

This table shows Cohort 2019 4-year and Cohort 2018 5-year graduation rates both overall and by student group. For accountability and annual targets, graduation data from the prior year is used. For more details on New Jersey's accountability system, see these accountability resources.

Important note for 2019-20: NJDOE received a federal waiver which removed the requirement to report on status in meeting annual ESSA targets. As a result, annual targets and status in meeting those targets are not reported for Cohort 2019 4-year and Cohort 2018 5-year graduation rates.

Student Group	Cohort 2019: 4-Year Graduation Rate	Cohort 2019: Annual Target	Cohort 2019: Met Target	Cohort 2018: 5-Year Graduation Rate	Cohort 2018: Annual Target	Cohort 2018: Met Target
Schoolwide	97.0%			97.9%		
White	97.0%			98.5%		
Hispanic	91.7%			91.7%		
Black or African American	100.0%			*		
Asian, Native Hawaiian, or Pacific Islander	*			*		
American Indian or Alaska Native	N			*		
Two or More Races	*			*		
Economically Disadvantaged Students	92.7%			95.0%		
Students with Disabilities	88.2%			97.2%		
English Learners	N			N		

Graduation/ Postsecondary

Graduation Pathways

This table shows the percentage of Cohort 2020 graduates who met the high school graduation assessment requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Important note for 2019-20: Governor Phil Murphy signed Executive Order 117 on April 7, 2020, which waived the graduation assessment requirement for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. As a result, the pathway option of "Requirements waived under Executive Order 117" has been added to this table for 2019-20 to count these students.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	63.9%	74.1%
Substitute Competency Test	31.2%	19.5%
Portfolio Appeals Process	0.4%	0.0%
Alternate Requirements specified in IEP	0.4%	0.4%
Requirements waived under Executive Order 117	4.1%	6.0%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2019-2020	0.2%	1.0%
2018-2019	0.4%	1.2%
2017-2018	0.5%	1.2%

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

Graduation/ Postsecondary

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.

Important note for 2019-20: The National Student Clearinghouse has reported that undergraduate enrollment is down nationwide compared to the same time last year. As a result, caution should be used in comparing this year's results to prior or future years.

Postsecondary Enrollment Rate Summary

The graph and table below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating for from high school for the last two years.

Postsecondary Enrollment 16 months after Graduation

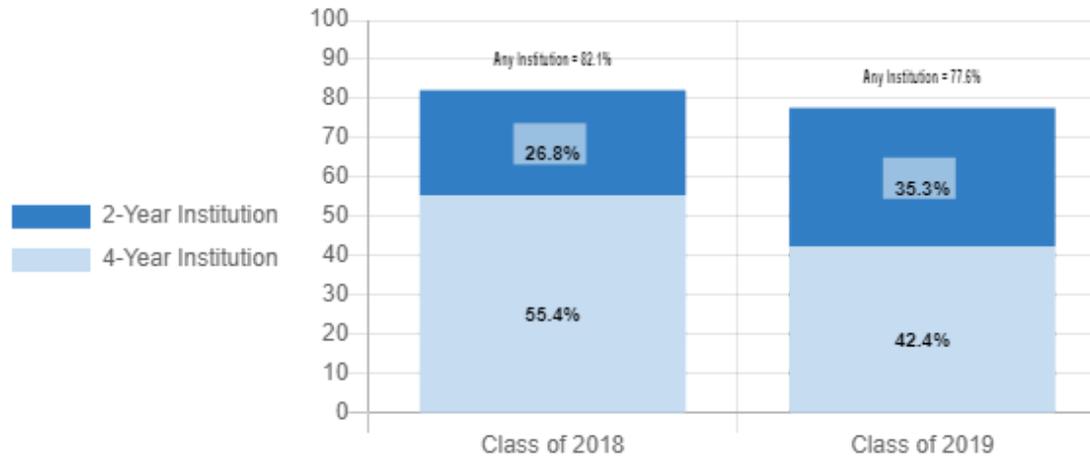| Performance Measure	Class of 2018	Class of 2019
% Enrolled in 2-Year Institution	26.8%	35.3%
% Enrolled in 4-Year Institution	55.4%	42.4%
% Enrolled in Any Postsecondary Institution	82.1%	77.6%

Graduation/ Postsecondary

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.

