



Learning Community Charter School

(80-7115-960)

Grades Offered: PK-08

2018-2019

Report Key:

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How to use this report:

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

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Charters
District	The Learning Community Charter School
Principal Name	Mr. Colin Hogan
Address	2495 John F Kennedy Blvd JERSEY CITY, NJ 07304
Phone Number	201-332-0900
Email Address	colin-hogan@lccsnj.org
Website	https://www.lccsnj.org



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	45	43	45
KG	60	58	66
1	59	61	65
2	61	58	66
3	60	60	66
4	60	60	66
5	59	60	66
6	62	63	66
7	61	57	65
8	57	60	59
Total	584	580	630

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.5%	48.1%	47.8%
Male	51.5%	51.9%	52.2%
Economically Disadvantaged Students	33.4%	31.7%	30.0%
Students with Disabilities	7.4%	5.9%	6.5%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	29.5%	27.4%	27.6%
Hispanic	19.9%	20.0%	20.6%
Black or African American	17.3%	15.5%	12.9%
Asian	25.2%	29.0%	29.2%
Native Hawaiian or Pacific Islander	1.0%	0.5%	0.8%
American Indian or Alaska Native	0.3%	0.0%	0.0%
Two or More Races	6.8%	7.6%	8.9%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	45	43	45
KG - Half Day	0	0	0
KG - Full Day	60	58	66

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	77.5%
Arabic	4.4%
Hindi	2.9%
Spanish	2.5%
Urdu	2.4%
Other Languages	10.3%



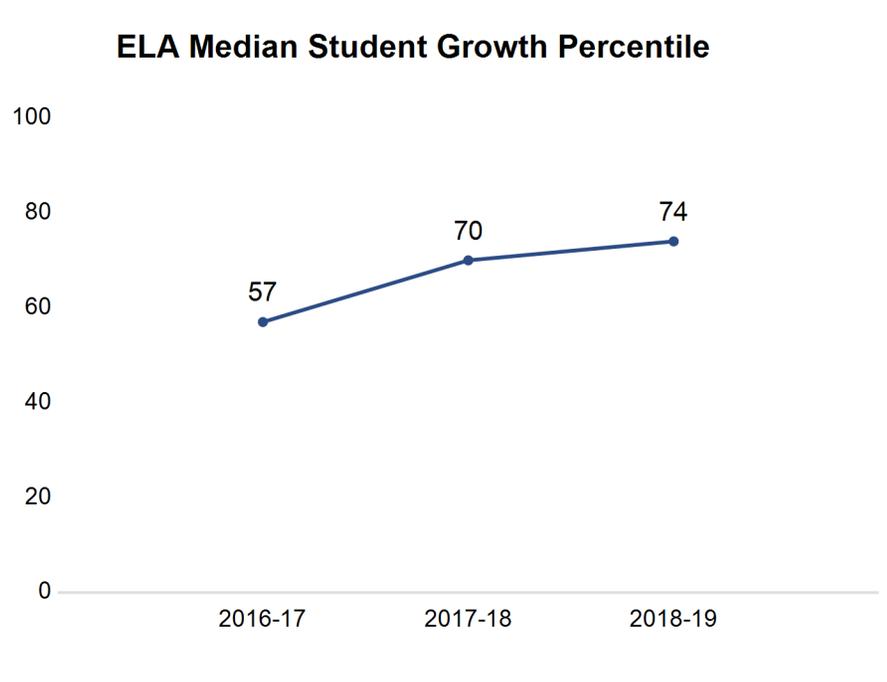
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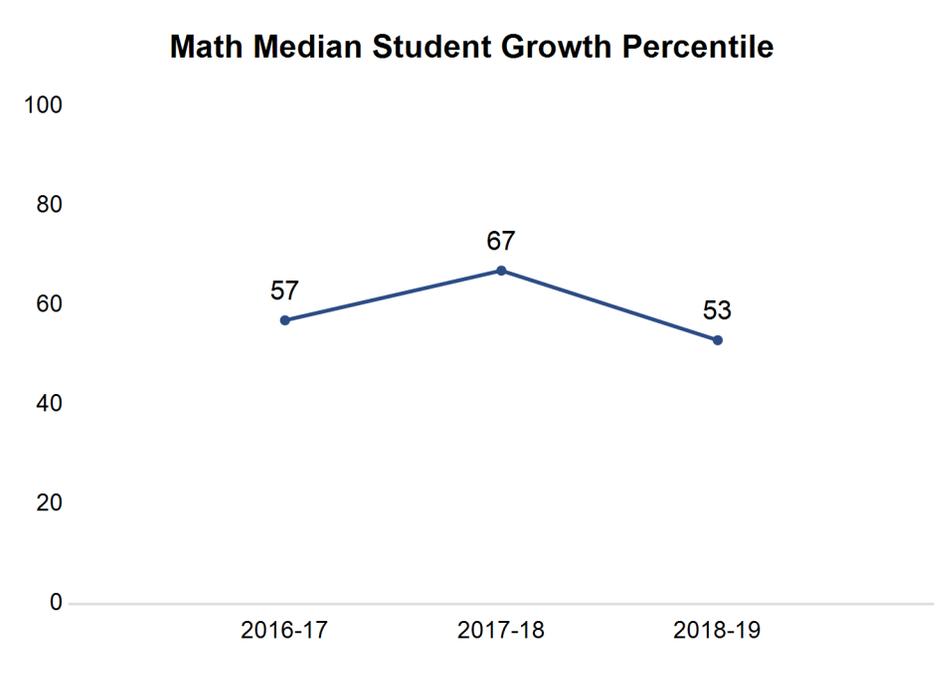
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	57	70	74	57	67	53
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (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 previous years.

