NJ SCHOOL PERFORMANCE REPORT

GEORGE WASHINGTON CARVER INSTITUTE
(13-1210-060)
Grades Offered: PK-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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

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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	ESSEX
District	EAST ORANGE
Principal Name	DR. DAVIS
Address	135 GLENWOOD AVENUE EAST ORANGE, NJ 07017-4518
Phone Number	(973)266-5860
Email Address	s.alsbrook@eastorange.k12.nj.us
Website	http://Carver.eastorange.schoolfusion.us

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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	42	33	51
KG	48	39	29
1	59	50	43
2	54	51	44
3	70	55	57
4	56	58	52
5	40	55	56
Total	369	341	332

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	52.0%	48.4%	49.4%
Male	48.0%	51.6%	50.6%
Economically Disadvantaged Students	79.1%	88.3%	84.6%
Students with Disabilities	16.3%	17.0%	19.6%
English Learners	0.5%	0.3%	0.3%
Homeless Students		2.3%	1.5%
Students in Foster Care		0.3%	0.6%
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	1.1%	1.5%	1.8%
Hispanic	5.1%	7.3%	6.9%
Black or African American	93.5%	91.2%	91.3%
Asian	0.3%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

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	42	33	51
KG - Half Day	0	0	0
KG - Full Day	48	39	29

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	97.6%
Spanish	2.1%
Other Languages	0.3%

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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	36	50	50	Not Met	24.5	35	50	Not Met
White	N	72	50	**	N	*	51	**
Hispanic	*	58	49	**	*	32.5	48	**
Black or African American	36	50	44	Not Met	22	35	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	*	61	**	N	*	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	36	50	48	Not Met	20	35	47	Not Met
Students with Disabilities	*	42	41	**	*	32	43	**
English Learners	N	61	54	**	N	42	51	**

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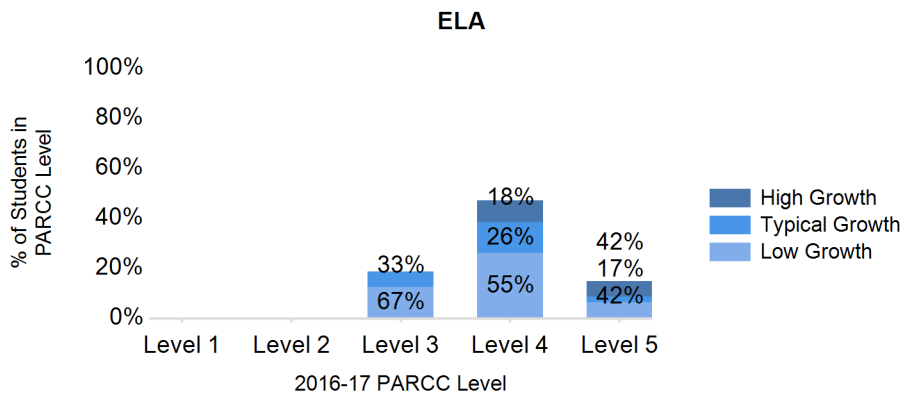
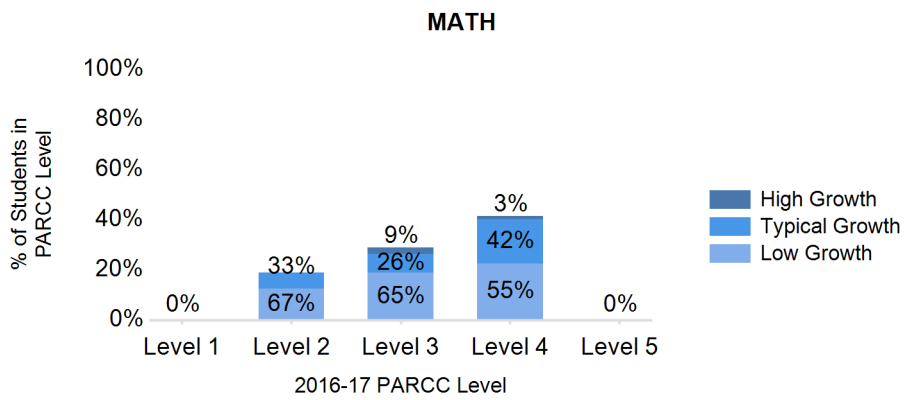
Student Growth by Performance Level

