




Learning Community Charter School
2016-2017
Grade Span PK-08

80-7115-960
CHARTERS
Learning Community CS
2495 JOHN F KENNEDY BLVD
JERSEY CITY, NJ 07304

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

- 1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
- 2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	45	45	45
KG	60	59	60
1	60	60	59
2	60	61	61
3	60	60	60
4	60	60	60
5	60	60	59
6	59	60	62
7	60	59	61
8	57	61	57
Ungraded	0	0	0
Total	581	585	584

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	2014-15	2015-16	2016-17
Female	49%	48%	49%
Male	51%	52%	52%
Economically Disadvantaged Students	32%	38%	33%
Students with Disabilities	10%	9%	7%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	29.5%
Asian	25.2%
Hispanic	19.9%
Black or African American	17.3%
Native Hawaiian or Pacific Islander	1.0%
American Indian or Alaska Native	0.3%
Two or More Races	6.8%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	45	45	45
KG - Half Day	0	0	0
KG - Full Day	60	59	60

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. All other students are included in Other Languages.

Home Language	% of Students
English	86.1%
Chinese	1.7%
Spanish	1.7%
Arabic	1.5%
Tagalog	1.5%
Other	7.4%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	333	99.2	69.90	69.90	54.90	69.9	65.7	Met Target
White	101	100.0	75.30	75.30	63.90	75.3	70.7	Met Target
Hispanic	65	98.6	66.10	66.10	39.80	66.1	65.9	Met Target
Black or African American	68	97.3	47.00	47.00	35.20	47	40.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	69	100.0	79.70	79.70	80.70	79.7	79.3	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	89.30	54.90	89.3	80	Met Goal
Female	161	99.4	82.70	82.70	62.20	82.7		
Male	172	98.9	58.10	58.10	48.10	58.1		
Economically Disadvantaged Students	123	98.5	49.60	49.60	36.20	49.6	52.3	Met Target†
Non-Economically Disadvantaged Students	210	99.6	81.90	81.90	65.80	81.9		
Students with Disabilities	40	100.0	27.50	27.50	20.50	27.5	21.9	Met Target
Students without Disabilities	293	99.1	75.80	75.80	61.90	75.8		
English Learners	N	N	N	N	25.20	N	**	**
Non-English Learners	333	99.2	69.90	69.90	57.40	69.9		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	60	754	754	749	*	20%	23%	43%	*	52%	50%
White	18	751	751	759	*	*	*	*	*	50%	61%
Hispanic	14	755	755	734	0%	*	0%	*	*	64%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	18	761	761	775	*	*	*	*	*	56%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	23	760	760	754	*	*	*	57%	*	65%	55%
Male	37	750	750	745	*	*	*	35%	*	43%	46%
Economically Disadvantaged Students	20	739	739	731	*	*	*	*	*	45%	31%
Non-Economically Disadvantaged Students	40	761	761	762	*	*	*	*	*	55%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	60	754	754	752	*	20%	23%	43%	*	52%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	60	765	765	753	*	*	18%	43%	25%	68%	56%
White	22	761	761	762	0%	*	*	46%	*	64%	67%
Hispanic	10	749	749	740	0%	*	*	*	*	60%	40%
Black or African American	11	765	765	737	0%	*	*	*	*	64%	36%
Asian, Native Hawaiian, or Pacific Islander	10	775	775	777	0%	0%	*	*	*	80%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	34	773	773	758	0%	*	*	44%	*	77%	61%
Male	26	754	754	749	0%	*	*	42%	*	58%	51%
Economically Disadvantaged Students	19	743	743	737	0%	*	*	*	*	32%	36%
Non-Economically Disadvantaged Students	41	775	775	764	0%	*	*	*	*	85%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	60	765	765	755	*	*	18%	43%	25%	68%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	59	764	764	756	*	*	20%	59%	*	66%	59%
White	16	778	778	763	0%	*	*	81%	*	88%	69%
Hispanic	12	754	754	743	0%	*	*	*	*	50%	44%
Black or African American	12	735	735	740	*	*	*	*	0%	33%	39%
Asian, Native Hawaiian, or Pacific Islander	14	772	772	779	0%	*	*	*	*	71%	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	31	771	771	761	*	*	*	71%	*	77%	66%
Male	28	755	755	750	*	*	*	46%	*	54%	53%
Economically Disadvantaged Students	26	742	742	740	*	*	*	*	*	35%	40%
Non-Economically Disadvantaged Students	33	781	781	765	*	*	*	*	*	91%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	59	764	764	757	*	*	20%	59%	*	66%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	61	776	776	752	*	*	16%	44%	34%	79%	54%
White	18	782	782	758	0%	*	*	*	*	83%	63%
Hispanic	14	766	766	740	0%	0%	*	*	*	64%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	19	784	784	776	0%	0%	*	*	53%	95%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	31	782	782	758	0%	*	*	39%	*	84%	61%
Male	30	769	769	746	0%	*	*	50%	*	73%	46%
Economically Disadvantaged Students	18	756	756	737	0%	*	*	*	*	50%	34%
Non-Economically Disadvantaged Students	43	784	784	761	0%	*	*	*	*	91%	65%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	17%
