NJ SCHOOL PERFORMANCE REPORT

WILLIAM L DICKINSON HIGH SCHOOL
(17-2390-080)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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† This indicates a table specific note,see note below table

How to use this report:

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

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows 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	HUDSON
District	JERSEY CITY
Principal Name	DR. WILLIAMS
Address	2 PALISADE AVE JERSEY CITY, NJ 07306-1202
Phone Number	(201)714-4400
Email Address	FDWILLIAMS@JCBOE.ORG
Website	http://www.jcboe.org/

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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	524	469	455
10	461	468	391
11	469	392	431
12	407	480	415
Total	1,861	1,809	1,692

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	47.1%	45.3%	44.0%
Male	52.9%	54.7%	56.0%
Economically Disadvantaged Students	69.3%	70.0%	61.6%
Students with Disabilities	16.9%	16.4%	17.2%
English Learners	17.7%	12.5%	14.8%
Homeless Students		0.8%	1.0%
Students in Foster Care		0.2%	0.4%
Military-Connected Students		0.0%	0.0%
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	13.4%	13.5%	14.2%
Hispanic	46.7%	47.1%	46.0%
Black or African American	15.3%	14.7%	14.8%
Asian	23.3%	23.5%	23.6%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.5%
American Indian or Alaska Native	0.8%	0.4%	0.4%
Two or More Races	0.2%	0.4%	0.4%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	1,861	1,808	1,691
Shared Time Students	0	0	0
Full Time Equivalent	1,861	1,808	1,691

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
Spanish	35.4%
English	30.7%
Arabic	9.4%
Gujarati	7.0%
Urdu	4.5%
Other Languages	13.0%