Important note for 2019-20: The National Student Clearinghouse has reported that undergraduate enrollment is down nationwide compared to the same time last year. As a result, caution should be used in comparing this year's results to prior or future years.

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2020 high school graduates enrolled in postsecondary institutions by the fall of 2020. 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 who were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% of Enrolled in 2-Year Institution	% of Enrolled in 4-Year Institution
Statewide	67.3%	27.9%	72.1%
Schoolwide	69.2%	33.7%	66.3%
White	68.4%	34.1%	65.9%
Hispanic	*	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	42.3%	54.5%	45.5%
Students with Disabilities	33.3%	44.4%	55.6%
English Learners	N	N	N

Graduation/ Postsecondary

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.

Important note for 2019-20: The National Student Clearinghouse has reported that undergraduate enrollment is down nationwide compared to the same time last year. As a result, caution should be used in comparing this year's results to prior or future years.

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2020. 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 who were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% of Enrolled in 2-Year Institution	% of Enrolled in 4-Year Institution	% of Enrolled in Public Institution	% of Enrolled in Private Institution	% of Enrolled in In-State Institution	% of Enrolled in Out-of-State Institution
Statewide	76.3%	30.7%	69.3%	73.3%	26.7%	65.5%	34.5%
Schoolwide	77.6%	45.4%	54.6%	82.1%	17.9%	67.2%	32.8%
White	77.6%	45.7%	54.3%	81.7%	18.3%	66.3%	33.7%
Hispanic	*	*	*	*	*	*	*
Black or African American	83.3%	20.0%	80.0%	70.0%	30.0%	60.0%	40.0%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	45.9%	58.8%	41.2%	88.2%	11.8%	76.5%	23.5%
Students with Disabilities	51.0%	61.5%	38.5%	80.8%	19.2%	73.1%	26.9%
English Learners	*	*	*	*	*	*	*

Climate and Environment

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

Important Note for 2019-20: Due the COVID-19 pandemic, NJDOE received a federal waiver which removed the requirement to report on chronic absenteeism and related accountability measures for the 2019-20 school year. As a result, NJDOE will not report on chronic absenteeism and other attendance data for 2019-20. Tables showing 2019-20 attendance data will be hidden in this report.

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").

Seneca High School

(05-2610-070)

2019-2020

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

Climate and Environment

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Important note for 2019-20: Due to school closures as a result of Executive Order 107, discipline data for the 2019-20 school year may not be comparable to prior or future school years and NJDOE recommends caution in making comparisons.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	3
Weapons	0
Vandalism	0
Substances	9
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	1.10

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	3
Weapons	0
Vandalism	0
Substances	8
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Climate and Environment

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the NJDOE School Performance webpage.Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Important note for 2019-20: Due to school closures as a result of Executive Order 107, discipline data for the 2019-20 school year may not be comparable to prior or future school years and NJDOE recommends caution in making comparisons.

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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	45	4.1%
Out-of-School Suspensions	13	1.2%
Any Suspension	54	5.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
86

NJ SCHOOL PERFORMANCE REPORT

Climate and Environment

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.

Important note for 2019-20: The start and end times in this table may reflect standard hours for in-person instruction. These hours may have been adjusted due to remote or hybrid instruction schedules.

