

**LEARNING COMMUNITY CHARTER SCHOOL**

(80-7115-960)

Grades Offered: PK-08

2017-2018

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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



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School Contact Info

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

Type	Contact Information
County	CHARTERS
District	LEARNING COMMUNITY CS
Principal Name	MR. HOGAN
Address	2495 JOHN F KENNEDY BLVD JERSEY CITY, NJ 07304
Phone Number	(201)332-0900 Ext. 14
Email Address	COLIN-HOGAN@LCCSNJ.ORG
Website	https://www.lccsnj.org



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
PK	45	45	43
KG	59	60	58
1	60	59	61
2	61	61	58
3	60	60	60
4	60	60	60
5	60	59	60
6	60	62	63
7	59	61	57
8	61	57	60
Total	585	584	580

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	48.4%	48.5%	48.1%
Male	51.6%	51.5%	51.9%
Economically Disadvantaged Students	37.6%	33.4%	31.7%
Students with Disabilities	9.1%	7.4%	5.9%
English Learners	0.0%	0.0%	0.0%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	31.3%	29.5%	27.4%
Hispanic	20.9%	19.9%	20.0%
Black or African American	18.3%	17.3%	15.5%
Asian	20.9%	25.2%	29.0%
Native Hawaiian or Pacific Islander	1.4%	1.0%	0.5%
American Indian or Alaska Native	0.3%	0.3%	0.0%
Two or More Races	7.0%	6.8%	7.6%

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	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	45	45	43
KG - Half Day	0	0	0
KG - Full Day	59	60	58

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	80.5%
Arabic	2.8%
Hindi	2.4%
Urdu	2.1%
Chinese	2.1%
Other Languages	10.2%



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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/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 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/Literacy (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	70	70	50	Exceeds Standard	67	67	50	Exceeds Standard
White	77	77	50	Exceeds Standard	70.5	70.5	51	Exceeds Standard
Hispanic	70	70	49	Exceeds Standard	63.5	63.5	48	Exceeds Standard
Black or African American	50	50	44	Met Standard	47	47	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	70	70	61	Exceeds Standard	74	74	61	Exceeds Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	71.5	71.5	49	Exceeds Standard	72	72	51	Exceeds Standard
Economically Disadvantaged	62	62	48	Exceeds Standard	56	56	47	Met Standard
Students with Disabilities	63	63	41	Exceeds Standard	64.5	64.5	43	**
English Learners	N	N	54	**	N	N	51	**



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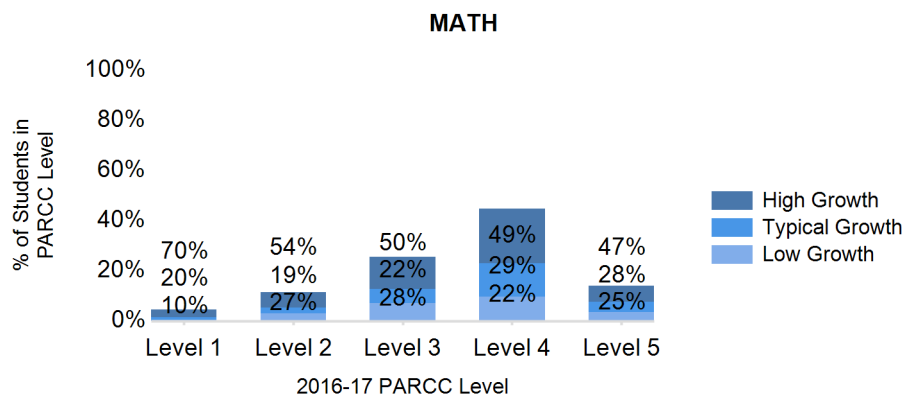
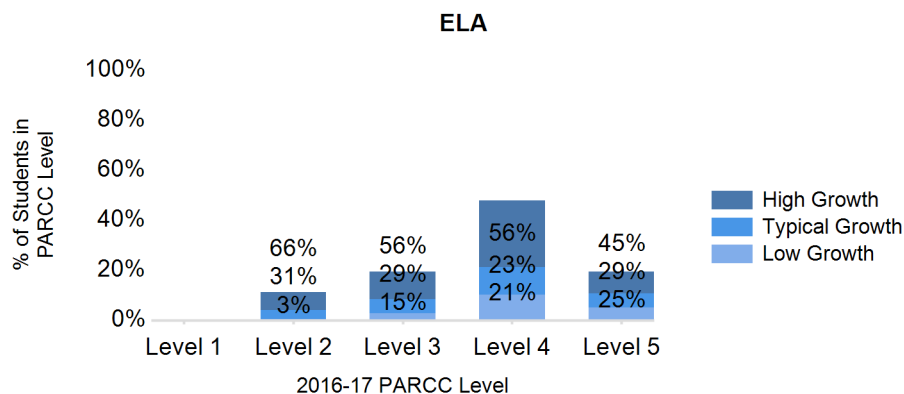
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If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

