



State of New Jersey
2014-15

39-5090-050

SUMMIT HIGH SCHOOL
125 KENT PLACE BLVD
SUMMIT, NJ 07901-4703

OVERVIEW

UNION
SUMMIT CITY

GRADE SPAN 09-12

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

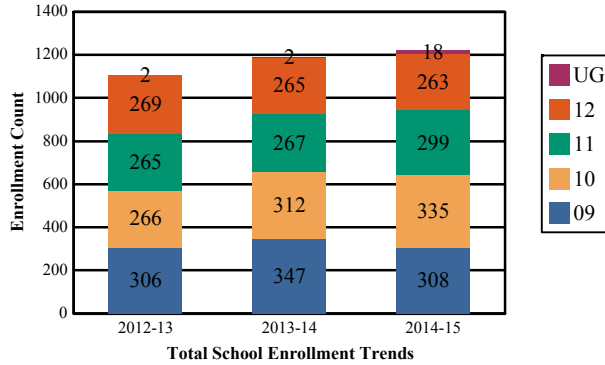
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Enrollment by Ethnic/Racial Subgroup

Enrollment by Grade

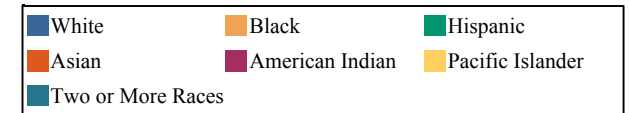
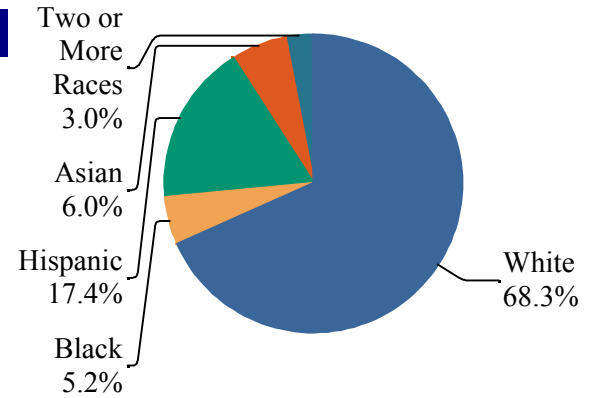
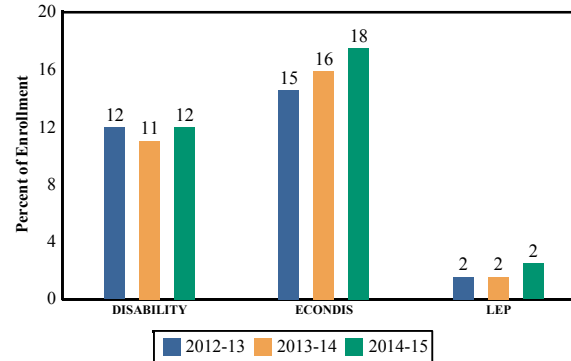
This graph presents the count of students who were 'on roll' by grade in October of each school year.



This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.

Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

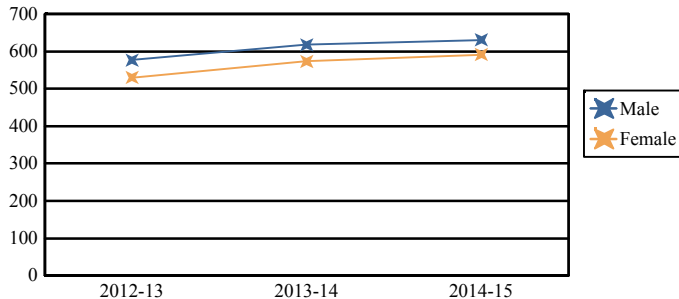


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	1,107
2013-14	1,192
2014-15	1,223

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	577	530
2013-14	618	574
2014-15	631	592

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	147	12%
Economically Disadvantaged Students	214	17.5%
English Language Learners	31	2.5%

Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	79.8%
Spanish	12.7%
Chinese	1.1%
Portuguese	0.7%
Urdu	0.7%
French	0.7%
Other	4.5%

ACADEMIC ACHIEVEMENT

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L), Mathematics and Biology as demonstrated in 2014-2015 *Partnership for Assessment of Readiness for College and Careers (PARCC)* assessments and the End-of-Course Biology assessment. The below chart consist of three columns with measures. The first column - Schoolwide Performance - below includes the percentage of students who met or exceeded expectations in ELA/L or Math. The middle column - Peer School Percentile - indicates how the school's outcomes compare to its group of peer schools. The last column - Statewide Percentile - indicates how the school's outcomes compare to schools across the state in ELA/L.