Students without Disabilities	*	*	*	758	*	*	*	*	*	*	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	61	776	776	753	*	*	16%	44%	34%	79%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	59	760	760	756	*	*	17%	39%	25%	64%	59%
White	14	768	768	764	0%	*	*	*	*	71%	69%
Hispanic	11	749	749	742	*	*	*	*	*	55%	44%
Black or African American	20	746	746	737	*	*	*	*	*	45%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	27	773	773	764	*	*	*	41%	*	78%	68%
Male	32	750	750	749	*	*	*	38%	*	53%	51%
Economically Disadvantaged Students	30	749	749	739	*	*	*	*	*	47%	40%
Non-Economically Disadvantaged Students	29	772	772	766	*	*	*	*	*	83%	70%
Students with Disabilities	11	723	723	719	*	*	*	*	0%	18%	19%
Students without Disabilities	48	769	769	763	*	*	*	*	31%	75%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	59	760	760	758	*	*	17%	39%	25%	64%	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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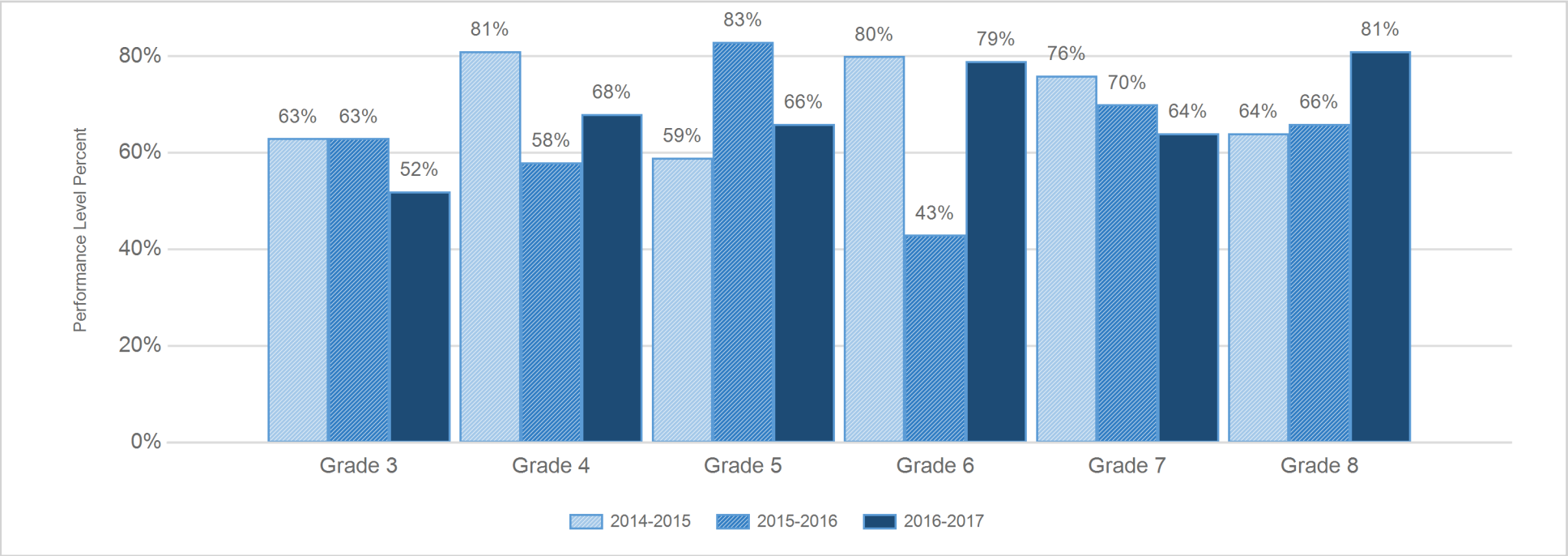
English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	57	774	774	757	*	*	*	60%	21%	81%	59%
White	17	787	787	764	0%	0%	*	59%	*	88%	68%
Hispanic	10	763	763	742	0%	0%	*	*	0%	80%	44%
Black or African American	16	753	753	738	*	*	*	69%	0%	69%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	26	786	786	766	*	*	*	69%	*	96%	68%
Male	31	765	765	749	*	*	*	52%	*	68%	50%
Economically Disadvantaged Students	19	762	762	739	*	*	*	74%	*	79%	40%
Non-Economically Disadvantaged Students	38	781	781	766	*	*	*	53%	*	82%	69%
Students with Disabilities	11	739	739	718	*	*	*	*	*	27%	18%
Students without Disabilities	46	783	783	764	*	*	*	*	*	94%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	57	774	774	759	*	*	*	60%	21%	81%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	333	99.2	55.50	55.50	43.50	55.5	51.2	Met Target
White	101	100.0	63.40	63.40	52.40	63.4	56.5	Met Target
Hispanic	65	98.6	50.70	50.70	27.60	50.7	48.6	Met Target
Black or African American	68	97.3	23.50	23.50	21.70	23.5	21.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	69	100.0	66.60	66.60	75.60	66.6	69.6	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	85.70	44.90	85.7	77.1	Met Goal
Female	161	99.4	64.00	64.00	44.10	64		
Male	172	98.9	47.70	47.70	42.90	47.7		
Economically Disadvantaged Students	123	98.5	32.50	32.50	25.10	32.5	29.6	Met Target
Non-Economically Disadvantaged Students	210	99.6	69.00	69.00	54.30	69		
Students with Disabilities	40	100.0	17.50	17.50	16.50	17.5	11.9	Met Target
Students without Disabilities	293	99.1	60.70	60.70	48.80	60.7		
English Learners	N	N	N	N	23.30	N	**	**
Non-English Learners	333	99.2	55.50	55.50	45.20	55.5		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	60	755	755	751	*	*	28%	33%	20%	53%	53%
White	18	748	748	759	*	*	*	*	*	44%	63%
Hispanic	14	761	761	738	*	*	*	*	*	57%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	18	767	767	779	0%	*	*	*	*	67%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	23	759	759	751	*	*	*	*	*	70%	52%
Male	37	753	753	751	*	*	*	*	*	43%	53%
Economically Disadvantaged Students	20	749	749	736	*	*	*	*	*	40%	34%
Non-Economically Disadvantaged Students	40	759	759	761	*	*	*	*	*	60%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	60	755	755	753	*	*	28%	33%	20%	53%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	60	758	758	747	*	*	22%	55%	*	65%	47%
White	22	754	754	755	0%	*	*	59%	*	64%	59%
Hispanic	10	741	741	734	*	0%	*	*	0%	50%	30%
Black or African American	11	759	759	729	*	0%	*	*	*	64%	25%
Asian, Native Hawaiian, or Pacific Islander	10	769	769	774	0%	*	*	*	*	70%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	34	765	765	747	*	*	*	62%	*	77%	47%
Male	26	750	750	747	*	*	*	46%	*	50%	48%
Economically Disadvantaged Students	19	737	737	732	*	*	*	*	*	42%	27%
Non-Economically Disadvantaged Students	41	768	768	757	*	*	*	*	*	76%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	60	758	758	749	*	*	22%	55%	*	65%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	59	763	763	747	*	*	27%	46%	19%	64%	46%
White	16	769	769	754	0%	*	*	69%	*	81%	57%
Hispanic	12	759	759	735	0%	0%	*	*	*	58%	30%
Black or African American	12	730	730	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	14	777	777	774	0%	0%	*	*	*	86%	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	31	769	769	747	0%	*	*	*	*	77%	47%
Male	28	756	756	746	0%	*	*	*	*	50%	46%
Economically Disadvantaged Students	26	745	745	732	*	*	*	42%	*	42%	27%
Non-Economically Disadvantaged Students	33	776	776	756	*	*	*	49%	*	82%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	59	763	763	748	*	*	27%	46%	19%	64%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6**