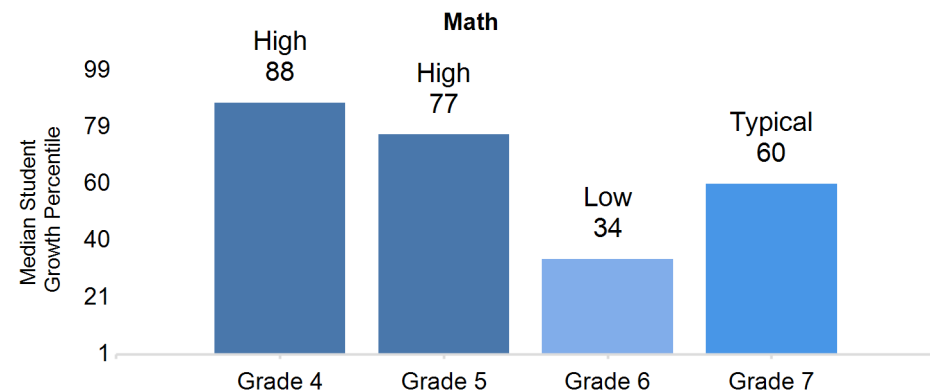
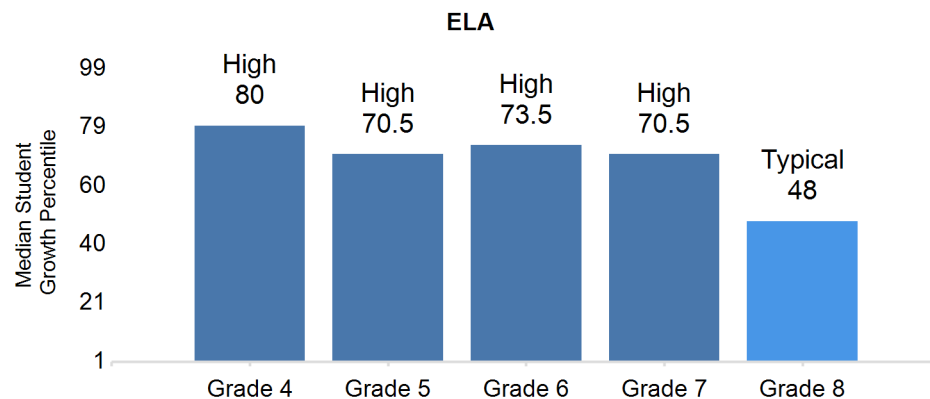
Student Growth by Performance Level

These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.



Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	353	98.3	74.8	74.8	56.7	74.8	66.5	Met Target
White	107	100.0	78.5	78.5	65.6	78.5	71.2	Met Target
Hispanic	73	97.3	65.8	65.8	42.5	65.8	66.7	Met Target†
Black or African American	57	93.5	57.9	57.9	37.3	56.9	42.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	84	100.0	82.1	82.1	82.3	82.1	79.4	Met Goal
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	32	100.0	93.8	93.8	63.4	93.8	80	Met Goal
Female	169	98.3	86.4	86.4	64.5	86.4		
Male	184	98.4	64.1	64.1	49.4	64.1		
Economically Disadvantaged Students	125	96.9	59.2	59.2	38.5	59.2	53.7	Met Target
Non-Economically Disadvantaged Students	228	99.1	83.3	83.3	67.5	83.3		
Students with Disabilities	31	97.0	32.2	32.2	21.6	32.2	24.9	Met Target
Students without Disabilities	322	98.5	78.9	78.9	63.9	78.9		
English Learners	N	N	N	N	27.3	N	**	**
Non-English Learners	353	98.3	74.8	74.8	59.4	74.8		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† 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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	755	755	750	*	17%	19%	*	*	54%	52%
White	21	748	748	759	*	*	*	*	*	48%	61%
Hispanic	13	748	748	736	0%	*	*	*	*	38%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	16	762	762	777	*	0%	*	*	*	75%	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	31	766	766	756	*	*	*	*	*	68%	57%
Male	28	744	744	744	*	*	*	*	*	39%	46%
Economically Disadvantaged Students	18	734	734	733	*	*	*	*	*	33%	34%
Non-Economically Disadvantaged Students	41	765	765	762	*	*	*	*	*	63%	64%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	N	N	N	712	N	N	N	N	N	N	15%
Non-English Learners	59	755	755	753	*	17%	19%	*	*	54%	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%



