NJ SCHOOL PERFORMANCE REPORT

METUCHEN HIGH SCHOOL
(23-3120-050)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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How to use this report:

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

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as 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	MIDDLESEX
District	METUCHEN BORO
Principal Name	MR. PERAGALLO
Address	400 GROVE AVE METUCHEN, NJ 08840-1104
Phone Number	(732)321-8744
Email Address	BPERAGALLO@METBOE.K12.NJ.US
Website	http://www.metuchenschools.org/metuchen/
Facebook	https://www.facebook.com/metuchenschools/
Twitter	https://twitter.com/MSD_Caputo

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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	160	167	195
10	171	161	168
11	146	169	158
12	172	153	169
Total	649	650	690

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	49.2%	50.7%	48.6%
Male	50.8%	49.3%	51.4%
Economically Disadvantaged Students	11.0%	9.6%	6.4%
Students with Disabilities	13.7%	12.3%	13.1%
English Learners	0.6%	0.5%	0.7%
Homeless Students		0.3%	0.3%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.5%	0.4%
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	67.1%	65.5%	62.9%
Hispanic	9.5%	8.2%	9.6%
Black or African American	5.2%	5.5%	5.1%
Asian	17.3%	19.9%	21.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.9%	0.9%	0.6%

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	646	648	689
Shared Time Students	4	2	1
Full Time Equivalent	648	649	690

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	82.5%
Spanish	2.8%
Chinese	2.5%
Korean	1.7%
Russian	1.5%
Other Languages	9.1%

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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	359	98.9	71.1	74.3	56.7	71.1	70.3	Met Target
White	225	99.6	68.0	72.7	65.6	68.0	74.8	Not Met
Hispanic	29	100.0	65.5	68.9	42.5	65.5	42.4	Met Target
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	86	97.7	84.9	85.7	82.3	84.9	80	Met Goal
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	169	100.0	80.5	82.8	64.5	80.5		
Male	190	97.9	62.7	66.7	49.4	62.7		
Economically Disadvantaged Students	19	100.0	57.9	51.2	38.5	57.9	**	**
Non-Economically Disadvantaged Students	340	98.8	71.8	75.8	67.5	71.8		
Students with Disabilities	41	95.5	26.8	31.6	21.6	26.8	22.9	Met Target
Students without Disabilities	318	99.4	76.7	81.6	63.9	76.7		
English Learners	*	*	*	43.8	27.3	*	**	**
Non-English Learners	*	*	*	74.6	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	*	*	*	*	57.4	*		
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	191	772	772	752	*	*	16%	38%	35%	72%	55%
White	116	767	767	760	*	*	16%	42%	27%	69%	64%
Hispanic	17	768	768	735	*	0%	*	*	*	65%	38%
Black or African American	12	743	743	734	*	*	*	*	*	50%	34%
Asian, Native Hawaiian, or Pacific Islander	46	794	794	782	*	*	*	28%	61%	89%	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	N	N	N	760	N	N	N	N	N	N	63%
Female	80	780	780	759	*	*	14%	43%	39%	81%	63%
Male	111	766	766	744	*	*	17%	34%	32%	66%	46%
Economically Disadvantaged Students	11	762	762	733	*	*	*	*	*	55%	34%
Non-Economically Disadvantaged Students	180	772	772	761	*	*	*	*	*	73%	65%
Students with Disabilities	24	719	719	716	*	*	*	*	*	25%	15%
Students without Disabilities	167	779	779	758	*	*	*	*	*	79%	62%
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	191	772	772	755	*	*	16%	38%	35%	72%	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	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	166	774	774	749	8%	8%	13%	34%	37%	70%	51%
White	107	771	771	756	*	*	18%	37%	31%	68%	58%
Hispanic	12	765	765	733	*	*	0%	*	*	67%	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	40	793	793	782	*	*	*	*	*	80%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	88	787	787	759	*	*	*	35%	45%	81%	60%
Male	78	761	761	739	*	*	*	32%	27%	59%	42%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	59%
Students with Disabilities	15	734	734	707	*	*	*	*	*	33%	15%
Students without Disabilities	151	778	778	756	*	*	*	*	*	74%	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	128	748	748	736	14%	13%	19%	44%	10%	54%	39%
White	78	749	749	737	15%	*	15%	*	*	59%	41%
Hispanic	*	*	*	731	*	*	*	*	*	*	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	27	753	753	759	*	*	*	*	*	52%	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	57	759	759	745	*	*	19%	*	*	67%	48%
Male	71	739	739	728	*	*	18%	*	*	44%	31%
Economically Disadvantaged Students	14	743	743	730	*	*	*	*	*	29%	33%
Non-Economically Disadvantaged Students	114	749	749	739	*	*	*	*	*	57%	42%
Students with Disabilities	25	717	717	708	*	*	*	*	*	12%	13%
Students without Disabilities	103	756	756	742	*	*	*	*	*	64%	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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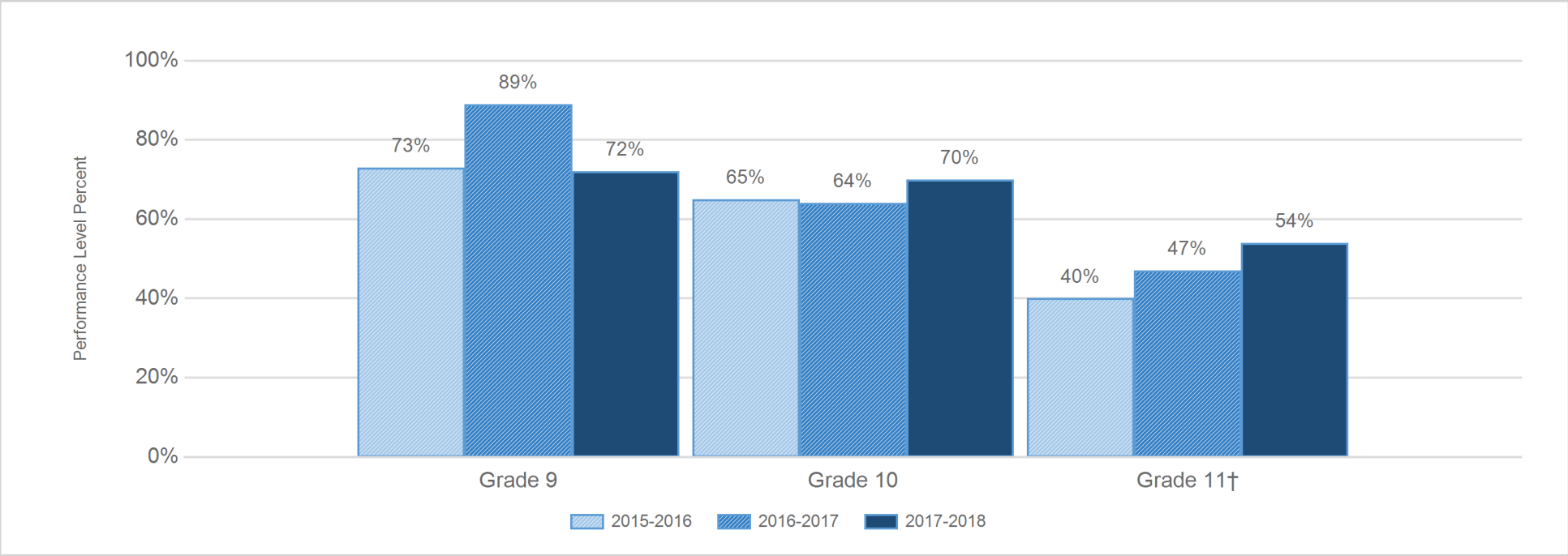
English Language Arts/Literacy Assessment - Performance Trends