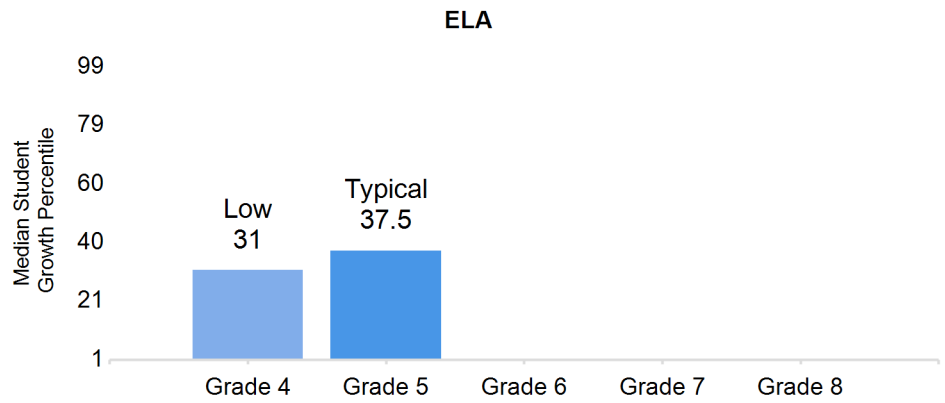
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