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	61	753	753	743	*	18%	20%	39%	*	54%	44%
White	18	762	762	751	*	*	*	*	*	61%	54%
Hispanic	14	743	743	731	0%	*	*	*	*	43%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	19	758	758	771	*	*	*	53%	*	63%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	31	755	755	745	*	*	*	*	*	58%	45%
Male	30	751	751	742	*	*	*	*	*	50%	43%
Economically Disadvantaged Students	18	731	731	728	*	*	*	*	*	17%	24%
Non-Economically Disadvantaged Students	43	762	762	752	*	*	*	*	*	70%	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	61	753	753	745	*	18%	20%	39%	*	54%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Grade: Grade 7**

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	59	738	738	741	*	25%	31%	31%	*	37%	40%
White	14	748	748	748	0%	*	*	*	*	43%	49%
Hispanic	11	730	730	730	0%	*	*	*	0%	18%	23%
Black or African American	20	722	722	726	*	*	*	*	0%	25%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	27	744	744	743	*	*	*	*	*	37%	41%
Male	32	733	733	740	*	*	*	*	*	38%	38%
Economically Disadvantaged Students	30	726	726	729	*	*	*	*	*	23%	22%
Non-Economically Disadvantaged Students	29	750	750	749	*	*	*	*	*	52%	50%
Students with Disabilities	11	710	710	716	*	*	*	*	*	*	11%
Students without Disabilities	48	745	745	746	*	*	*	*	*	*	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	59	738	738	742	*	25%	31%	31%	*	37%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Grade: Grade 8**