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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	779	779	756	*	0%	*	42%	38%	80%	58%
White	19	771	771	764	0%	0%	*	*	*	74%	68%
Hispanic	13	772	772	744	0%	0%	*	*	*	69%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	18	791	791	782	0%	0%	*	*	*	89%	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	22	785	785	762	*	0%	*	*	*	91%	63%
Male	38	776	776	751	*	0%	*	*	*	74%	53%
Economically Disadvantaged Students	20	766	766	740	*	0%	*	*	*	65%	40%
Non-Economically Disadvantaged Students	40	786	786	767	*	0%	*	*	*	88%	70%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	60	779	779	759	*	0%	*	42%	38%	80%	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%



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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	774	774	755	0%	*	*	53%	23%	77%	58%
White	21	778	778	763	0%	0%	*	*	*	86%	68%
Hispanic	10	758	758	743	0%	*	*	*	*	50%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	12	778	778	780	0%	*	*	*	*	75%	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	34	786	786	762	0%	*	*	*	*	88%	66%
Male	26	759	759	749	0%	*	*	*	*	62%	51%
Economically Disadvantaged Students	15	756	756	739	0%	*	*	*	*	60%	39%
Non-Economically Disadvantaged Students	45	780	780	766	0%	*	*	*	*	82%	71%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	65%
English Learners	N	N	N	712	N	N	N	N	N	N	11%
Non-English Learners	60	774	774	757	0%	*	*	53%	23%	77%	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%



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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	771	771	754	0%	*	*	44%	27%	71%	56%
White	17	784	784	761	0%	0%	*	*	*	94%	66%
Hispanic	14	767	767	742	0%	*	*	*	*	71%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	29	782	782	761	0%	*	*	*	*	93%	64%
Male	34	762	762	748	0%	*	*	*	*	53%	48%
Economically Disadvantaged Students	27	752	752	739	0%	*	*	*	*	48%	37%
Non-Economically Disadvantaged Students	36	786	786	764	0%	*	*	*	*	89%	68%
Students with Disabilities	*	*	*	723	*	*	*	*	*	*	18%
Students without Disabilities	*	*	*	760	*	*	*	*	*	*	63%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	63	771	771	755	0%	*	*	44%	27%	71%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%



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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	794	794	760	0%	*	*	29%	63%	91%	63%
White	17	807	807	768	0%	0%	0%	*	*	100%	72%
Hispanic	12	784	784	746	0%	0%	*	*	*	92%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	17	792	792	790	0%	0%	*	*	*	88%	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	27	802	802	769	0%	*	*	*	*	96%	72%
Male	29	786	786	752	0%	*	*	*	*	86%	54%
Economically Disadvantaged Students	18	774	774	742	0%	*	*	*	*	83%	44%
Non-Economically Disadvantaged Students	38	803	803	771	0%	*	*	*	*	95%	73%
Students with Disabilities	*	*	*	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	768	*	*	*	*	*	*	71%
English Learners	N	N	N	705	N	N	N	N	N	N	11%
Non-English Learners	56	794	794	762	0%	*	*	29%	63%	91%	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%



LEARNING COMMUNITY CHARTER SCHOOL

(80-7115-960)

Grades Offered: PK-08

2017-2018

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	762	762	759	*	*	*	57%	18%	75%	60%
White	12	766	766	767	0%	*	*	*	*	75%	70%
Hispanic	11	759	759	744	0%	*	*	*	*	73%	45%
Black or African American	19	749	749	739	*	*	*	*	*	58%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	26	772	772	768	*	*	*	*	*	85%	69%
Male	30	754	754	751	*	*	*	*	*	67%	52%
Economically Disadvantaged Students	28	755	755	740	*	*	*	*	*	64%	42%
Non-Economically Disadvantaged Students	28	769	769	769	*	*	*	*	*	86%	71%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	766	*	*	*	*	*	*	68%
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	56	762	762	761	*	*	*	57%	18%	75%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%



LEARNING COMMUNITY CHARTER SCHOOL

(80-7115-960)