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) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	74	74	50	Exceeds Standard	53	53	50	Met Standard
White	78	78	50	Exceeds Standard	60	60	52	Exceeds Standard
Hispanic	74.5	74.5	49	Exceeds Standard	46	46	47	Met Standard
Black or African American	45	45	45	Met Standard	39	39	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	78.5	78.5	59	Exceeds Standard	59	59	60	Met Standard
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	73.5	73.5	49	Exceeds Standard	62	62	52	Exceeds Standard
Female	78	78	53	N	55	55	50	N
Male	70	70	47	N	49.5	49.5	51	N
Economically Disadvantaged Students	70	70	48	Exceeds Standard	42	42	46	Met Standard
Students with Disabilities	46.5	46.5	43	Met Standard	76	76	45	Exceeds Standard
English Learners	N	N	52	**	N	N	50	**
Homeless Students	N	N	43	N	N	N	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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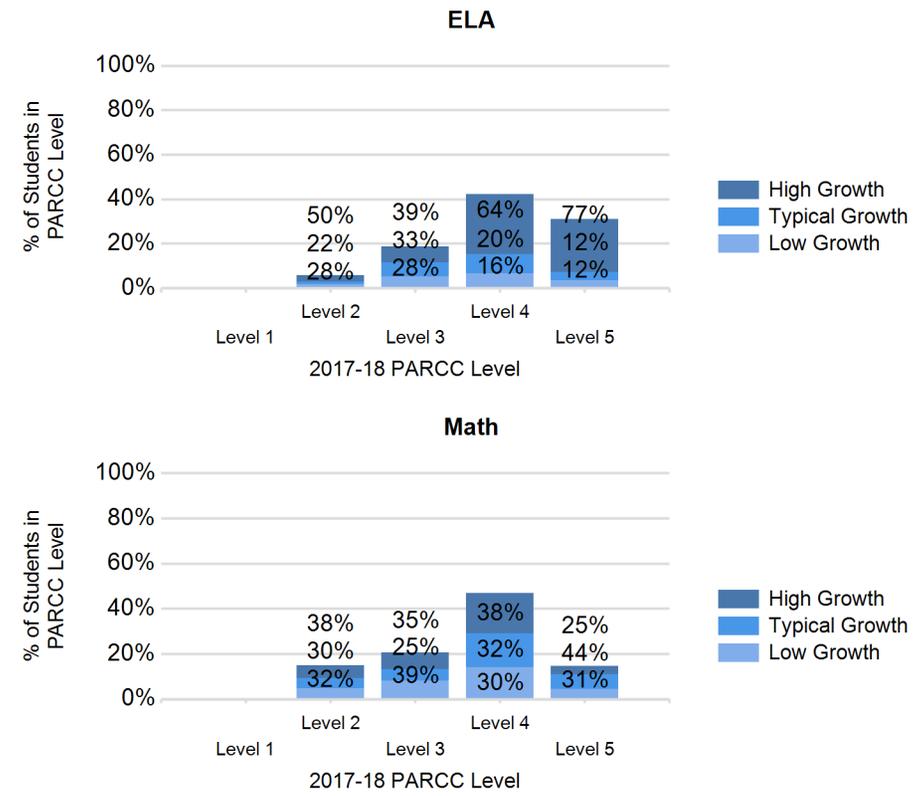
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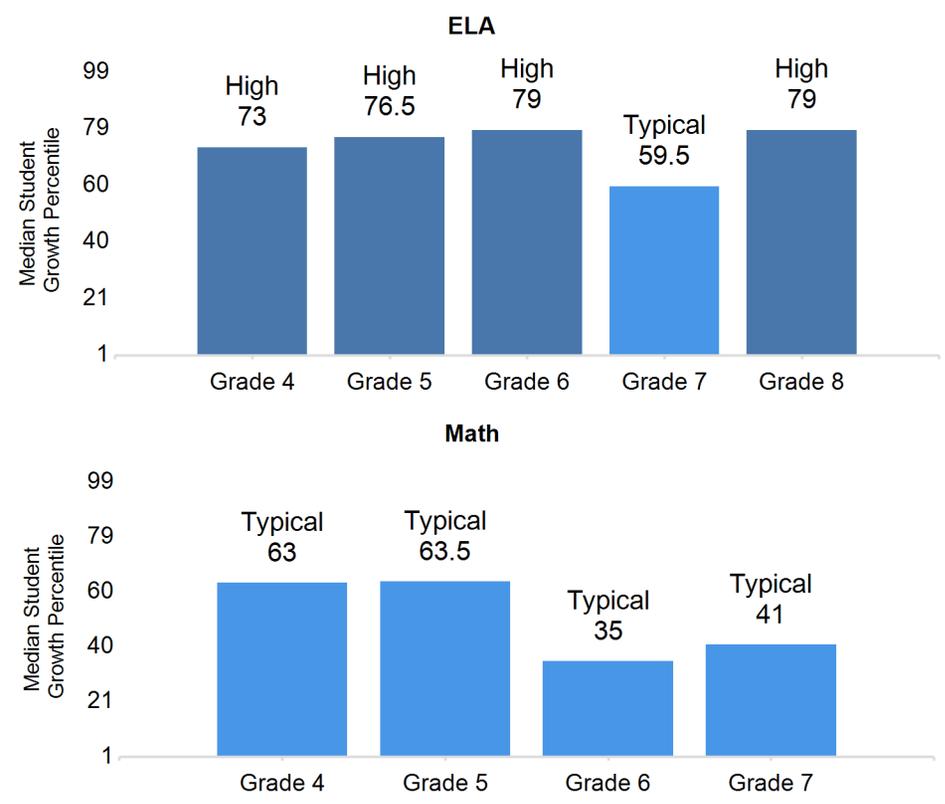
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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