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.



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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	335	98.8	59.7	63.3	45.0	59.7	52	Met Target
White	212	99.1	55.6	61.4	54.1	55.6	51.7	Met Target
Hispanic	29	100.0	48.2	54.6	29.2	48.2	36.2	Met Target
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	77	98.7	81.8	79.8	77.0	81.8	66.2	Met Goal
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	162	99.4	59.2	65.8	46.0	59.2		
Male	173	98.3	60.1	61.1	43.9	60.1		
Economically Disadvantaged Students	18	100.0	55.6	35.3	26.6	55.6	**	**
Non-Economically Disadvantaged Students	317	98.8	59.9	65.3	55.9	59.9		
Students with Disabilities	31	97.0	25.8	26.9	17.1	25.8	10.7	Met Target
Students without Disabilities	304	99.0	63.1	69.5	50.5	63.1		
English Learners	*	*	*	52.4	24.6	*	**	**
Non-English Learners	*	*	*	63.5	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	*	*	*	*	45.8	*		
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	97	749	769	746	*	*	32%	*	*	52%	46%
White	61	751	767	755	*	*	34%	*	*	52%	57%
Hispanic	15	736	*	730	*	*	*	*	*	40%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	44	754	771	748	*	*	27%	*	*	61%	48%
Male	53	746	766	745	*	*	36%	*	*	43%	44%
Economically Disadvantaged Students	*	*	770	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	769	756	*	*	*	*	*	*	57%
Students with Disabilities	17	737	*	716	*	*	*	*	*	35%	13%
Students without Disabilities	80	752	*	752	*	*	*	*	*	55%	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	172	748	752	735	*	20%	30%	*	*	49%	30%
White	110	746	*	740	*	20%	32%	*	*	46%	37%
Hispanic	*	*	*	723	*	*	*	*	*	*	14%
Black or African American	14	732	*	719	0%	*	*	*	*	29%	11%
Asian, Native Hawaiian, or Pacific Islander	36	764	*	760	0%	*	*	*	*	69%	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	80	743	*	736	*	18%	41%	*	*	39%	30%
Male	92	753	*	734	*	22%	20%	*	*	58%	29%
Economically Disadvantaged Students	13	732	*	722	*	*	*	*	*	23%	13%
Non-Economically Disadvantaged Students	159	750	*	741	*	*	*	*	*	51%	38%
Students with Disabilities	27	723	723	713	*	48%	*	*	*	11%	*
Students without Disabilities	145	753	756	738	*	14%	*	*	*	56%	*
English Learners	N	N	N	711	N	N	N	N	N	N	*
Non-English Learners	172	748	752	736	*	20%	30%	*	*	49%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	731	*	*	*	*	*	*	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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2017-2018