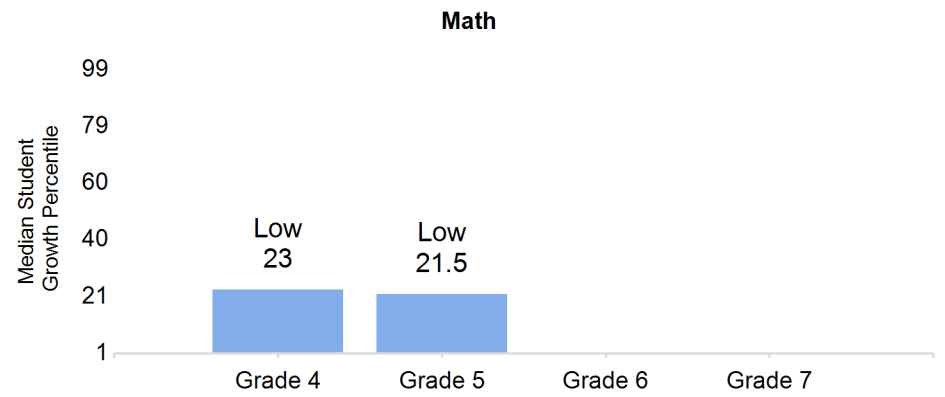




Student Growth by Grade

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	154	96.4	45.5	40.7	56.7	45.5	48.6	Met Target†
White	*	*	*	43.4	65.6	*	**	**
Hispanic	*	*	*	39.5	42.5	*	**	**
Black or African American	139	96.7	44.7	40.7	37.3	44.7	48.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	82.3	N	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	78	95.2	59.0	*	64.5	59.0		
Male	76	97.6	31.6	*	49.4	31.6		
Economically Disadvantaged Students	103	99.1	41.7	39.7	38.5	*	54.4	Not Met
Non-Economically Disadvantaged Students	51	91.7	52.9	43.7	67.5	*		
Students with Disabilities	30	84.6	13.3	16.0	21.6	12.4	35.9	Not Met
Students without Disabilities	124	100.0	53.2	45.2	63.9	53.2		
English Learners	*	*	*	25.2	27.3	*	**	**
Non-English Learners	*	*	*	41.7	59.4	*		
Homeless Students	*	*	*	23.5	27.7	*		
Students In Foster Care	N	N	N	30.3	26.3	N		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	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	54	737	735	750	22%	*	22%	*	*	43%	52%
White	N	N	*	759	N	N	N	N	N	N	61%
Hispanic	*	*	732	736	*	*	*	*	*	*	38%
Black or African American	*	*	735	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	N	N	N	758	N	N	N	N	N	N	58%
Female	24	750	744	756	*	*	*	*	*	58%	57%
Male	30	726	727	744	*	*	*	*	*	30%	46%
Economically Disadvantaged Students	36	731	733	733	*	*	*	*	*	36%	34%
Non-Economically Disadvantaged Students	18	748	742	762	*	*	*	*	*	56%	64%
Students with Disabilities	*	*	692	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	741	756	*	*	*	*	*	*	57%
English Learners	N	N	717	712	N	N	N	N	N	N	15%
Non-English Learners	54	737	736	753	22%	*	22%	*	*	43%	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	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	*	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	47	753	746	756	*	*	34%	*	*	47%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	*	*	758	744	*	*	*	*	*	*	44%
Black or African American	43	752	745	739	*	*	33%	*	*	47%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	763	N	N	N	N	N	N	63%
Female	25	759	751	762	*	*	*	*	*	64%	63%
Male	22	746	741	751	*	*	*	*	*	27%	53%
Economically Disadvantaged Students	28	755	745	740	*	*	*	*	*	46%	40%
Non-Economically Disadvantaged Students	19	750	751	767	*	*	*	*	*	47%	70%
Students with Disabilities	*	*	715	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	750	762	*	*	*	*	*	*	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	47	753	*	759	*	*	34%	*	*	47%	61%
Homeless Students	*	*	728	729	*	*	*	*	*	*	28%
Students in Foster Care	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	*	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	50	749	747	755	*	20%	28%	*	*	46%	58%