Academic Achievement	Schoolwide Performance	Peer Percentile	State Percentile
HS English Language Arts/Literacy Met or Exceeded Expectation	69%	97	92
Math Met or Exceeded Expectation	59%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	546	69.2%	95%	88.3%	NO
White	357	80.9%	95%	85.6%	NO
African American	32	31.3%	95%	90%	YES*
Hispanic	103	35.9%	95%	95%	YES
American Indian	-	-	--	--	--
Asian	39	84.6%	95%	97.6%	YES
Two or More Races	-	-	--	--	--
Students with Disability	71	21.1%	95%	84.7%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	99	33.4%	95%	93.2%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	442	58.6%	95%	81.8%	NO
White	310	66.5%	95%	79.3%	NO
African American	-	-	--	--	--
Hispanic	62	22.6%	95%	86.8%	NO
American Indian	-	-	--	--	--
Asian	35	74.3%	95%	92.1%	-
Two or More Races	-	-	--	--	--
Students with Disability	33	36.4%	95%	78.6%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	57	17.6%	95%	86.6%	NO

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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Proficiency Outcomes - Biology

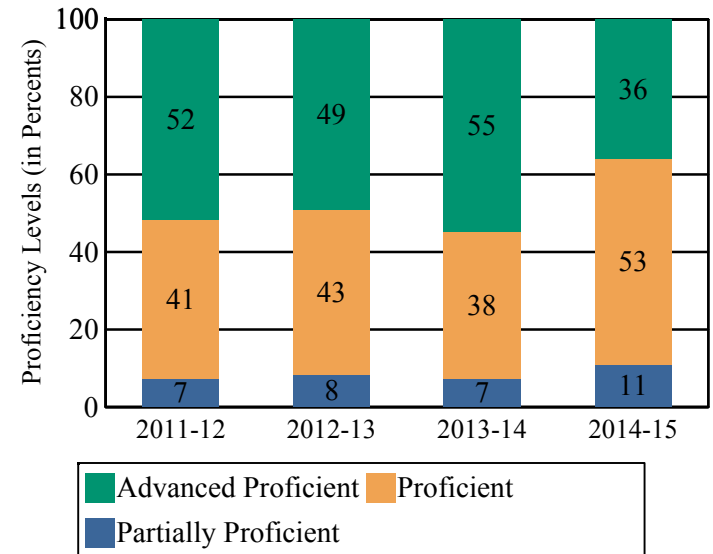
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	36%	53%	11%
White	45%	52%	4%
African American	-	-	-
Hispanic	3%	64%	33%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	9%	56%	34%
English Language Learners	-	-	-
Economically Disadvantaged Students	5%	63%	32%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

Proficiency Trends - Biology

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.



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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

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PARCC ELA Performance Distribution - Grade - 09

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	272	771	739	2%	8%	17%	43%	30%	74%	41%
White	177	779	746	1%	5%	10%	47%	37%	84%	47%
African American	18	744	723	0%	17%	44%	39%	0%	39%	23%
Hispanic	48	744	725	6%	21%	33%	33%	6%	40%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	22	787	765	0%	0%	9%	45%	45%	91%	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	42	734	706	7%	36%	31%	19%	7%	26%	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	47	742	724	4%	26%	34%	28%	9%	36%	24%

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PARCC ELA Performance Distribution - Grade - 10

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	274	765	735	8%	11%	15%	34%	31%	65%	38%
White	180	777	741	4%	7%	11%	37%	41%	78%	43%
African American	14	736	717	21%	43%	14%	7%	14%	21%	22%
Hispanic	55	730	720	20%	16%	31%	31%	2%	33%	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	17	772	763	6%	12%	6%	41%	35%	76%	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	29	717	698	28%	45%	14%	10%	3%	14%	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	52	730	718	19%	19%	31%	27%	4%	31%	23%