Report Key:
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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	148	751	751	727	12%	18%	21%	37%	11%	49%	30%
White	93	743	743	733	13%	22%	23%	*	*	43%	35%
Hispanic	12	739	739	710	*	*	*	*	*	33%	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	39	779	779	766	*	*	*	38%	33%	72%	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	79	752	752	728	*	18%	22%	*	*	51%	30%
Male	69	750	750	727	*	19%	20%	*	*	46%	30%
Economically Disadvantaged Students	*	*	*	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	37%
Students with Disabilities	*	*	*	693	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

NJ SCHOOL PERFORMANCE REPORT

METUCHEN HIGH SCHOOL
(23-3120-050)
Grades Offered: 09-12
2017-2018

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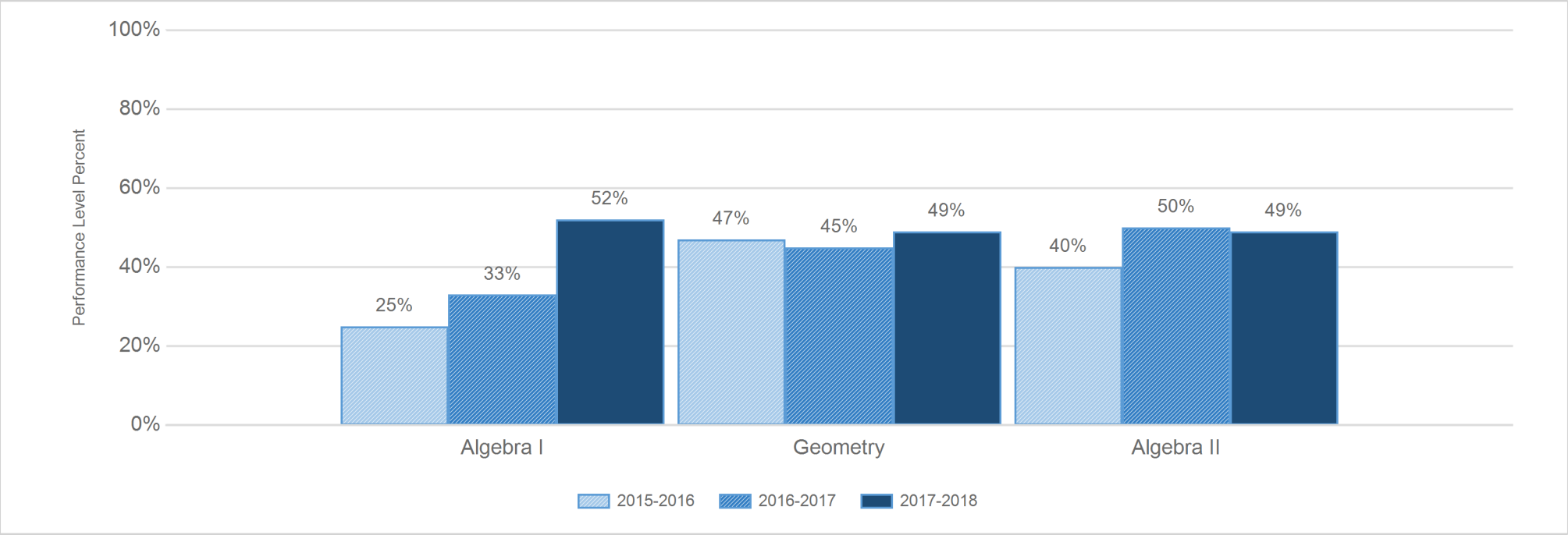
Mathematics Assessment – Performance Trends

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	88.7%	85.0%
12th graders taking SAT in 2017-18 or prior years	82.8%	72.2%
12th graders taking ACT in 2017-18 or prior years	42.6%	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	548	478	Grade 10: 430 Grade 11: 460	88%	62%
PSAT 10/NMSQT - Math	538	478	Grade 10: 480 Grade 11: 510	64%	42%
SAT - Reading and Writing	599	542	480	91%	72%
SAT - Math	594	543	530	72%	54%
ACT - Reading	26	24	22	81%	62%
ACT - English	26	24	18	92%	78%
ACT - Math	25	24	22	79%	62%
ACT - Science	24	23	23	63%	53%