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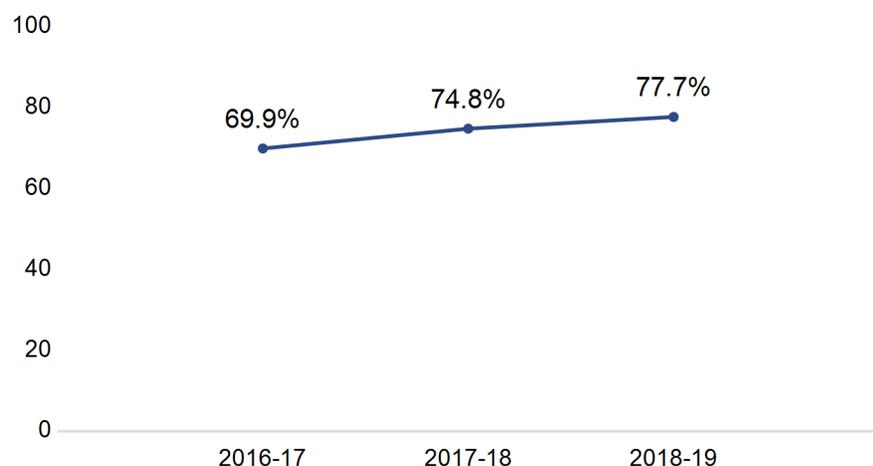
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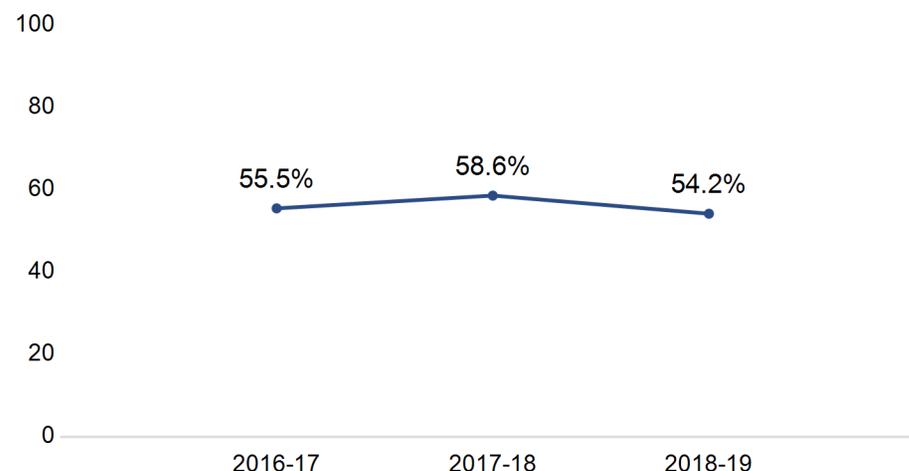
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.2%	98.3%	98.2%	99.2%	98.3%	98.2%
Proficiency Rate for Federal Accountability	69.9%	74.8%	77.7%	55.5%	58.6%	54.2%
Annual Target	65.7%	66.5%	67.3%	51.2%	52.7%	54.2%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	373	98.2	77.7	77.7	57.9	77.7	67.3	Met Target
White	107	98.2	83.2	83.2	66.9	83.2	71.7	Met Goal
Hispanic	87	98.9	77.0	77.0	43.9	77.0	67.4	Met Target
Black or African American	53	94.6	50.9	50.9	38.5	50.8	44.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	93	100.0	82.8	82.8	82.9	82.8	79.4	Met Goal
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	33	97.1	90.9	90.9	64.4	90.9	80	Met Goal
Female	172	96.7	85.5	85.5	64.8	85.5		
Male	201	99.5	71.1	71.1	51.3	71.1		
Economically Disadvantaged Students	115	100.0	63.5	63.5	40.0	63.5	55.2	Met Target
Non-Economically Disadvantaged Students	258	97.4	84.1	84.1	67.9	84.1		
Students with Disabilities	32	100.0	37.5	37.5	22.7	37.5	28	Met Target
Students without Disabilities	341	98.0	81.5	81.5	65.1	81.5		
English Learners	N	N	N	N	29.3	N	**	**
Non-English Learners	373	98.2	77.7	77.7	60.6	77.7		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