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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	700	94.0	36.1	47.8	56.7	35.7	35.4	Met Target
White	99	94.3	36.4	55.3	65.6	36.1	37.2	Met Target†
Hispanic	337	93.8	30.9	*	42.5	30.4	33.1	Met Target†
Black or African American	90	86.1	31.1	32.8	37.3	28.3	25.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	168	98.9	47.7	74.3	82.3	47.7	46.7	Met Target
American Indian or Alaska Native	*	*	*	65.2	52.7	*	**	**
Two or More Races	*	*	*	61.5	63.4	*	**	**
Female	275	93.4	41.5	54.1	64.5	40.8		
Male	425	94.4	32.7	41.9	49.4	32.4		
Economically Disadvantaged Students	558	93.9	37.0	43.6	38.5	*	37.3	Met Target†
Non-Economically Disadvantaged Students	142	94.4	33.1	60.5	67.5	*		
Students with Disabilities	104	85.2	11.6	14.2	21.6	10.5	14.2	Met Target†
Students without Disabilities	596	95.7	40.4	54.1	63.9	40.4		
English Learners	133	96.6	*	15.1	27.3	*	12.7	Not Met
Non-English Learners	567	93.4	*	51.3	59.4	*		
Homeless Students	*	*	*	32.3	27.7	*		
Students In Foster Care	*	*	*	19.1	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
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	366	733	734	752	18%	20%	25%	*	*	37%	55%
White	47	732	742	760	*	28%	26%	*	*	32%	64%
Hispanic	184	728	729	735	23%	22%	24%	*	*	30%	38%
Black or African American	45	731	727	734	*	*	24%	*	*	38%	34%
Asian, Native Hawaiian, or Pacific Islander	87	745	*	782	*	13%	26%	*	*	52%	83%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	133	739	740	759	14%	19%	23%	*	*	44%	63%
Male	233	730	729	744	20%	21%	27%	*	*	32%	46%
Economically Disadvantaged Students	295	733	731	733	19%	19%	25%	*	*	37%	34%
Non-Economically Disadvantaged Students	71	732	741	761	14%	27%	24%	*	*	35%	65%
Students with Disabilities	52	705	705	716	*	*	*	*	*	*	15%
Students without Disabilities	314	738	739	758	*	*	*	*	*	*	62%
English Learners	72	701	693	691	*	*	*	*	*	*	*
Non-English Learners	294	741	741	755	*	*	*	*	*	*	*
Homeless Students	N	N	730	720	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	341	729	737	749	27%	16%	21%	30%	6%	36%	51%
White	49	734	750	756	24%	22%	*	*	*	39%	58%
Hispanic	157	727	*	733	27%	17%	22%	*	*	34%	38%
Black or African American	45	716	725	728	40%	*	*	*	*	24%	32%
Asian, Native Hawaiian, or Pacific Islander	86	734	761	782	22%	13%	24%	*	*	41%	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	146	732	746	759	23%	16%	21%	*	*	40%	60%
Male	195	727	728	739	29%	17%	21%	*	*	33%	42%
Economically Disadvantaged Students	260	731	*	730	23%	17%	22%	*	*	37%	34%
Non-Economically Disadvantaged Students	81	722	*	758	37%	14%	17%	*	*	32%	59%
Students with Disabilities	38	706	*	707	42%	26%	*	*	*	16%	15%
Students without Disabilities	303	732	*	756	25%	15%	*	*	*	38%	57%
English Learners	70	690	686	684	*	*	*	*	*	*	*
Non-English Learners	271	739	747	752	*	*	*	*	*	*	*
Homeless Students	*	*	716	718	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	707	*	*	*	*	*	*	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	379	741	753	736	17%	11%	27%	38%	7%	45%	39%
White	50	748	767	737	*	*	28%	*	*	50%	41%
Hispanic	192	738	742	731	21%	10%	24%	36%	7%	44%	35%
Black or African American	*	*	743	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	88	745	777	759	*	13%	26%	*	*	51%	60%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	25%
Two or More Races	N	N	*	737	N	N	N	N	N	N	39%
Female	184	751	759	745	8%	9%	26%	*	*	57%	48%
Male	195	732	746	728	25%	13%	28%	*	*	34%	31%
Economically Disadvantaged Students	255	743	751	730	16%	9%	27%	*	*	48%	33%
Non-Economically Disadvantaged Students	124	736	756	739	19%	15%	26%	*	*	40%	42%
Students with Disabilities	43	714	712	708	*	*	*	*	*	*	13%
Students without Disabilities	336	744	759	742	*	*	*	*	*	*	44%
English Learners	54	697	702	702	*	*	*	*	*	*	*
Non-English Learners	325	748	760	738	*	*	*	*	*	*	*
Homeless Students	*	*	740	721	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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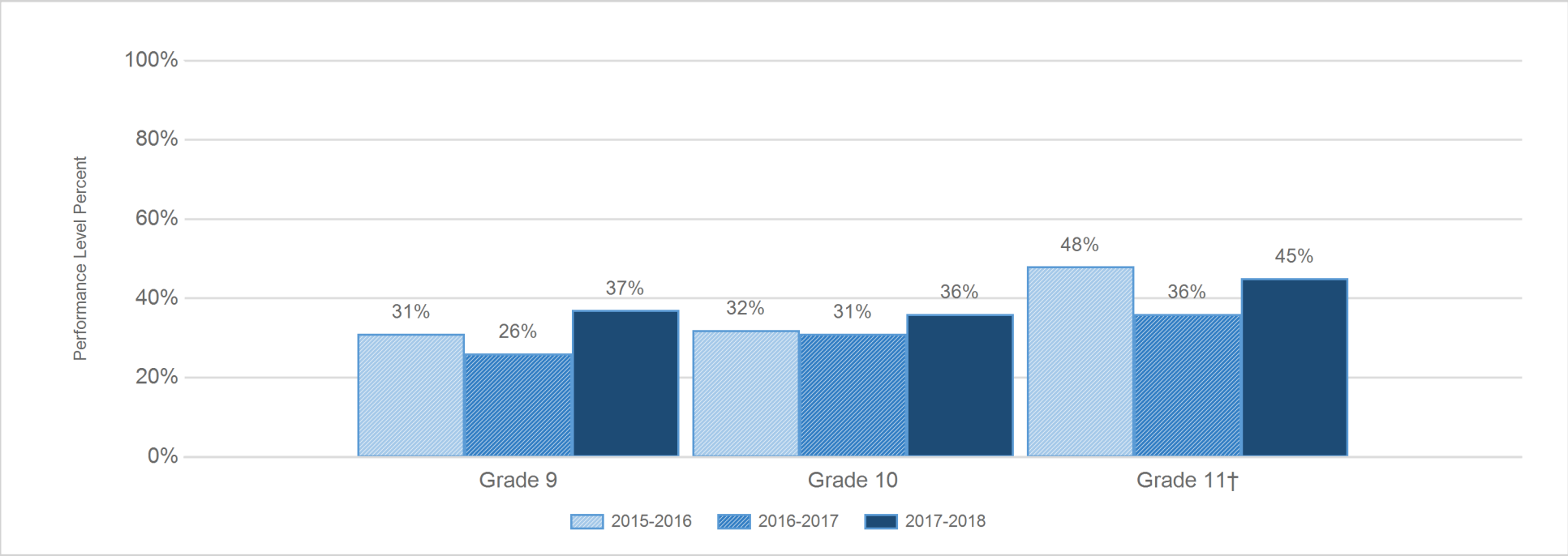
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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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	734	92.7	11.8	34.1	45.0	11.6	23.1	Not Met
White	106	92.4	14.1	45.2	54.1	13.7	24.2	Not Met
Hispanic	344	91.8	*	28.5	29.2	*	20	Not Met
Black or African American	98	87.1	*	17.8	23.4	*	15.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	180	97.9	22.8	64.9	77.0	22.8	33.5	Not Met
American Indian or Alaska Native	*	*	*	50.0	42.5	*	**	**
Two or More Races	*	*	*	52.3	53.0	*	**	**
Female	294	93.9	*	35.7	46.0	*		
Male	440	91.9	*	32.7	43.9	*		
Economically Disadvantaged Students	585	92.3	11.5	30.2	26.6	*	24.4	Not Met
Non-Economically Disadvantaged Students	149	94.3	13.4	45.9	55.9	*		
Students with Disabilities	102	83.6	*	*	17.1	*	11.1	Not Met
Students without Disabilities	632	94.3	*	*	50.5	*		
English Learners	130	94.1	*	16.6	24.6	*	14.2	Not Met
Non-English Learners	604	92.4	*	36.2	46.9	*		
Homeless Students	*	*	*	17.7	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
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	426	718	732	746	26%	33%	30%	12%	0%	12%	46%
White	50	721	743	755	20%	40%	26%	*	*	14%	57%
Hispanic	213	715	725	730	*	*	*	*	*	*	27%
Black or African American	65	711	720	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	94	730	759	779	16%	18%	44%	22%	0%	22%	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	170	719	734	748	24%	32%	31%	13%	0%	13%	48%
Male	256	718	730	745	27%	33%	29%	11%	0%	11%	44%
Economically Disadvantaged Students	346	718	729	729	26%	35%	27%	*	*	12%	25%
Non-Economically Disadvantaged Students	80	721	739	756	25%	24%	40%	*	*	11%	57%
Students with Disabilities	77	701	701	716	*	*	*	*	*	*	13%
Students without Disabilities	349	722	737	752	*	*	*	*	*	*	52%
English Learners	89	709	705	710	*	*	*	*	*	*	*
Non-English Learners	337	721	736	749	*	*	*	*	*	*	*
Homeless Students	*	*	716	718	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	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	463	718	729	735	*	*	*	*	*	*	30%
White	75	720	734	740	*	*	*	*	*	*	37%
Hispanic	216	714	722	723	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	117	724	747	760	15%	34%	35%	15%	0%	15%	65%
American Indian or Alaska Native	*	*	*	734	*	*	*	*	*	*	28%
Two or More Races	N	N	*	741	N	N	N	N	N	N	39%
Female	208	716	728	736	*	*	*	*	*	*	30%
Male	255	719	729	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	343	717	727	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	120	719	732	741	*	*	*	*	*	*	38%
Students with Disabilities	38	708	706	713	*	*	*	*	*	*	*
Students without Disabilities	425	719	731	738	*	*	*	*	*	*	*
English Learners	71	712	711	711	*	*	*	*	*	*	*
Non-English Learners	392	719	731	736	*	*	*	*	*	*	*
Homeless Students	*	*	722	718	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