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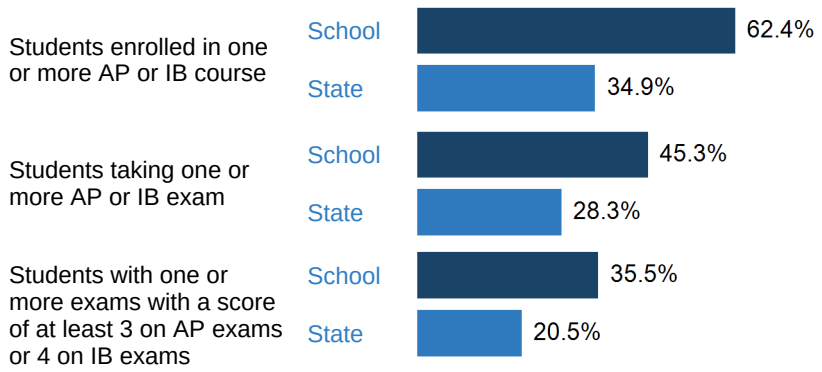
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

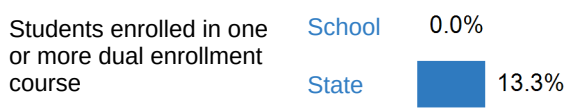
AP/IB Coursework – Participation and Performance

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



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 Art—History of Art	0	3
AP Biology	11	7
AP Calculus AB	21	14
AP Calculus BC	17	16
AP Chemistry	3	2
AP Chinese Language and Culture	0	1
AP Computer Science A	5	3
AP Computer Science Principles	0	2
AP English Language and Composition	34	32
AP English Literature and Composition	31	15
AP Environmental Science	23	12
AP European History	7	4
AP Human Geography	0	2
AP Microeconomics	11	4
AP Music Theory	19	9
AP Physics 1	111	86

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AP/IB Course	Students Enrolled	Students Tested
AP Physics 2	17	9
AP Physics C: Electricity and Magnetism	0	2
AP Physics C: Mechanics	0	3
AP Psychology	0	3
AP Spanish Language	21	9
AP Statistics	74	39
AP Studio Art—Drawing Portfolio	0	2
AP U.S. Government and Politics	35	26
AP U.S. History	147	57
Total Exams taken		362
Exams with scores of at least 3 on AP exams or 4 on IB exams		245

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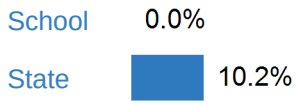
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

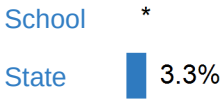
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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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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
Architecture & Construction	*		
Total (All Clusters)	*	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	90	86	8	1	0	0	13
10	5	74	83	12	0	1	1
11	3	19	61	71	1	20	12
12	1	0	18	10	68	53	56
Total	99	179	170	94	69	74	82
Enrolled in AP/IB Course					38	74	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	198	0	0	0	0	0
10	1	167	0	0	0	7
11	8	7	0	35	99	12
12	7	5	0	34	83	19
Total	214	179	0	69	182	38
Enrolled in AP/IB Course	11	3		23	128	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	188	0	1	0	0	10
10	1	172	99	0	0	0
11	1	157	55	19	11	4
12	0	5	35	24	37	40
Total	190	334	190	43	48	54
Enrolled in AP/IB Course	0	147	11	0		42
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	137	26	0	0	14	0	0
10	105	41	0	0	23	0	0
11	68	7	0	0	13	1	5
12	27	12	0	0	3	0	10
Total	337	86	0	0	53	1	15
Enrolled in AP/IB Course	21	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	111	40	0	0	32	0	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Chinese	*
Spanish	*
Total	*

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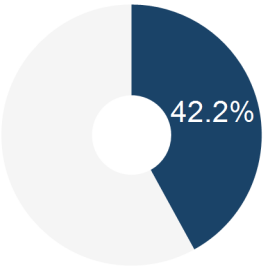
Visual and Performing Arts – Course Participation

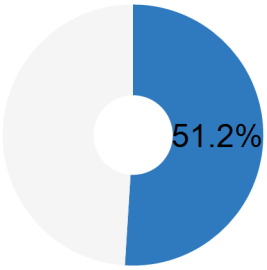
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