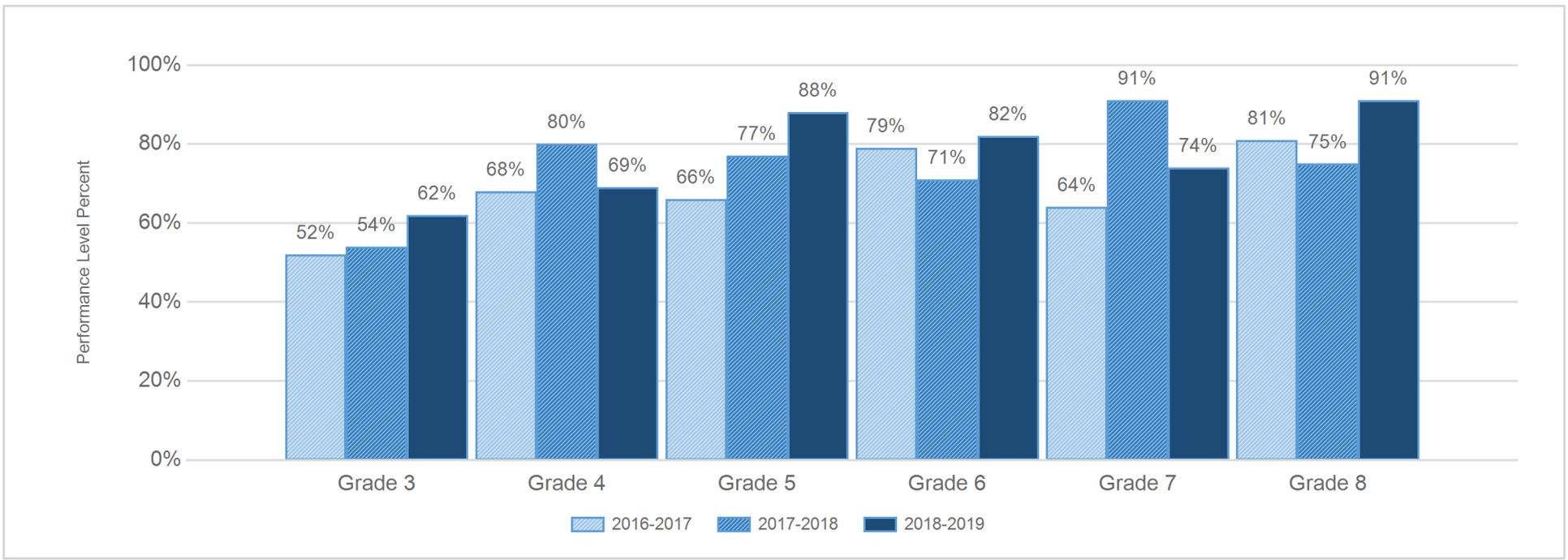


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	63	761	761	748	*	*	27%	*	*	62%	50%
White	16	766	766	757	0%	*	*	*	*	69%	60%
Hispanic	14	769	769	734	0%	0%	*	*	*	71%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	18	771	771	773	0%	0%	*	*	*	72%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	30	761	761	753	*	*	*	*	*	60%	55%
Male	33	762	762	743	*	*	*	*	*	64%	46%
Economically Disadvantaged Students	20	743	743	731	*	*	*	*	*	45%	33%
Non-Economically Disadvantaged Students	43	770	770	759	*	*	*	*	*	70%	61%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	N	N	N	713	N	N	N	N	N	N	17%
Non-English Learners	63	761	761	751	*	*	27%	*	*	62%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	65	776	776	755	*	*	23%	35%	34%	69%	57%
White	21	777	777	763	*	*	*	*	*	76%	67%
Hispanic	18	771	771	743	0%	0%	*	*	*	67%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	16	782	782	779	0%	0%	*	*	*	69%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	32	786	786	760	*	*	*	*	*	78%	62%
Male	33	765	765	750	*	*	*	*	*	61%	53%
Economically Disadvantaged Students	21	751	751	740	*	*	*	*	*	43%	40%
Non-Economically Disadvantaged Students	44	787	787	765	*	*	*	*	*	82%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	65	776	776	758	*	*	23%	35%	34%	69%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	65	784	784	756	0%	*	*	52%	35%	88%	58%
White	18	775	775	764	0%	*	*	*	*	83%	68%
Hispanic	15	779	779	743	0%	0%	*	*	*	87%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	21	793	793	781	0%	*	*	*	*	90%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	23	794	794	761	0%	*	*	52%	48%	100%	64%
Male	42	779	779	750	0%	*	*	52%	29%	81%	52%
Economically Disadvantaged Students	16	776	776	740	0%	*	*	*	*	88%	39%
Non-Economically Disadvantaged Students	49	787	787	766	0%	*	*	*	*	88%	69%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	65%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	65	784	784	758	0%	*	*	52%	35%	88%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	65	776	776	754	0%	*	*	42%	40%	82%	56%
White	22	779	779	762	0%	*	*	*	*	86%	65%
Hispanic	12	763	763	743	0%	*	*	*	*	67%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	13	773	773	780	0%	0%	*	*	*	77%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	33	790	790	762	0%	*	*	*	*	91%	64%
Male	32	761	761	748	0%	*	*	*	*	72%	48%
Economically Disadvantaged Students	25	764	764	740	0%	*	*	*	*	68%	39%
Non-Economically Disadvantaged Students	40	784	784	763	0%	*	*	*	*	90%	67%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	65	776	776	756	0%	*	*	42%	40%	82%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Learning Community Charter School
(80-7115-960)
Grades Offered: PK-08
2018-2019

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- † This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	65	783	783	761	*	*	23%	28%	46%	74%	63%
White	16	803	803	769	0%	0%	*	*	*	88%	72%
Hispanic	13	788	788	747	0%	0%	*	*	*	85%	50%
Black or African American	17	747	747	741	*	*	*	*	*	35%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	29	796	796	769	*	*	*	*	*	86%	71%
Male	36	772	772	753	*	*	*	*	*	64%	55%
Economically Disadvantaged Students	21	753	753	743	*	*	*	*	*	52%	45%
Non-Economically Disadvantaged Students	44	797	797	771	*	*	*	*	*	84%	73%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	769	*	*	*	*	*	*	71%
English Learners	N	N	N	706	N	N	N	N	N	N	12%
Non-English Learners	65	783	783	763	*	*	23%	28%	46%	74%	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	56	810	810	762	0%	*	*	25%	66%	91%	63%
White	16	823	823	770	0%	0%	0%	*	*	100%	72%
Hispanic	15	798	798	747	0%	*	*	*	*	87%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	16	819	819	794	0%	0%	*	*	*	94%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	27	822	822	771	0%	*	*	*	*	100%	71%
Male	29	799	799	753	0%	*	*	*	*	83%	55%
Economically Disadvantaged Students	16	792	792	743	0%	*	*	*	*	94%	45%
Non-Economically Disadvantaged Students	40	817	817	772	0%	*	*	*	*	90%	72%
Students with Disabilities	*	*	*	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	770	*	*	*	*	*	*	71%
English Learners	N	N	N	708	N	N	N	N	N	N	12%
Non-English Learners	56	810	810	764	0%	*	*	25%	66%	91%	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	373	98.2	54.2	54.2	44.5	54.2	54.2	Met Target
White	107	98.2	62.6	62.6	54.1	62.6	59	Met Target
Hispanic	87	98.9	49.4	49.4	28.8	49.4	52	Met Target†
Black or African American	53	94.6	24.5	24.5	23.0	24.5	27.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	93	100.0	58.1	58.1	76.5	58.1	70.6	Not Met
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	33	97.1	75.8	75.8	53.3	75.8	77.4	Met Target†
Female	172	96.7	56.4	56.4	44.9	56.4		
Male	201	99.5	52.2	52.2	44.2	52.2		
Economically Disadvantaged Students	115	100.0	23.5	23.5	26.3	23.5	34.9	Not Met
Non-Economically Disadvantaged Students	258	97.4	67.8	67.8	54.9	67.8		
Students with Disabilities	32	100.0	18.8	18.8	17.4	18.8	19.1	Met Target†
Students without Disabilities	341	98.0	57.5	57.5	50.0	57.5		
English Learners	N	N	N	N	25.0	N	**	**
Non-English Learners	373	98.2	54.2	54.2	46.5	54.2		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Learning Community Charter School

