

- I. Call to Order By Board Secretary**
- II. Public Notice of Meeting/NJ Sunshine Law**

The New Jersey Public Meetings Law was enacted to ensure the right to the public to have advanced notice of and to attend the meetings of public bodies at which any business affecting their interest is discussed or acted on in accordance with N.J.S.A 10:4-6 et seq.

On the rules of this act, Greater Brunswick Charter School has caused notice of this meeting by Publicizing the date, time and place, of the regularly scheduled meeting in the Public Notice Section of the Home News Tribune and Star Ledgers, sent to the clerks of Highland Park, Edison and New Brunswick and posted at the Greater Brunswick Charter School located at 429 Joyce Kilmer Ave, New Brunswick, NJ 08901. Formal action will take place at this meeting.

III. Roll Call

Voting Members	Role	Present	Absent
1. Claudia Avarado	Board Trustee		
2. Christopher Coulthard	Board Trustee		
3. Shamar Gatling-Davila	Board Trustee		
4. Evan Gentry	Board Trustee		
5. Sean Hewitt	Board Trustee		
6. Susan Jackson	Board Chair		
7. Molly Larobina	Board Vice-Chair		
8. Anne Norris	Board Trustee		
9. Mariu Reynoso	Board Trustee		
10. Anna Seewald	Board Trustee		
11. Anju Thomas	Board Trustee		

Also Present

Non-Voting	Role	Present	Absent
Vanessa Jones	Education Director		
Hector Alvarez	Assistant Education Director		
Michael Falkowski	SBA/ Board Secretary		
Peter Creekmore	Teacher Representative		

- IV. Pledge of Allegiance**
- V. Oath of Office for New Member**
- VI. Approve Meeting Agenda**

Motion for Greater Brunswick Charter School, Board of Trustees to approve the Agenda for the **August 17, 2016** meeting.

VII. Acceptance of Meeting Minutes

Motion for Greater Brunswick Charter School, Board of Trustees to accept the minutes from **July 20, 2017**.

VIII. Public Comment

IX. Correspondence

X. Reports

1. Director's Report
 - i. Academic Performance Framework Report included in packet for reference
2. Summer Academy Presentation

Motion to accept Director's Report.

XI. Closed Session (if necessary)

XII. Motions for Approval

1. Finance

- a. To approve the June 2017 Board Secretary Report
- b. To approve the June 2017 Treasurer Report
- c. Bills List: Approve Bills List from July 21, 2017 to August 17, 2017.
- d. Payroll: To approve the following payrolls:

July 30, 2017	\$29,779.09
August 15, 2017	\$47,554.88

2. Buildings & Grounds

3. Personnel

- a. To approve the resignation of **Yeimi Vasquez** effective July 18, 2017.
- b. To approve **Susan Alexander** for a stipend of \$10,000 to instruct K-8 classes on computer skills Funded through NCLB, Title IA grant.
- c. To approve the rehire of the following staff members for the 2017-2018 school year, frozen at 2016-2017 salaries:

Name	Position	Salary
Lourdes O'Neill	Student Aide	Step 9, \$17.08/hr
Karen Eldridge	Student Aide	Step 12, \$18.58/hr
Francis Peralta	Student Aide	Step 3, \$14.47/hr

- d. To approve the following new staff:

Name	Title	Salary / Rate	Start Date
Christine Fiorillo	Teacher - MS ELA Teacher	\$50,036 (Level 5BA)	9-1-2017
Maria Torres	Teacher - Dual Language	\$64,473 (Level 15MA)	9-1-2017
Daisy Amador	Teacher Assistant – Dual Language	\$32,465 (Level 8)	9-1-2017

Adriana Arroyave	Longer Term Sub – Teacher – Dual Language	\$49,920 (Level 1MA)	9-1-2017
Erika Katz	Teacher – ESL	\$55,225 (Level 8MA)	9-1-2017
Elizabeth Ramirez	School Nurse	\$63,223 (Level 15BA)	9-1-2017

- e. To approve the following FY18 stipends:

Name	Title	Salary / Rate
Stephanie Estrella	Yearbook	\$1,500
Daniela Garay	Yearbook	\$1,500
Martha Goz	Anti-Bullying Specialist	\$5,000
TBD	Group Leader - K-1	\$2,772
Eugenia Xarhoulakos	Group Leader - 2-3	\$2,772
Jennifer Banks	Group Leader - 4-5	\$2,772
Amie Fitzgerald	Group Leader – MS	\$2,772
Martha Goz	Group Leader – Special Education	\$2,772
Lisa Czifra	Group Leader - Special/Success/ESL	\$2,772
Lilia Fabila-Guilbot	Enrichment Cluster Coordinator	\$2,772

- f. To approve the following Enterprise Fund staff for the 2017-2018 school year:

Name	Title	Salary/Rate
Carlos Banegas	Kitchen Staff	\$13.97/hr.
Gloria Gonzalez	Kitchen Staff	\$12.93/hr.
Magali Ventura	Kitchen Staff	\$12.93/hr.
Yesenia Jimenez	After School Sub	\$15.00/hr.
Maria Rivera	After School Sub	\$15.00/hr.
Getsie Rajasekaran	After School Sub	\$15.00/hr.
Francis Peralta	After School Staff	\$12.42/hr.
Julio F. Perez-Arrieta	After School Staff	\$14.00/hr.
Daniela Suastegui	After School Staff	\$18.00/hr.
Yamira Rodriguez	After School Staff	\$10.00/hr.
Sarita Taylor	After School Staff	\$14.49/hr.

4. Curriculum/Special Education

- To approve the 2017-2018 proposal from the Garden of Healing Yoga & Wellness Center to provide wellness classes for students not to exceed \$3,000.
- To approve the 2017-2018 contract with Bergen County Special Services School District to provide inclusion and mainstreaming not exceed \$15,732.
- To approve the 2017-2018 contact with Mozaic Mindz to provide child study team services at the following rates:
 - \$400 per evaluation conducted (including writing necessary evaluation reports)
 - \$100 per Eligibility Determination
 - \$250 per IEP
 - \$90 per hour for attendance at meetings, in-person or telephone consultations with the Education Director or other school staff, or in-service professional development and preparation therefor
 - \$1,000 annual retainer

5. Policy/Miscellaneous

- a. To approve the Teacher Evaluation System – Marshal Model
- b. To approve the 2016-2017 Annual Report.

XIII. Enrollment Report

Grade	FY18 ENR	Jul 15, 2017	Aug 15, 2017	Sep 15, 2017	Oct 15, 2017	Nov 15, 2017	Dec 15, 2017	Jan 15, 2018	Feb 15, 2018	Mar 15, 2018	Apr 15, 2018	May 15, 2018	Jun 15, 2018	Wait List 2017/2018
K	44	44												28
1	44	43												18
2	44	42												10
3	44	43												21
4	44	43												7
5	44	41												11
6	44	44												8
7	44	43												3
8	42	42												2
Total	394	385												108

XIV. Committee Reports

- 1. SRC - NONE
- 2. Community and Development
- 3. Finance and Facilities
- 4. Governance

XV. New Business**XVI. Closing Comments****XVII. Action Items**

- Next Board Meetings: 9/21/17, 10/19/17, 11/16/17, 12/14/17, 1/18/18, 2/15/18, 3/15/18, 4/19/18, 5/14/18, 6/21/18
- Board Retreat Dates: Saturday, January 6, 2018 - 9am to 3pm
Tuesday, May 8, 2017 – 5:30pm
Tuesday, May 22, 2017 – 5:30pm

XVIII. Adjournment**XIX. Closed Session (if necessary)**

Voting Members	Motion	Yes	No	Abstain	Absent	Voting Members	Motion	Yes	No	Abstain	Absent
Claudia Avarado						Molly Larobina					
Christopher Coulthard						Anne Norris					
Shamara Gatling-Davila						Mariu Reynoso					
Evan Gentry						Anna Seewald					
Sean Hewitt						Anju Thomas					
Susan Jackson											

Greater Brunswick Charter School

429 Joyce Kilmer Rd

New Brunswick NJ

July 28th 2017

Dear Vanessa Jones and Greater Brunswick Charter School,

I regret to inform you that I will be leaving Brunswick Charter School and resigning from the Dual Language Kindergarten position as of July 28th. This was a tough decision for me to make as I have loved working at Brunswick Charter School. I have been able to grow, develop and prosper my teaching career and for that I am thankful. I would like to take this opportunity to thank all the wonderful faculty that guided me through the school year. I wish you all the best for the upcoming school year.