Grades Offered: PK-08

2017-2018

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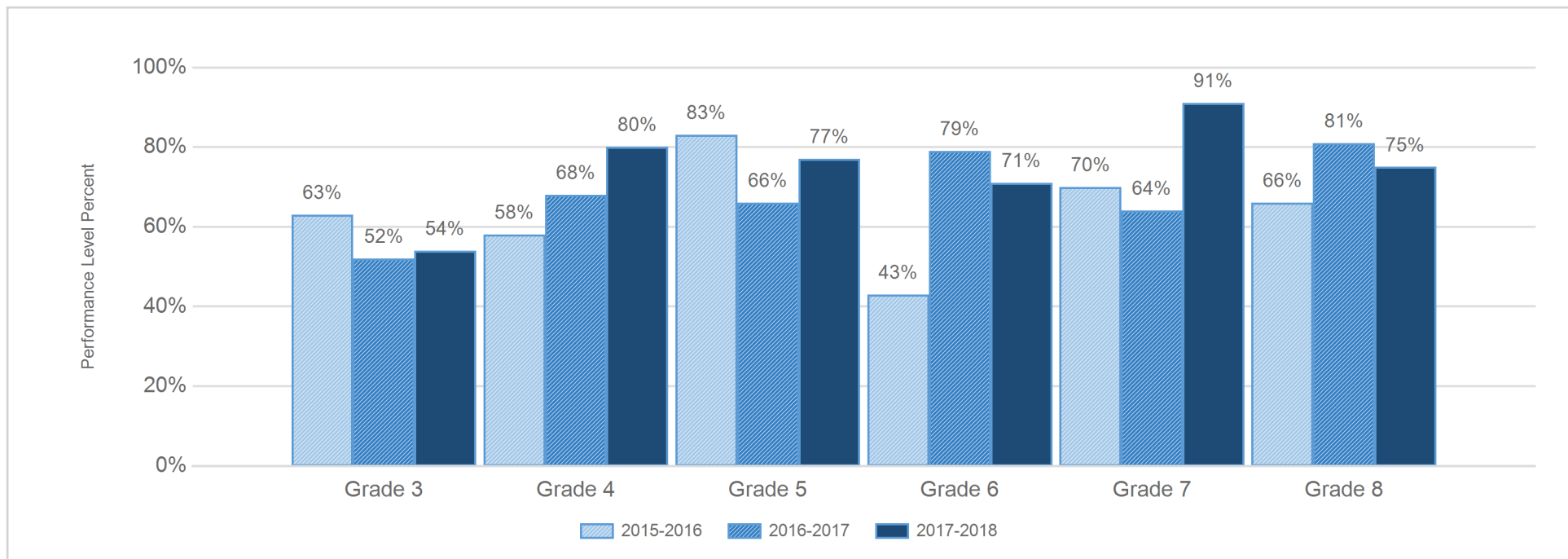
** Accountability calculations require 20 or more students

N No Data is available to display

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

English Language Arts/Literacy Assessment - Performance Trends

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





LEARNING COMMUNITY CHARTER SCHOOL
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- N No Data is available to display
- † This indicates a table specific note, see note below table

Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	353	98.3	58.6	58.6	45.0	58.6	52.7	Met Target
White	107	100.0	65.4	65.4	54.1	65.4	57.8	Met Target
Hispanic	73	97.3	47.9	47.9	29.2	47.9	50.3	Met Target†
Black or African American	57	93.5	29.8	29.8	23.4	29.3	24.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	84	100.0	67.8	67.8	77.0	67.8	70.1	Met Target†
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	32	100.0	87.6	87.6	53.0	87.6	77.2	Met Goal
Female	169	98.3	63.9	63.9	46.0	63.9		
Male	184	98.4	53.8	53.8	43.9	53.8		
Economically Disadvantaged Students	125	96.9	33.6	33.6	26.6	33.6	32.2	Met Target
Non-Economically Disadvantaged Students	228	99.1	72.4	72.4	55.9	72.4		
Students with Disabilities	31	97.0	16.1	16.1	17.1	16.1	15.5	Met Target
Students without Disabilities	322	98.5	62.7	62.7	50.5	62.7		
English Learners	N	N	N	N	24.6	N	**	**
Non-English Learners	353	98.3	58.6	58.6	46.9	58.6		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.