White	*	*	*	763	*	*	*	*	*	*	68%
Hispanic	*	*	737	743	*	*	*	*	*	*	43%
Black or African American	44	752	748	738	*	*	32%	*	*	45%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	*	763	N	N	N	N	N	N	65%
Female	27	758	754	762	*	*	*	*	*	56%	66%
Male	23	739	739	749	*	*	*	*	*	35%	51%
Economically Disadvantaged Students	34	749	745	739	*	*	*	*	*	47%	39%
Non-Economically Disadvantaged Students	16	750	752	766	*	*	*	*	*	44%	71%
Students with Disabilities	*	*	709	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	752	762	*	*	*	*	*	*	65%
English Learners	N	N	*	712	N	N	N	N	N	N	11%
Non-English Learners	50	749	*	757	*	20%	28%	*	*	46%	60%
Homeless Students	N	N	733	731	N	N	N	N	N	N	30%
Students in Foster Care	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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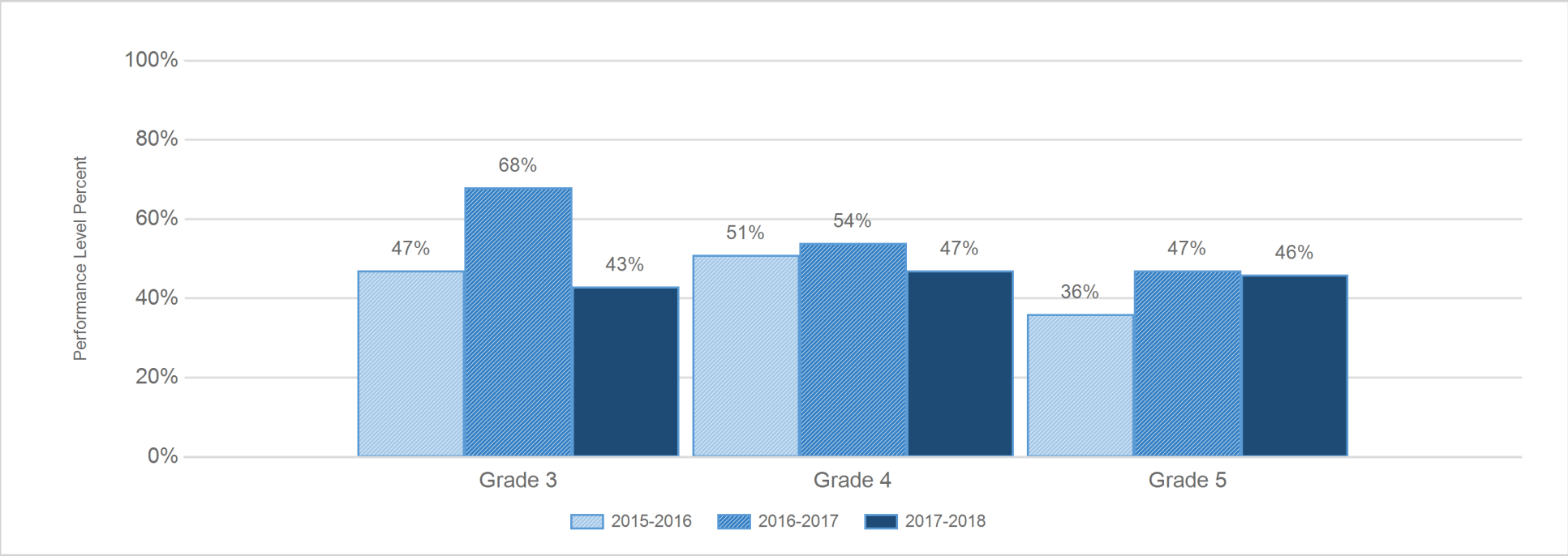
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	153	96.4	40.5	20.0	45.0	40.5	36.7	Met Target
White	*	*	*	26.1	54.1	*	**	**
Hispanic	*	*	*	21.0	29.2	*	**	**
Black or African American	138	96.7	38.4	19.9	23.4	38.4	37.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	77.0	N	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	78	96.4	47.4	22.5	46.0	47.4		
Male	75	96.4	33.4	17.6	43.9	33.4		
Economically Disadvantaged Students	103	99.1	36.0	19.2	26.6	*	41.3	Met Target†
Non-Economically Disadvantaged Students	50	91.5	50.0	22.6	55.9	*		
Students with Disabilities	29	84.2	20.6	*	17.1	18.6	30.6	Not Met
Students without Disabilities	124	100.0	45.1	*	50.5	45.1		
English Learners	*	*	*	11.7	24.6	*	**	**
Non-English Learners	*	*	*	20.6	46.9	*		
Homeless Students	*	*	*	11.0	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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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	54	742	732	752	*	24%	30%	*	*	41%	53%
White	N	N	*	760	N	N	N	N	N	N	64%
Hispanic	*	*	731	739	*	*	*	*	*	*	38%
Black or African American	*	*	732	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	24	749	735	752	*	*	*	*	*	46%	53%
Male	30	737	729	751	*	*	*	*	*	37%	53%
Economically Disadvantaged Students	36	737	730	736	*	*	*	*	*	33%	35%
Non-Economically Disadvantaged Students	18	752	740	762	*	*	*	*	*	56%	66%
Students with Disabilities	*	*	709	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	735	756	*	*	*	*	*	*	57%
English Learners	N	N	716	726	N	N	N	N	N	N	23%
Non-English Learners	54	742	733	754	*	24%	30%	*	*	41%	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	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	*	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