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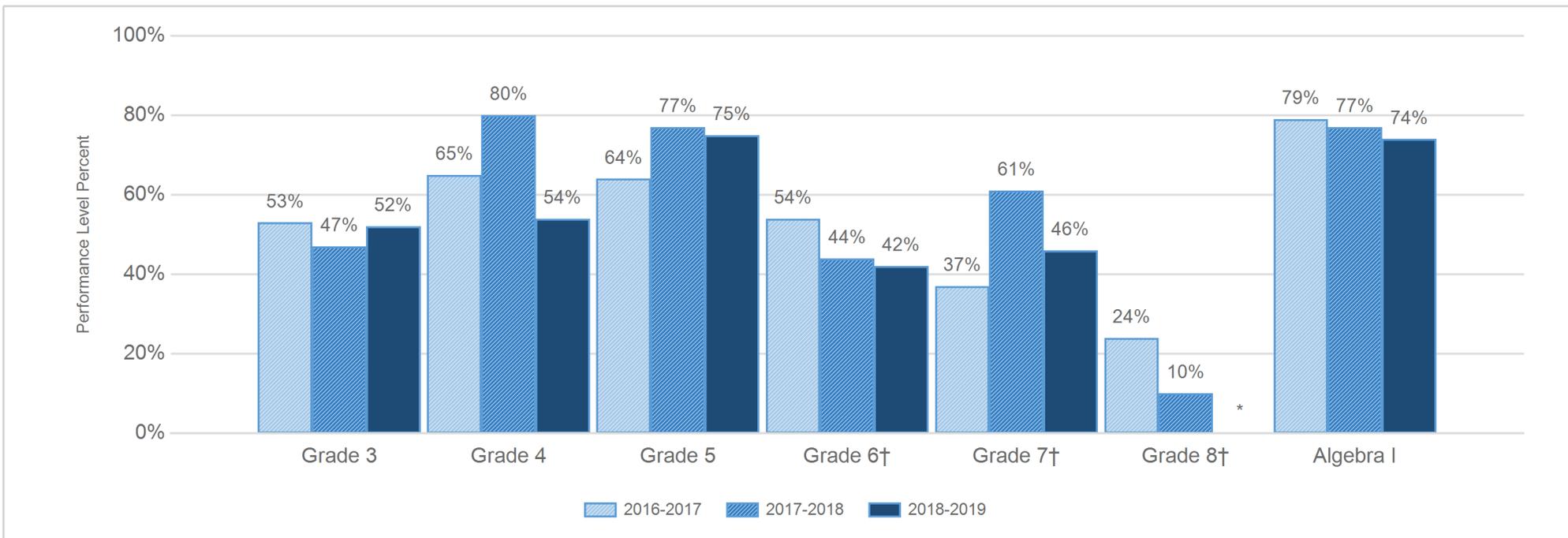
** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	63	749	749	752	*	16%	25%	*	*	52%	55%
White	16	755	755	760	0%	*	*	*	*	56%	66%
Hispanic	14	750	750	739	0%	*	*	*	*	57%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	18	764	764	778	0%	*	*	*	*	67%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	30	742	742	751	*	*	*	*	*	37%	54%
Male	33	756	756	752	*	*	*	*	*	67%	56%
Economically Disadvantaged Students	20	733	733	737	*	*	*	*	*	25%	37%
Non-Economically Disadvantaged Students	43	757	757	761	*	*	*	*	*	65%	67%
Students with Disabilities	*	*	*	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	728	N	N	N	N	N	N	26%
Non-English Learners	63	749	749	754	*	16%	25%	*	*	52%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	65	755	755	749	*	*	28%	*	*	54%	51%
White	21	756	756	757	*	*	*	67%	0%	67%	62%
Hispanic	18	741	741	737	*	*	*	*	*	44%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	16	764	764	776	*	*	*	*	*	50%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	32	754	754	749	*	*	*	*	*	53%	50%
Male	33	755	755	749	*	*	*	*	*	55%	52%
Economically Disadvantaged Students	21	736	736	734	*	*	*	*	*	19%	32%
Non-Economically Disadvantaged Students	44	763	763	759	*	*	*	*	*	70%	63%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	N	N	N	722	N	N	N	N	N	N	18%
Non-English Learners	65	755	755	751	*	*	28%	*	*	54%	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	65	771	771	747	*	*	18%	48%	28%	75%	47%
White	18	760	760	755	*	*	*	*	*	72%	58%
Hispanic	15	767	767	735	0%	*	*	*	*	67%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	21	782	782	775	0%	*	*	*	*	86%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	23	776	776	747	*	*	*	*	*	87%	47%
Male	42	768	768	747	*	*	*	*	*	69%	47%
Economically Disadvantaged Students	16	762	762	732	*	*	*	*	*	69%	27%
Non-Economically Disadvantaged Students	49	773	773	757	*	*	*	*	*	78%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	N	718	N	N	N	N	N	N	12%
Non-English Learners	65	771	771	749	*	*	18%	48%	28%	75%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level 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	65	743	743	741	*	18%	34%	*	*	42%	41%
White	22	749	749	749	0%	*	45%	*	*	45%	51%
Hispanic	12	734	734	729	*	*	*	*	*	33%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	13	734	734	769	0%	*	*	*	*	15%	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	33	750	750	742	*	*	*	*	*	55%	42%
Male	32	735	735	740	*	*	*	*	*	28%	40%
Economically Disadvantaged Students	25	730	730	726	*	*	*	*	*	16%	21%
Non-Economically Disadvantaged Students	40	751	751	750	*	*	*	*	*	58%	53%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	746	*	*	*	*	*	*	46%
English Learners	N	N	N	709	N	N	N	N	N	N	*
Non-English Learners	65	743	743	743	*	18%	34%	*	*	42%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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Grades Offered: PK-08