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	33	731	731	728	*	*	46%	*	0%	24%	28%
White	*	*	*	736	*	*	*	*	*	*	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	14	715	715	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	15	728	728	730	*	*	*	*	0%	13%	30%
Male	18	734	734	725	*	*	*	*	0%	33%	26%
Economically Disadvantaged Students	14	726	726	719	*	*	*	*	0%	29%	19%
Non-Economically Disadvantaged Students	19	735	735	734	*	*	*	*	0%	21%	34%
Students with Disabilities	10	727	727	705	*	*	*	*	0%	30%	*
Students without Disabilities	23	733	733	734	*	*	*	*	0%	22%	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	33	731	731	729	*	*	46%	*	0%	24%	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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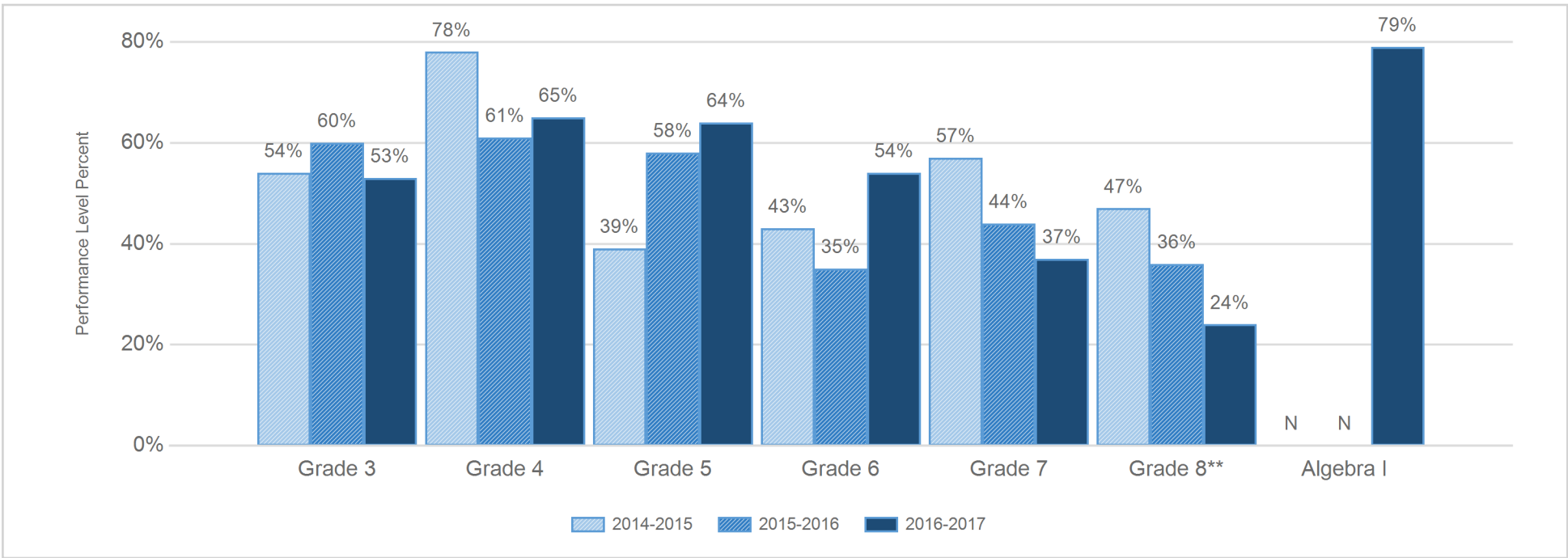
Mathematics Assessment - Performance by Test: Algebra I

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	24	763	763	743	*	*	*	79%	*	79%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	11	763	763	744	*	*	*	*	*	82%	43%
Male	13	763	763	741	*	*	*	*	*	77%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	24	763	763	745	*	*	*	79%	*	79%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Alternate Assessments - 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
3	N	N
4	N	N
5	N	N
6	N	N
7	N	N
8	N	N

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. The table also shows 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
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

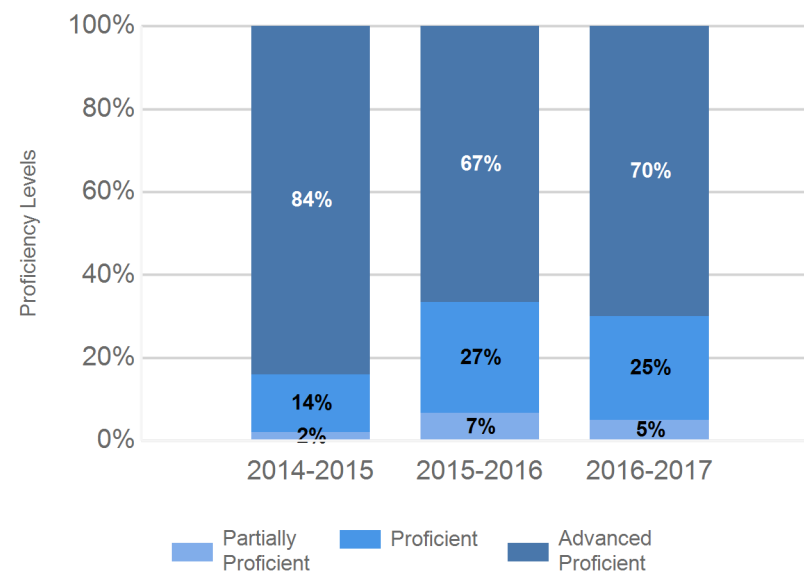
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	70%	25%	5%
White	59%	36%	5%
Hispanic	*	40%	N
Black or African American	73%	18%	*
Asian, Native Hawaiian, or Pacific Islander	*	10%	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	*
Economically Disadvantaged Students	47%	42%	11%
Students with Disabilities	*	*	N
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