WILLIAM L DICKINSON HIGH SCHOOL
(17-2390-080)
Grades Offered: 09-12
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
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Mathematics Assessment - Performance 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	232	715	730	727	42%	22%	17%	*	*	19%	30%
White	30	735	754	733	*	*	*	*	*	37%	35%
Hispanic	108	702	715	710	53%	20%	17%	*	*	10%	14%
Black or African American	27	707	717	705	52%	*	*	*	*	11%	11%
Asian, Native Hawaiian, or Pacific Islander	65	729	752	766	29%	22%	22%	*	*	28%	66%
American Indian or Alaska Native	*	*	*	729	*	*	*	*	*	*	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	110	714	731	728	44%	16%	22%	*	*	18%	30%
Male	122	715	729	727	41%	26%	13%	*	*	20%	30%
Economically Disadvantaged Students	147	715	729	709	39%	23%	20%	*	*	18%	13%
Non-Economically Disadvantaged Students	85	713	732	736	47%	19%	13%	*	*	21%	37%
Students with Disabilities	16	690	696	693	*	*	*	*	*	*	*
Students without Disabilities	216	716	732	732	*	*	*	*	*	*	*
English Learners	37	685	*	691	*	*	*	*	*	*	*
Non-English Learners	195	720	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	712	703	*	*	*	*	*	*	10%
Students in Foster Care	*	*	*	693	*	*	*	*	*	*	*
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%

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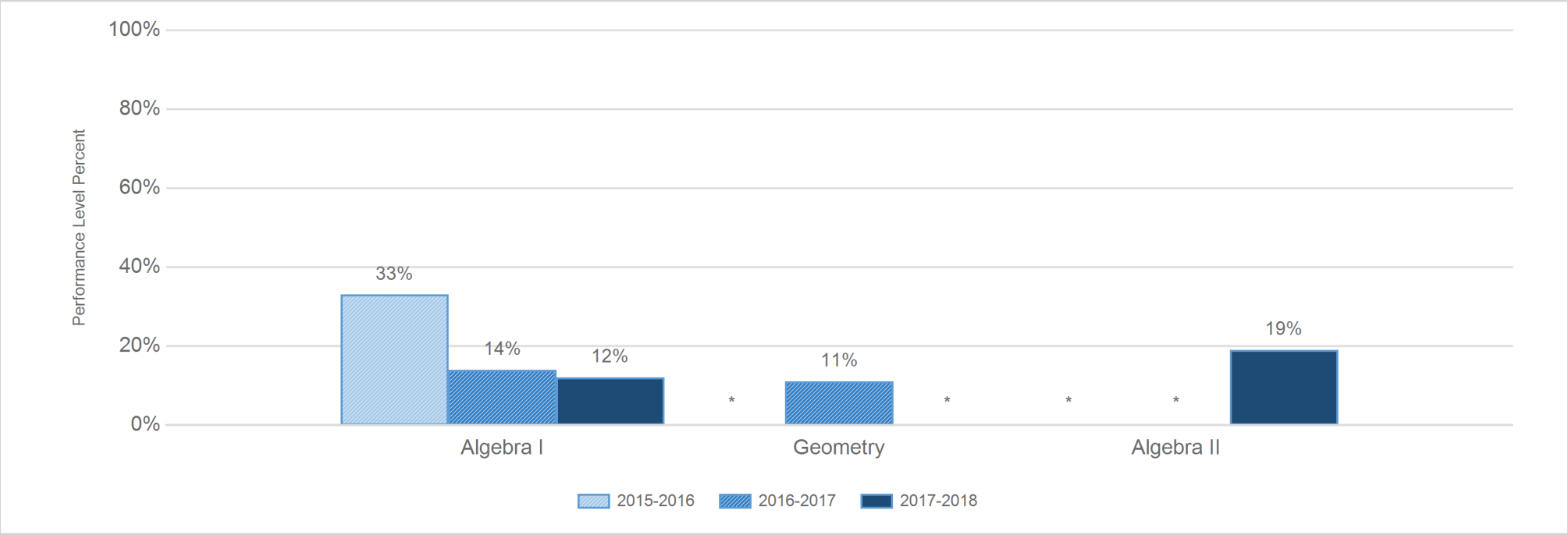
Mathematics Assessment – Performance Trends