Category	School
Typical Start Time	7:30 AM
Typical End Time	2:27 PM
Length of School Day	6 Hrs. 57 Mins.
Full Time - Instructional Time	5 Hrs. 52 Mins.
Shared Time - Instructional Time	N

Device Ratios

This table typically includes information collected from the NJTRAx database. The NJDOE established the NJTRAx Digital Learning Readiness database to gauge the technology readiness of New Jersey schools and districts for online testing as well as to provide a tool to assist schools in determining readiness for digital learning. For more information about NJTRAx, visit the New Jersey Digital Learning and Assessment Portal.

Important Note for 2019-2020: Executive Order 107 required all schools to close and cease in-person instruction, and schools switched to remote instruction. As a result, the number of devices available in each school was not consistent throughout the 2019-2020 school year as districts worked to meet the technological needs of their students. Therefore, the device ratio is not included in the 2019-2020 School Performance Reports because a single device ratio would not give a full picture of the availability of devices and the changing nature of this information during the 2019-2020 school year. More up-to-date information about student device and connectivity needs is available on the NJDOE website.

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:

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

Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outsdie their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. The number of out-of-field teachers is the number of teachers who are potentially teaching outside of their area of certification.

Category	Teachers in School	Teachers in State
Total Number of teachers	107	119,170
Average years experience in public schools	14.6	12.3
Average years experience in district	12.7	11.0
Percentage of Teachers with 4 or more years experience in the district	82.2%	75.8%
Number of out-of-field teachers	1	2,276

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	40	9,574
Average years experience in public schools	20.9	16.2
Average years experience in district	17.3	12.3
Percentage of Administrators with 4 or more years experience in the district	92.5%	77.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	181:1	168:1
Teachers to Administrators	18:1	15:1
Students to Librarians/Media Specialists		749:1
Students to Nurses		674:1
Students to Counselors		198:1
Students to Child Study Team Members		321:1

NJ SCHOOL PERFORMANCE REPORT

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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group. Note that 2019-20 is the first year that data was collected for non-binary/undesignated gender and, as a result, the 2019-20 data may not be a true representation of the student or staff population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	52.5%	60.0%	16.5%	48.5%	77.0%	55.5%
Male	47.5%	40.0%	83.5%	51.5%	23.0%	44.5%
Non-Binary/Undesignated Gender	<1%	<1%	<1%	<1%	<1%	<1%
White	89.3%	95.3%	100.0%	41.4%	83.2%	77.0%
Hispanic	4.6%	0.9%	0.0%	30.5%	7.6%	7.4%
Black or African American	2.3%	1.9%	0.0%	15.1%	6.6%	14.1%
Asian	1.9%	1.9%	0.0%	10.2%	2.1%	1.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.6%	0.0%	0.0%	2.4%	0.2%	0.2%

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 43.9%
Admin N/A

Master's Degree

Teacher — 56.1%
Admin — 100.0

Doctoral Degree
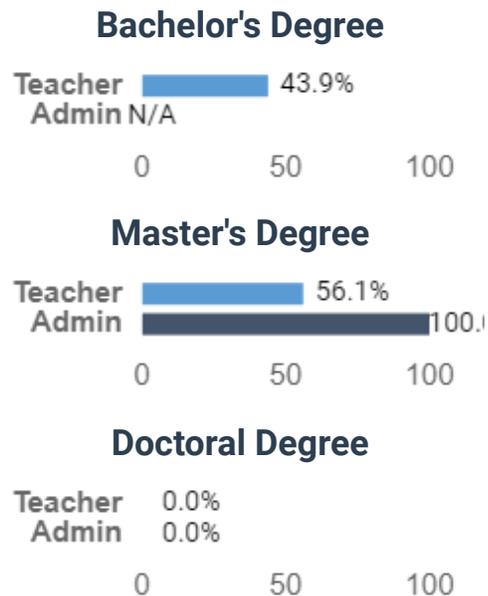
Teacher — 0.0%
Admin — 0.0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2018-19 that were still assigned to this district in 2019-20. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2018-19 Teachers: Same district 2019-20	93.4%	90.7%
2018-19 Administrators: Same district 2019-20	90.0%	87.8%