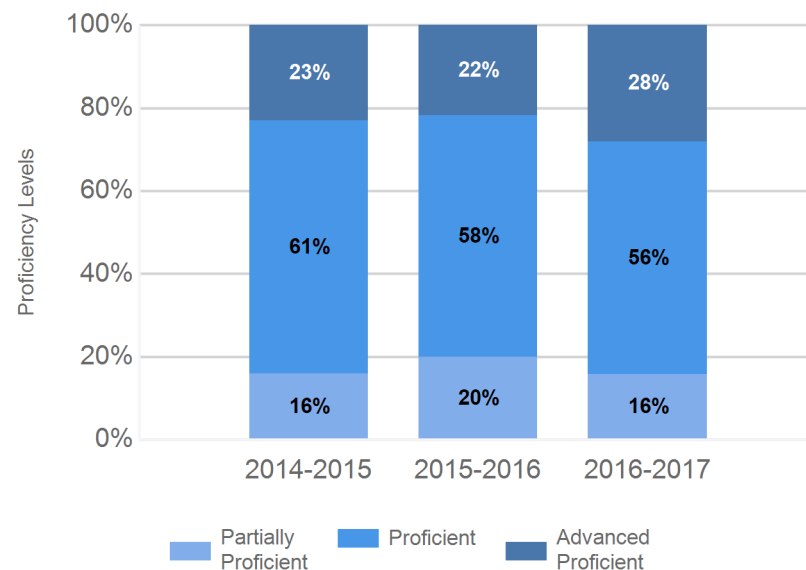
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	28%	56%	16%
White	47%	47%	6%
Hispanic	20%	*	10%
Black or African American	N	56%	44%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	10%	65%	25%
Students with Disabilities	N	55%	46%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	57	57	50	Met Target	57	57	50	Met Target
White	60	60	50	Exceeds Target	57	57	52	Met Target
Hispanic	48.5	48.5	49	Met Target	54.5	54.5	47	Met Target
Black or African American	48	48	45	Met Target	59	59	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	66	66	60	Exceeds Target	47	47	59	Met Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	Exceeds Target	*	*	52	**
Economically Disadvantaged	48	48	47	Met Target	46.5	46.5	46	Met Target
Students with Disabilities	56.5	56.5	41	Met Target	37	37	43	Not Met
English Learners	N	N	N	N	N	N	N	N

** ESSA accountability targets are only included if data is available for at least 20 students.



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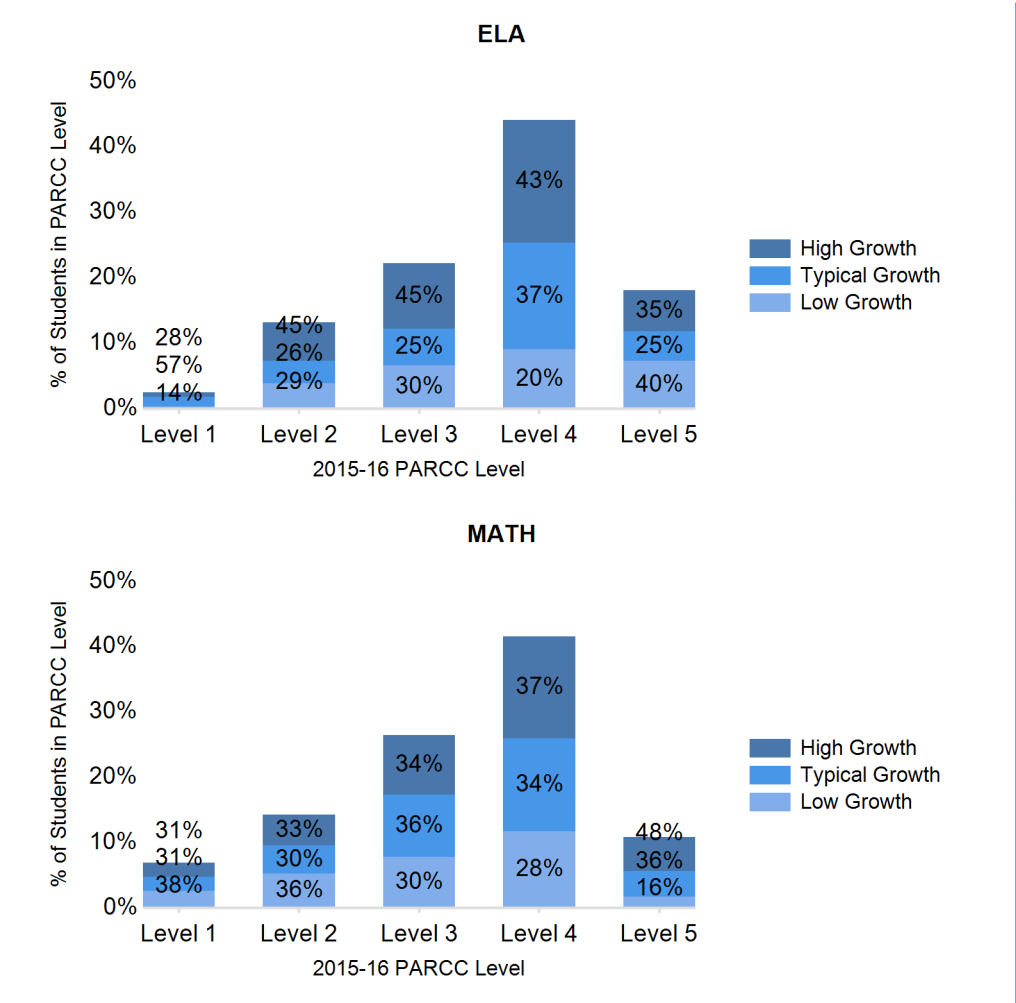
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

- Low Growth: Less than 35
- Typical Growth: Between 35 and 65
- High Growth: Greater than 65