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	14	14

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	33.0%	46.8%	Met Target†

† 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	100	*	*
3-4	84	*	*
5 or more	63	*	*

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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	93.8%	85.0%
12th graders taking SAT in 2017-18 or prior years	98.6%	72.2%
12th graders taking ACT in 2017-18 or prior years	*	24.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	407	478	Grade 10: 430 Grade 11: 460	29%	62%
PSAT 10/NMSQT - Math	419	478	Grade 10: 480 Grade 11: 510	14%	42%
SAT - Reading and Writing	448	542	480	34%	72%
SAT - Math	458	543	530	23%	54%
ACT - Reading	*	24	22	*	62%
ACT - English	*	24	18	*	78%
ACT - Math	*	24	22	*	62%
ACT - Science	*	23	23	*	53%

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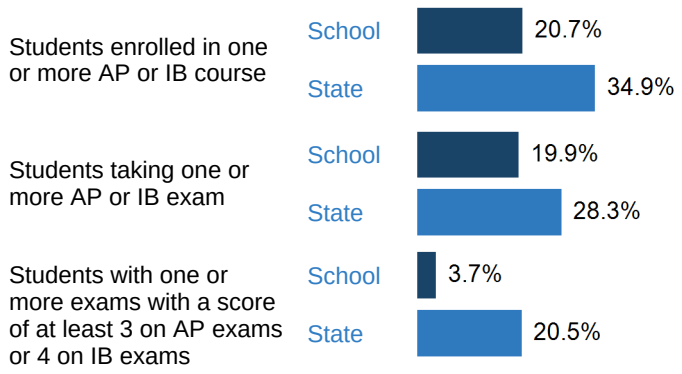
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

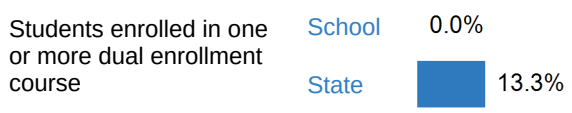
AP/IB Coursework – Participation and Performance

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 Biology	18	15
AP Calculus BC	10	10
AP Chemistry	11	10
AP Computer Science A	0	25
AP English Language and Composition	13	12
AP English Literature and Composition	49	42
AP Human Geography	28	28
AP Physics 1	19	20
AP Spanish Language	16	13
AP Statistics	55	47
AP U.S. History	0	6
AP World History	14	13
Total Exams taken		241
Exams with scores of at least 3 on AP exams or 4 on IB exams		38

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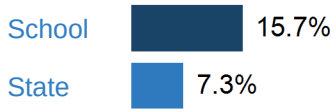
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

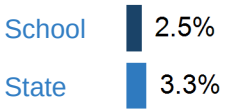


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

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	298		
Business Management & Administration	*		
Finance	*		
Hospitality & Tourism	*		
Information Technology	189		
Marketing	*		
Total (All Clusters)	494	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	373	63	0	0	0	0	2
10	102	249	0	0	0	0	33
11	9	181	13	37	0	0	166
12	0	4	0	25	10	60	75
Total	484	497	13	62	10	60	276
Enrolled in AP/IB Course					10	55	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	311	12	0	14	24	34
10	33	121	0	1	9	12
11	22	20	0	43	259	1
12	30	19	0	30	66	26
Total	396	172	0	88	358	73
Enrolled in AP/IB Course	18	11		0	19	0
Enrolled in Dual Enrollment Course	0	0	0	0	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.