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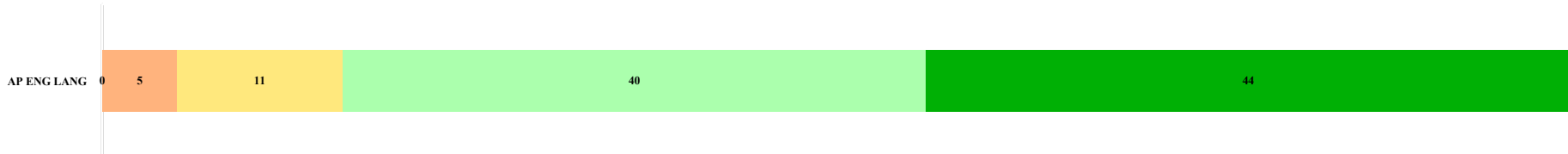
PARCC ELA Performance Distribution - Grade - 11

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	202	755	741	8%	15%	19%	43%	15%	58%	42%
White	127	762	745	4%	12%	19%	47%	18%	65%	46%
African American	14	731	727	21%	21%	29%	21%	7%	29%	27%
Hispanic	39	727	731	21%	31%	21%	26%	3%	28%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	16	772	765	0%	0%	19%	56%	25%	81%	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	16	722	712	25%	31%	31%	6%	6%	13%	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	36	723	730	22%	31%	28%	19%	0%	19%	30%

Advanced Placement/International Baccalaureate English Performance Distribution

This graph presents the percentage of students in this school scoring in each performance level of the AP/IB English assessment. Students who score AP >= 3 or score IB >= 4 may earn college credit. Shown below the graph is a table that presents the percentage of students who achieved a score that could potentially earn college credit and the average score earned in the school.



Subject	Valid Scores	% Eligible for College Credit	Average Score Earned in the School	Average Score Earned in the State
AP ENG LANG	98	94.9%	4.22	3.36

- Data is suppressed to protect the confidentiality of the students.

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PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	163	743	740	3%	20%	38%	38%	1%	39%	40%
White	90	750	746	1%	9%	40%	49%	1%	50%	47%
African American	14	736	722	0%	43%	36%	21%	0%	21%	20%
Hispanic	43	727	725	9%	40%	35%	16%	0%	16%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	12	751	769	0%	8%	42%	50%	0%	50%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	22	740	710	5%	23%	36%	36%	0%	36%	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	36	724	725	11%	31%	47%	11%	0%	11%	21%

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PARCC GEOMETRY - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	217	751	728	0%	14%	33%	42%	11%	53%	21%
White	151	756	731	0%	10%	29%	49%	12%	61%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	33	733	718	3%	30%	52%	12%	3%	15%	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	15	770	751	0%	0%	13%	67%	20%	87%	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	16	738	709	0%	31%	50%	6%	13%	19%	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	37	732	718	3%	38%	46%	11%	3%	14%	8%

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PARCC ALGEBRA II - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	152	765	721	1%	9%	22%	59%	9%	68%	24%
White	119	768	725	2%	6%	19%	64%	9%	73%	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	-	-	706	-	-	-	-	-	-	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	14	763	751	0%	14%	29%	57%	0%	57%	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	705	-	-	-	-	-	-	9%

COLLEGE AND CAREER READINESS

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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	98%	100	78	80%	YES
Percent of Students Participating in PSAT or PLAN	96%	77	73	60%	YES
Percent of Students Scoring Above 1550 on SAT	67%	97	85	40%	YES
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	64%	100	97	35%	YES
Percent of AP Tests ≥ 3 or IB Test ≥ 4 in English, Math, Social Studies or Science	92%	90	94	75%	YES
Summary		93	85		100%

College Readiness Test Participation

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

2014-15 Percent of Students	School	Peer Avg.	State Avg.
Participating in SAT	77.9%	79.1%	79.1%
Participating in ACT	54.8%		25.2%
Participating in PSAT or PLAN	96.4%	80.4%	79.6%
Participating in Dual Enrollment	0.0%		14.9%

AP/IB Participation - 'Unique' Students

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	69.4%	37.3%	36.3%
One or More Test	71.0%	32.4%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	64.2%	27.3%	25.3%

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

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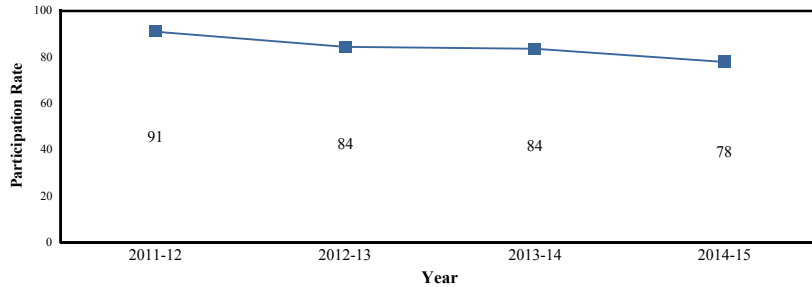
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Participation Trends - SAT Testing

Participation Trends - SAT Testing

This graph presents the participation rate in the SAT over the last four years.