2018-2019

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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

Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level 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	65	746	746	744	*	23%	25%	*	*	46%	42%
White	16	756	756	751	*	*	*	*	*	69%	53%
Hispanic	13	745	745	733	*	*	*	*	*	46%	26%
Black or African American	17	720	720	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	29	751	751	744	*	*	*	*	*	55%	42%
Male	36	742	742	743	*	*	*	*	*	39%	42%
Economically Disadvantaged Students	21	721	721	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	44	758	758	751	*	*	*	*	*	*	53%
Students with Disabilities	*	*	*	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	749	*	*	*	*	*	*	48%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	65	746	746	745	*	23%	25%	*	*	46%	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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2018-2019

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† This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level 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	17	709	709	728	*	*	*	*	*	*	29%
White	*	*	*	737	*	*	*	*	*	*	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	*	*	*	731	*	*	*	*	*	*	31%
Male	*	*	*	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	*	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	734	*	*	*	*	*	*	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	17	709	709	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



Learning Community Charter School
(80-7115-960)
Grades Offered: PK-08
2018-2019

Report Key:

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	39	768	768	744	0%	*	*	*	*	74%	42%
White	13	778	778	752	0%	0%	*	*	*	85%	53%
Hispanic	10	747	747	728	0%	*	*	*	*	60%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	12	766	766	775	0%	0%	*	*	*	67%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	23	764	764	745	0%	*	*	*	*	70%	44%
Male	16	773	773	743	0%	*	*	*	*	81%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	39	768	768	745	0%	*	*	*	*	74%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† 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	N	N	N
3-4	N	N	N
5 or more	N	N	N



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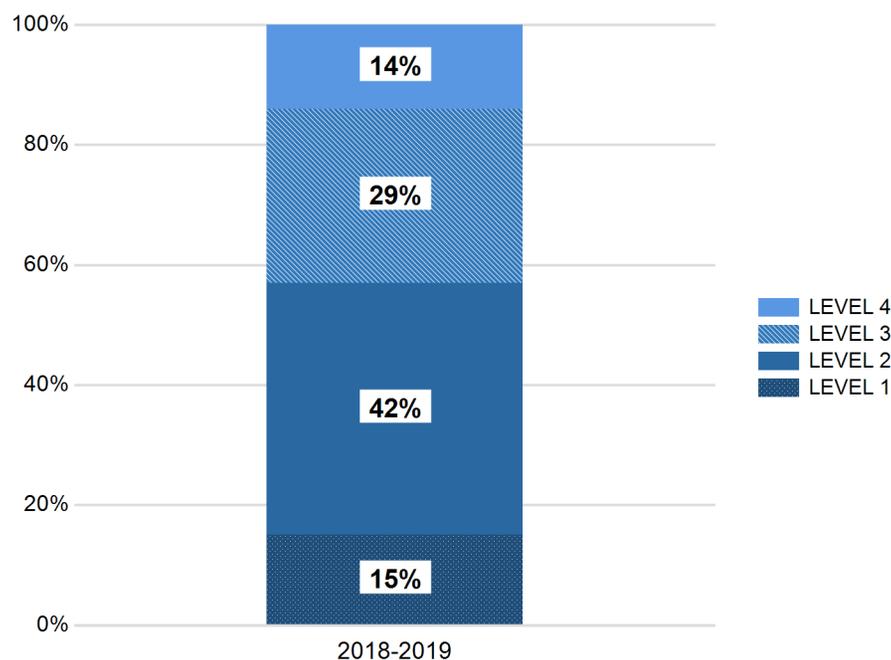
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	15	42	29	14
White	28	44	17	11
Hispanic	20	40	20	20
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	10	33	48	10
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	4	48	35	13
Male	21	38	26	14
Economically Disadvantaged Students	31	38	13	19
Non-Economically Disadvantaged Students	10	43	35	12
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	15	42	29	14
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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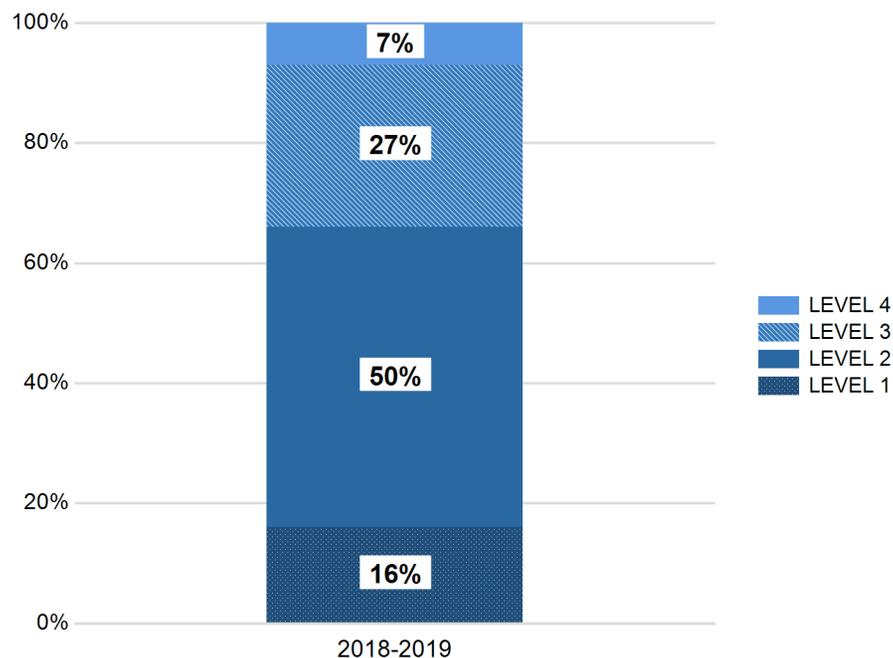
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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	16	50	27	7
White	6	44	38	13
Hispanic	20	53	27	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	13	69	13	6
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	15	52	30	4
Male	17	48	24	10
Economically Disadvantaged Students	19	69	13	0
Non-Economically Disadvantaged Students	15	43	33	10
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	16	50	27	7
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