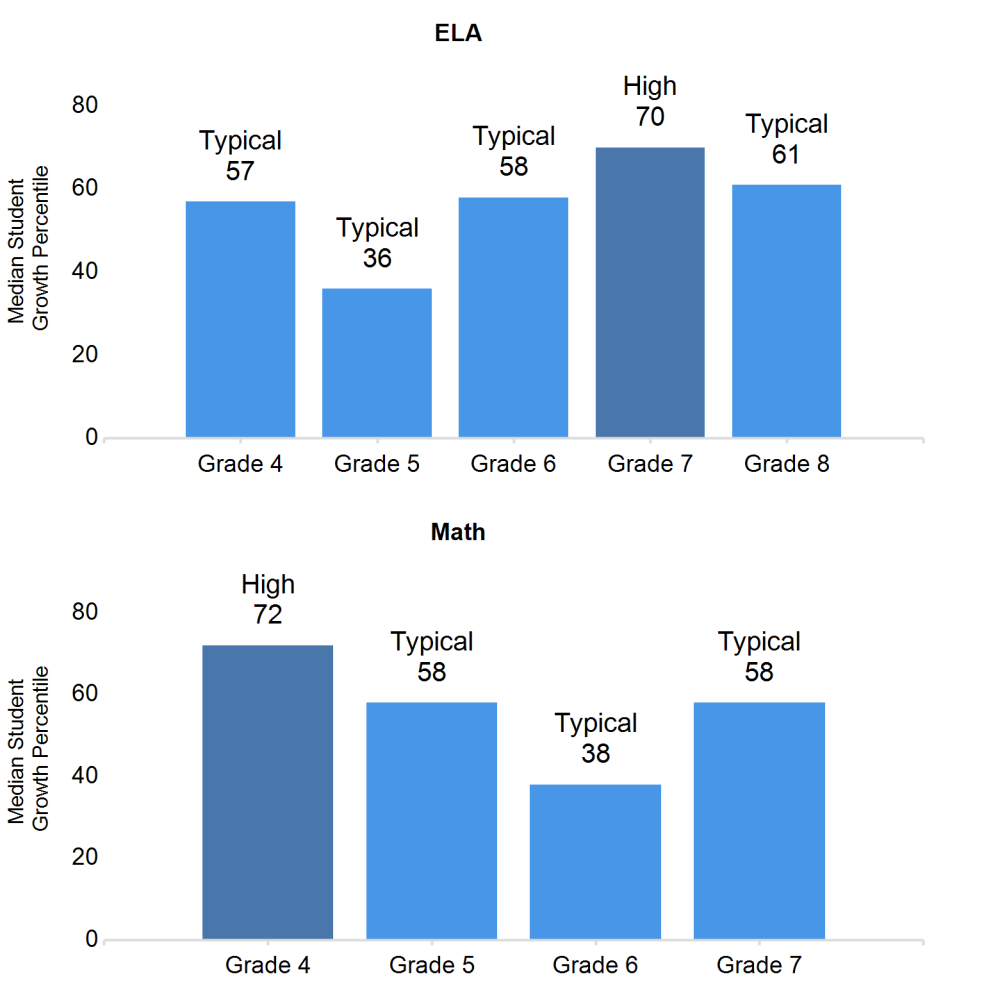
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	21
7	0	0	36
8	0	0	33
Schoolwide	0	0	90

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	26	0	0	0	0	0	0
7	59	0	0	0	0	0	0
8	57	0	0	0	0	0	0
Schoolwide	142	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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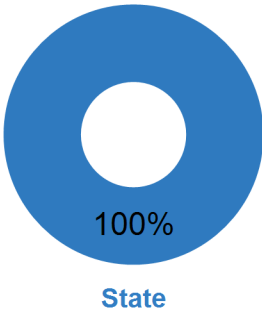
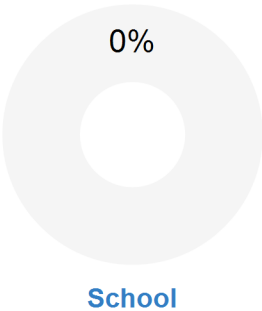
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Visual and Performing Arts – Course Participation

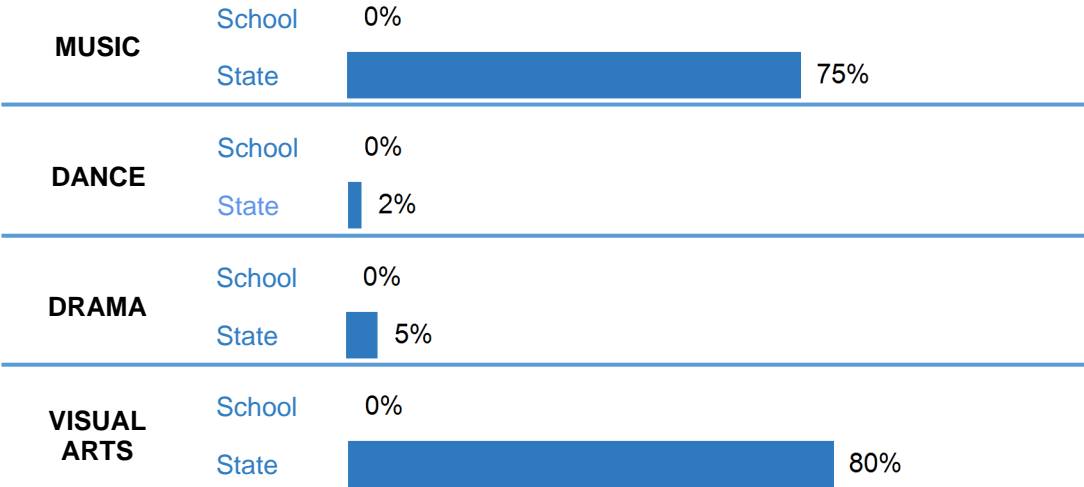
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