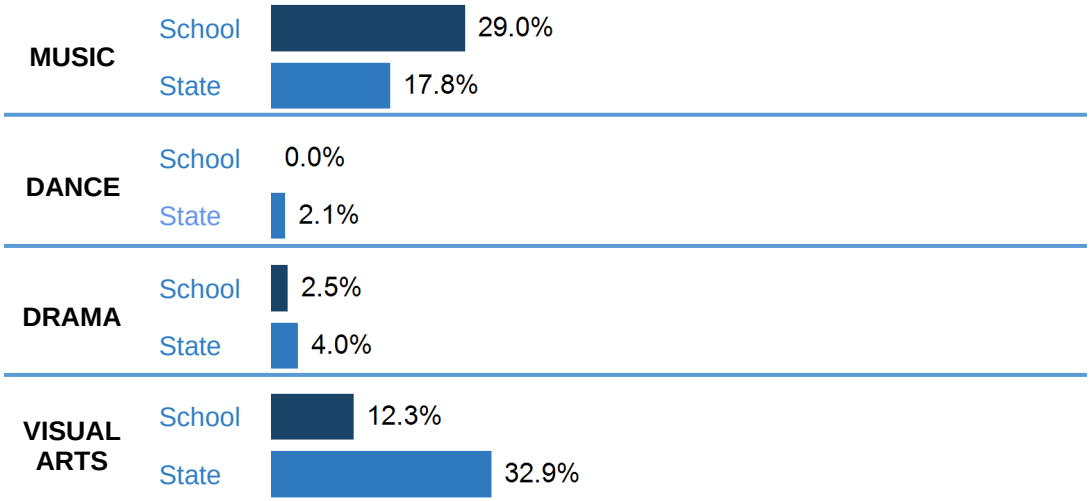


School



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	95.4%	90.9%	97.5%	92.4%	96.9%	N	Met Goal	94.7%	96.0%	Not Met
White	94.7%	95.0%	99.1%	95.7%	98.2%	N	Met Goal	94.6%	96.0%	Not Met
Hispanic	*	84.8%	*	87.3%	*	**	**	94.1%	**	**
Black or African American	*	84.2%	92.3%	86.8%	92.3%	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	96.7%	97.0%	100.0%	97.7%	100.0%	N	Met Goal	97.0%	N	Met Goal
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	N	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	90.9%	84.6%	94.7%	87.0%	94.7%	**	**	88.9%	**	**
Students with Disabilities	88.0%	80.1%	88.9%	83.5%	84.2%	**	**	79.2%	87.5%	Not Met
English Learners	*	75.8%	N	81.8%	N	N	N	*	**	**
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	80.0%	66.7%
Substitute Competency Test	9.7%	29.1%
Portfolio Appeals Process	1.8%	0.0%
Alternate Requirements specified in IEP	7.3%	3.0%
Unknown	1.2%	1.2%

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	95.4%	-
2017	96.9%	97.5%
2016	95.7%	94.7%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.1%	1.2%
2016-2017	0.3%	1.1%
2015-2016	0.3%	1.2%

NJ SCHOOL PERFORMANCE REPORT

METUCHEN HIGH SCHOOL
(23-3120-050)
Grades Offered: 09-12
2017-2018

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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	87.3%	13.1%	86.9%
White	87.9%	9.6%	90.4%
Hispanic	*	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	96.6%	10.7%	89.3%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	62.5%	33.3%	66.7%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	85.3%	18%	82%	64.1%	35.9%	45.3%	54.7%
White	86.5%	15.6%	84.4%	63.3%	36.7%	43.3%	56.7%
Hispanic	*	*	*	*	*	*	*
Black or African American	84.6%	18.2%	81.8%	63.6%	36.4%	36.4%	63.6%
Asian, Native Hawaiian, or Pacific Islander	95.5%	23.8%	76.2%	61.9%	38.1%	52.4%	47.6%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	77.3%	58.8%	41.2%	88.2%	11.8%	76.5%	23.5%
Students with Disabilities	46.2%	66.7%	33.3%	83.3%	16.7%	83.3%	16.7%
English Learners	N	N	N	N	N	N	N

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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.