AP /IB Test Results

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP ≥ 3 and scored IB ≥ 4 .

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests ≥ 3 or IB Test ≥ 4	92.5%	72.1%	72.4%
Percent of Scores in AP ≥ 3 or IB ≥ 4 in English, Math, Social Studies or Science	92.0%	72.7%	69.7%

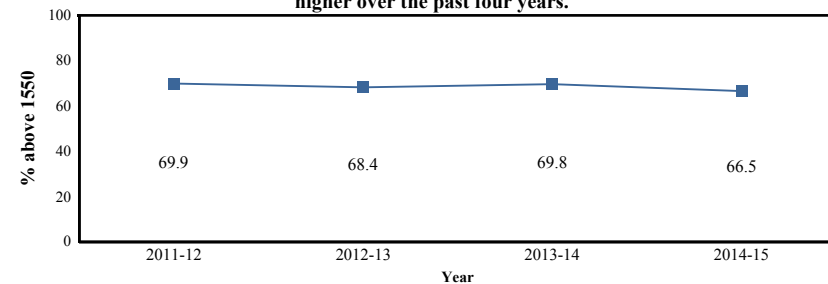
Scholastic Assessment Test (SAT) Results

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	66.5%	45.9%	43.8%

SAT Benchmark Trends

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



Composite SAT Score

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,751	1,539	1,508
Critical Reading	578	502	496
Mathematics	602	530	518
Writing	571	507	494

Composite SAT Score

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	660	680	650
50th Percentile	580	620	580
25th Percentile	500	540	490

COLLEGE AND CAREER READINESS

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AP/IB Courses Offered

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

AP/IB Course Name	Students Enrolled	Students Tested
AP English Literature and Composition	111	111
AP English Language and Composition	99	100
AP Biology	98	97
AP Environmental Science	71	70
AP Chemistry	57	57
AP U.S. Government and Politics	49	49
AP European History	45	45
AP U.S. History	45	46
AP Calculus AB	34	34
AP Computer Science A	32	32
AP Spanish Language	31	33
AP Physics B	21	
AP Physics C	21	
AP Calculus BC	18	18
AP Statistics	17	18
AP World History	17	16
AP French Language	6	6
AP Music Theory	5	5

AP/IB Course Name	Students Enrolled	Students Tested
AP Physics 1		21
AP Physics C: Electricity and Magnetism		21
AP Physics C: Mechanics		21
AP Spanish Literature		15
AP Physics 2		7
AP Chinese Language and Culture		1
AP Macroeconomics		1
AP Microeconomics		1
AP Psychology		1
AP Studio Art/Two-Dimensional		1

COLLEGE AND CAREER READINESS

UNION
SUMMIT CITY

GRADE SPAN 09-12

Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	0.1%	2.1%
Drama/Theater	6.5%	3.8%
Music	26.4%	17.8%
Visual Arts	55.7%	31.7%
Total: All Visual and Performing Arts	78.7%	49.9%

N/R - Data Not Reported

Participation in Career Readiness

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

Percent of Students Enrolled	School	State
Participating in CTE	0.6%	18.3%
Structured Learning Experience	0.5%	7.0%

N/R - Data Not Reported

GRADUATION AND POSTSECONDARY

UNION
SUMMIT CITY

GRADE SPAN 09-12

SUMMIT HIGH SCHOOL
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This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	97%	91	77	78%	YES
Dropout Rate	0.3%	52	59	2%	YES
SUMMARY - Graduation & Post-Secondary		72	68		100%

Graduation Rate by Subgroup

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

	School	State Target
Schoolwide	97%	78%
White	98%	
African American	-	
Hispanic	98%	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	90%	
English Language Learners	-	
Economically Disadvantaged Students	95%	

Dropout Rate by Subgroup

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

	School	State Target
Schoolwide	.3%	2%
White	.1%	
African American	1.5%	
Hispanic	.9%	
American Indian	-	
Asian	0%	
Native Hawaiian	-	
Two or More Races	0%	
Students with Disability	.7%	
English Language Learners	3.2%	
Economically Disadvantaged Students	1.4%	