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	20	406	0	0	0	3
10	8	278	0	0	0	23
11	104	258	0	0	0	22
12	55	117	0	0	0	75
Total	187	1059	0	0	0	123
Enrolled in AP/IB Course	14	0	0	0		28
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	40	11	0	0	0	27	0
10	104	30	0	0	0	20	0
11	195	27	0	0	0	13	0
12	126	28	0	0	0	6	0
Total	465	96	0	0	0	66	0
Enrolled in AP/IB Course	16	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	4	0	0	0	0	15	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
Total	0

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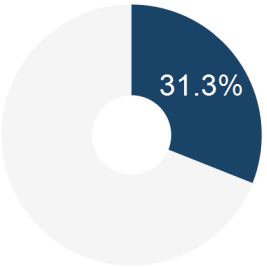
Visual and Performing Arts – Course Participation

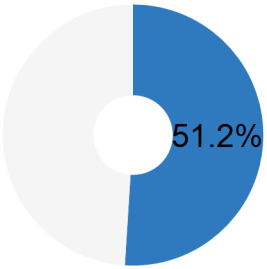
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

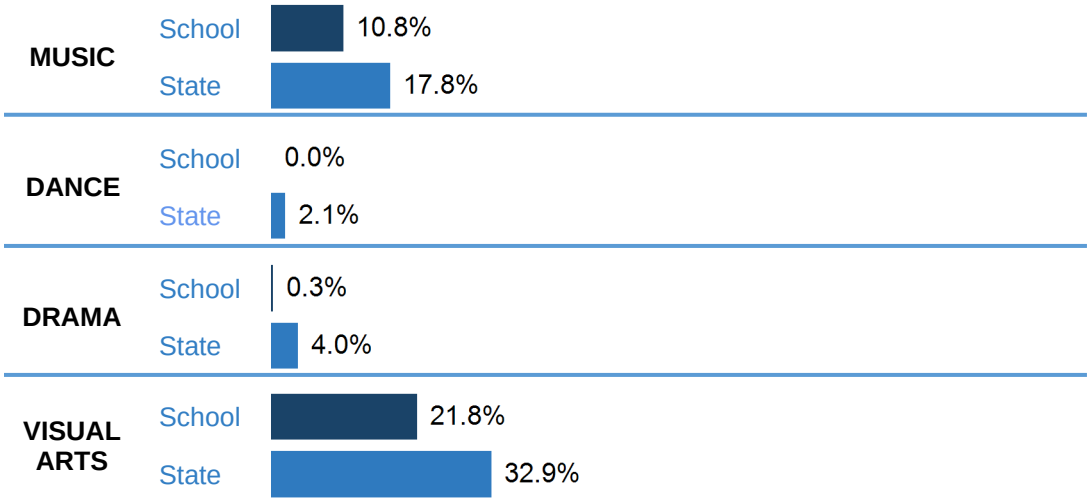


School



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	78.8%	90.9%	83.3%	92.4%	78.4%	78.8%	Not Met	81.2%	79.7%	Met Target
White	80.6%	95.0%	81.0%	95.7%	75.0%	82.2%	Not Met	85.1%	84.1%	Met Target
Hispanic	71.4%	84.8%	81.8%	87.3%	77.8%	72.0%	Met Target	76.3%	73.9%	Met Target
Black or African American	79.7%	84.2%	80.5%	86.8%	71.6%	74.7%	Not Met	76.5%	75.8%	Met Target
Asian, Native Hawaiian or Pacific Islander	92.0%	97.0%	89.3%	97.7%	86.4%	93.7%	Not Met	91.2%	92.8%	Not Met
American Indian or Alaska Native	*	86.5%	*	94.1%	*	**	**	*	**	**
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	80.1%	84.6%	84.7%	87.0%	79.8%	79.6%	Met Target	80.9%	81.0%	Not Met
Students with Disabilities	65.9%	80.1%	67.9%	83.5%	62.8%	56.2%	Met Target	55.8%	64.2%	Not Met
English Learners	79.5%	75.8%	88.3%	81.8%	80.8%	77.3%	Met Target	83.1%	77.3%	Met Target
Homeless Students	*	72.6%	*	79.1%	*			N		
Students in Foster Care	N	62.6%	N	64.9%						

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	44.7%	35.1%
Substitute Competency Test	22.5%	31.8%
Portfolio Appeals Process	16.3%	16.3%
Alternate Requirements specified in IEP	14.2%	14.5%
Unknown	2.3%	2.3%

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	78.8%	-
2017	78.4%	83.3%
2016	78.2%	81.2%

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	3.0%	1.2%
2016-2017	2.0%	1.1%
2015-2016	1.5%	1.2%

NJ SCHOOL PERFORMANCE REPORT

WILLIAM L DICKINSON HIGH SCHOOL
(17-2390-080)
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	62.8%	46.2%	53.8%
White	79.6%	32.6%	67.4%
Hispanic	51.8%	58.1%	41.9%
Black or African American	56.5%	50%	50%
Asian, Native Hawaiian, or Pacific Islander	73.3%	39%	61%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	62.1%	42.9%	57.1%
Students with Disabilities	44.4%	79.2%	20.8%
English Learners	63%	69%	31%

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	76.9%	45.5%	54.5%	84.8%	15.2%	93.8%	6.3%
White	89.5%	35.3%	64.7%	80.4%	19.6%	94.1%	5.9%
Hispanic	72.1%	53.7%	46.3%	83%	17%	93.9%	6.1%
Black or African American	67.9%	39.5%	60.5%	81.6%	18.4%	92.1%	7.9%
Asian, Native Hawaiian, or Pacific Islander	84.5%	41.8%	58.2%	91.8%	8.2%	94.9%	5.1%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	79.7%	45.4%	54.6%	84.6%	15.4%	94.2%	5.8%
Students with Disabilities	53.1%	69.2%	30.8%	100%	0%	100%	0%
English Learners	68.4%	46.2%	53.8%	80.8%	19.2%	100%	0%

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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.