GEORGE WASHINGTON CARVER INSTITUTE
(13-1210-060)
Grades Offered: PK-05
2017-2018

Report Key:
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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	46	735	729	748	*	*	33%	*	*	33%	49%
White	*	*	*	755	*	*	*	*	*	*	60%
Hispanic	*	*	737	737	*	*	*	*	*	*	34%
Black or African American	42	733	728	730	*	*	33%	31%	0%	31%	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	774	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	*	752	N	N	N	N	N	N	55%
Female	25	738	731	748	*	*	*	*	*	40%	50%
Male	21	731	726	748	*	*	*	*	*	24%	49%
Economically Disadvantaged Students	28	734	728	733	*	*	*	*	*	29%	30%
Non-Economically Disadvantaged Students	18	736	731	758	*	*	*	*	*	39%	62%
Students with Disabilities	*	*	715	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	730	753	*	*	*	*	*	*	55%
English Learners	N	N	715	722	N	N	N	N	N	N	16%
Non-English Learners	46	735	729	750	*	*	33%	*	*	33%	52%
Homeless Students	*	*	722	722	*	*	*	*	*	*	18%
Students in Foster Care	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	*	731	N	N	N	N	N	N	32%

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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	50	733	731	748	*	30%	*	*	*	40%	49%
White	*	*	*	756	*	*	*	*	*	*	60%
Hispanic	*	*	727	736	*	*	*	*	*	*	32%
Black or African American	44	734	731	730	*	32%	*	*	*	39%	26%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	*	754	N	N	N	N	N	N	55%
Female	27	738	734	749	*	*	*	*	*	52%	50%
Male	23	727	727	747	*	*	*	*	*	26%	48%
Economically Disadvantaged Students	34	732	730	733	*	*	*	*	*	38%	29%
Non-Economically Disadvantaged Students	16	735	732	758	*	*	*	*	*	44%	62%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	733	752	*	*	*	*	*	*	55%
English Learners	N	N	716	718	N	N	N	N	N	N	13%
Non-English Learners	50	733	731	750	*	30%	*	*	*	40%	51%
Homeless Students	N	N	726	722	N	N	N	N	N	N	17%
Students in Foster Care	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%

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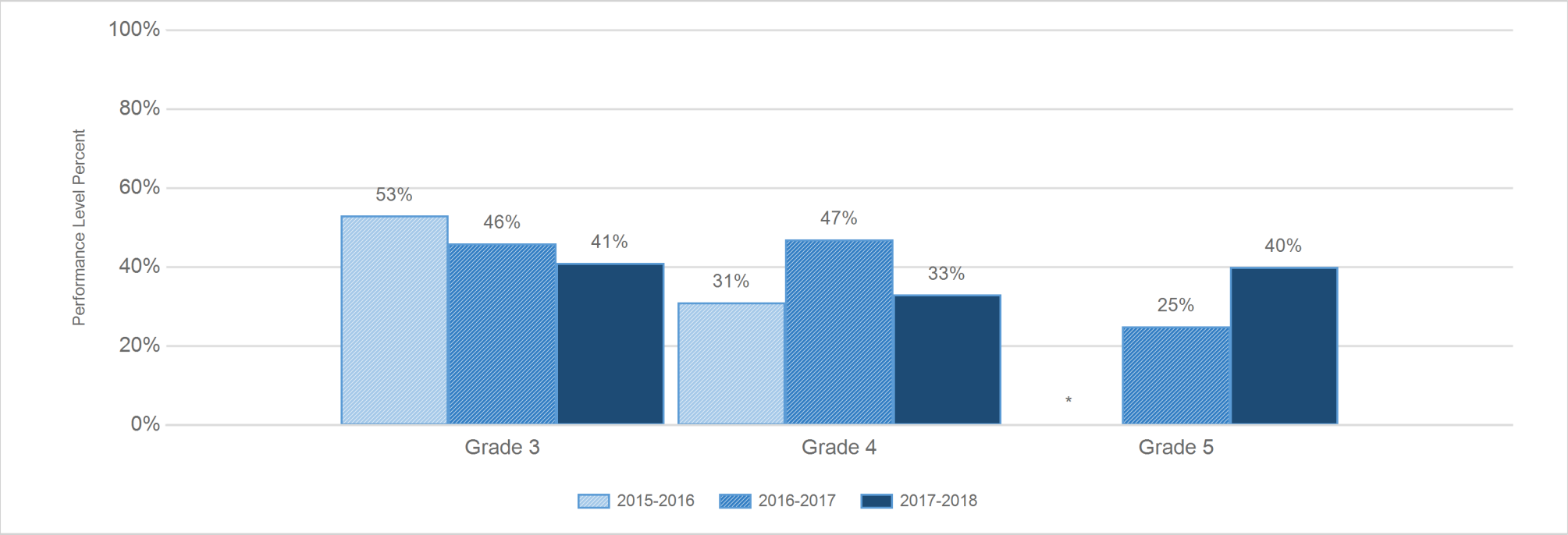
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*

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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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.