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Per-Pupil Expenditures

Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2019-20 School-Level Per Pupil Expenditures by Source

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

Accountability

New Jersey's Every Student Succeeds Act (ESSA) Accountability System

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). Based on New Jersey's approved ESSA state plan, NJDOE will identify schools in the following four federal categories every three years:

- **Comprehensive Support and Improvement (CSI): Overall Low Performing:**
    - Schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
    - High schools with a four-year graduation rate of 67% or less
- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**
    - Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
- **Comprehensive Support and Improvement (CSI): Chronically Low Performing:**
    - Title I schools identified as Additional Targeted Support and Improvement; Low Performing Student Group (ATSI) that are identified for three or more consecutive years, i.e. ATSI schools that do not meet exit criteria.
    - The NJDOE has not yet identified schools in this category as no ATSI schools have been in status for three or more years.

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

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

For purposes of ESSA accountability, only schools and student groups with data for 20 or more students are included in calculations.

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and statewide progress toward long-term goals, see these accountability resources.

Important Note for 2019-2020: Due to the COVID-19 pandemic, New Jersey received a waiver from the United States Department of Education (USED) in March 2020 to waive statewide assessment, accountability, and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year. This removes the requirement to:

- Calculate indicator scores and summative scores for the 2019-2020 school year;
- Measure progress toward long-term goals and measures of interim progress for accountability indicators for the 2019-2020 school year; and
- Identify schools for comprehensive and targeted support and improvement during the 2020-2021 school year (based on 2019-2020 data).

As a result of the March 2020 waiver, any school that was identified for comprehensive or targeted support and improvement during the 2019-2020 school year for support during the 2020-2021 school year will retain the same status for the 2021-2022 school year and continue to receive support and interventions from the NJDOE.

For the categories that are identified every three years, the last identification occurred in the 2018-2019 school year (based on 2017-2018 data) and the next identification was scheduled for the 2021-2022 school year (based on 2020-2021 data). Due to the COVID-19 pandemic and associated federal waivers, New Jersey has submitted a proposed addendum to New Jersey's consolidated state plan to delay the next identification until the 2022-2023 school year (based on 2021-2022 data) and also delay the exit of all currently identified schools to align with the next identification.

For the annual identification of schools for Targeted Support and Improvement: Consistently Underperforming Student Group, no schools will be identified during the 2020-2021 school year as a result of the March 2020 waiver. New Jersey has submitted a request to USED to waive the next identification in the 2021-2022 school year due to the lack of two consecutive years of data.

Because these requests to adjust exit dates are dependent on approval by USED, exit dates are not included in the 2019-2020 reports. Updated exit dates will be shared directly with districts when they are finalized. Check the accountability resources page for current information.

The 2019-2020 Accountability Indicator Scores and Summative Ratings and Accountability Summary by Student Group tables will not be included in the report for 2019-2020 as these tables include indicator scores, summative scores, and progress toward long-term goals and those measures were waived under the March 2020 waiver.

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Accountability

ESSA Accountability Status

The table below provides the school's federal school status for the 2021-22 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

Status for 2021-22 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Pacific Islander, Native Hawaiian	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2017-18	2018-19	2019-20
ELA Proficiency	51.0%	63.0%	
Math Proficiency	29.4%	30.8%	
ELA Growth	N	N	
Math Growth	N	N	
4-Year Graduation Rate†	96.6%	97.0%	97.1%
5-Year Graduation Rate†	95.9%	97.9%	97.3%
Progress toward English Language Proficiency	*	*	
Chronic Absenteeism	10.0%	9.7%	

† This table shows the most recent graduation rate for reference, but accountability calculations for a given year use the prior year's graduation rate.

