

**SENECA HIGH SCHOOL**

(05-2610-070)

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

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	BURLINGTON
District	LENAPE REGIONAL
Principal Name	MR. SPECTOR
Address	110 CARRANZA ROAD TABERNACLE, NJ 08088
Phone Number	(609)268-4600
Email Address	JSPECTOR@LRHSD.ORG
Website	https://www.lrhdsd.org/Domain/471
Facebook	https://www.facebook.com/LRHSDHighlights
Twitter	https://twitter.com/SenecaFamily



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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	299	268	301
10	289	290	270
11	330	284	283
12	288	334	283
Total	1,206	1,176	1,137

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	50.1%	51.3%	51.6%
Male	49.9%	48.7%	48.4%
Economically Disadvantaged Students	12.0%	10.5%	11.3%
Students with Disabilities	12.9%	13.7%	13.2%
English Learners	0.2%	0.2%	0.2%
Homeless Students		0.2%	0.1%
Students in Foster Care		0.1%	0.2%
Military-Connected Students		1.0%	2.9%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	90.5%	91.2%	90.9%
Hispanic	3.6%	3.1%	3.7%
Black or African American	3.4%	3.6%	3.5%
Asian	2.2%	1.8%	1.6%
Native Hawaiian or Pacific Islander	0.2%	0.1%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.1%
Two or More Races	0.0%	0.0%	0.2%

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	1,206	1,176	1,137
Shared Time Students	0	0	0
Full Time Equivalent	1,206	1,176	1,137

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	98.0%
Spanish	1.1%
Other Languages	1.0%



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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	557	99.6	51.0	56.6	56.7	51.0	49.8	Met Target
White	509	99.6	50.9	57.5	65.6	50.9	50.1	Met Target
Hispanic	20	100.0	50.0	44.2	42.5	50.0	36.4	Met Target
Black or African American	18	100.0	50.0	*	37.3	50.0	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	301	100.0	62.8	64.8	64.5	62.8		
Male	256	99.2	37.1	48.6	49.4	37.1		
Economically Disadvantaged Students	55	98.3	34.5	33.2	38.5	34.5	29.8	Met Target
Non-Economically Disadvantaged Students	502	99.8	52.8	59.1	67.5	52.8		
Students with Disabilities	62	96.9	16.1	*	21.6	16.1	14.8	Met Target
Students without Disabilities	495	100.0	55.3	*	63.9	55.3		
English Learners	*	*	*	*	27.3	*	**	**
Non-English Learners	*	*	*	*	59.4	*		
Homeless Students	N	N	N	20.0	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	19	100.0	47.4	60.0	57.4	47.4		
Migrant Students	N	N	N	N	30.1	N		

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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	297	751	756	752	8%	12%	24%	47%	9%	56%	55%
White	271	751	757	760	8%	11%	25%	47%	8%	56%	64%
Hispanic	13	754	749	735	*	*	*	*	*	54%	38%
Black or African American	*	*	737	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	166	761	763	759	*	*	22%	*	*	67%	63%
Male	131	739	750	744	*	*	27%	*	*	41%	46%
Economically Disadvantaged Students	32	738	737	733	*	*	34%	*	*	38%	34%
Non-Economically Disadvantaged Students	265	752	759	761	*	*	23%	*	*	58%	65%
Students with Disabilities	34	713	720	716	38%	35%	*	*	*	12%	15%
Students without Disabilities	263	756	762	758	4%	9%	*	*	*	62%	62%
English Learners	*	*	698	691	*	*	*	*	*	*	*
Non-English Learners	*	*	757	755	*	*	*	*	*	*	*
Homeless Students	N	N	*	720	N	N	N	N	N	N	22%
Students in Foster Care	N	N	*	719	N	N	N	N	N	N	20%
Military-Connected Students	*	*	760	749	*	*	*	*	*	*	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	262	746	749	749	12%	18%	26%	33%	12%	45%	51%
White	239	746	750	756	12%	17%	26%	34%	11%	45%	58%
Hispanic	*	*	*	733	*	*	*	*	*	*	38%
Black or African American	13	751	*	728	*	*	*	*	*	38%	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	N	N	*	753	N	N	N	N	N	N	55%
Female	135	760	759	759	*	*	28%	41%	16%	57%	60%
Male	127	732	741	739	*	*	23%	24%	8%	32%	42%
Economically Disadvantaged Students	25	724	723	730	*	*	*	*	*	28%	34%
Non-Economically Disadvantaged Students	237	749	752	758	*	*	*	*	*	47%	59%
Students with Disabilities	26	716	705	707	*	*	*	*	*	15%	15%
Students without Disabilities	236	750	756	756	*	*	*	*	*	48%	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	707	N	N	N	N	N	N	21%
Military-Connected Students	10	762	755	748	0%	*	*	*	*	40%	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%