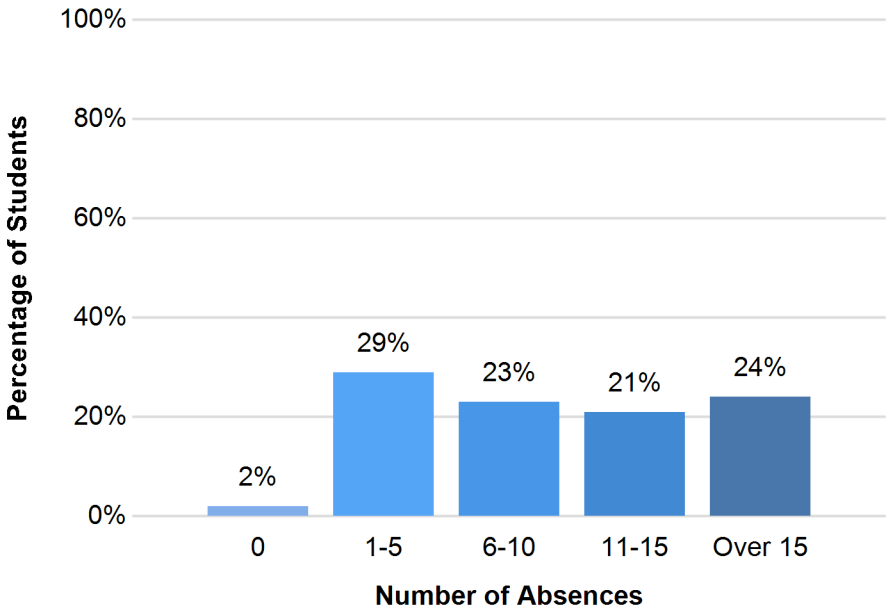
Chronic Absenteeism

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	62	22.3	8.9	Not Met
White	*	*	**	**
Hispanic	*	*	**	**
Black or African American	56	22.0	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	56	23.5	8.9	Not Met
Students with Disabilities	18	36.0	8.9	Not Met
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.



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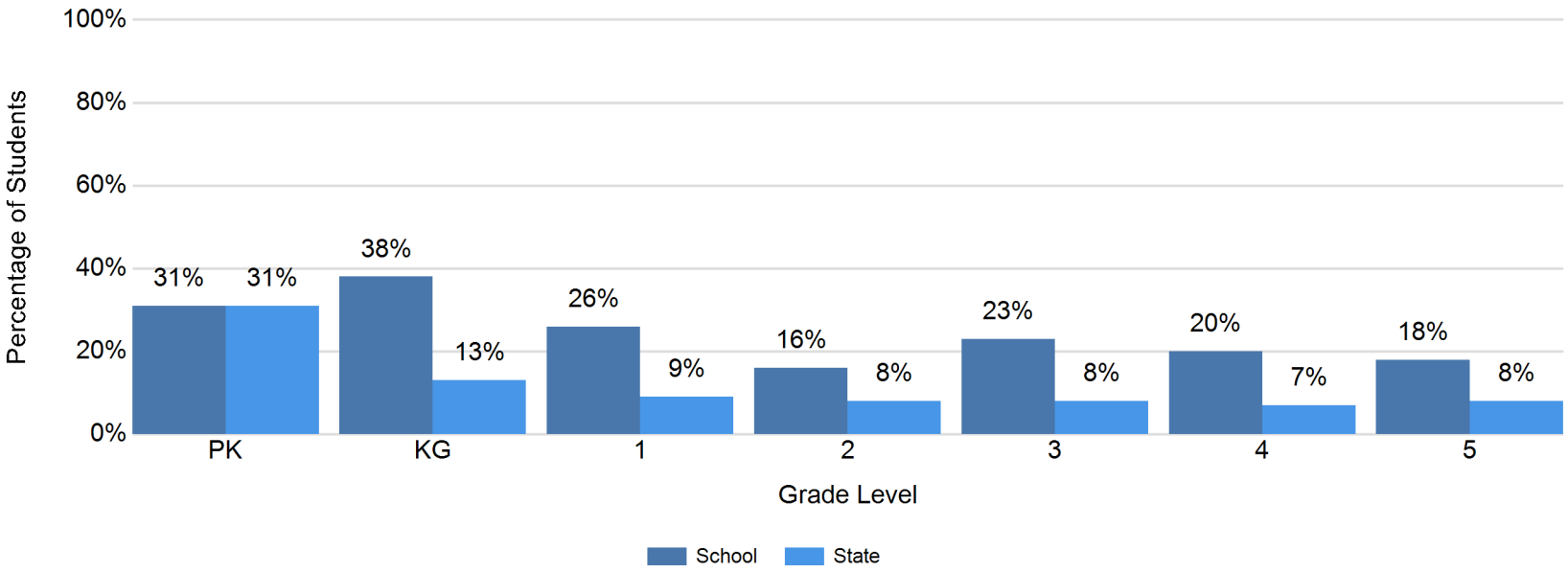
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	7
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	2.11