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Narrative

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

Highlights:

- STEM programs are an integral part of the academic programming including Project Lead the Way, FIRST Robotics, Women in Engineering Workshops, Technology Students of America and STEM Club.
- An ADL "No Place For Hate School" incorporates students and peer mentors that create school-wide projects to challenge students and staff to think more critically to explore the value of diversity.
- Anti-Defamation League (ADL) Peer Training Program – students and staff are trained by the ADL and then train middle and high school students to understand and challenge bias and bullying.

Mission, Vision, Theme:

The recognition of academics, athletics, the arts, and community service are integral to the school's success. Seneca offers students a wide range of programs to meet every student's talents and interests. Students excel academically as measured by assessments such as SATs, AP tests and graduation rates, which are consistently above state and national averages. One of Seneca's hallmarks is a family atmosphere that fosters responsibility, collegiality, collaboration and academic risk.

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Awards, Recognition, Accomplishments:

Seneca is proud to have received many awards for a variety of outstanding academic achievements. Seneca was honored as a "No Place for Hate School" for its continual effort to fight against violence and hate. Seneca's Student Council was recognized statewide for both their "Green and Gold week" initiative, and Community Service by the New Jersey State Student Council Association. One of Seneca's administrators also received the NJ DECA Administrator of the Year Award.

Courses, Curriculum, Instruction:

Through more than 241 course offerings, 24 AP courses and 67 College Acceleration Program courses, 40 at Rowan College at Burlington County (RCBC) and 27 at Rowan University (RU), complemented by summer enrichment programs, the Lenape District offers academic tracks to meet every student's needs. In the 2019-20 school year, 1355 students district-wide applied for RU and RCBC dual credit; on average, each student earned 7.31 college credits. https://www.lrhsd.org/Page/679

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Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys)

With a full menu of different athletic programs, Seneca is proud to have earned a Sectional Championship in Field Hockey as well as conference championships in the sports of Gymnastics, Field Hockey, Football, Girls Tennis, and Girls Bowling. Seneca also had a female athlete win the State Championship in the pole vault. What separates Seneca's athletic program from other schools is its travelling fan section called, "The Bird's Nest." The Bird's Nest gives all students at Seneca the opportunity to participate in our school's athletic program through their celebration of school spirit.

Clubs and Activities:

Seneca is proud to have a plethora of school clubs, which cover student government, academics, the arts, and community service. Seneca' s Marching Band won a State Championship in the 2019-20 school year. The school is most proud of its peer mentorship programs, which includes partnerships with the four surrounding communities of the high school. The peer mentorship programs focus on anti-drug and alcohol platforms, anti-bullying platforms, and working alongside students with special needs.

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Before and After School Programs:

Seneca offers a variety of after school activities including tutoring, remediation, and student support. Seneca teachers are in charge of running each program. Student advisors are available both before and after school to provide additional support to students in need of help.

Staff and Professional Learning:

In addition to the entire Lenape Regional High School District, Seneca hosts a variety of in-service events throughout the year. Seneca uses the Research For Better Teaching (RBT) Professional Development Model, which requires all certified staff to participate over a three-year period and use common planning time, which allows PLC's to formulate and discuss better teacher practices. All teaching staff are trained by Seneca's ADL student peer leaders.

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Postsecondary Information:

During the 2019-20 school year, 1355 students earned 9948 college credits through the dual credit program. LRHSD is proud to offer the PSAT to all students in grades 9, 10, and 11, as the district believes that opportunity better prepares them for the SAT. LRHSD's success as a high-achieving district is exemplified by its 97.4% graduation rate, its SAT scores consistently above state and national averages, and its 80.4% of graduates attending over 256 colleges and universities.

Student Supports and Services:

Seneca offers a large variety of student support services. Seneca's peer mentorship programs utilize student support from fellow students in the areas of substance abuse, harassment, intimidation, and bullying. The counseling office offers other support groups for students in need.