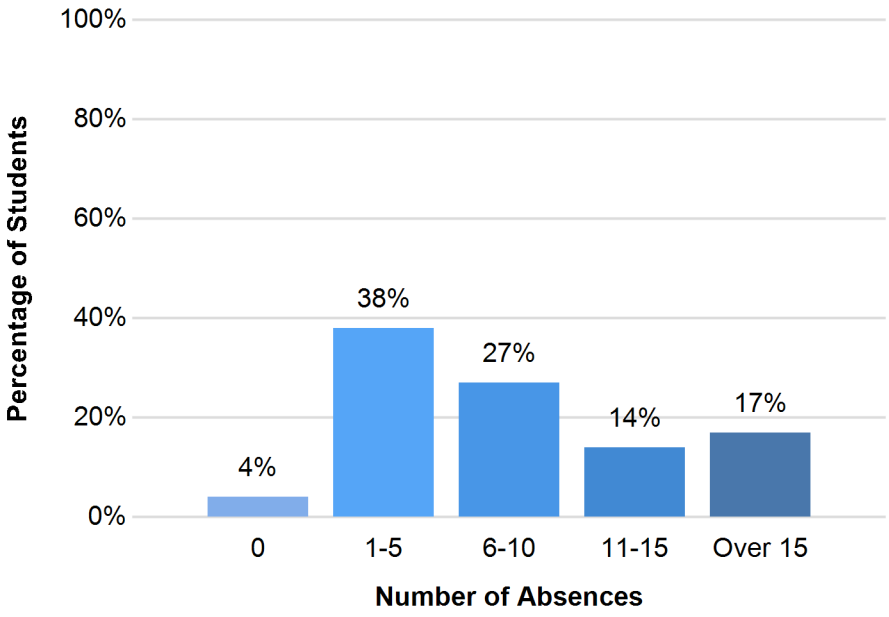
Chronic Absenteeism

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	246	14.2	14.9	Met
White	32	13.0	14.9	Met
Hispanic	126	15.7	14.9	Not Met
Black or African American	59	22.7	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	29	7.0	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	157	14.8	14.9	Met
Students with Disabilities	81	24.1	14.9	Not Met
English Learners	30	12.0	14.9	Met

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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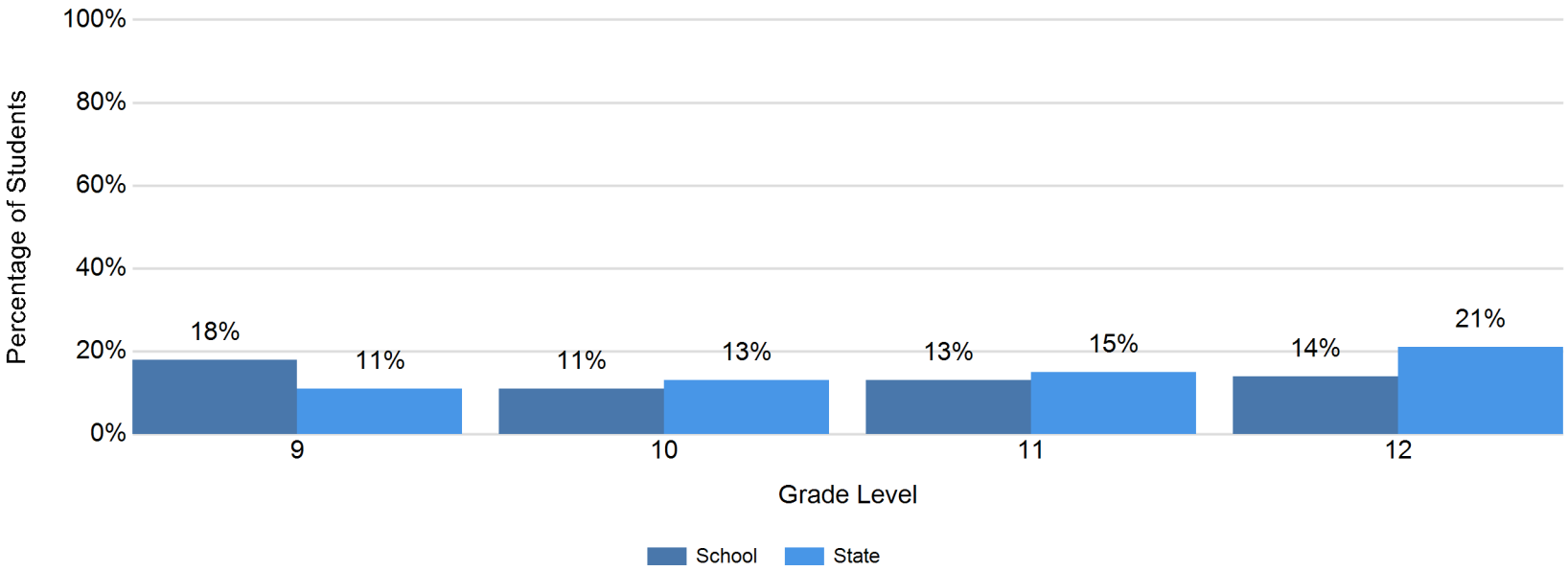
Chronic Absenteeism by Grade