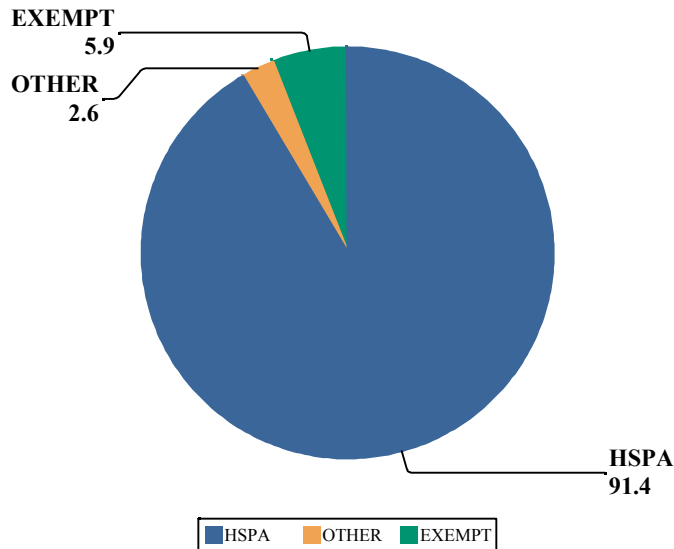
GRADUATION AND POSTSECONDARY

UNION
SUMMIT CITY

GRADE SPAN 09-12

Graduation Pathway Rates

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



Extended Year Graduation Rate

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

Class of	4-year Rate	5-year Rate
2012	95%	97%
2013	96%	96%
2014	96%	93%
2015	97%	

GRADUATION AND POSTSECONDARY

UNION
SUMMIT CITY

GRADE SPAN 09-12

Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

	Percent Enrolled	Percent in 2 Year	Percent in 4 Year
Statewide	78.5%	34.3%	64.7%
Schoolwide	86%	10.6%	89.4%
White	87.6%	6.6%	93.4%
African American	-	-	-
Hispanic	70.6%	33.3%	66.7%
Asian	-	-	-
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	71.4%	20%	80%

WITHIN SCHOOL ACHIEVEMENT GAP

UNION
SUMMIT CITY

GRADE SPAN 09-12

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap broader than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 09

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	839	850
75th	794	766
50th	772	739
25th	745	710
0th	676	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	49	56

PARCC ALG-1 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	801	821
75th	762	762
50th	744	735
25th	728	711
0th	675	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	51

WITHIN SCHOOL ACHIEVEMENT GAP

UNION
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GRADE SPAN 09-12

Grade Level - 10

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	850	850
75th	798	766
50th	763	733
25th	732	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	66	67

Grade Level - 11

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	830	850
75th	780	768
50th	760	740
25th	729	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	57

PARCC GEO 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	801	793
75th	769	747
50th	751	726
25th	733	710
0th	695	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	37

PARCC ALG-2 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	824	813
75th	786	748
50th	766	718
25th	744	692
0th	692	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	56

SCHOOL CLIMATE

UNION
SUMMIT CITY

GRADE SPAN 09-12

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	7 Hrs. 4 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	3.2%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	6 Hrs. 6 Mins.
Shared Time	3 Hrs. 6 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	12
Administrators	306