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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	183	699	718	736	*	*	*	*	*	*	39%
White	164	698	717	737	*	*	*	*	*	*	41%
Hispanic	*	*	717	731	*	*	*	*	*	*	35%
Black or African American	*	*	722	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	730	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	*	730	N	N	N	N	N	N	25%
Two or More Races	N	N	*	737	N	N	N	N	N	N	39%
Female	83	706	723	745	*	*	*	*	*	*	48%
Male	100	693	714	728	*	*	*	*	*	*	31%
Economically Disadvantaged Students	26	699	712	730	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	157	699	719	739	*	*	*	*	*	*	42%
Students with Disabilities	43	696	703	708	*	*	*	*	*	*	13%
Students without Disabilities	140	699	721	742	*	*	*	*	*	*	44%
English Learners	N	N	*	702	N	N	N	N	N	N	*
Non-English Learners	183	699	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	*	721	N	N	N	N	N	N	22%
Students in Foster Care	N	N	*	708	N	N	N	N	N	N	19%
Military-Connected Students	*	*	725	729	*	*	*	*	*	*	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*



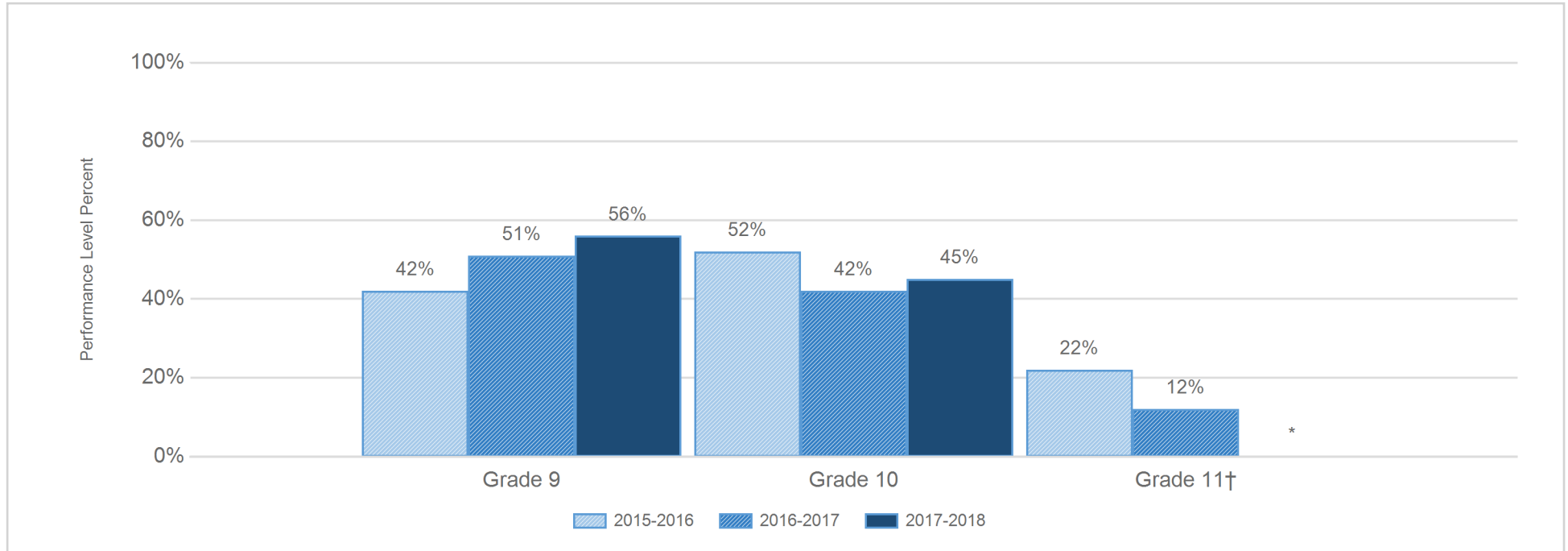
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English Language Arts/Literacy Assessment - Performance Trends

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](#).