LEARNING COMMUNITY CHARTER SCHOOL

(80-7115-960)

Grades Offered: PK-08

2017-2018

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

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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	748	748	752	*	29%	19%	*	*	47%	53%
White	21	744	744	760	*	*	*	*	*	52%	64%
Hispanic	13	734	734	739	0%	*	*	*	*	23%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	16	765	765	780	0%	*	*	*	*	63%	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	31	748	748	752	*	*	*	*	*	48%	53%
Male	28	748	748	751	*	*	*	*	*	46%	53%
Economically Disadvantaged Students	18	729	729	736	*	*	*	*	*	28%	35%
Non-Economically Disadvantaged Students	41	756	756	762	*	*	*	*	*	56%	66%
Students with Disabilities	*	*	*	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	N	N	N	726	N	N	N	N	N	N	23%
Non-English Learners	59	748	748	754	*	29%	19%	*	*	47%	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%



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2017-2018

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	773	773	748	*	*	*	57%	23%	80%	49%
White	19	761	761	755	*	*	*	*	*	74%	60%
Hispanic	13	771	771	737	0%	0%	*	*	*	77%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	18	793	793	774	0%	*	0%	*	*	94%	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	22	779	779	748	*	*	*	*	*	82%	50%
Male	38	770	770	748	*	*	*	*	*	79%	49%
Economically Disadvantaged Students	20	762	762	733	*	*	*	*	*	70%	30%
Non-Economically Disadvantaged Students	40	779	779	758	*	*	*	*	*	85%	62%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	753	*	*	*	*	*	*	55%
English Learners	N	N	N	722	N	N	N	N	N	N	16%
Non-English Learners	60	773	773	750	*	*	*	57%	23%	80%	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%



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2017-2018

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	767	767	748	0%	0%	23%	55%	22%	77%	49%
White	21	767	767	756	0%	0%	*	*	*	71%	60%
Hispanic	10	755	755	736	0%	0%	*	*	*	80%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	12	772	772	777	0%	0%	*	*	*	75%	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	34	771	771	749	0%	0%	*	*	*	82%	50%
Male	26	762	762	747	0%	0%	*	*	*	69%	48%
Economically Disadvantaged Students	15	754	754	733	0%	0%	*	*	*	60%	29%
Non-Economically Disadvantaged Students	45	772	772	758	0%	0%	*	*	*	82%	62%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	55%
English Learners	N	N	N	718	N	N	N	N	N	N	13%
Non-English Learners	60	767	767	750	0%	0%	23%	55%	22%	77%	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%



LEARNING COMMUNITY CHARTER SCHOOL

(80-7115-960)

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2017-2018

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: 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	63	747	747	744	0%	22%	33%	*	*	44%	44%
White	17	757	757	751	0%	*	*	*	*	71%	54%
Hispanic	14	741	741	731	0%	*	*	*	*	29%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	29	752	752	745	0%	*	38%	*	*	55%	45%
Male	34	743	743	742	0%	*	29%	*	*	35%	42%
Economically Disadvantaged Students	27	730	730	729	0%	*	*	*	*	11%	24%
Non-Economically Disadvantaged Students	36	761	761	753	0%	*	*	*	*	69%	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	49%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	63	747	747	745	0%	22%	33%	*	*	44%	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%



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2017-2018

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: 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	56	757	757	743	*	18%	20%	*	*	61%	43%
White	17	770	770	750	0%	*	*	*	*	76%	54%
Hispanic	12	749	749	732	0%	*	*	*	*	58%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	17	755	755	767	0%	*	*	*	*	59%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	27	761	761	745	*	*	*	*	*	70%	45%
Male	29	754	754	741	*	*	*	*	*	52%	42%
Economically Disadvantaged Students	18	736	736	730	*	*	*	*	*	22%	24%
Non-Economically Disadvantaged Students	38	767	767	751	*	*	*	*	*	79%	55%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	56	757	757	744	*	18%	20%	*	*	61%	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%



LEARNING COMMUNITY CHARTER SCHOOL

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N No Data is available to display

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

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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: 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	30	716	716	728	33%	*	*	*	*	10%	28%
White	*	*	*	736	*	*	*	*	*	*	36%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	13	706	706	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	13	725	725	731	*	*	*	*	*	*	31%
Male	17	708	708	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	20	707	707	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	10	732	732	735	*	*	*	*	*	*	35%
Students with Disabilities	*	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	735	*	*	*	*	*	*	*
English Learners	N	N	N	705	N	N	N	N	N	N	10%
Non-English Learners	30	716	716	729	33%	*	*	*	*	10%	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%