Thank you,

Yeimi Vasquez

I. Call to Order By Board Secretary – 5:51 pm

II. Public Notice of Meeting/NJ Sunshine Law

The New Jersey Public Meetings Law was enacted to ensure the right to the public to have advanced notice of and to attend the meetings of public bodies at which any business affecting their interest is discussed or acted on in accordance with N.J.S.A 10:4-6 et seq.

On the rules of this act, Greater Brunswick Charter School has caused notice of this meeting by Publicizing the date, time and place, of the regularly scheduled meeting in the Public Notice Section of the Home News Tribune and Star Ledgers, sent to the clerks of Highland Park, Edison and New Brunswick and posted at the Greater Brunswick Charter School located at 429 Joyce Kilmer Ave, New Brunswick, NJ 08901. Formal action will take place at this meeting.

III. Roll Call

Voting Members	Role	Present	Absent
1. Claudia Avarado	Board Trustee	X	
2. Christopher Coulthard	Board Trustee	X	
3. Evan Gentry	Board Trustee		X
4. Sean Hewitt	Board Trustee		X
5. Susan Jackson	Board Chair	X, 5:58pm	
6. Molly Larobina	Board Vice-Chair	X	
7. Mariu Reynoso	Board Trustee	X	
8. Anna Seewald	Board Trustee		X
9. Anju Thomas	Board Trustee	X	

Also Present

Non-Voting	Role	Present	Absent
Vanessa Jones	Education Director	X	
Hector Alvarez	Assistant Education Director	X	
Michael Falkowski	SBA/ Board Secretary	X	
Peter Creekmore	Teacher Representative		X

IV. Pledge of Allegiance

V. Trustee Election Results, Nomination(s) and Induction

- Anne Norris
- Shamara Gatling-Davila
- Christopher Coulthard

VI. Swearing In of New Trustee(s)

VII. Roll Call with Full Board

Voting Members	Role	Present	Absent
1. Claudia Avarado	Board Trustee	X	
2. Christopher Coulthard	Board Trustee	X	
3. Shamar Gatling-Davila	Board Trustee	X	
4. Evan Gentry	Board Trustee		X
5. Sean Hewitt	Board Trustee		X
6. Susan Jackson	Board Chair	X, 5:58pm	
7. Molly Larobina	Board Vice-Chair	X	
8. Anne Norris	Board Trustee		X
9. Mariu Reynoso	Board Trustee	X	
10. Anna Seewald	Board Trustee		X
11. Anju Thomas	Board Trustee	X	

VIII. Nomination and Election of Board Officers

For Board Chairman

Nominee	Nominated By	Seconded By	Term	Yes	No	Abstain	Absent
Susan Jackson	C. Coulthard	M. Larobina	1 year	6		1, S.J.	4

For Board Vice Chairman

Nominee	Nominated By	Seconded By	Term	Yes	No	Abstain	Absent
Molly Larobina	M. Reynoso	C. Avarado	1 Year	6		1, M.L.	4

IX. Approve Meeting Agenda

Motion for Greater Brunswick Charter School, Board of Trustees to approve the Agenda for the **July 20, 2017** meeting.

Voting Members	Motion	Yes	No	Abstain	Absent	Voting Members	Motion	Yes	No	Abstain	Absent
Claudia Avarado	1 st	X				Molly Larobina		X			
Christopher Coulthard		X				Anne Norris					X
Shamara Gatling-Davila		X				Mariu Reynoso	2 nd	X			
Evan Gentry					X	Anna Seewald					X
Sean Hewitt					X	Anju Thomas		X			
Susan Jackson		X									

X. Reorganization Motions

1. Regular Meeting Dates – 2017/2018 School Year

BE IT RESOLVED: that the Greater Brunswick Charter School, upon the recommendation of the Education Director, approves the Resolution to adopt the Annual Board Meeting Schedule for the 2017/2018 school year in accordance with 18A:10-6. Meetings will be held in the school's Media Center.

Day	Date	Time	Notes
Thursday	July 20, 2017	5:30 PM	Regular Meeting
Thursday	August 17, 2017	5:30 PM	Regular Meeting
Thursday	September 21, 2017	5:30 PM	Regular Meeting
Thursday	October 19, 2017	5:30 PM	Regular Meeting, HIB Report
Thursday	November 16, 2017	5:30 PM	Regular Meeting
Thursday	December 14, 2017	5:30 PM	Regular Meeting
Thursday	January 18, 2018	5:30 PM	Regular Meeting
Thursday	February 15, 2018	5:30 PM	Regular Meeting
Thursday	March 15, 2018	5:30 PM	Regular Meeting
Thursday	April 19, 2018	5:30 PM	Regular Meeting, HIB Report
Monday	May 14, 2018	5:30 PM	Regular Meeting
Thursday	June 21, 2018	5:30 PM	Regular Meeting

Board Retreat Dates:

- Saturday, January 6, 2018 - 9am to 3pm
- Tuesday, May 8, 2017 – 5:30pm
- Tuesday, May 22, 2017 – 5:30pm

2. Special Meetings

RESOLVED, that in accordance with Chapter 231, Laws of 1975, Special Meetings of the Board of Trustees for the 2017/2018 school year, may be called 48 hours or more prior to the meeting by giving written notice of the date, time, location and agenda (if known) of the special meeting, and also whether formal action may or may not be taken.

3. Appoint School Business Administrator/Board Secretary

BE IT RESOLVED: that the Greater Brunswick Charter School, Board of Trustees approves the Resolution to appoint **Michael Falkowski** as the Business Administrator/Board Secretary for the 2017/2018 school year for \$0.00. In Michael Falkowski's absence Dr. Brian Falkowski will serve as the Acting Board Secretary for \$0.00.

4. Eliminate Treasurer of School Monies

Whereas, Chapter 39, P.L. 2010 makes the position of treasurer of school moneys optional and
Whereas, it is the wish of the Greater Brunswick Charter School Board of Trustees to not appoint a treasurer of school moneys and

Whereas, the School Business Administrator possesses the proper certifications and qualifications to assume the duties of the treasurer of school moneys

Now Therefore Be it Resolved by the Greater Brunswick Charter School Board of Trustees, County of Middlesex, NJ, as follows:

1. The School Business Administrator shall receive and hold in trust all school moneys belonging to the district from whatever source derived free of any control by the governing body of the municipality.

2. The School Business Administrator shall direct the deposit of school moneys or such part thereof as may be designated in any bank of banking institution of this State designated by it as depository of school moneys, which may include the State of New Jersey Cash Management Fund, MBIA Cash Management Fund and NJARM Cash Management Fund.

3. The School Business Administrator shall, upon depositing the same therein, be relieved from liability for any loss thereof which may be caused by reason of the deposit.

4. The School Business Administrator shall be bonded in such amount and with such surety as the board shall direct.

5. The School Business Administrator shall keep a record of the sums received and paid out by him/her in accordance with the uniform system of bookkeeping prescribed by the State Board.

6. The School Business Administrator shall, upon ceasing to hold the office of School Business Administrator, pay over the balance of school funds remaining in his/her hands to his/her successor in office.

5. Adoption of Code of Ethics

RESOLVED, that the Greater Brunswick Charter School Board of Trustees hereby adopts the New Jersey School Boards Code of Ethics, as attached, for its members, for the 2017/2018 school year.