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	545	99.1	29.4	37.0	45.0	29.4	32.2	Met Target†
White	498	99.0	29.5	37.8	54.1	29.5	32.9	Met Target†
Hispanic	20	100.0	30.0	23.2	29.2	30.0	17.5	Met Target
Black or African American	17	100.0	23.5	*	23.4	23.5	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	296	99.0	32.1	36.4	46.0	32.1		
Male	249	99.2	26.1	37.7	43.9	26.1		
Economically Disadvantaged Students	56	98.3	12.5	18.1	26.6	12.5	19.7	Met Target†
Non-Economically Disadvantaged Students	489	99.2	31.3	39.2	55.9	31.3		
Students with Disabilities	61	95.3	*	*	17.1	*	9.2	Met Target†
Students without Disabilities	484	99.6	*	*	50.5	*		
English Learners	*	*	*	*	24.6	*	**	**
Non-English Learners	*	*	*	*	46.9	*		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	19	100.0	31.6	30.4	45.8	31.6		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	281	732	737	746	15%	24%	35%	*	*	27%	46%
White	256	731	739	755	15%	24%	34%	27%	0%	27%	57%
Hispanic	14	741	729	730	*	*	*	*	*	36%	27%
Black or African American	*	*	718	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	138	739	738	748	9%	19%	38%	*	*	35%	48%
Male	143	725	736	745	20%	29%	31%	*	*	20%	44%
Economically Disadvantaged Students	46	722	720	729	*	37%	28%	*	*	15%	25%
Non-Economically Disadvantaged Students	235	734	740	756	*	21%	36%	*	*	29%	57%
Students with Disabilities	62	704	709	716	*	*	*	*	*	*	13%
Students without Disabilities	219	740	744	752	*	*	*	*	*	*	52%
English Learners	*	*	720	710	*	*	*	*	*	*	*
Non-English Learners	*	*	737	749	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	*	*	741	752	*	*	*	*	*	*	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	233	733	729	735	6%	25%	52%	*	*	17%	30%
White	214	733	730	740	6%	25%	52%	*	*	17%	37%
Hispanic	*	*	*	723	*	*	*	*	*	*	14%
Black or African American	11	724	*	719	*	*	*	*	*	*	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	127	736	731	736	*	18%	61%	*	*	17%	30%
Male	106	728	727	734	*	34%	40%	*	*	16%	29%
Economically Disadvantaged Students	26	722	718	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	207	734	730	741	*	*	*	*	*	*	38%
Students with Disabilities	28	719	712	713	*	*	*	*	*	*	*
Students without Disabilities	205	735	733	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	711	N	N	N	N	N	N	*
Military-Connected Students	13	737	732	731	*	*	*	*	*	23%	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	195	720	735	727	34%	24%	18%	*	*	24%	30%
White	174	720	732	733	34%	24%	17%	*	*	25%	35%
Hispanic	11	705	*	710	*	*	*	*	*	*	14%
Black or African American	*	*	722	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	*	729	N	N	N	N	N	N	28%
Two or More Races	N	N	*	736	N	N	N	N	N	N	37%
Female	112	720	733	728	35%	21%	20%	*	*	24%	30%
Male	83	720	736	727	33%	27%	17%	*	*	24%	30%
Economically Disadvantaged Students	11	681	*	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	184	722	*	736	*	*	*	*	*	*	37%
Students with Disabilities	11	714	*	693	*	*	*	*	*	18%	*
Students without Disabilities	184	720	*	732	*	*	*	*	*	24%	*
English Learners	N	N	*	691	N	N	N	N	N	N	*
Non-English Learners	195	720	*	729	34%	24%	18%	*	*	24%	*
Homeless Students	N	N	*	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	*	693	N	N	N	N	N	N	*
Military-Connected Students	*	*	722	717	*	*	*	*	*	*	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