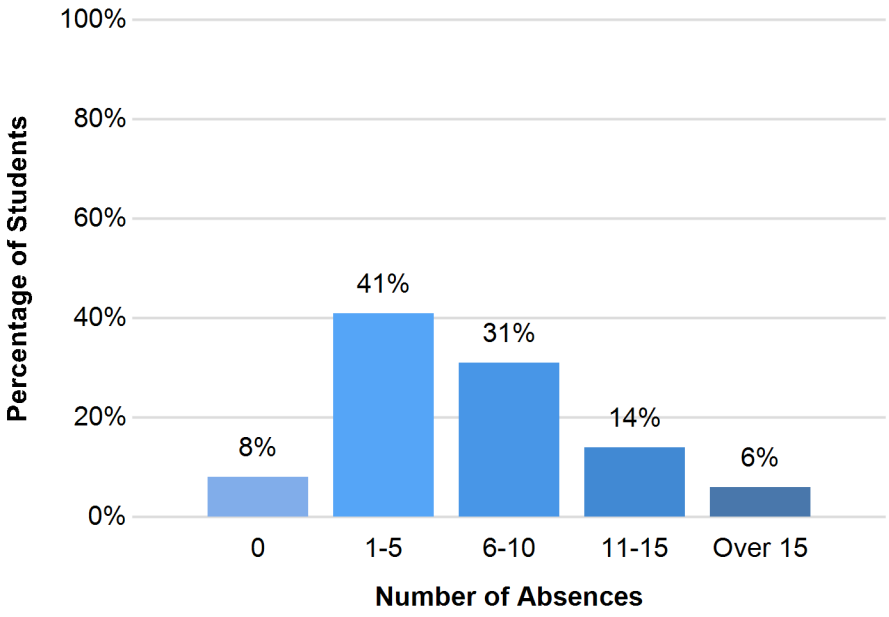
Chronic Absenteeism

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	25	3.5	14.9	Met
White	16	3.6	14.9	Met
Hispanic	2	3.0	14.9	Met
Black or African American	*	*	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	3	2.0	14.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	4	9.1	14.9	Met
Students with Disabilities	14	12.8	14.9	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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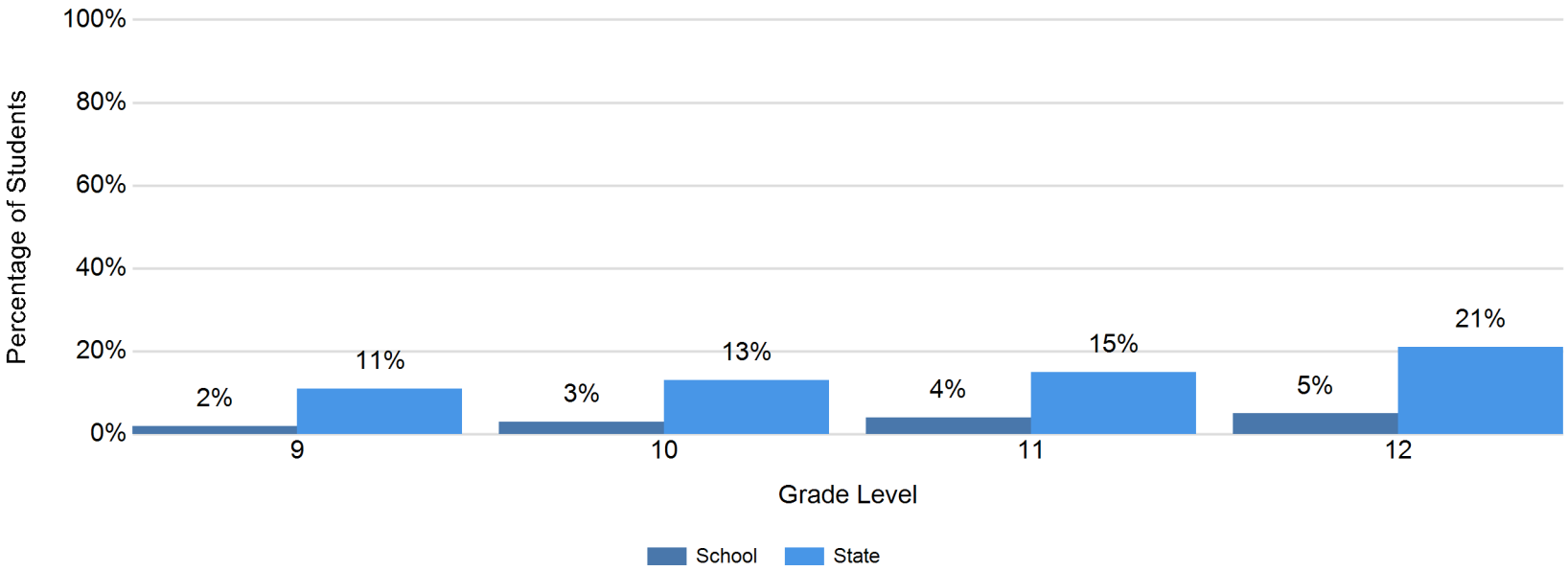
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	1
Substances	5
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	1.31

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and 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	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
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	33	4.8%
Out-of-School Suspensions	17	2.5%
Any Suspension	44	6.4%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
28

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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	7:45 AM
Typical End Time	2:45 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs 36 Mins
Shared Time - Instructional Time	2 Hrs. 17 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2017-18	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)	$377	$13,660	$14,037

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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	63	117,464
Average years experience in public schools	14.1	12.0
Average years experience in district	11.3	10.7
Teachers in district for 4 or more years	66.7%	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	16	9,374
Average years experience in public schools	20.4	16.0
Average years experience in district	7.4	12.0
Administrators in district for 4 or more years	62.5%	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	11:1	12:1
Students to Administrators	99:1	142:1
Teachers to Administrators	9:1	11:1
Students to Librarians/Media Specialists		755:1
Students to Nurses		567:1
Students to Counselors		378:1
Students to Child Study Team		283:1