18A:12-24.1 Code of Ethics for School Board Members

A school board member shall abide by the following Code of Ethics for School Board Members:

- a. I will uphold and enforce all laws, rules and regulations of the State Board of Education, and court orders pertaining to schools. Desired changes shall be brought about only through legal and ethical procedures.
- b. I will make decisions in terms of the educational welfare of children and will seek to develop and maintain public schools that meet the individual needs of all children regardless of their ability, race, creed, sex, or social standing.
- c. I will confine my board action to policy making, planning, and appraisal, and I will help to frame policies and plans only after the board has consulted those who will be affected by them.
- d. I will carry out my responsibility, not to administer the schools, but, together with my fellow board members, to see that they are well run.
- e. I will recognize that authority rests with the board of education and will make no personal promises nor take any private action that may compromise the board.
- f. I will refuse to surrender my independent judgment to special interest or partisan political groups or to use the schools for personal gain or for the gain of friends.
- g. I will hold confidential all matters pertaining to the schools which, if disclosed, would needlessly injure individuals or the schools. In all other matters, I will provide accurate information and, in concert with my fellow board members, interpret to the staff the aspirations of the community for its school.
- h. I will vote to appoint the best qualified personnel available after consideration of the recommendation of the chief administrative officer.
- i. I will support and protect school personnel in proper performance of their duties.
- j. I will refer all complaints to the chief administrative officer and will act on the complaints at public meetings only after failure of an administrative solution.

L.2001,c.178,s.5.

6. Adoption of Policies

RESOLVED, that the current board policies adopted by the Greater Brunswick Charter School Board of Trustees, either by code, number, resolution, motion or inference of intent, be re-adopted completely for the 2017/2018 school year.

7. Appoint Public Agency Compliance Officer (PACO) and Custodian of School Records
BE IT RESOLVED: that the Greater Brunswick Charter School, Board of Trustees approves the Resolution to appoint **Michael Falkowski** as the Public Agency Compliance Officer (PACO) and Custodian of School Records for the 2017/2018 school year.
8. Appoint Asbestos Management/PEOSA Officer, Safety & Health Coordinator, Indoor Air Quality, Integrated Pest Management, Right to Know and Chemical Hygiene Coordinator
BE IT RESOLVED: that the Greater Brunswick Charter School, Board of Trustees approves the Resolution to appoint **Victor Calderon** as Asbestos Management/PEOSA Officer, Safety & Health Coordinator, Indoor Air Quality, Integrated Pest Management, Right to Know and Chemical Hygiene Coordinator for the 2017/2018 school year.
9. Depository of Funds
BE IT RESOLVED: that the Greater Brunswick Charter School, Board of Trustees upon the recommendation of the Education Director, approves **PNC Bank** as the depository of funds for the 2017/2018 school year.
10. Newspaper of Record
BE IT RESOLVED: that the Greater Brunswick Charter School, Board of Trustees upon the recommendation of the Education Director, herewith designates **Home News Tribune** as the official Newspapers of Record; be it Resolved the official Website is **greaterbrunswick.org** for the 2017/2018 school year.
11. Authorize the School Business Administrator to Audit and Education Director to Approve Bill Payments
BE IT RESOLVED: that the Greater Brunswick Charter School, Board of Trustees upon the recommendation of the Education Director, herewith designates the School Business Administrator/Board Secretary with the approval of Education Director, in accordance with N.J.S.A 18A:19-1, as the person designated to audit accounts and demands and to approve accounts and demands prior to presentation to the Board of Trustees for the 2017/2018 school year.
12. Authorize Payment of Bills Between Meetings
BE IT RESOLVED: that the Greater Brunswick Charter School, upon the recommendation of the Education Director, authorizes the Business Administrator to approve the Payment of Bills, as may be necessary between Board meetings and present the aforementioned payments to the Board for approval at the next regularly scheduled meeting for the 2017/2018 school year.
13. Appoint an Affirmative Action Officer, Title IX Compliance Officer and Substance Awareness Coordinator
BE IT RESOLVED: that the Greater Brunswick Charter School, upon the recommendation of the Education Director, hereby appoints **Ms. Vanessa Jones** as the Affirmative Action Officer, pursuant to N.J.A.C 6:4-1.4 and Title IX Officer and Substance Awareness Coordinator for the 2017/2018 school year.
14. Appoint an Section 504 Administrator, Homeless Liaison & SEMI Coordinator
BE IT RESOLVED: that the Greater Brunswick Charter School, upon the recommendation of the Education Director, hereby appoints **Ms. Vanessa Jones** as the Section 504 Administrator, pursuant to N.J.A.C 6:4-1.4 and Homeless Liaison and SEMI Coordinator for the 2017/2018 school year

15. Appoint a Section 504 Compliance Officer

BE IT RESOLVED: that the Greater Brunswick Charter School, upon the recommendation of the Education Director, hereby appoints **Ms. Martha Goz** as the 504 Compliance Officer, pursuant to Section 504-1973 Rehabilitation Act, for the 2017/2018 school year.

16. Appoint a HIB/Anti-Bully Coordinator

BE IT RESOLVED: that the Greater Brunswick Charter School, upon the recommendation of the Education Director, hereby appoints **Ms. Carmen Rine** as the HIB/Anti-Bully Coordinator for the 2017/2018 school year.

17. Appoint a School Purchasing Agent

BE IT RESOLVED: that the Greater Brunswick Charter School, upon the recommendation of the Education Director, hereby appoints **Michael Falkowski** as Qualified Purchasing Agent with a Bid and Quotation Threshold to \$40,000 and \$6,000 respectively pursuant to Local Public Contract Laws and Public School Contract Law N.J.S.A 40A:11-3(c), N.J.S.A 40A:11-9 (b), N.J.S.A 40A:11-6.1 (a) and N.J.S.A 18A:18A-2, N.J.S.A 18A:18A-3 (a), N.J.S.A 18A:18A-37 (a), for the 2017/2018 school year.

18. Authorize purchases below 15% of the Bid Threshold without competitive quotations

BE IT RESOLVED: that the Greater Brunswick Charter School, upon the recommendation of the Education Director, hereby approves the authorization of purchases below 15% of the Bid Threshold may be made without competitive quotations for the 2017/2018 school year.

19. Approve the Business Administrator to purchase from current and valid State Contract Vendors under their applicable state contract titles

BE IT RESOLVED: that the Greater Brunswick Charter School, upon the recommendation of the Education Director, hereby approves the Business Administrator to purchase from current and valid State Contract Vendors under their applicable state contract titles for the 2017/2018 school year.

20. Resolution to authorize the Education Director and Business Administrator to make line item budget transfers between board meetings and all transfers to be ratified at the next regular board meeting.

BE IT RESOLVED: that the Greater Brunswick Charter School, upon the recommendation of the Education Director, hereby authorizes the Education Director and Business Administrator to make line item budget transfers between board meetings and all transfers to be ratified at the next regular board meeting for the 2017/2018 school year.

21. Establish a Business Office petty cash fund with a maximum balance of \$300 in cash and the maximum disbursement from petty cash at \$50.00.

BE IT RESOLVED: that the Greater Brunswick Charter School, upon the recommendation of the Education Director, hereby approves the establishment of petty cash with a maximum of \$300 and a maximum single cash disbursement of \$50.00, for the 2017/2018 school year.

22. Appoint External Audit Firm

BE IT RESOLVED: that the Greater Brunswick Charter School, upon the recommendation of the Education Director, hereby approves the appointment of **Olugbenga Olabintan, CPA** to prepare the school's Comprehensive Annual Financial Report & Auditors Management Report for the fiscal year ending June 30, 2015, at a cost not to exceed \$17,000.

23. Appoint Board Attorney

BE IT RESOLVED: that the Greater Brunswick Charter School, upon the recommendation of the Education Director, herby approves the appointment of **Johnston Law Firm LLC** as vendor to provide legal services for the 2017/2018 school year at a cost not to exceed \$18,375.

24. Resolution to Appoint Architect of Record

BE IT RESOLVED: that the Greater Brunswick Charter School, upon the recommendation of the Education Director, herby approves the appointment of **Parette Somjen Architects** as Architect of Record for the 2017/2018 school year.