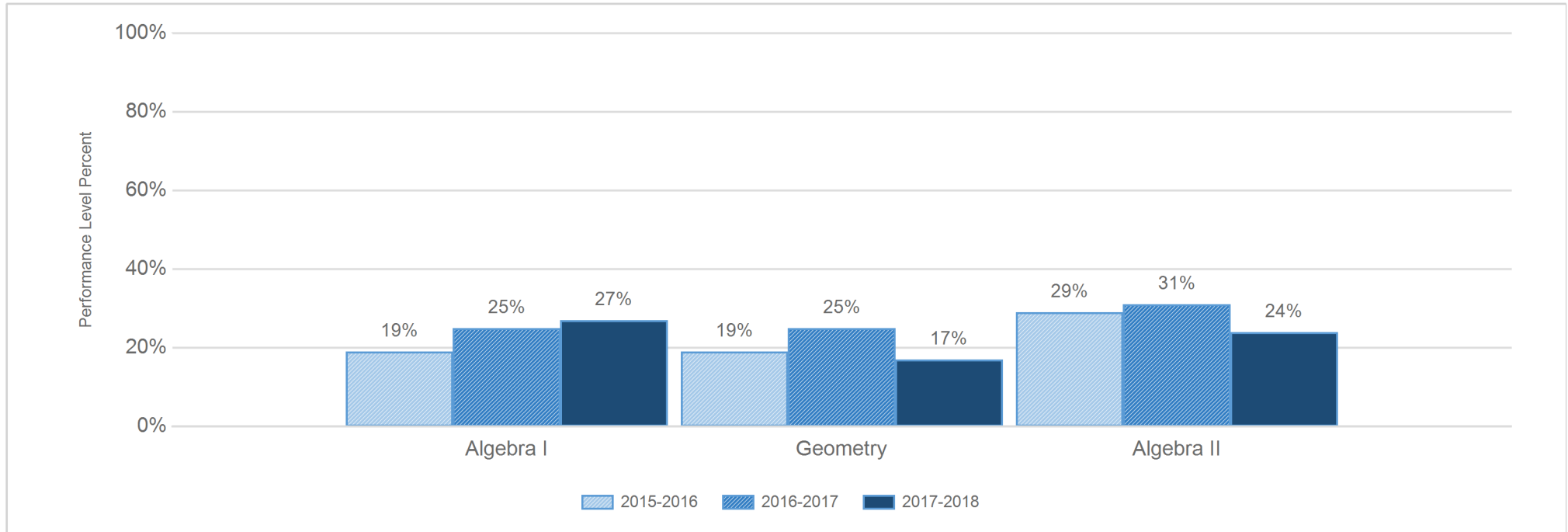
SENECA HIGH SCHOOL
(05-2610-070)
Grades Offered: 09-12
2017-2018

Report Key:

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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.



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† 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	*	*	*
3-4	*	*	*
5 or more	N	N	N



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

NJASK Science Assessment Information

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

Biology Assessment Information

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



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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	95.3%	85.0%
12th graders taking SAT in 2017-18 or prior years	72.1%	72.2%
12th graders taking ACT in 2017-18 or prior years	28.6%	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	485	478	Grade 10: 430 Grade 11: 460	68%	62%
PSAT 10/NMSQT - Math	470	478	Grade 10: 480 Grade 11: 510	36%	42%
SAT - Reading and Writing	570	542	480	89%	72%
SAT - Math	552	543	530	58%	54%
ACT - Reading	24	24	22	67%	62%
ACT - English	23	24	18	86%	78%
ACT - Math	22	24	22	52%	62%
ACT - Science	23	23	23	48%	53%



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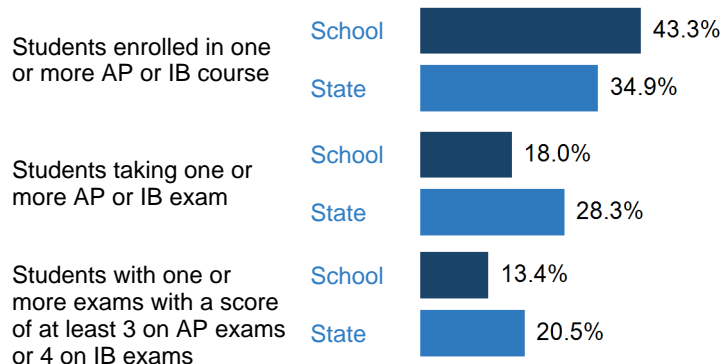
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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	49	17
AP Calculus AB	20	0
AP Calculus BC	40	29
AP Chemistry	3	1
AP English Language and Composition	76	51
AP English Literature and Composition	85	12
AP Environmental Science	0	1
AP Italian Language and Culture	6	0
AP Latin (Virgil, Catullus and Horace)	8	3
AP Physics 1	44	15
AP Physics C: Electricity and Magnetism	26	6
AP Physics C: Mechanics	0	10
AP Psychology	39	12
AP Spanish Language	12	5
AP Statistics	20	12
AP Studio Art—Drawing Portfolio	0	1