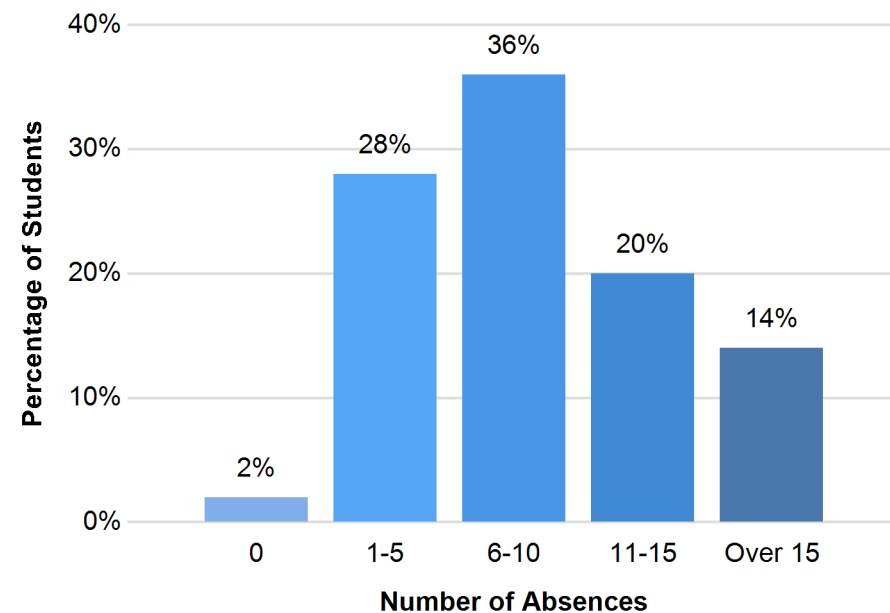
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.90	8.50	Not Met
White	9.50	8.50	Not Met
Hispanic	11.70	8.50	Not Met
Black or African American	9.60	8.50	Not Met
Asian, Native Hawaiian, or Pacific Islander	5.80	8.50	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	8.30	8.50	Met Target
Economically Disadvantaged Students	12.80	8.50	Not Met
Students with Disabilities	11.60	8.50	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

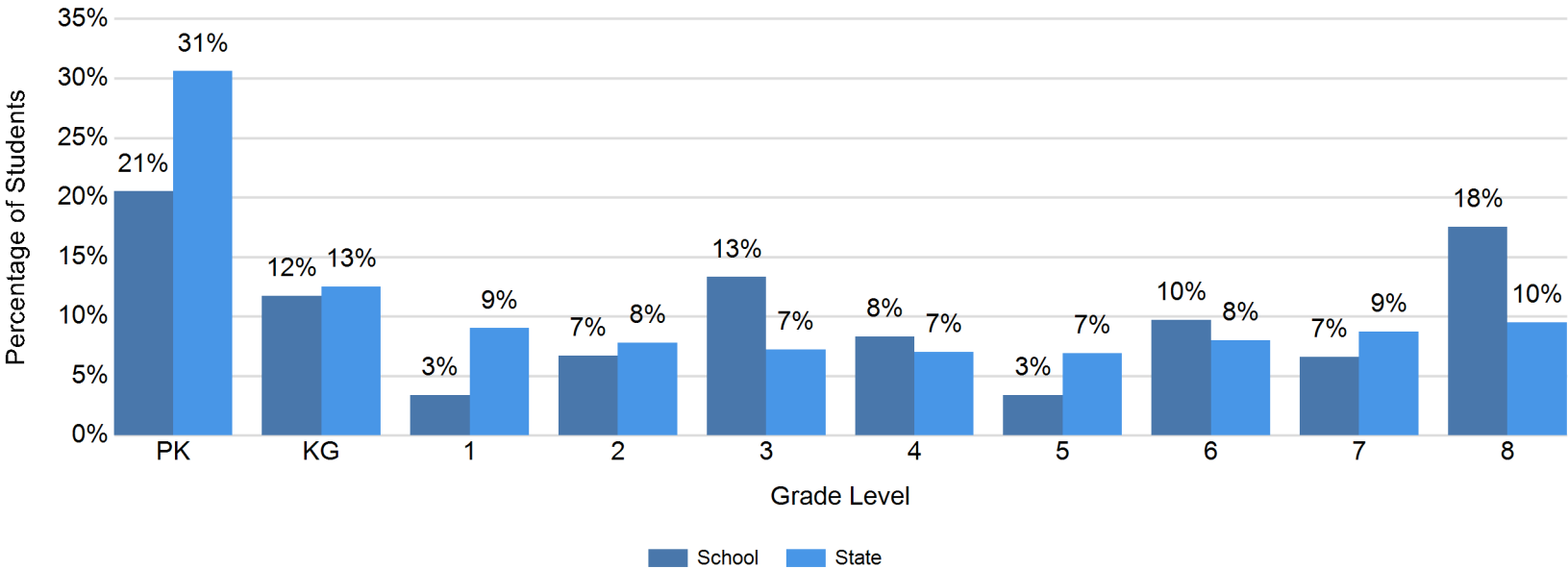
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:20AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	6 Hrs. 10 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	4
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.68

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	1.4%
Any Suspension	1.4%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	4.2:1	51.4 kbps	100 kbps	No	N	Fiber	N