25. Approve Voluntary Payroll Deduction Companies

BE IT RESOLVED: that the Greater Brunswick Charter School, upon the recommendation of the Education Director, hereby approves the following voluntary deduction companies for the 2017/2018 school year:

403B	AXA Equitable, First Investors, Mass Mutual
FSA	Benefit Tax Link

26. Approve NJ Uniform Chart of Accounts

BE IT RESOLVED: that the Greater Brunswick Charter School, upon the recommendation of the Education Director, hereby approves the NJ Uniform Chart of Accounts for the 2017/2018 school year.

27. Approve School Physician Services

BE IT RESOLVED: that the Greater Brunswick Charter School, upon the recommendation of the Education Director, herby approves **Access Compliance LLC** for school physician services for the 2017/2018 school year at a cost not to exceed \$1600.

28. Cooperative Purchasing

BE IT RESOLVED: that the Greater Brunswick Charter School, upon the recommendation of the Education Director, to participate with National Cooperative Pricing System with PEPPM National Cooperative Contracts, Approved County Educational Services, Ed-Data Services, Middlesex County Cooperative, & Hunterdon County Cooperative for 2017/2018 school year.

29. Approve New Jersey State Health Benefits, State of NJ as the Medical Broker of record for Medical and RX Insurance Coverage

BE IT RESOLVED: that the Greater Brunswick Charter School, upon the recommendation of the Education Director, to Contract with Approved New Jersey State Health Benefits, State of NJ as the Medical Broker of record for Medical and RX Insurance Coverage for 2017/2018

30. Approve Private Insurance Broker of Record

BE IT RESOLVED: that the Greater Brunswick Charter School, upon the recommendation of the Education Director, to approve **Fortitude Insurance** as Insurance Broker for private Medical, Prescription and Dental Insurance (when not participating in the NJ State Benefits) for the 2017/2018 school year.

31. Approve Insurance Broker of Record for Property and Casualty, and Workers Compensation Insurance

BE IT RESOLVED: that the Greater Brunswick Charter School, upon the recommendation of the Education Director, to approve **Fortitude Insurance** as the Insurance Broker of Record for Property and Casualty, and Workers Compensation for the 2017/2018 school year.

Voting Members	Motion	Yes	No	Abstain	Absent	Voting Members	Motion	Yes	No	Abstain	Absent
Claudia Avarado	1 st	X				Molly Larobina		X			
Christopher Coulthard		X				Anne Norris					X
Shamara Gatling-Davila		X		2 to 31		Mariu Reynoso	2 nd	X			
Evan Gentry					X	Anna Seewald					X
Sean Hewitt					X	Anju Thomas		X			
Susan Jackson		X									

XI. Acceptance of Meeting Minutes

Motion for Greater Brunswick Charter School, Board of Trustees to accept the minutes from **June 15, 2017**.

Voting Members	Motion	Yes	No	Abstain	Absent	Voting Members	Motion	Yes	No	Abstain	Absent
Claudia Avarado	1 st	X				Molly Larobina		X			
Christopher Coulthard		X				Anne Norris					X
Shamara Gatling-Davila				X		Mariu Reynoso	2 nd	X			
Evan Gentry					X	Anna Seewald					X
Sean Hewitt					X	Anju Thomas				X	
Susan Jackson		X									

XII. Public Comment – NONE

XIII. Correspondence

XIV. Reports

1. Director's Report
 - i. Student Data
2. EVVRS Report

Motion to accept Director's and EVVRS Report.

Voting Members	Motion	Yes	No	Abstain	Absent	Voting Members	Motion	Yes	No	Abstain	Absent
Claudia Avarado	1 st	X				Molly Larobina		X			
Christopher Coulthard		X				Anne Norris					X
Shamara Gatling-Davila		X				Mariu Reynoso	2 nd	X			
Evan Gentry					X	Anna Seewald					X
Sean Hewitt					X	Anju Thomas		X			
Susan Jackson		X									

XV. Closed Session – 7:13 pm

Voting Members	Motion	Yes	No	Abstain	Absent	Voting Members	Motion	Yes	No	Abstain	Absent
Claudia Avarado	1 st	X				Molly Larobina		X			
Christopher Coulthard		X				Anne Norris					X
Shamara Gatling-Davila		X				Mariu Reynoso	2 nd	X			
Evan Gentry					X	Anna Seewald					X
Sean Hewitt					X	Anju Thomas		X			
Susan Jackson		X									

Topics:

- Family matter affecting school culture
- Director's review

Adjourn Closed and Open Public Session – 8:23 pm

Voting Members	Motion	Yes	No	Abstain	Absent	Voting Members	Motion	Yes	No	Abstain	Absent
Claudia Avarado	1 st	X				Molly Larobina		X			
Christopher Coulthard		X				Anne Norris					X
Shamara Gatling-Davila		X				Mariu Reynoso	2 nd	X			
Evan Gentry					X	Anna Seewald					X
Sean Hewitt					X	Anju Thomas		X			
Susan Jackson		X									

XVI. Motions for Approval**1. Finance**

- Bills List: Approve Bills List from June 16, 2017 to July 20, 2017.
- Payroll: To approve the following payrolls:

June 15, 2017	\$190,126.33
June 27, 2017	\$201,690.02
July 14, 2017	\$47,589.99

- To approve FY18 IDEA Application – BASIC - \$87,926, Preschool - \$1,341

Voting Members	Motion	Yes	No	Abstain	Absent	Voting Members	Motion	Yes	No	Abstain	Absent
Claudia Avarado	1 st	X				Molly Larobina		X			
Christopher Coulthard		X				Anne Norris					X
Shamara Gatling-Davila		X				Mariu Reynoso	2 nd	X			
Evan Gentry					X	Anna Seewald					X
Sean Hewitt					X	Anju Thomas		X			
Susan Jackson		X									

2. Buildings & Grounds**3. Personnel**

- To approve the following resignations:
 - Nurse Lynne – effective June 30, 2017
- To approve the following new staff:

Name	Title	Salary / Rate	Start Date
Lilia Fabila-Guilbot	Family Coordinator Enrichment Cluster Coordinador FLN Coordinador	\$40,000, 10-month \$2,772 Stipend \$6,000 Stipend	September 1, 2017
Natalia Arbelaez	Dual Language Teachers	Level 1BA - \$48,670	September 1, 2017

Lirizell Bello	Long Term Sub – Dual Language Teacher	Level 12MA - \$60,510	September 1, 2017
Christine Fiorillo	Teacher – 6 th Grade Teacher	Level 5BA - \$50,036	September 1, 2017

- c. To approve the following FY18 stipends:

Name	Title	Salary / Rate
Kelly Sadowski	Website Maintenance	\$3000

- d. To accept the retirement of Lynne Reingold-Hoo effective October 1, 2017.

Voting Members	Motion	Yes	No	Abstain	Absent	Voting Members	Motion	Yes	No	Abstain	Absent
Claudia Avarado	1 st	X				Molly Larobina		X			
Christopher Coulthard		X				Anne Norris					X
Shamara Gatling-Davila		X				Mariu Reynoso	2 nd	X			
Evan Gentry					X	Anna Seewald					X
Sean Hewitt					X	Anju Thomas		X			
Susan Jackson		X									

4. Curriculum/Special Education

- a. To approve the proposal with Curriculum Associates to provided I-Ready Licenses at a cost of \$16,900.