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AP/IB Course	Students Enrolled	Students Tested
AP Studio Art—Two-Dimensional	10	7
AP U.S. History	109	51
AP World History	5	1
Total Exams taken		234
Exams with scores of at least 3 on AP exams or 4 on IB exams		154



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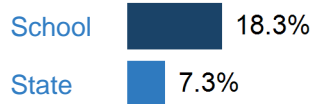
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

Career and Technical Education Participation

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

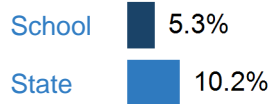
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

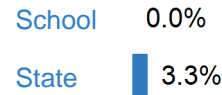
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences





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

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	0.0%
State	0.9%

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
Arts, AV Technology & Communications	252		
Finance	16		
Total (All Clusters)	268	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	216	87	24	0	0	0	41
10	1	178	85	9	0	0	15
11	0	10	127	67	7	6	97
12	0	1	35	47	71	54	51
Total	217	276	271	123	78	60	204
Enrolled in AP/IB Course					53	20	0
Enrolled in Dual Enrollment Course	0	0	0	51	25	25	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	164	0	0	137	1	0
10	184	84	0	3	0	1
11	17	193	0	7	61	25
12	31	6	0	14	111	55
Total	396	283	0	161	173	81
Enrolled in AP/IB Course	49	3		0	70	0
Enrolled in Dual Enrollment Course	23	2	0	0	25	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	0	2	14	0	0	32
10	0	275	8	16	1	3
11	1	279	27	58	5	41
12	4	7	23	44	8	273
Total	5	563	72	118	14	349
Enrolled in AP/IB Course	5	109	0	39		0
Enrolled in Dual Enrollment Course	3	107	0	19	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	199	21	37	28	16	0	0
10	170	23	27	15	30	0	0
11	71	8	21	9	8	0	0
12	25	7	8	11	12	0	0
Total	465	59	93	63	66	0	0
Enrolled in AP/IB Course	12	0	6	8	0	0	0
Enrolled in Dual Enrollment Course	99	14	17	11	18	0	0
Enrolled in Level 3 or Higher	116	13	32	9	21	0	0

**SENECA HIGH SCHOOL**

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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
German	*
Latin	*
Spanish	*
Total	12



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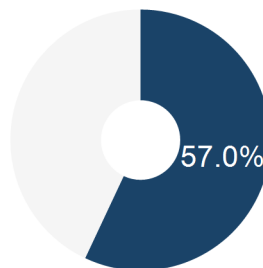
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Visual and Performing Arts – Course Participation

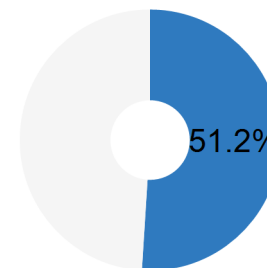
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

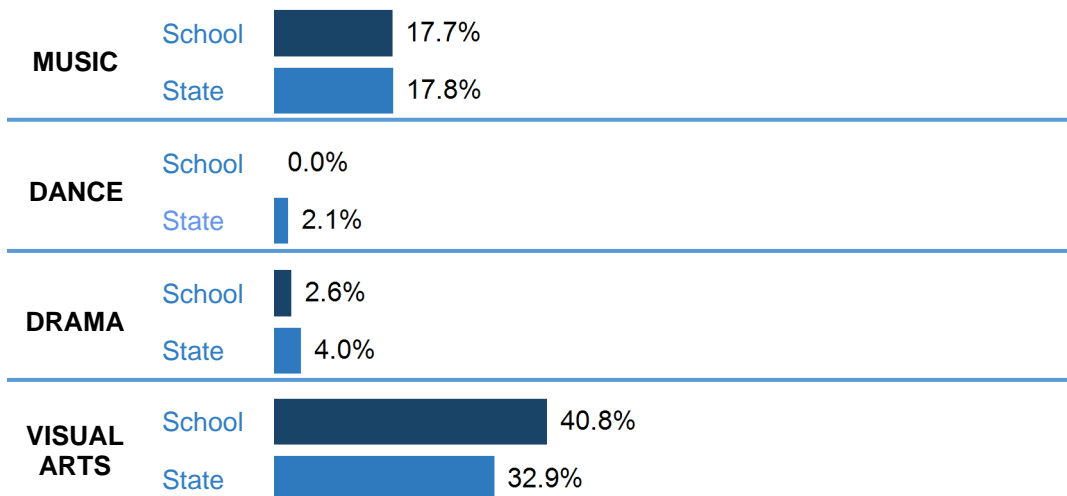


School



State

Students enrolled in one or more classes by discipline:





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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	96.6%	90.9%	95.9%	92.4%	95.9%	N	Met Goal	98.0%	N	Met Goal
White	97.3%	95.0%	96.8%	95.7%	96.8%	N	Met Goal	98.1%	N	Met Goal
Hispanic	84.6%	84.8%	85.7%	87.3%	85.7%	**	**	*	**	**
Black or African American	*	84.2%	80.0%	86.8%	80.0%	**	**	90.9%	**	**
Asian, Native Hawaiian or Pacific Islander	*	97.0%	*	97.7%	*	**	**	*	**	**
American Indian or Alaska Native	*	86.5%	*	94.1%	*	**	**	N	N	N
Two or More Races	*	92.0%	N	93.9%	N	N	N	N	N	N
Economically Disadvantaged Students	85.4%	84.6%	89.2%	87.0%	91.7%	86.6%	Met Target	95.2%	N	Met Goal
Students with Disabilities	94.4%	80.1%	89.8%	83.5%	88.0%	88.0%	Met Target	89.3%	92.1%	Not Met
English Learners	N	75.8%	N	81.8%	N	N	N	N	N	N
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	*	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	61.5%	70.3%
Substitute Competency Test	30.4%	20.8%
Portfolio Appeals Process	1.4%	2.1%
Alternate Requirements specified in IEP	4.6%	4.6%
Unknown	2.1%	2.1%

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	96.6%	-
2017	95.9%	95.9%
2016	97.3%	98.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.5%	1.2%
2016-2017	0.4%	1.1%
2015-2016	0.6%	1.2%



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

Postsecondary Enrollment Rates: Fall

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

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
Statewide	72.8%	27.6%	72.4%
Schoolwide	77.8%	33.6%	66.4%
White	77.7%	33.7%	66.3%
Hispanic	*	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	*	*	*
Two or More Races	N	N	N
Economically Disadvantaged Students	65.4%	64.7%	35.3%
Students with Disabilities	55.2%	62.5%	37.5%
English Learners	N	N	N

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	87%	35.1%	64.9%	77%	23%	62.1%	37.9%
White	87.4%	34.8%	65.2%	77.3%	22.7%	60.5%	39.5%
Hispanic	90.9%	40%	60%	60%	40%	60%	40%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	90.9%	40%	60%	80%	20%	90%	10%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	67.9%	63.2%	36.8%	84.2%	15.8%	89.5%	10.5%
Students with Disabilities	75%	63%	37%	88.9%	11.1%	81.5%	18.5%
English Learners	*	*	*	*	*	*	*



SENECA HIGH SCHOOL
(05-2610-070)
Grades Offered: 09-12
2017-2018

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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.

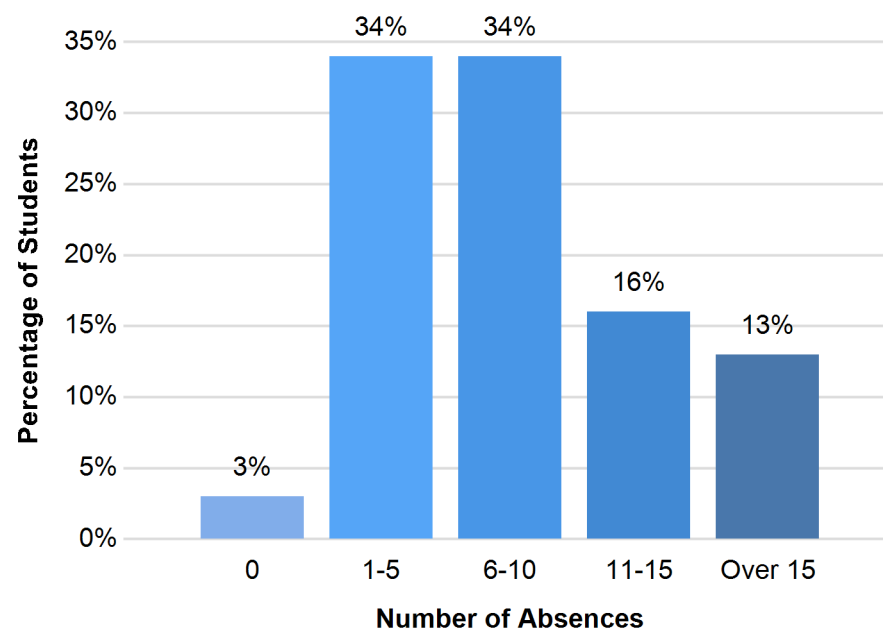
Chronic Absenteeism

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	115	10.0	14.9	Met
White	104	10.0	14.9	Met
Hispanic	5	12.5	14.9	Met
Black or African American	3	7.1	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	3	17.6	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	28	21.9	14.9	Not Met
Students with Disabilities	32	19.9	14.9	Not Met
English Learners	*	*	**	**