SCHOOL PEER GROUP

UNION
SUMMIT CITY

GRADE SPAN 09-12

SUMMIT HIGH SCHOOL
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This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
BERGEN	FORT LEE BORO	FORT LEE HIGH SCHOOL	03-1550-050	09-12	24%	5.7%	13.3%
BERGEN	HASBROUCK HEIGHTS BORO	HASBROUCK HEIGHTS HIGH SCHOOL	03-2080-050	09-12	17.8%	1.8%	12.4%
BERGEN	LEONIA BORO	LEONIA HIGH SCHOOL	03-2620-050	09-12	16.6%	6.1%	12.3%
BERGEN	LYNDHURST TWP	LYNDHURST HIGH SCHOOL	03-2860-050	09-12	22.6%	1.8%	15.5%
BERGEN	NORTH ARLINGTON BORO	NORTH ARLINGTON HIGH SCHOOL	03-3600-050	09-12	20.6%	1.2%	17.1%
BERGEN	RIDGEFIELD BORO	RIDGEFIELD MEMORIAL HIGH SCHOOL	03-4370-050	09-12	25.2%	2.2%	27.2%
BERGEN	TEANECK TWP	TEANECK HIGH SCHOOL	03-5150-050	09-12	26%	1.3%	18.5%
BERGEN	WOOD-RIDGE BORO	WOOD-RIDGE HIGH SCHOOL	03-5830-050	09-12	24.8%	1.6%	13.9%
BURLINGTON	BORDENTOWN REGIONAL	BORDENTOWN REGIONAL HIGH SCHOOL	05-0475-050	09-12	25.8%	2.2%	12.3%
BURLINGTON	BURLINGTON TWP	BURLINGTON TOWNSHIP HIGH SCHOOL	05-0620-010	09-12	23.1%	1.8%	12.6%
CAMDEN	BLACK HORSE PIKE REGIONAL	TRITON REGIONAL HIGH SCHOOL	07-0390-050	09-12	29.4%	2%	17.2%
CAMDEN	CHERRY HILL TWP	CHERRY HILL HIGH SCHOOL WEST	07-0800-040	09-12	29.8%	1%	19.2%
MERCER	LAWRENCE TWP	LAWRENCE HIGH SCHOOL	21-2580-040	09-12	24.2%	2.6%	15.3%
MIDDLESEX	EDISON TWP	JOHN P. STEVENS HIGH SCHOOL	23-1290-053	09-12	18.7%	2.2%	7.8%
MIDDLESEX	MIDDLESEX BORO	MIDDLESEX HIGH SCHOOL	23-3140-050	09-12	27.8%	1.6%	12.2%
MIDDLESEX	OLD BRIDGE TWP	OLD BRIDGE HIGH SCHOOL	23-3845-040	09-12	26.1%	1.7%	13.9%
MIDDLESEX	SOUTH PLAINFIELD BORO	SOUTH PLAINFIELD HIGH SCHOOL	23-4910-050	09-12	29.4%	1.2%	12.6%
MONMOUTH	HENRY HUDSON REGIONAL	HENRY HUDSON REGIONAL SCHOOL	25-2120-050	07-12	23.4%	2%	19.9%
MONMOUTH	OCEAN TWP	OCEAN TOWNSHIP HIGH SCHOOL	25-3810-030	09-12	26.2%	3.3%	16.3%
MONMOUTH	RED BANK REGIONAL	RED BANK REGIONAL HIGH SCHOOL	25-4365-050	09-12	22.8%	1.7%	11.4%
MORRIS	BOONTON TOWN	BOONTON HIGH SCHOOL	27-0450-020	09-12	16.5%	1.8%	17%
MORRIS	MORRIS HILLS REGIONAL	MORRIS HILLS HIGH SCHOOL	27-3370-050	09-12	23.3%	2.4%	11.1%
MORRIS	MORRIS SCHOOL DISTRICT	MORRISTOWN HIGH SCHOOL	27-3385-050	09-12	26.9%	8.2%	11.6%



State of New Jersey
2014-15

39-5090-050

SCHOOL PEER GROUP

**SUMMIT HIGH SCHOOL
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MORRIS	PARSIPPANY-TROY HILLS TWP	PARSIPPANY HIGH SCHOOL	27-3950-050	09-12	21.9%	2.5%	15.5%
MORRIS	PARSIPPANY-TROY HILLS TWP	PARSIPPANY HILLS HIGH SCHOOL	27-3950-053	09-12	14.6%	1.8%	15.1%
PASSAIC	HAWTHORNE BORO	HAWTHORNE HIGH SCHOOL	31-2100-050	09-12	24.1%	1.5%	19%
PASSAIC	PASSAIC VALLEY REGIONAL	PASSAIC VALLEY REGIONAL HIGH SCHOOL	31-3990-050	09-12	24.5%	1.3%	12.2%
SOMERSET	SOMERVILLE BORO	SOMERVILLE HIGH SCHOOL	35-4820-050	09-12	15%	2.2%	10.9%
SUSSEX	HOPATCONG	HOPATCONG HIGH SCHOOL	37-2240-030	09-12	28.3%	0.7%	23.6%
UNION	SUMMIT CITY	SUMMIT HIGH SCHOOL	39-5090-050	09-12	17.5%	2.5%	11.5%
WARREN	HACKETTSTOWN	HACKETTSTOWN HIGH SCHOOL	41-1870-050	09-12	13%	2.1%	14.2%