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.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	23
7	0	0	21
8	0	0	20
Total	0	0	64

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.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	65	0	0	0	0	0	0
7	48	0	0	0	0	0	0
8	41	0	0	0	0	0	0
Total	154	0	0	0	0	0	0



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Visual and Performing Arts – Course Participation

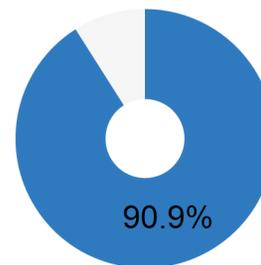
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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



School



State

Students enrolled in one or more classes by discipline:

MUSIC	School	N	
	State		65.1%
DANCE	School	N	
	State		2.2%
DRAMA	School	N	
	State		7.1%
VISUAL ARTS	School	N	
	State		70.0%



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

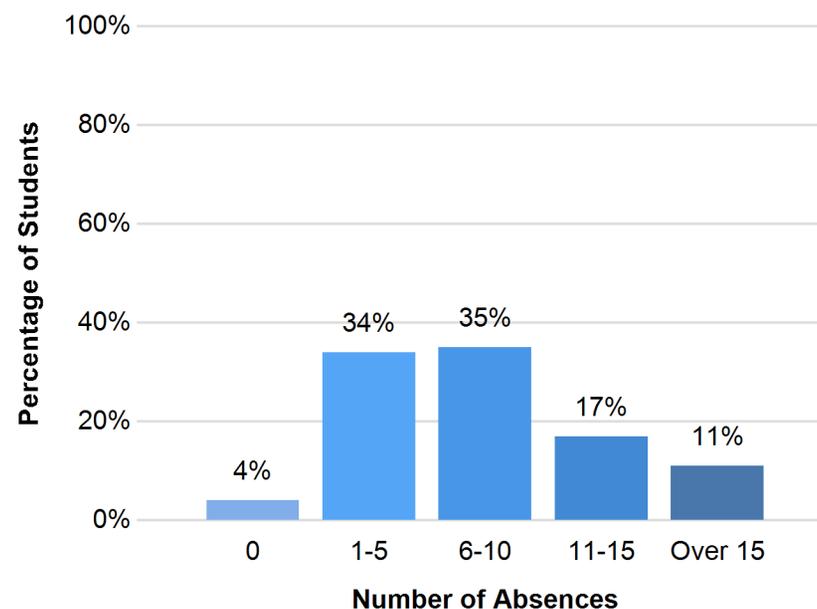
Chronic Absenteeism

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	49	8.4	9.0	Met
White	13	8.0	9.0	Met
Hispanic	10	8.3	9.0	Met
Black or African American	10	13.3	9.0	Not Met
Asian, Native Hawaiian, or Pacific	13	7.4	9.0	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	6.1	9.0	Met
Female	20	7.2		
Male	29	9.4		
Economically Disadvantaged Students	19	11.0	9.0	Not Met
Students with Disabilities	5	12.8	9.0	Not Met
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Learning Community Charter School

(80-7115-960)