Days Absent

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



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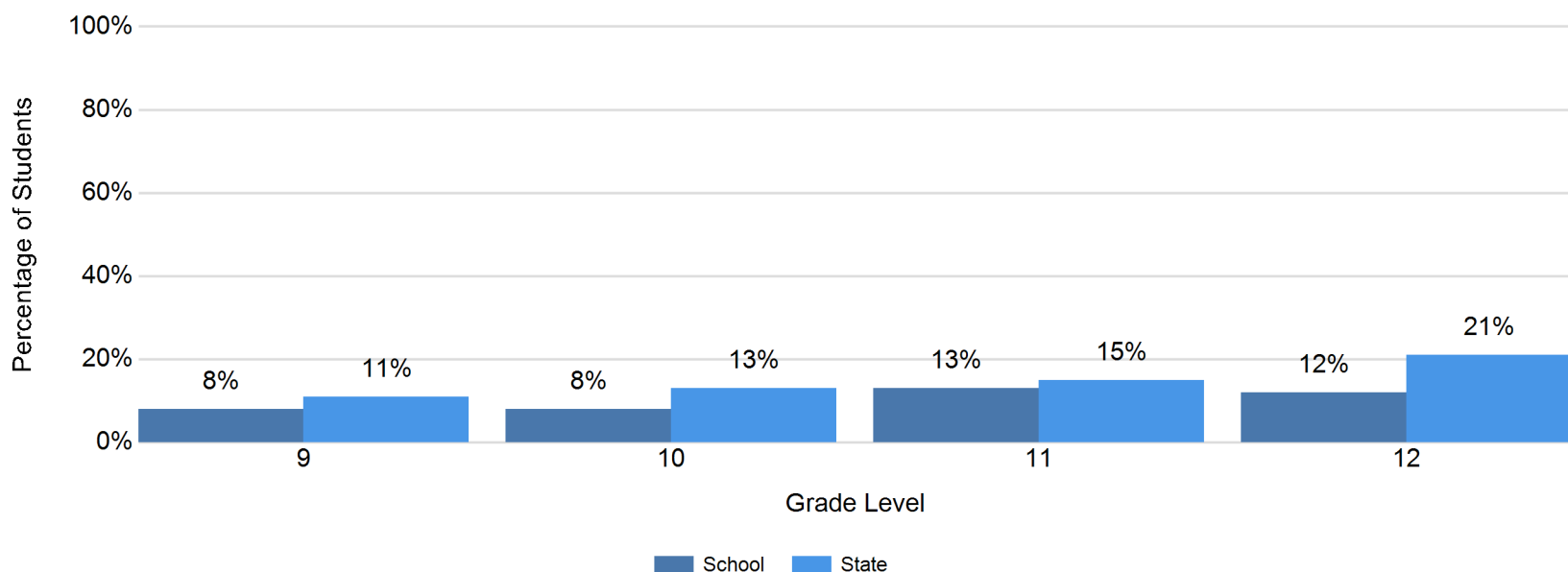
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Chronic Absenteeism by Grade

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





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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	5
Weapons	0
Vandalism	3
Substances	14
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	24
Incidents Per 100 Students Enrolled	2.11

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	4
Weapons	0
Vandalism	3
Substances	13
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	12

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	76	6.7%
Out-of-School Suspensions	30	2.6%
Any Suspension	88	7.7%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions

155



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School Day

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

Category	School
Typical Start Time	7:30 AM
Typical End Time	2:25 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs 52 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.1:1