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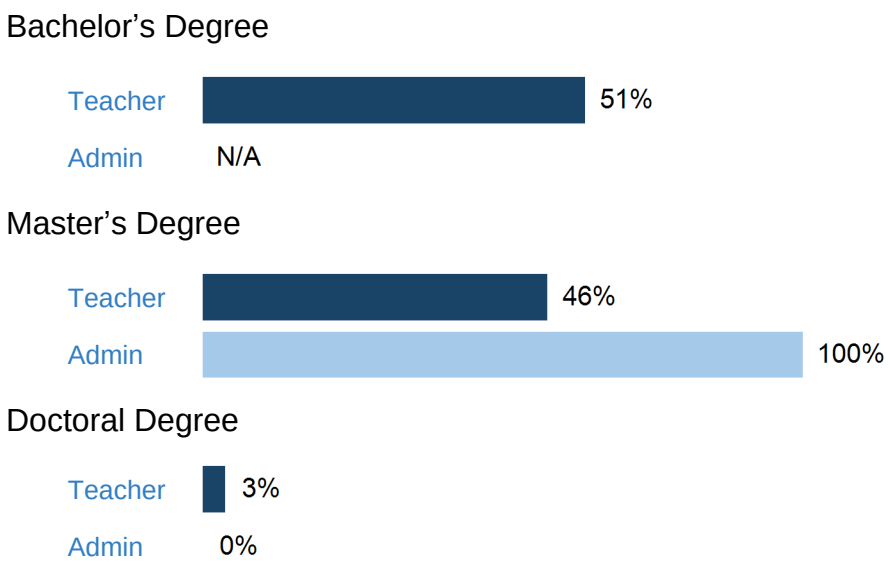
Teachers and Administrators - Level of Education

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.



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	94.3%	90.2%
2016-17 Administrators: Same district 2017-18	81.3%	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	97.8%

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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	54.0%	57.1%
Male	46.0%	42.9%
White	90.5%	85.7%
Hispanic	3.2%	14.3%
Black or African American	1.6%	0.0%
Asian	3.2%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	1.6%	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	79.08	17.5%
Mathematics Proficiency	87.68	17.5%
Graduation Rate - 4-Year	79.94	25.0%
Graduation Rate - 5-Year	37.36	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	86.21	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	71.44	n/a
Summative Rating: Percentile Rank of Summative Score	76.50	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 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 Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Goal	Not Met	**	Met	No
White	69.27	8.94	No	Not Met	Met Target	Met Goal	Not Met	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	69.78	8.94	No	Met Goal	Met Goal	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	n/a	Met	No
Students with Disabilities	65.26	8.94	No	Met Target	Met Target	**	Not Met	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	**	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.

Highlights:	• MHS is a strong academic four-year public high school. MHS is accredited by Middle States. Over 90% of our students attend a two-year or four-year college or university.
Mission, Vision, Theme:	Metuchen High School, building on a tradition of academic and co-curricular distinction, provides a healthy and safe learning environment which challenges and supports our students. Our technology-rich instruction and diverse curricular offerings are an integral part of an evolving program that meets each student's intellectual, social, and emotional needs. Our school encourages all students to discover their talents, develop their strengths, and become global citizens with a strong moral compass. We achieve this through exceptional classroom instruction, data-driven decision-making, and emphasis on developing students' 21st Century skills.
Awards, Recognition, Accomplishments:	Metuchen High School is proud to announce that we have been awarded Bronze Certification from Sustainable Jersey Schools. We look forward to continuing our efforts to go greener, conserve resources, and take steps to create a brighter future. Metuchen High School had five seniors who received recognition in the 2018 National Merit Scholarship Program as Commended Scholars and one senior who was awarded Finalist status and received a College sponsored Merit Scholarship in the National Merit Scholarship Program.

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Courses, Curriculum, Instruction:	Metuchen High School offers an individualized curriculum of more than 130+ courses, including several Virtual High School course offerings. Students must satisfy the state and local requirements for graduation in grades 9 through 12, and successfully complete a minimum of 120 credits. The academic program is a traditional schedule with seven 45-minute class periods that meet once per day. 17.5 credits per semester and 35 credits per year is the standard course load.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (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), Wrestling (Boys) Metuchen High School had another outstanding year in 2017-2018. We had one GMC Championship (Field Hockey), 8 Divisional Championships, Two Sectional Championships and one Group I Championship. There were 64 of our athletes chosen to the All Division Teams. Approximately 82% of our student athletes were on the honor roll. Ice Hockey is offered through a co-op agreement between Metuchen High School, Edison High School and J.P.Stevens High School approved by the NJSIAA.
Clubs and Activities:	Metuchen High School offers a very extensive, diverse co-curricular activities program. The interscholastic athletics program alone consists of 21 varsity sports in three seasons with a large majority of the student body participating. In addition, there are 18 school organizations and a total of 32 clubs. Activities include marching band, student government, class organizations, academic teams, honor societies, school publications, vocal and instrumental music groups, exciting drama productions, and a variety of clubs. Clearly school sports, organizations, and clubs play a major role in the lives of the students who participate in these enriching activities. Once again, Metuchen has been named one of the “Best Communities for Music Education” in the United States. This award is given yearly and Metuchen has been a multiple year winner.