Voting Members	Motion	Yes	No	Abstain	Absent	Voting Members	Motion	Yes	No	Abstain	Absent
Claudia Avarado	1 st	X				Molly Larobina		X			
Christopher Coulthard		X				Anne Norris					X
Shamara Gatling-Davila		X				Mariu Reynoso		X			
Evan Gentry					X	Anna Seewald					X
Sean Hewitt					X	Anju Thomas	2 nd	X			
Susan Jackson		X									

5. Policy/Miscellaneous – NONE

XVII. Enrollment Report

Grade	FY18 ENR	Jul 15, 2017	Aug 15, 2017	Sep 15, 2017	Oct 15, 2017	Nov 15, 2017	Dec 15, 2017	Jan 15, 2018	Feb 15, 2018	Mar 15, 2018	Apr 15, 2018	May 15, 2018	Jun 15, 2018	Wait List 2017/2018
K	44	44												28
1	44	43												18
2	44	42												10
3	44	43												21
4	44	43												7
5	44	41												11
6	44	44												8
7	44	43												3
8	42	42												2
Total	394	385												108

XVIII. Committee Reports

1. SRC
2. Community and Development
3. Finance and Facilities
4. Governance

XIX. New Business - NONE**XX. Closing Comments - NONE****XXI. Action Items**

- Next Board Meetings: 8/17/17, 9/21/17, 10/19/17, 11/16/17, 12/14/17, 1/18/18, 2/15/18, 3/15/18, 4/19/18, 5/14/18, 6/21/18
- Board Retreat Dates: Saturday, January 6, 2018 - 9am to 3pm
Tuesday, May 8, 2017 – 5:30pm
Tuesday, May 22, 2017 – 5:30pm

XXII. Adjournment – 8:32 pm

Voting Members	Motion	Yes	No	Abstain	Absent	Voting Members	Motion	Yes	No	Abstain	Absent
Claudia Avarado	1 st	X				Molly Larobina		X			
Christopher Coulthard		X				Anne Norris					X
Shamara Gatling-Davila		X				Mariu Reynoso		X			
Evan Gentry					X	Anna Seewald					X
Sean Hewitt					X	Anju Thomas	2 nd	X			
Susan Jackson		X									

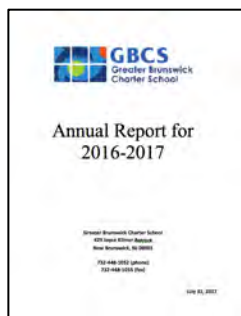
Greater Brunswick Charter School

Thursday, August 17, 2017

Director's Report for the Board - By Vanessa Jones

Annual Report

Our Annual Report was submitted to the NJ Department of Education (NJDOE) and our three founding-father districts (New Brunswick, Highland Park, Edison) on Aug. 1. This document was included in the Board Packet, in Dropbox. It provides a comprehensive look at our school overall, including our mission, and specific information and data from the 2016-17 school year. The report includes information on our educational program and capacity, school culture and climate, board governance, access and equity, and compliance. Imbedded in the report is information from the staff and parent school culture survey.



Hiring

Hiring season has come to a close. We successfully hired a school nurse, Elizabeth Ramirez, a second grade Spanish World Dual Language teacher, Adriana Arroyave, a First Grade Spanish World Dual Language teacher, Maria Torres (She's back!), and Daisy Amador is returning this year as a teaching assistant. We are excited to welcome all of our new hires, five teachers and one nurse, to our Teacher Induction Program August 24-25.



Summer Academy

Amie Fitzgerald will present highlights and outcomes from the 2017 Summer Academy at the August Board Meeting.

2017 Goals: 80% attendance, 10% growth in student achievement
2017 Results: 64% attendance, 37% growth in student achievement.

NJDOE Performance Framework Tier Ranking

The School Performance Reports for Charter Schools (Tier Ranking) were shared with charter schools after a two year wait. This is the document we expected to have before our renewal visit in November of 2016. The shared with us our Tier Ranking for 2015 and 2016.

We were Tier 1, High Achieving, for both 2015 and 2016!

This report is based on a point system comparing us to: 1. NJ (30% value) 2. New Brunswick (50% value) 3. Similar Schools (20% value) (The similar school group is based on similar demographics: Special Education, English Language Learners, and Free/Reduced Lunch)

The detailed report is included in the board packet. I will review it and answer any questions at the September board meeting.



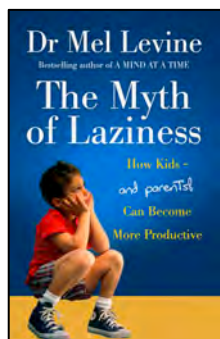
Reimagining Education – Conference at Columbia Univ.

Hector and I found great value in the RE conference. We learned from keynote speakers, small work-session groups, workshops, rich conversations, and self-reflection. This conference not only exposed us to important concepts and ideas, but allowed us to develop our own action plan for GBCS, to build cultural competence. We also learned about an organization, Border Crossers, which helps schools with cultural competence. We look forward to sharing this with the School Review Committee and staff!

Recent Readings



Christopher Emdin was one of the keynote speakers at the Reimagining Education conference. I had begun reading his book, **For White Folks Who Teach in the Hood...and the Rest of Y'all too** last fall. I was inspired to pick it back up after seeing him in person. I recommend this book for anyone interested in expanding their understanding of the challenges traditionally Euro-American middle class school structures have on students of color and for folks interested in a fresh look at urban education.



Recent Readings, cont.

I re-read **The Myth of Laziness** this month. I recommend this book for anyone who has ever referred to themselves, a child, or a loved one as lazy. Dr. Mel Levine uses case studies to explain the cause of behaviors that appear to be "lazy." He explains how to identify and remedy dysfunctions. He shares stories about people who are not very productive and how that is connected to weak language production or difficulty making choices or a weak memory.

Farewell to Ana Perez

The office staff took Ana out to dinner to celebrate a successful 2016-17 school year her ten years at GBCS. We were happy to welcome former office staff-Education Directors, Patrick Mulhern and Donna Medea, to her send off. Mother Nature decided to give Ana one final GBCS Joyce Kilmer Ave. flood, locking us into the parking lot. In the end, we all had a lovely time, despite arriving an hour late.



Sophie's Bistro – Office Farewell to Ana



Sending our Love to Hector - in Spain

Really, Flooding is Still an Issue?!!

Sadly, flooding is still an issue at GBCS. It is not nearly as bad as it once was, but we do need to take preventive measures each time there is a heavy rain to avoid flooding in the back doors. Also, on August 2, 2017 we got water in Zoe's Math/Science classroom. It was only a gallon or two, but it still had to be addressed. I have asked the Finance and Facilities Committee to discuss this topic.



Evidence of our need to improve our backyard to avoid flooding. Thank you, Victor Calderon, for putting the barrier bags out when needed!

GBCS Gardens

If you have not already done so, please step outside and enjoy our beautiful gardens. These photos will hold you over until you do. Rina Jones and Kelly Rok, two of our dedicated gardeners, have connected us to **Rutgers** to take advantage of a Rain Garden grant they were awarded. The draft design is on the next page.



Other PD and Accomplishments:

- DOE Performance Framework Tier Tanking Workshop 8/10/17
- School Schedule in progress

Appreciations:

- We are very grateful to all of the volunteers at GBCS, especially those who water our gardens!
- Thank you to the custodians for the great work they do over the summer.

Important Dates:

- * Aug. 15 NJCSA Quarterly Member Meeting at GBCS
- * Aug 14-20 = VJ Vacation!
- Aug 24 & 25 = New Teacher Orientation
- * Aug 30, 31, Sept. 5 = All Staff Orientation
- * Sept. 6 = Students Return -1st Day
- *Sept. 14 = Back to School Night







Greater Brunswick Charter School

Main Location: 429 Joyce Kilmer Ave.
New Brunswick, NJ 08901

Contact Info: 732-448-1052
<http://greaterbrunswick.org>

School Profile

Grades Served in 2014-15
K, 1, 2, 3, 4, 5, 6, 7, 8

School Governance

Board Chair: David Leam
School Lead: Donna Medea
SBA: Michael Falkowski

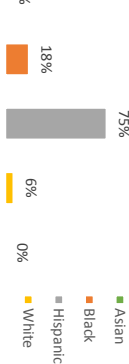
Additional Information

CDS: 806635930
Year Opened: 1998
District(s): New Brunswick City

Student Demographics

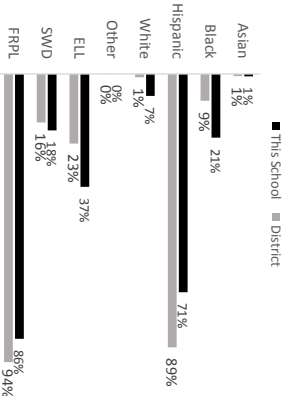
Total Enrollment: 381
Enrollment in Grades 3-5: 125

Whole School Characteristics



31.2% English Language Learners (ELL)
17.3% Students with Disabilities (SWD)
72.2% Economically Disadvantaged (FRPL)

Grades 3-5 School and District
Characteristics Compared



Tier Rank for Grades 3-5

2012*	2013*	2014*	2015
2	3	3	1

*Prior to 2015, grades K-8 received one Tier Rank. In 2015, grades 3-5 receive a separate Tier Rank from grades 6-8.