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)	\$250	\$17,609	\$17,859



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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	111	117,464
Average years experience in public schools	14.8	12.0
Average years experience in district	12.9	10.7
Teachers in district for 4 or more years	92.8%	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	41	9,374
Average years experience in public schools	20.5	16.0
Average years experience in district	16.7	12.0
Administrators in district for 4 or more years	97.6%	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	10:1	11:1
Students to Administrators	190:1	164:1
Teachers to Administrators	19:1	14:1
Students to Librarians/Media Specialists		671:1
Students to Nurses		610:1
Students to Counselors		197:1
Students to Child Study Team		319:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	94.8%	90.2%
2016-17 Administrators: Same district 2017-18	95.0%	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	97.1%



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Teachers: All classroom teachers

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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	58.6%	16.7%
Male	41.4%	83.3%
White	96.4%	100.0%
Hispanic	0.0%	0.0%
Black or African American	2.7%	0.0%
Asian	0.9%	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	49.28	17.5%
Mathematics Proficiency	44.13	17.5%
Graduation Rate - 4-Year	70.77	25.0%
Graduation Rate - 5-Year	77.01	25.0%
Progress Towards English Language Proficiency (coming 2018)	**	**
Chronic Absenteeism	57.18	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	61.87	n/a
Summative Rating: Percentile rank of Summative Score	65.33	n/a
Requires Comprehensive Support: Summative Score is in the bottom 5th 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 Support 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†	Met Goal	Met Goal	**	Met	No
White	55.45	8.94	No	Met Target	Met Target†	Met Goal	Met Goal	n/a	Met	No
Hispanic	**	**	No	Met Target	Met Target	**	**	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	n/a	**	No
Two or More Races	**	**	No	**	**	N	N	n/a	**	No
Economically Disadvantaged Students	58.66	8.94	No	Met Target	Met Target†	Met Target	Met Goal	n/a	Not Met	No
Students with Disabilities	62.19	8.94	No	Met Target	Met Target†	Met Target	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	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"> • 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 to build a supportive and inclusive community. • Seneca inspires students to take responsibility for their actions by promoting "Upstander" characteristics through curricular and co-curricular activities, and workshops run by faculty and students.
 <p>Mission, Vision, Theme:</p>	<p>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</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>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 their "Prom House 110 Carranza" initiative by the New Jersey State Student Council Association.</p>



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Courses, Curriculum, Instruction:

Through more than 241 course offerings, 24 AP courses and 66 College Acceleration Program courses, 61 at Rowan College at Burlington County (RCBC) and 5 at Rowan University (RU), complemented by summer enrichment programs, the Lenape District offers academic tracks to meet every student's needs. In the 2017-18 school year, 1373 students district-wide applied for RU and RCBC dual credit; on average, each student earned 7.47 college credits.
<https://www.lrhdsd.org/Page/679>



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 Sectional Championships in Girls' Winter Track, Field Hockey, Baseball, and Golf and competed for a State Championship in Boys' Bowling and Field Hockey. 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. 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 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.



Postsecondary Information:

During the 2017-18 school year, 1,373 students earned 10,061 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 96.1% graduation rate, its SAT scores consistently above state and national averages, and its 91% of graduates attending over 280 colleges and universities.



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Student Supports and Services:

Seneca offers a large variety of student support services. Two areas to highlight are the peer mentorship programs and the small group counseling support groups. Seneca's peer mentorship programs utilize student support from fellow students in the areas of substance abuse, harassment, intimidation, and bullying. The counseling support groups offer additional help to students struggling with a particular issue.



Student Health and Wellness:

There are a number of opportunities for students to engage in healthy activities during the day, including physical education and interscholastic athletics. 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 offers a nutritious breakfast and lunch to students.



Parent and Community Involvement:

Seneca is proud to utilize email, Genesis Gradebook, a mobile app, Twitter, Facebook and Instagram in order to connect with families. A volunteer parent group, the Seneca Parent Group, acts as an additional link between the school and community. The Seneca Parent Group's main focuses are to communicate the different events taking place in the school and to encourage safe and healthy life choices for Seneca students.

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>School climate surveys have been used through the Middle States Accreditation Process.</p>
 <p>Facilities:</p>	<p>The Seneca High School building is 15 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</p>
 <p>School Safety:</p>	<p>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 are 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. In 2018 LRHSD was approved for a \$3,438,000 security grant to enhance and develop new safety initiatives for all LRHSD schools.</p>



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- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

School Narrative

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



Technology and STEM:

The LRHSD has a variety of technology and STEM opportunities for students. A wide-range of technology courses offered include 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. 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 with other schools.



SENECA HIGH SCHOOL

(05-2610-070)

Grades Offered: 09-12

2017-2018

Report Key:

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School Narrative

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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, a program 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.