Grades Offered: PK-08

2018-2019

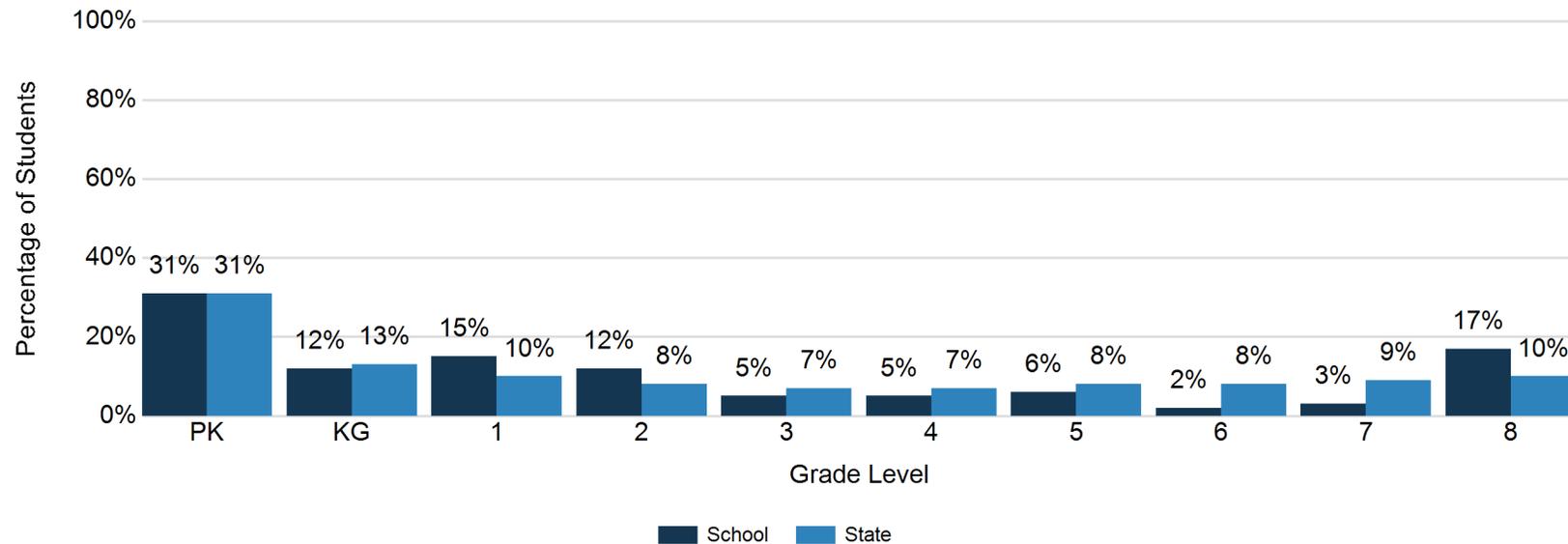
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	3
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.79

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	2	2
No Identified Nature	3		3

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
16



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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	8:20 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	6 Hrs 45 Mins
Shared Time - Instructional Time	6 Hrs. 45 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	2.8:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	43	118,214
Average years experience in public schools	9.7	12.1
Average years experience in district	6.6	10.8
Percentage of Teachers with 4 or more years experience in the district	44.2%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	2	9,530
Average years experience in public schools	19.5	16.0
Average years experience in district	3.5	12.0
Percentage of Administrators with 4 or more years experience in the district	50.0%	76.9%

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	15:1	15:1
Students to Administrators	315:1	315:1
Teachers to Administrators	22:1	22:1
Students to Librarians/Media Specialists		N
Students to Nurses		630:1
Students to Counselors		630:1
Students to Child Study Team Members		630:1



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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 and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.8%	81.4%	50.0%	48.4%	77.1%	54.9%
Male	52.2%	18.6%	50.0%	51.6%	22.9%	45.1%
White	27.6%	79.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	20.6%	14.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	12.9%	4.7%	0.0%	15.0%	6.6%	13.9%
Asian	29.2%	2.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.8%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	8.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers: All classroom teachers

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 51%

Admin N/A

Master's Degree

Teacher 49%

Admin 100%

Doctoral Degree

Teacher 0%

Admin 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	83.7%	90.5%
2017-18 Administrators: Same district 2018-19	50.0%	87.9%

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
2018-19	93.9%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



Learning Community Charter School

(80-7115-960)

Grades Offered: PK-08

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

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† This indicates a table specific note, see note below table

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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

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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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	69.9%	74.8%	77.7%
Math Proficiency	55.5%	58.6%	54.2%
ELA Growth	57	70	74
Math Growth	57	67	53
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	8.9%	0.0%	8.4%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Exceeds Standard	Met Standard	N	Met	No
White	Met Goal	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
Hispanic	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
Black or African American	Met Target	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Not Met	Exceeds Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Goal	Met Target†	Exceeds Standard	Exceeds Standard	n/a	Met	No
Economically Disadvantaged Students	Met Target	Not Met	Exceeds Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target†	Met Standard	Exceeds Standard	n/a	Not Met	No
English Learners	**	**	**	**	**	**	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 the school or district directly.



Highlights:

- 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:

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 an integrated curriculum model which enhances critical thinking and creativity.



Awards, Recognition, Accomplishments:

Head of School named Charter School Administrator of the year by NJ Charter Schools Association 2017



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 <p>Courses, Curriculum, Instruction:</p>	<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>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Basketball (Boys & Girls), Cross Country (Coed), Soccer (Boys & Girls), Volleyball (Boys & Girls)</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>
 <p>Clubs and Activities:</p>	<p>Model United Nations, Spanish Honors, Peer Mediation, Book Club, Garden Club, Math Club, School Newspaper</p>



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 <p>Before and After School Programs:</p>	<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>
 <p>Staff and Professional Learning:</p>	<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>



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 <p>Student Supports and Services:</p>	<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>
 <p>Student Health and Wellness:</p>	<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>
 <p>Parent and Community Involvement:</p>	<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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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: No</p>
 <p>Facilities:</p>	<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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 <p>Technology and STEM:</p>	<p>Technology classes are offered to 1st through 5th grades, covering curriculum that ranges from online safety to sound research skills, to coding.</p>
 <p>Early Childhood Education:</p>	<p>Due to Abbott District funding, we have 45 students participating in our Pre-K 4 program, 15 students divided by 3 class rooms with one Teacher and one Teacher Assistant. The school day is from 8:10 AM- 3:00PM, Monday-Friday. There is a wait list with about 250 students. We focus our preschool curriculum for children to get along well with others and to become independent, self-confident, curious learners. We create purposeful and productive play experiences that help children grow in all areas, and develop independence, self-confidence and, self-control. Increase children's gross and fine motor skills. Acquire thinking skills such as the ability to solve problems, to ask questions and to think logically. Use words to communicate, listen, and participate in conversations, understand the purpose of print, recognize letters and words</p>