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Student Health and Wellness:

There are a number of opportunities for students to engage in healthy activities during the day including physical education, interscholastic athletics and other student activities. Seneca also offers a wide variety of activities during the Lunch and Learn period. Activities available to students during this time include basketball, ping pong, and weight room privileges. Seneca also has a Social and Emotional Learning room known as "The WellNest." The WellNest is for any student that needs to step away from the normal classroom setting in a warm and comforting environment. This room is staffed by the Student Assistance Coordinator, Nurse and other Counselors to assist students in need.

Parent and Community Involvement:

Seneca has a parents group that meets monthly. The principal and a student representative attend these monthly meetings to keep parents informed of what is going on in the building. The Athletic Director, Student Assistance Coordinator, and other key personnel also make appearances at parents group meetings. Seneca has many other parent groups for athletic teams and clubs.

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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers. School climate surveys have been used through the Middles States Accreditation Process.
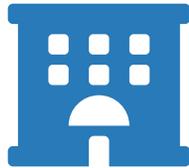
Facilities:

The Seneca High School building is 17 years old and located in the Pine Barrens National Preserve. The facilities match the beauty of where the school is located. The building includes dedicated rooms for the arts, family and consumer science, business, science, STEM, and technology. A television studio, a woodshop, and an auto shop are available to be used by students. The school is up to date with modern technology needed to support the school's curriculum.

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School Safety:

The Safety and Security of all LRHSD students and staff is a top priority which is evidenced by the following security initiatives already in place at all LRHSD schools. Police officers with marked vehicles are assigned to each school reinforcing high visibility police presence. All LRHSD schools have Security Staff (several retired Law Enforcement Officers) assigned to assist with maintaining a safe school environment. All exterior doors are secured and locked during the school day. Main office vestibules were constructed to limit direct entry into the school. All schools are equipped with 24/7 interior and exterior surveillance systems. Lockdown buttons and a new phone system were installed at all schools to initiate and expedite lockdown procedures. Portable radios are assigned to key personnel to expedite communications in the event of an emergency. New classroom and office locks were installed to expedite the lockdown process and intruder film was added to all exterior doors.

Technology and STEM:

The LRHSD has a variety of technology and STEM opportunities for students. A wide-range of technology courses offered include a 3 year Television Broadcasting path with a 4th year option to intern in the District Television Studio. Technical courses expose students to industry-standard software. Also offered is an Automotive shop at Seneca and Cherokee and a Metal Shop at Lenape High School. The LRHSD has also partnered with Project Lead the Way a nationally recognized STEM program to offer a pre-engineering pathway where students work collaboratively in a cohort to take an engineering elective each year of their high school experience. This will expose them to different facets of a STEM related career. The LRHSD has two district Robotics teams which compete locally and nationally. Members of the LRHSD Robotics teams report that the project based problem solving design of each challenge deepens their understanding of the concepts behind the designs necessary to compete.

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Other Information:

Students excel academically as measured by assessments such as the SATs, AP tests and graduation rates, which are all consistently above state and national averages and reflective of the district as a whole. One of Seneca's hallmarks is its family atmosphere that fosters responsibility, collegiality, collaboration and academic risk. Academic pep rallies, an open campus lunch and Seneca's post prom party "Prom House 110 Carranza" are examples of the many ways that Seneca inspires a school community to explore their interests, passions, and goals while continuing to take responsibility for their actions. In addition to these programs Seneca continues to host a FIRST Robotics competition. Seneca is excited about its partnership with Lockheed Martin in creating a Project Lead the Way (PLTW) classroom and its focus on Environmental Sustainability. Students participate in peer mentorship programs within the school and with the local schools in the district. Students participate in Cultural Interaction Days, which is a day in the life program to foster understanding among different cultures. The school also immersed itself in the No Place For Hate campaign and ADL Peer Training, programs dedicated to increasing the appreciation for diversity and build communities of respect. Seneca's Air Force JROTC program continues to be a success presenting the nation's colors at school and community events. The JROTC was recognized by the Air Force as a program that exceeds standards.