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	7
Weapons	6
Vandalism	3
Substances	20
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	37
Incidents Per 100 Students Enrolled	2.19

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	6
Weapons	6
Vandalism	3
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and 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	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	1		1

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	16	0.9%
Out-of-School Suspensions	20	1.2%
Any Suspension	34	2.0%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	11	0.7%

School Days Missed due to Out-of-School Suspensions
83

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	6 Hrs 25 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.8:1

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)	$1,067	$17,499	$18,566

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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	144	117,464
Average years experience in public schools	14.7	12.0
Average years experience in district	14.7	10.7
Teachers in district for 4 or more years	94.4%	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	133	9,374
Average years experience in public schools	21.0	16.0
Average years experience in district	20.8	12.0
Administrators in district for 4 or more years	97.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	282:1	218:1
Teachers to Administrators	24:1	18:1
Students to Librarians/Media Specialists		1527:1
Students to Nurses		558:1
Students to Counselors		427:1
Students to Child Study Team		209:1

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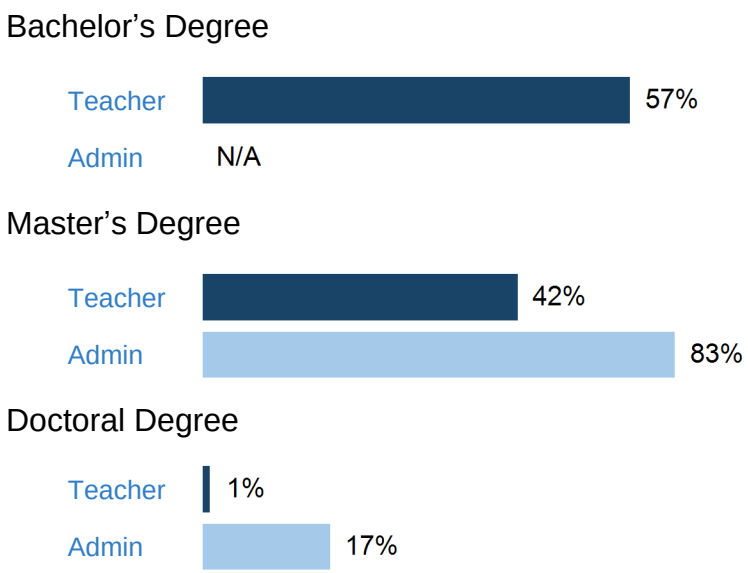
Teachers and Administrators - Level of Education

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	92.6%	90.2%
2016-17 Administrators: Same district 2017-18	84.9%	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	94.8%

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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	53.5%	33.3%
Male	46.5%	66.7%
White	47.9%	33.3%
Hispanic	20.1%	33.3%
Black or African American	23.6%	33.3%
Asian	8.3%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	Yes	No	Yes
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	Yes		
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	21.20	15.0%
Mathematics Proficiency	11.75	15.0%
Graduation Rate - 4-Year	6.30	20.0%
Graduation Rate - 5-Year	7.47	20.0%
Progress Towards English Language Proficiency	28.18	20.0%
Chronic Absenteeism	39.66	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	17.30	n/a
Summative Rating: Percentile Rank of Summative Score	11.46	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	Yes	Met Target	Not Met	Not Met	Met Target	Met Target†	Met	No
White	9.24	8.94	No	Met Target†	Not Met	Not Met	Met Target	n/a	Met	No
Hispanic	19.28	8.94	No	Met Target†	Not Met	Met Target	Met Target	n/a	Not Met	No
Black or African American	25.04	8.94	No	Met Target	Not Met	Not Met	Met Target	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	6.54	8.94	Yes	Met Target	Not Met	Not Met	Not Met	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	34.50	8.94	No	Met Target†	Not Met	Met Target	Not Met	n/a	Met	No
Students with Disabilities	19.95	8.94	No	Met Target†	Not Met	Met Target	Not Met	n/a	Not Met	No
English Learners	50.69	8.94	No	Not Met	Not Met	Met Target	Met Target	**	Met	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:	• Project LEAP Plus: Program is in conjunction with Hudson County Community College. Students will have the opportunity to obtain an Associate's Degree in Environmental Studies • NATEF Certification: Upon completion of the curriculum, students are prepared for entry-level positions in various areas of the automotive industry. • Green Construction/House Renovation: In the Sustainable Design and Architecture Module students receive a basic overview of 'green buildings' from the design perspective.
Mission, Vision, Theme:	William L. Dickinson High School's mission is to provide an education that empowers students toward academic, social, and personal accountability and achievement, fostering a community of life-long learners who adapt and contribute to an ever-changing society. The school's main tenets of the mission are Diversity, Honor and Success. Dickinson High School's vision is that all students will be able to develop intellectual curiosity, aesthetic sensitivity, sound moral character, and technical competence in preparation for meeting the challenges of the 21st century in an ever changing global community. Students will be provided with a safe, healthy, and nurturing environment in which to learn and grow.
Awards, Recognition, Accomplishments:	Dickinson students continue to be recognized for a broad array of achievement in academic, athletic and community based areas. They include NJ Star Scholars, The Kenneth J. Harbace Memorial, The Ann Fasciano Memorial Scholarship, The Migdalia Mojica English Award, Marco Santa-Maria Science Award, Jersey City Education Awards, and local and state athletic awards. Our students participate in various competitions associated with their respective SLC's. The JROTC program has won numerous drill competitions throughout the Northeast Coast. Our Robotics Team has earned honorable mentions the last two years at a state-wide robotic competition. These accomplishments reflect the hard work of our students and teachers.