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N No Data is available to display

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

Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	26	766	766	746	0%	0%	*	*	*	77%	46%
White	*	*	*	755	*	*	*	*	*	*	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	13	765	765	748	0%	0%	*	*	*	77%	48%
Male	13	768	768	745	0%	0%	*	*	*	77%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	26	766	766	749	0%	0%	*	*	*	77%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%



LEARNING COMMUNITY CHARTER SCHOOL

(80-7115-960)

Grades Offered: PK-08

2017-2018

Report Key:

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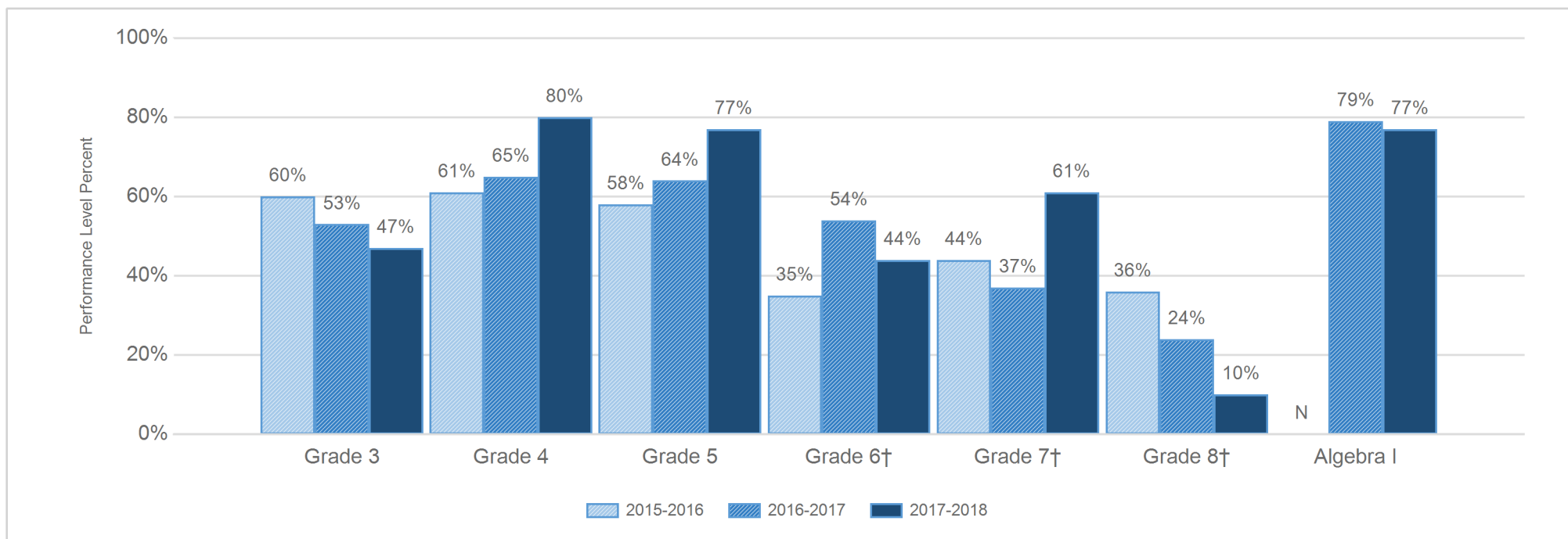
** Accountability calculations require 20 or more students

N No Data is available to display

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

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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(80-7115-960)

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
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. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	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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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.



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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	20
7	0	0	20
8	0	0	33
Total	0	0	73

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	44	0	0	0	0	0	0
7	38	0	0	0	0	0	0
8	59	0	0	0	0	0	0
Total	141	0	0	0	0	0	0



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2017-2018

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Visual and Performing Arts – Course Participation

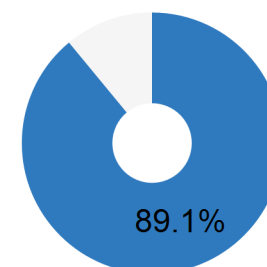
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