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$738	\$11,088	\$11,826



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	45	120,724
Average years experience in public schools	8.4	11.8
Average years experience in district	5.5	10.5
Teachers in district for 4 or more years	44%	74%

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	3	9,506
Average years experience in public schools	22.0	15.9
Average years experience in district	6.0	11.6
Administrators in district for 4 or more years	67%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	13:1
Administrators	195:1	195:1
Librarian/Media Specialists		N
Nurses		292:1
Counselors		N
Child Study Team		584:1



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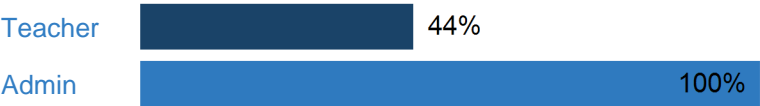
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	68%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	93%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	73.7	17.5%
Mathematics Proficiency	61.0	17.5%
English Language Arts Growth	74.5	25.0%
Mathematics Growth	63.5	25.0%
Chronic Absenteeism	31.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		62.8
Summative Rating: Percentile rank of Summative Score		70.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	62.8	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
White	64.6	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Met Target	No
Hispanic	66.2	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Black or African American	69.9	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	33.6	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	81.8	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	**	No
Economically Disadvantaged Students	57.0	11.9	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	58.3	11.9	No	Met Target	Met Target	Not Met	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Hogan	Email Address:	colin-hogan@lccsnj.org
Address:	2495 JOHN F KENNEDY BLVD JERSEY CITY, NJ 07304	Website:	https://www.lccsnj.org
Phone:	(201)332-0900 EXT. 14		

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:	<ul style="list-style-type: none"> • Mandarin Chinese as a language option in Middle School • Instrumental music program in Elementary School • Accelerated math and science program in Middle School
 Mission, Vision, Theme:	<p>The school is dedicated to using an innovative approach to achieve the intellectual, social, and emotional development of all students. We will teach all students drawn from all the racial, ethnic, and economic diversity of Jersey City to be active and successful citizens of the independent world of the 21st century. We use and integrated curriculum model which enhances critical thinking and creativity.</p>
 Awards, Recognition, Accomplishments:	<p>Head of School named Charter School Administrator of the year by NJ Charter Schools Association 2017</p>







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 Courses, Curriculum, Instruction:	<p>LCCS follows the Common Core Standard; we also offer accelerated math and science for grades 6-8. For the second year now we have hosted a Mandarin teacher who teaches Mandarin to grades 5-8. We also offer art, PE and music in addition to the regular curriculum.</p>
 Sports and Athletics:	<p>Sports Offered: Basketball (Boys & Girls), Cross-Country (Co-ed), Soccer (Co-ed)</p> <p>Learning Community Charter School is a part of the Charter School Athletic League (CSAL), which is a division of the New Jersey Education Consortium. We currently have a competitive girls' and boys' basketball team, a co-ed soccer team, a co-ed volleyball team, as well as a co-ed dance team, all comprised of our middle school scholar-athletes. Additionally, in 2015, we added a 5th-8th grade cross country team/running club.</p>
 Clubs and Activities:	<p>Model United Nations, Spanish Honors, Peer Mediation, Book Club, Garden Club, Math Club, School Newspaper</p>
 Before and After School Programs:	<p>Enrolled children participate in enrichment classes, structured play time and supervised homework sessions. They also get to enjoy a variety of engaging activities and extended learning experiences to uphold the CIRCLE values practiced in the regular school day. Students will be encouraged to engage verbally mutual respect and a shared value system. The Program is run by a company called Apollo and serves grades PK-8.</p>







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 Staff and Professional Learning:	<p>Professional development occurs at multiple levels. Teachers are organized on grade level (K-5) and by academic disciplines (6-8) professional learning communities. PLCS meet once a week to evaluate student work and enhance curriculum. Each week professional development reading is provided to the faculty through a weekly newsletter and monthly faculty meetings are solely focused on professional development.</p>
 Student Supports and Services:	<p>Student supports are provided on a multitude of levels. The school offers an intervention program in reading and math for students that are below grade level in grades K-8. The intervention program allows students to be pulled from their instructional day to meet with a reading or math specialist (K-5) or a team of content area teachers to reteach concepts taught in both reading and math classes. Students either exit the program on grade level or are evaluated by our Child Study Team.</p>
 Student Health and Wellness:	<p>Students take a health class in grades 6-8 and participate in an advisory program in grades 5-8. Students practice mindfulness and meditation once a week in art class and in grades 3 and 6 they take a weekly mindfulness class. The school offers a breakfast program, have recess daily for 20 minutes, and take physical education twice a week. The school also sponsors a robust extracurricular athletic program for students in grades 6-8 with sports offered fall through spring</p>
 Parent and Community Involvement:	<p>We have an active PTO that meets monthly, and an online parent portal to access information about grades. We also have several major annual fundraising events including a March Gala and a June carnival. Our non profit is a member of the local chamber of commerce, and we regularly reach out to local real estate developers and business and political leaders to bring them to our school and our students into the community.</p>



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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.

<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>The building was built in the 1920's and is located in a Historic District one block for a large public park, recent renovations and upgrades include a new boiler installation and building wide Wi-Fi. The school offers a library, gym where we host other basketball and volley ball teams and an auditorium for assemblies and performances.</p>
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