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Courses, Curriculum, Instruction:	Small Learning Communities include: Applied, Physical and Biological Sciences, Project LEAP Plus, Applied and Information Technology Health and Medical Services, Green Construction/House Renovation, United States Air Force JROTC, and Automotive Technology. Advanced Course Offerings: AP Biology, AP Calculus AB, AP Chemistry, AP Computer Science, AP English Language & Composition, AP English Literature & Composition, AP Statistics, AP Environmental Science, AP Physics, AP Psychology, AP Spanish Language, AP World History, AP United States History
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls)
Clubs and Activities:	African American Club, AJFROTC Drill Team, Aries Literary Magazine, Fencing, Aspira, Badminton, B Bold B Yourself, Book Club, Peer Mediation, N.H.Society, Chess, Christian Teen, Ham Radio, DHS Helping Hands, DHS PEP/School Spirit Club, DHS Ram Squad, Newspaper, DJ Club, School Treasurer, Key Club, Future Business Leaders of America (FBLA), Gnome/ Yearbook Staff, Math Club, Model UN Club, Positive Ramifications, Road To College, Robotics Club, Student Council, World Language Club, Kismet of Kings, and The Girls in Pearls Club, Student Advisory

NJ SCHOOL PERFORMANCE REPORT

WILLIAM L DICKINSON HIGH SCHOOL
(17-2390-080)
Grades Offered: 09-12
2017-2018

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

School Narrative

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

Staff and Professional Learning:	Focusing on Facilitation and Cooperative Learning, Data Analysis and Creating Assessments, Teaching Art Across Curricula, Universal Design for Learning (L.I.N.K Lead Teachers), Effective Questioning Techniques, More Effective vs Less Effective Cooperative Learning Strategies, Probing Questions. PLC's team's focus is to develop and pursue measurable improvement goals that are aligned to our school and district goals for learning. Our PLC teams work collaboratively on an ongoing basis to engage in collective inquiry into both best practices in teaching and best practices in learning in order to help all students learn.
Postsecondary Information:	Support provided to aid in College and Career Readiness Success includes the use of Naviance. With the use of Naviance, educators have the ability to track and report college data. Students have the opportunity to utilize the resources provided through a variety of career paths in collaboration with "Roadtrip Nation" developed within the Naviance Curriculum. Through Naviance, each student receives specific steps required to reach their ultimate goals. Students are given targets to be met, measured and obtained. Colleges Students have attended include: New Jersey City University, Art Institute of New York, New Jersey Institute of Technology, Art Institute of Philadelphia, Pennsylvania State University, Bergen Community College, Ramapo College, Rowan University, Rutgers University, Fairleigh Dickinson, St. John's University, Steven's Institute of Technology, Hudson County Community College, Johnson and Wales University and Lincoln Tech.

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Student Supports and Services:	Special education services offered include: T.E.A.C.H. Teaching and Education of Autistic Children through Collaboration and Harmony, C.H.A.M.P.S. Severe Learning Disabilities Program, Adapted Physical Education, ILIT: blends print and digital learning experiences, The Assistive Technology Program: assess the utilization of Assistive Technology (A.T.) to compensate for the disabilities of students, Collaborative Consultation Teacher Program: affords the opportunity for students with an IEP to be educated with their non-disabled peers, SAC's: highly trained SAC and Character Education Coordinators, Service Broker: assists families with outside services and agency's for families or students living on their own, ELL students are closely monitored: WIDA levels highlight different stages of language development , online tools accessed through Edge are available to all ELL students, Finish Line for ELL's 2.0 English Proficiency Practice is a pilot program
Student Health and Wellness:	Grab 'N' Go serving carts located near the school entrance provides a quick and nutritious meal for students. With disposable packaging and strategically-placed trash cans, Grab 'N' Go breakfasts are a practical and appealing way to reach hungry kids in a hurry, boost participation on your school breakfast program, and ensure the school food service department receives funds for a successful program.
Parent and Community Involvement:	The Parent Involvement Committee encourages and enhances meaningful parental involvement

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Facilities:	Indoor Swimming Pool Facilities, Redesigned Media Center and Cafeteria, Virtual Reality Technology Room, 7 computer labs, 2 gyms, weight room and beautiful grounds with picnic tables

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Technology and STEM:	GSuite and Google Classroom, Smartboards, Chromebooks, Virtually Reality room, Live Video Online Science Lessons; STEM Small Learning Communities include: Applied, Physical and Biological Sciences, Applied and Information Technology, Health and Medical Services, Green Construction/House Renovation, and Automotive Technology