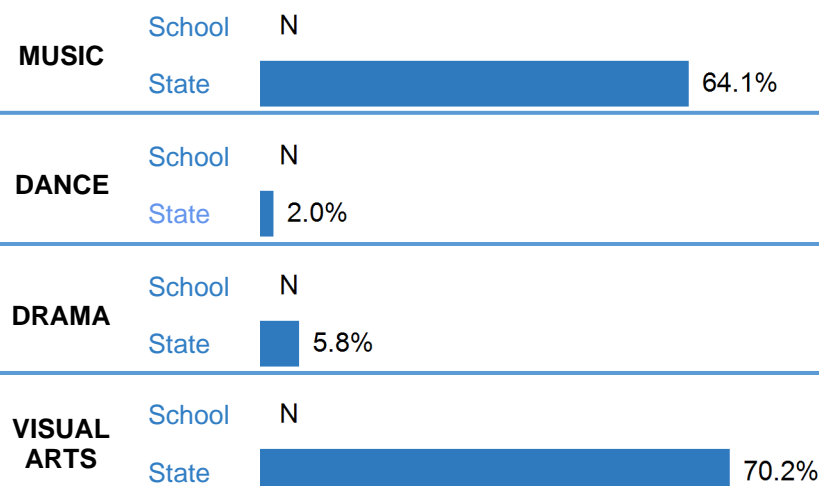


School



State

Students enrolled in one or more classes by discipline:





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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

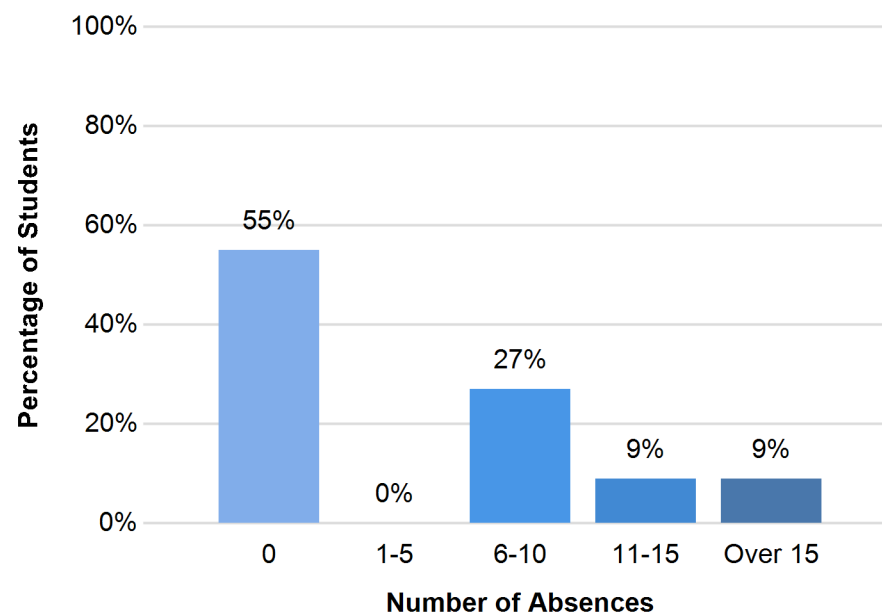
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	0	0	**	**
White	*	*	**	**
Hispanic	*	*	**	**
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	*	*	**	**
English Learners	N	N	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)

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2017-2018

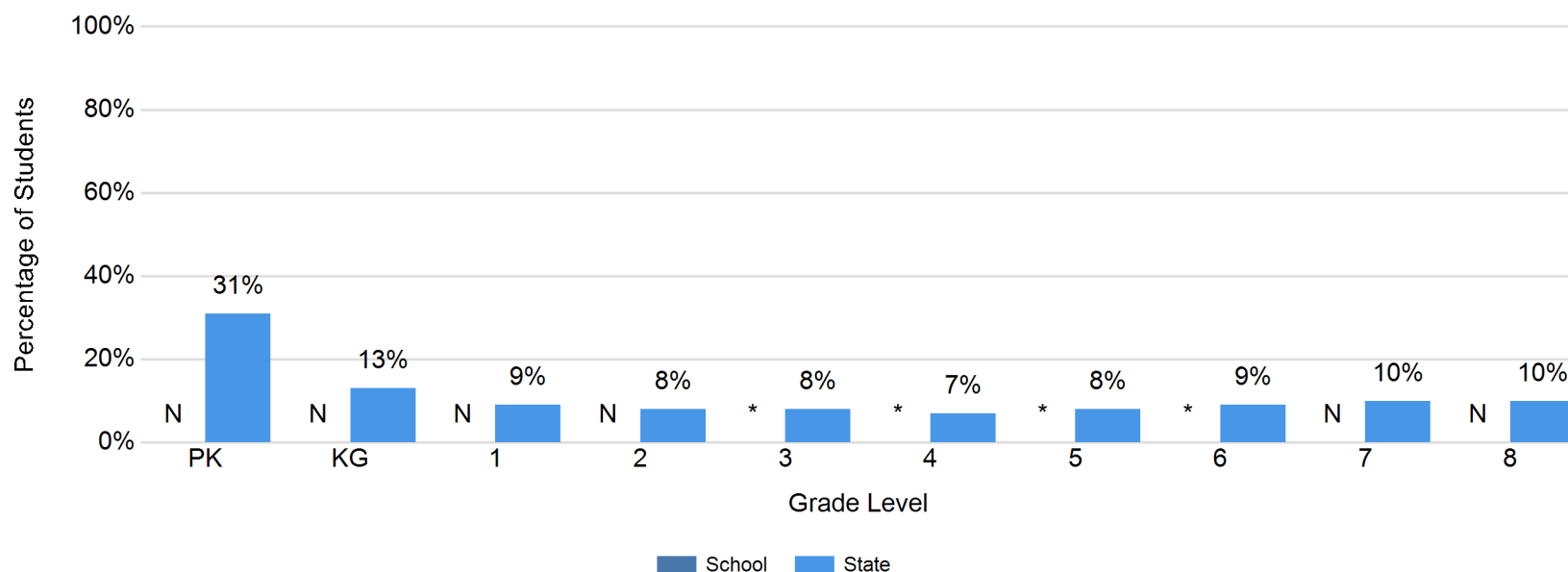
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.69