Explanation of Tier Rank for Grades 3-5

Tier Rank, which identifies a charter school grades 3-5 program as High Performing (Tier Rank 1), Middle Performing (Tier Rank 2) or Low Performing (Tier Rank 3), is determined by the percent of total points earned on the Academic Performance Framework Grades 3-5.

- 1 High Performing**
(65 - 100% of all points possible)
- 2 Middle Performing**
(35 - 64.9% of all points possible)
- 3 Low Performing**
(0 - 34.9% of all points possible)

Breakdown of 2015 Tier Rank
for Grades 3-5

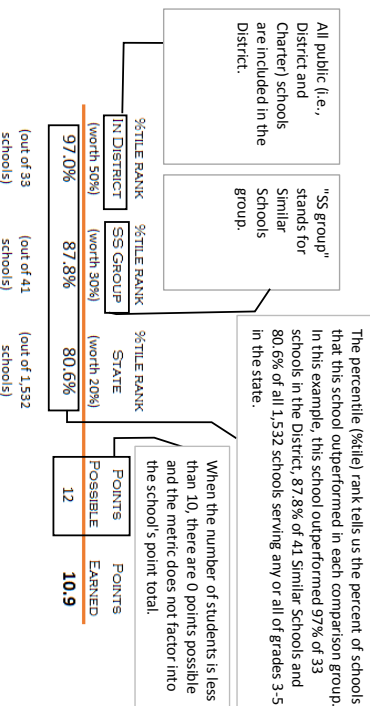
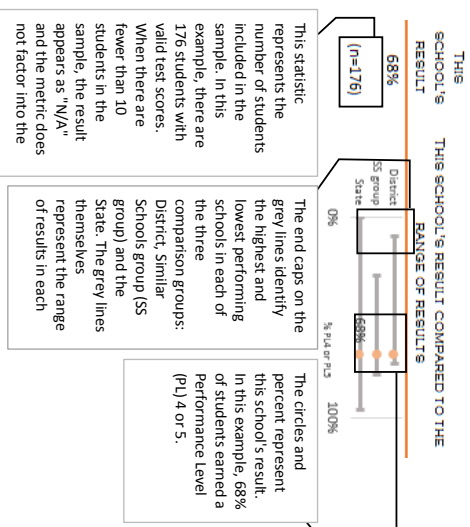
Category	Points
Student Growth	31.7 of 44
Achievement	26.3 of 48
Leading Indicators	2.2 of 4
Closing Gaps	5 of 10
Overall Score:	65.2 of 96
% of Total:	67.9%
Tier Rank:	1

Overview

In the Academic Performance Framework, academic outcomes at this charter school are compared to those of schools across the state, the largest sending district and schools serving similar populations of students.

The report for elementary grades 3-5 is currently composed of 29 metrics divided into 4 categories: Student Growth, Achievement, Leading Indicators and Closing Gaps. The first 3 categories include 19 metrics worth up to 100 points. The Closing Gaps section includes 10 metrics that are worth up to 10 bonus points.

HOW TO INTERPRET THE MAIN CHARTS AND CALCULATE POINT TOTALS



All public (i.e., District and Charter) schools are included in the District.

"SS group" stands for Similar Schools group.

The percentile (%tile) rank tells us the percent of schools that this school outperformed in each comparison group. In this example, this school outperformed 97% of 33 schools in the District, 87.8% of 41 Similar Schools and 80.6% of all 1,532 schools serving any or all of grades 3-5 in the state.

When the number of students is less than 10, there are 0 points possible and the metric does not factor into the school's point total.

How to Calculate Points for Each Metric:

$$\text{Formula: } \left(\frac{\% \text{TITLE RANK IN DISTRICT} \times 50\% + \% \text{TITLE RANK SS GROUP} \times 30\% + \% \text{TITLE RANK STATE} \times 20\% \right) \times \frac{\text{POINTS POSSIBLE}}{\text{POINTS EARNED}} =$$

Example: $(97.00\% \times 50\% + 87.80\% \times 30\% + 80.60\% \times 20\%) \times 12 = 10.9$

There is one exception to this rule: when a school's %tile rank in the State is 10% or lower, the school may only earn a maximum of 30% of the point possible on the metric.

STUDENT GROWTH

How much progress, as measured by median Student Growth Percentiles (mSGP), did students at this school make relative to their peers?

ENGLISH LANGUAGE ARTS	MSGP	THIS SCHOOL'S MSGP COMPARED TO THE RANGE OF MSGP			%TILE RANK IN DISTRICT	%TILE RANK SS GROUP	%TILE RANK IN STATE	POINTS POSSIBLE	POINTS EARNED
All Students	45 (n=83)				44.4% (out of 9 schools)	61.9% (out of 21 schools)	33.1% (out of 1,427 schools)	16	7.6
Students who Scored Partially Proficient on NJ ASK Language Arts Literacy in 2014	48 (n=54)				44.4% (out of 9 schools)	71.4% (out of 21 schools)	37.6% (out of 1,325 schools)	4	2.0
Students who Scored Advanced Proficient on NJ ASK Language Arts Literacy in 2014	N/A (n=2)				N/A (out of 0 schools)	N/A (out of 0 schools)	N/A (out of 230 schools)	0	N/A

Student Growth Points in ELA: 20 9.6

MATHEMATICS

All Students	69 (n=83)				88.9%	100.0%	92.1%	16	14.9
Students who Scored Partially Proficient on NJ ASK Mathematics in 2014	62 (n=38)				77.8%	89.5%	73.9%	4	3.2
Students who Scored Advanced Proficient on NJ ASK Mathematics in 2014	65 (n=12)				100.0%	100.0%	87.1%	4	3.9






Student Growth Points in Math: 24 22.0

STUDENT GROWTH TOTAL POINTS:	44	31.6
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ACHIEVEMENT

In ELA, what percent of students met or exceeded grade-level expectations on PARCC (i.e., achieved a Performance Level (PL) 4 or 5)?

ENGLISH LANGUAGE ARTS

	THIS SCHOOL'S % OF STUDENTS THAT ACHIEVED PL 4 OR 5 COMPARED TO THE RANGE OF RESULTS	%TILE RANK			POINTS POSSIBLE	POINTS EARNED
		IN DISTRICT	SS GROUP	IN STATE		
All Students	25% (n=126) 	88.9% (out of 9 schools)	71.4% (out of 21 schools)	15.0% (out of 1,532 schools)	5	3.4
Students Enrolled in the Same School for at least 2 Years	25% (n=118) 	77.8% (out of 9 schools)	66.7% (out of 21 schools)	13.6% (out of 1,428 schools)	3	1.8
Students with Disabilities	0% (n=19) 	11.1% (out of 9 schools)	4.8% (out of 21 schools)	0.1% (out of 1,374 schools)	3	0.2
English Language Learners	9% (n=46) 	50.0% (out of 8 schools)	60.0% (out of 20 schools)	28.5% (out of 516 schools)	3	1.5
Economically Disadvantaged Students	24% (n=109) 	77.8% (out of 9 schools)	66.7% (out of 21 schools)	29.6% (out of 1,240 schools)	3	1.9

Subtotal Achievement Points in ELA: 17 8.9

ACHIEVEMENT

How was student performance on PARCC overall in ELA at this school?