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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	0	1
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	*	*
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
11

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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	8:25 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 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	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). 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)	$968	$20,713	$21,681

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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	30	117,464
Average years experience in public schools	17.0	12.0
Average years experience in district	14.1	10.7
Teachers in district for 4 or more years	93.3%	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	68	9,374
Average years experience in public schools	22.4	16.0
Average years experience in district	20.1	12.0
Administrators in district for 4 or more years	94.1%	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	11:1	12:1
Students to Administrators	332:1	146:1
Teachers to Administrators	30:1	12:1
Students to Librarians/Media Specialists		1102:1
Students to Nurses		381:1
Students to Counselors		300:1
Students to Child Study Team		155:1

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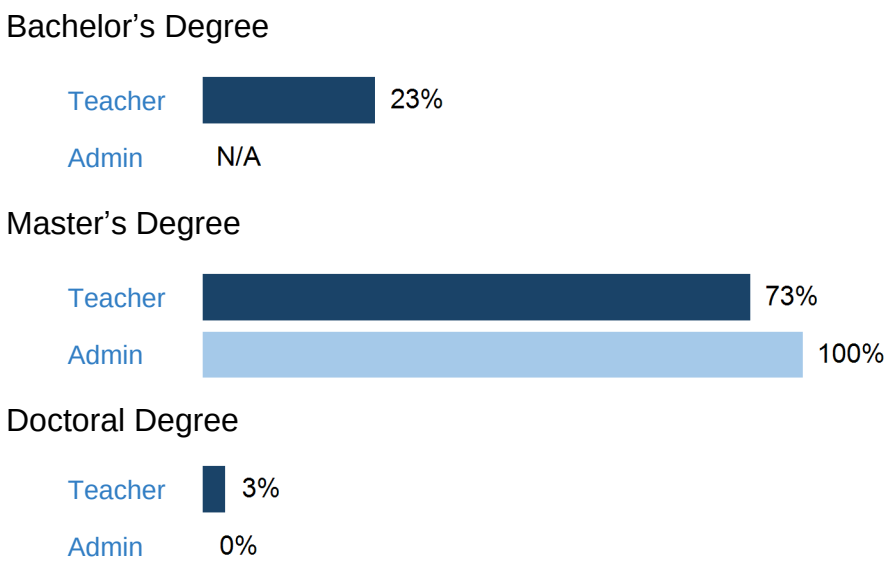
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	91.0%	90.2%
2016-17 Administrators: Same district 2017-18	92.4%	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	93.5%

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Teachers: All classroom teachers
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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	90.0%	100.0%
Male	10.0%	0.0%
White	10.0%	0.0%
Hispanic	10.0%	0.0%
Black or African American	70.0%	100.0%
Asian	10.0%	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	31.46	17.5%
Mathematics Proficiency	46.68	17.5%
English Language Arts Growth	10.49	25.0%
Mathematics Growth	0.95	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	4.86	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	17.26	n/a
Summative Rating: Percentile Rank of Summative Score	5.98	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th 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 Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	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	Not Met	Not Met	N	Not Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	**	**	No	**	**	**	**	n/a	**	No
Black or African American	36.30	14.08	No	Met Target†	Met Target	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	27.19	14.08	No	Not Met	Met Target†	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	**	**	No	Not Met	Not Met	**	**	n/a	Not Met	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.