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School Narrative

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Postsecondary Information:	The Counseling Dept's mission is to provide access to services for all students. The counselors advocate & support students to help them meet academic, career & personal goals. Through the use of data, counselors assess student needs & provide services accordingly. Through curriculum & customized planning sessions, counselors work w/ students to facilitate their progress toward developing short-term action plans & long-term learning plans. Program components emphasize goal setting, course planning, resume building, extended learning opportunities, career exploration & college planning. Counseling services are available to assist students with problem-solving, decision-making & the development of greater self-awareness. Counselors support individuals in working through personal challenges, making thoughtful choices & exploring opportunities. In partnership w/ school staff & parents, counselors facilitate the support system to ensure that all students have access to needed resources.

NJ SCHOOL PERFORMANCE REPORT

METUCHEN HIGH SCHOOL
(23-3120-050)
Grades Offered: 09-12
2017-2018

Report Key:
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Student Supports and Services:	The High School has a Special Services Department with its own Child Study Team. The team consists of a learning consultant, school psychologist, school social worker, speech therapist and vocational coordinator. Students with special needs are serviced by a staff of highly trained professionals. The Intervention & Referral Services (I&RS) Team is a school-based team charged with planning and monitoring the implementation of strategies designed to assist regular education students who are experiencing academic, behavioral or emotional difficulties. If a student is referred, the committee will actively involve the parent in the process. The 504 Committee reviews new 504 referrals as well as existing 504 Plans. The Section 504 Act is a disability act, not an education act. Therefore, the purpose of a 504 plan is to eliminate barriers that prohibit access to educational components, not to modify educational programs.
Student Health and Wellness:	School Health Services include all school activities and procedures which affect the health status of students. This encompasses appraisal of student health, prevention and control of disease, prevention and correction of physical defects, health guidance, and emergency care. In regard to appraisal of student health, the following services are available at the high school: All students have yearly vision screenings, hearing screenings and bi-yearly scoliosis screening as well as all students have their blood pressure checked yearly. Sports Physicals are done twice a year. The Outdoor Wellness Club is a club formed around the concept of having fun experiences doing outdoor activities. Activities include hiking, rock climbing, and all-day "Ropes Courses and Zip Lines" activity.
Parent and Community Involvement:	Parents are encouraged to get involved at Metuchen High School and there are many ways to do this whether it is attending PTO meetings which are held every other month on the first Monday of the month or by volunteering on the PTO or PT Council committees. There are many parent groups which parents can get involved in such as the Booster Club, Project Graduation committee and the MMEDO (Metuchen Music parents) to name a few. Information is posted on the high school website as well as the Principal's Newsletter which is sent out monthly. Parents are encouraged to visit the Metuchen School District Website as well as the high school website often for important information regarding organizations, resources from our Community Partners, Anti-Bullying information, and notification of Standardized Assessments, etc.

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Other Information:	MHS is a secondary school that includes students in grades nine through twelve. The direction of its curriculum is overwhelmingly college preparatory, given the high percentage of students who matriculate to institutions of higher learning each year. Every department offers sequences of study that best accommodate the varied needs of our students. Included in the curriculum are 17 courses designated as Honors, and 20 are also registered with the Educational Testing Service (ETS) as Advanced Placement offerings. In addition, MHS has a very successful Inclusion Program as part of every major subject area and offers online courses to a limited number of highly motivated students through its membership in the Virtual High School (VHS) Global Consortium. The High School is very proud of its small school environment. It is difficult for any student to go unnoticed and “fall through the cracks.” The staff is committed to providing a quality education for all pupils. Our students consistently have excelled on standardized testing measures such as the National Merit Scholarship Program (PSAT/NMSQT), the Scholastic Aptitude Testing (SAT) Program, American College Testing (ACT), and the Advanced Placement (AP) Testing. Each year, over 90% of the senior class moves on to two- and four-year colleges; many are accepted into some of the very best colleges and universities in the country. Metuchen High School is located in the heart of central New Jersey and 25 miles south of New York City, Metuchen is a primarily residential community and a “quintessential” small town. It is known as “The Brainy Borough” because of many professionals, artist, educators and literary figures who are residents. Metuchen retains a historic character. Metuchen’s 2017 population estimate is 14,349.