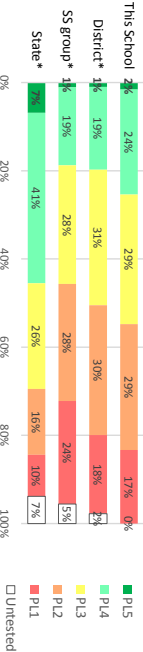
ENGLISH LANGUAGE ARTS

	THIS SCHOOL'S PI	THIS SCHOOL'S PI COMPARED TO THE RANGE OF RESULTS	%TILE RANK IN DISTRICT	%TILE RANK SS GROUP	%TILE RANK IN STATE	POINTS POSSIBLE	POINTS EARNED
Performance Index (PI) (out of 120 possible points)	66.8 (n=126)		66.7% (out of 9 schools)	71.4% (out of 21 schools)	15.3% (out of 1,532 schools)	7	4.0

Breakdown of the Performance Index			
PARCC PI	Points per PI	This School	Points Earned
% Exceeded (PI5)	120 x	1.6%	= 1.9
% Met (PI4)	100 x	23.8%	= 23.8
% Approached (PI3)	80 x	29.4%	= 23.5
% Partially Met (PI2)	50 x	28.6%	= 14.3
% Did Not Yet Meet (PI1)	20 x	16.7%	= 3.3
% Untested ^a	0 x	0.0%	= 0.0
Total Points		= 66.8	

^aThe untested category includes students who did not sit for PARCC, as well as students with invalid scores and students who sat for the alternative test.


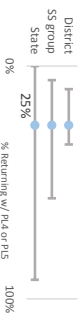

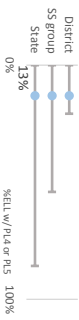
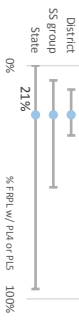
Proportion at each Performance Level (PI) in ELA



*For District, SS group and State, each proportion represents the average across schools in each group.

ACHIEVEMENT In math, what percent of students met or exceeded grade-level expectations on PARCC (i.e., achieved a Performance level (PL) 4 or 5)?

MATHEMATICS

	THIS SCHOOL'S % OF STUDENTS THAT ACHIEVED PL 4 OR 5 COMPARED TO THE RANGE OF RESULTS	%TILE RANK			POINTS POSSIBLE	POINTS EARNED
		IN DISTRICT	SS GROUP	IN STATE		
All Students	24% (n=126) 	66.7% (out of 9 schools)	66.7% (out of 21 schools)	20.5% (out of 1,532 schools)	5	2.9
Students Enrolled in the Same School for at least 2 Years	25% (n=118) 	66.7% (out of 9 schools)	66.7% (out of 21 schools)	21.0% (out of 1,428 schools)	3	1.7
Students with Disabilities	11% (n=19) 	77.8% (out of 9 schools)	85.7% (out of 21 schools)	34.6% (out of 1,374 schools)	3	2.1
English Language Learners	13% (n=46) 	75.0% (out of 8 schools)	60.0% (out of 20 schools)	35.4% (out of 540 schools)	3	1.9
Economically Disadvantaged Students	21% (n=109) 	55.6% (out of 9 schools)	57.1% (out of 21 schools)	39.5% (out of 1,240 schools)	3	1.6

Subtotal Achievement Points in Math: 17 10.2

ACHIEVEMENT

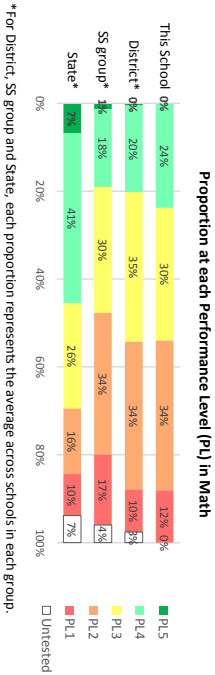
How was student performance on PARCC overall in math at this school?

MATHEMATICS

THIS SCHOOL'S PI		THIS SCHOOL'S PERFORMANCE INDEX (PI) COMPARED TO THE RANGE OF RESULTS		%TILE RANK IN DISTRICT	%TILE RANK SS GROUP	%TILE RANK IN STATE	POINTS POSSIBLE	POINTS EARNED
67.4		(n=126)		55.6%	52.4%	15.9%	7	3.3
Performance Index (PI) (out of 120 possible points)		District State SS group 0		(out of 9 schools)	(out of 21 schools)	(out of 1,532 schools)		

Breakdown of the Performance Index			
PARCC PI	Points per PI	This School	Points Earned
% Exceeded (PI.5)	120	x	= 0.0
% Met (PI.4)	100	x	= 23.8
% Approached (PI.3)	80	x	= 24.1
% Partially Met (PI.2)	50	x	= 17.1
% Did Not Yet Meet (PI.1)	20	x	= 2.4
% Untested ^a	0	x	= 0.0
Total Points		= 67.4	

^aThe untested category includes students who did not sit for PARCC, as well as students with invalid scores and students who sat for the alternative test.




Achievement Points in Math: 24 13.5

ACHIEVEMENT TOTAL POINTS: 48 26.4

LEADING INDICATORS Is the school preparing students for future success?

An early indicator that a student may be at-risk of falling off-track to graduate from high school is low attendance in the elementary and middle grades. This section examines the percent of students in grades 3-5 who were chronically absent. A chronically absent student is one who missed 10% or more days at this school for any reason.

Chronic Absenteeism	THIS SCHOOL'S RATE COMPARED TO THE RANGE OF RESULTS		%TILE RANK IN DISTRICT	%TILE RANK SS GROUP	%TILE RANK IN STATE	POINTS POSSIBLE	POINTS EARNED
	THIS SCHOOL'S RATE						
All Students	6% (n=127)		44.4% (out of 9 schools)	76.2% (out of 21 schools)	45.2% (out of 1531 schools)	4	2.2

LEADING INDICATORS TOTAL POINTS:	4	2.2
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CLOSING GAPS Are all students at this school progressing at the same rate?

This section examines gaps in student growth. Schools earn one additional bonus point whenever the gap between a subgroup and the rest of the student population is equal to or greater than zero.

Note: A subgroup's growth is compared to that of all others enrolled in the same grade levels in the school unless there are fewer than 10 students in the subgroup with valid test scores or fewer than 10 students outside of the subgroup with valid test scores.

Student Growth by Subgroup	SUBGROUP OF ALL ELA MSGP	ELA MSGP OF ALL OTHERS	DIFFERENCE BETWEEN SUBGROUP ELA MSGP & ALL OTHERS	SUBGROUP OF ALL MATH MSGP	MATH MSGP OF ALL OTHERS	DIFFERENCE BETWEEN SUBGROUP MATH MSGP & ALL OTHERS	POINTS POSSIBLE	POINTS EARNED
Students with Disabilities	45 (n=15)	45.5 (n=68)	-1	71 (n=15)	65 (n=68)	7	2	1
English Language Learners	39 (n=27)	47 (n=56)	-8	69 (n=27)	66 (n=56)	3	2	1
Economically Disadvantaged	45 (n=73)	49 (n=10)	-4	69 (n=73)	66 (n=10)	4	2	1
Black or African-American	42 (n=17)	46 (n=66)	-4	75 (n=17)	69 (n=66)	6	2	1
Hispanic or Latino	45 (n=61)	47 (n=22)	-2	69 (n=61)	66 (n=22)	4	2	1

CLOSING GAPS TOTAL POINTS:	10	5.0
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THE SIMILAR SCHOOL (SS) GROUP

Which public schools offering (any or all) grades 3-5 serve similar populations?

The purpose of the SS group is to compare this charter school's performance to the performance of other public schools that serve similar student populations. SS groups are identified based on grade levels served and on the following characteristics: the percent of Economically Disadvantaged as measured by Free or Reduced Price Lunch (FRPL) status students, the percent of Students With Disabilities (SWD), and the percent of English Language Learners (ELL) enrolled in grades 3-5. See the Guidance document for more details.