Highlights:	• *Principal's Fatherhood Initiative Program has been a monthly meeting of fathers who are offered Literacy and Math training in order that the parents can assist their children at home. • *Carver was the first school in this District to be Trauma Informed. • A 3rd Grader at Carver, was interviewed by Verizon Channel 1 News December 2018 about participating in East Orange's Kwanzaa celebrations.
Mission, Vision, Theme:	Theme: Science and Technology Vision Statement: Our vision for George Washington Carver Institute of Science and Technology is to empower our students to become life-long learners who are equipped to compete in and contribute to an ever-changing global society. Carver students will demonstrate knowledge and attainment of the 12 college and career readiness practices with an emphasis on character and behavior. Carver students in Grades 3-5 will continuously demonstrate typical or high growth in Literacy and Math. Mission Statement: Our mission at George Washington Carver Institute is to deliver educational services to our students by working collaboratively in a nurturing environment with parents, community leaders, and university liaisons.
Awards, Recognition, Accomplishments:	3 Carver students won 1st Place at the 2018 District STEM Fair. 22 of 28 5th Graders who applied to STEM Academy for middle school were accepted.

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Courses, Curriculum, Instruction:	Curriculum: Each content area has a digital component that students use in school daily and have access to after school hours. Literacy: Journey's 2012 Math: Go Math 2016
Sports and Athletics:	Carver's basketball team qualified for the playoffs. Although the team only made it through the 1st round, this was a great accomplishment given this is the team's inaugural year.
Clubs and Activities:	Clubs: YAC (Youth Advisory Council), Photography, Robotics, Science, Women of Distinction, Art, Student Council Activities: Annual Breast Cancer Walk, Parade of Respect, Student Council Peace Party and Spring Fling Dance, Trick-A-Trunk, Annual Holiday Food Drive, Carver Earth Day Celebration

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Before and After School Programs:	Carver's After School Program is in session from January to April. The focus is Grades 2-5. The Site Supervisor is one of the professional staff members.
Staff and Professional Learning:	The focus for staff Professional Development for Carver has been Growth Mindset, College and Career Readiness practices, Positive Discipline, and Curriculum/Course Content training. Staff members are afforded many opportunities to collaborate with one another during weekly PLC Grade Level Meetings, weekly Staff Meetings, and the grade level common planning period. They also have the opportunity to collaborate with their colleagues around the District at District-Wide In-Service workshops and trainings. The Literacy and Math coaches attend monthly meetings with their Content Supervisors and peers from the District.
Postsecondary Information:	Carver students are taught about College and Career Ready Practices. We host an annual College fair each December where students from various colleges and universities share their experiences with Carver students. Finally, all classrooms are named after a college or university.

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Student Supports and Services:	Carver has an I&RS (Intervention and Referral Services) Committee which provides strategies to teachers to assist students who are experiencing learning, behavioral, and health difficulties. We also house self-contained and inclusion classrooms on each grade level. Students also receive tutoring embedded in the school day in addition to differentiated instruction based on student learning styles and academic skill
Student Health and Wellness:	Carver students in need of counseling services have a Social Worker or Guidance Counselor on site. The school nurse sponsors nutritional and wellness programs throughout the school year. All students have access to a free hot breakfast each morning. Finally, our students participate in Physical Education classes once a week in addition to having physical activity during recess. The required hours of ATOD is afforded to all students.
Parent and Community Involvement:	Carver's PTA holds monthly meetings and organizes fundraising events to provide assistance with the school's financial needs. Carver hosts an array of activities and events open to staff, students, and community stakeholders throughout the school year. They include, but are not limited to, Open House, Grandparents' day, Read Across America, The Fatherhood Initiative, Quarterly Awards Assemblies, Carver Earth Day Celebration, Career Day, Winter Concert, Kwanzaa Celebration, Tick-A-Trunk, and The Annual Breast Cancer Walk. Carver is very fortunate to have established partnerships with several community organizations such as The American Cancer Society and Susan G. Komen, the Isaiah House, and the Sierra House. Parents have access to the District's digital grading system, FOCUS

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Technology and STEM:	Gifted and Talented: STEAM (Science, Technology, Engineering, Art, Math) *The curriculum for the STEAM program is developed by the school principal and specialist staff in these content areas. Each classroom has a SmartBoard that is used during instruction in all content areas. Carver has an IRead Lab for Students in Grades K-2. IRead is a digital reading program used to strengthen phonemic awareness and enhance reading skills. Students in Grades 3-5 utilize Achieve 3000 in the Technology Lab to increase their reading and comprehension skills. Finally, students in all grades use PMT (Personal Math Trainer), which is one of the digital components of the Go Math Curriculum. As the course design develops for the Carver STEAM Program, more technology will be infused into our curriculum.