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



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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and 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	1	1
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	2	2
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	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

*



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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	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	2.6:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2016-2017)	\$718	\$9,907	\$10,625



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	43	117,464
Average years experience in public schools	8.5	12.0
Average years experience in district	5.9	10.7
Teachers in district for 4 or more years	48.8%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	2	9,374
Average years experience in public schools	16.0	16.0
Average years experience in district	9.5	12.0
Administrators in district for 4 or more years	100.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	13:1
Students to Administrators	290:1	290:1
Teachers to Administrators	22:1	22:1
Students to Librarians/Media Specialists		N
Students to Nurses		580:1
Students to Counselors		580:1
Students to Child Study Team		580:1



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Teachers and Administrators - Level of Education

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

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 this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	75.6%	90.2%
2016-17 Administrators: Same district 2017-18	66.7%	86.2%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2017-18	96.4%



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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	81.4%	0.0%
Male	18.6%	100.0%
White	83.7%	50.0%
Hispanic	11.6%	0.0%
Black or African American	0.0%	50.0%
Asian	4.7%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%



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

Comprehensive Status

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

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

Targeted Status

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

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		



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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Score	Weight
English Language Arts Proficiency	80.21	20.6%†
Mathematics Proficiency	62.62	20.6%†
English Language Arts Growth	95.20	29.4%†
Mathematics Growth	92.05	29.4%†
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	**	**
Summative Score: Sum of all indicator scores multiplied by indicator weights	84.47	n/a
Summative Rating: Percentile Rank of Summative Score	94.43	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5 th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability



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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Support will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	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	n/a	n/a	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	N	**	No
White	87.49	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	**	No
Hispanic	89.60	14.08	No	Met Target†	Met Target†	Exceeds Standard	Exceeds Standard	n/a	**	No
Black or African American	71.95	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	62.43	14.08	No	Met Goal	Met Target†	Exceeds Standard	Exceeds Standard	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	96.37	14.08	No	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	n/a	**	No
Economically Disadvantaged Students	82.04	14.08	No	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	**	No
Students with Disabilities	75.79	14.08	No	Met Target	Met Target	Exceeds Standard	**	n/a	**	No
English Learners	**	**	No	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



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School Narrative

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

 <p>Highlights:</p>	<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
 <p>Mission, Vision, Theme:</p>	<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>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Head of School named Charter School Administrator of the year by NJ Charter Schools Association 2017</p>



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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>



LEARNING COMMUNITY CHARTER SCHOOL

(80-7115-960)

Grades Offered: PK-08

2017-2018

Report Key:

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

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Before and After School Programs:

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.



Staff and Professional Learning:

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.



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Student Supports and Services:

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.



Student Health and Wellness:

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



Parent and Community Involvement:

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.



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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 from 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 volleyball teams and an auditorium for assemblies and performances.</p>



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Technology and
STEM:

Technology classes are offered to 4th and 5th grades, covering curriculum that ranges from online safety to sound research skills, to coding.



Early Childhood
Education:

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