CDS	DISTRICT NAME	SCHOOL NAME	% FRPL	% SWD	% ELL
010110120	ATLANTIC CITY	RICHMOND AVENUE SCHOOL	88.4%	21.3%	41.1%
070680145	CAMDEN CITY	OCTAVIO V CATTO FAMILY SCHOOL	91.5%	21.8%	41.0%
391320035	ELIZABETH CITY	JOSEPH BATTIN SCHOOL, NO 4	86.2%	13.8%	30.4%
391320315	ELIZABETH CITY	JUAN PABLO DUARTE JOSE JULIAN MARTI 28	89.5%	15.2%	31.2%
391320310	ELIZABETH CITY	DR ANTONIA PANTOJA SCHOOL NO 27	85.1%	16.4%	34.5%
391320170	ELIZABETH CITY	ABRAHAM LINCOLN SCHOOL, NO 14	80.6%	19.4%	31.9%
391320110	ELIZABETH CITY	NICHOLAS S LACORTE PETERSTOWN SCHOOL, NO 3	91.0%	21.2%	34.2%
806635930	GREATER BRUNSWICK CS	GREATER BRUNSWICK CHARTER SCHOOL	86.4%	18.4%	36.8%
172390160	JERSEY CITY	OLLIE CULBRETH JR SCHOOL	89.4%	14.1%	34.8%
172390120	JERSEY CITY	CHARLES E PREFURTH SCHOOL	95.0%	16.7%	40.6%
292520070	LAKEWOOD TWP	CLIFTON AVE GRADE SCHOOL	95.4%	20.3%	34.3%
233530060	NEW BRUNSWICK CITY	A CHESTER REDSHAW SCHOOL	94.3%	15.5%	32.8%
233530125	NEW BRUNSWICK CITY	ROOSEVELT ELEMENTARY SCHOOL	93.4%	15.8%	35.9%
133570615	NEWARK CITY	ROBERTO CLEMENTE ELEMENTARY SCHOOL	90.4%	19.2%	34.6%
133570530	NEWARK CITY	MILLER STREET SCHOOL AT SPENCER	74.4%	20.1%	35.4%
314010315	PATERSON CITY	ROBERTO CLEMENTE	89.4%	16.2%	33.8%
314010047	PATERSON CITY	EDWARD W KILPATRICK	91.7%	18.2%	30.3%
314010190	PATERSON CITY	SCHOOL 15	85.0%	18.7%	31.8%
394160130	PLAINFIELD CITY	EMERSON ELEMENTARY SCHOOL	88.0%	18.2%	31.0%
215210080	TRENTON CITY	PAUL S ROBESON ELEMENTARY SCHOOL	92.9%	18.7%	33.2%
215210200	TRENTON CITY	GRANT ELEMENTARY SCHOOL	92.7%	21.8%	42.9%
175240100	UNION CITY	JEFFERSON ELEMENTARY SCHOOL	98.3%	20.8%	40.0%
115390075	VINELAND CITY	GLORIA M SABATER ELEMENTARY SCHOOL	93.2%	16.8%	34.7%
175670090	WEST NEW YORK TOWN	PUBLIC SCHOOL NUMBER FIVE	89.5%	13.9%	32.0%

Greater Brunswick Charter School

Main Location:	429 Joyce Kilmer Ave. New Brunswick, NJ 08901	Contact Info:	732-448-1052 http://greaterbrunswick.org
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School Profile

Grades Served in 2014-15

K, 1, 2, 3, 4, 5, 6, 7, 8

School Governance

Board Chair:

School Lead:

SBA:

David Leam, Board Chair

Donna Medea, Education Director

Michael Falkowski

Additional Information

CDS:

Year Opened:

District(s):

806635930

1998

Edison Twp, Highland Park Boro,
North Brunswick Twp

Student Demographics

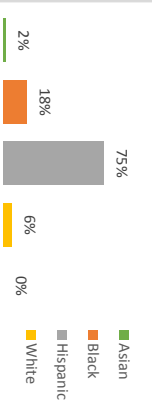
Total Enrollment:

Enrollment in Grades 6-8:

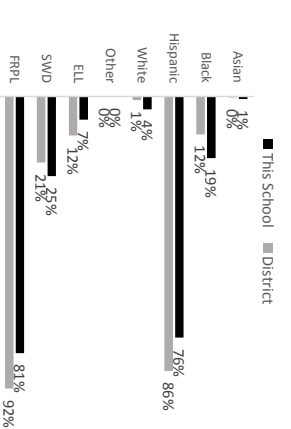
381

124

Whole School Characteristics



Grades 6-8 School and District Characteristics Compared



Tier Rank for Grades 6-8

2012*	2013*	2014*	2015
2	3	3	2

*Prior to 2015, grades K-8 received one Tier Rank. In 2015, grades 3-5 receive a separate Tier Rank from grades 6-8.

Explanation of Tier Rank for Grades 6-8

Tier Rank, which identifies a charter school grades 6-8 program as High Performing (Tier Rank 1), Middle Performing (Tier Rank 2) or Low Performing (Tier Rank 3), is determined by the percent of total points earned on the Academic Performance Framework Grades 6-8.

- 1

High Performing

(65-100% of all points possible)
- 2

Middle Performing

(35-64.9% of all points possible)
- 3

Low Performing

(0-34.9% of all points possible)

Breakdown of 2015 Tier Rank for Grades 6-8

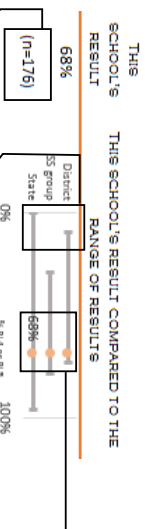
Category	Points
Student Growth	18.9 of 40
Achievement	27.9 of 38
Leading Indicators	7.8 of 12
Closing Gaps	3 of 10 bonus points
Overall Score:	57.5 of 90
% of Total:	63.9%
Tier Rank:	2

Overview

In the Academic Performance Framework, academic outcomes at this charter school are compared to those of schools across the state, the largest sending district and schools serving similar populations of students.

The report for middle grades 6-8 is currently composed of 36 metrics divided into 4 categories: Student Growth, Achievement, Leading Indicators and Closing Gaps. The first 3 categories include 21 metrics worth up to 100 points. The Closing Gaps section includes 15 metrics that are worth up to 15 bonus points.

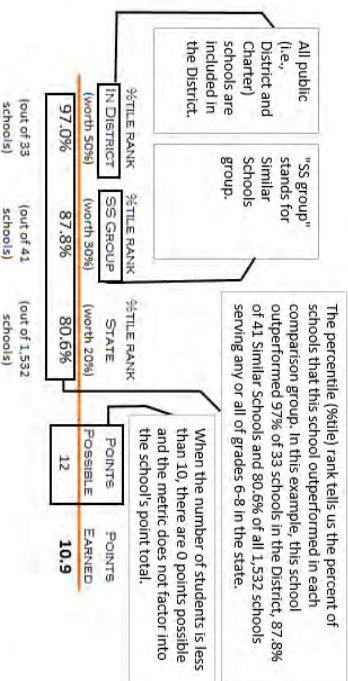
HOW TO INTERPRET THE MAIN CHARTS AND CALCULATE POINT TOTALS



This statistic represents the number of students included in the sample. In this example, there are 176 students with valid test scores. When there are fewer than 10 students in the sample, the result appears as "N/A" and the metric does not factor into the school's point total.

The end caps on the grey lines identify the highest and lowest performing schools in each of the three comparison groups: District, Similar Schools group (SS group) and the State. The grey lines themselves represent the range of results in each group.

The circles and percent represent this school's result. In this example, 68% of students earned a Performance Level (PL) 4 or 5.



When the number of students is less than 10, there are 0 points possible and the metric does not factor into the school's point total.


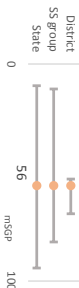

How to Calculate Points for Each Metric:

	IN DISTRICT	SS GROUP	STATE	POSSIBLE	POINTS EARNED
Formula:	$\frac{\% \text{TITLE RANK}}{100} \times 50\%$	$\frac{\% \text{TITLE RANK}}{100} \times 30\%$	$\frac{\% \text{TITLE RANK}}{100} \times 20\%$		
Example:	$\frac{97}{100} \times 50\%$	$\frac{87}{100} \times 30\%$	$\frac{80}{100} \times 20\%$	12	10.9




There is one exception to this rule: when a school's %tile rank in the State is 10% or lower, the school may only earn a maximum of 30% of the point possible on the metric.

There is one exception to this rule: when a school's %tile rank in the State is 10% or lower, the school may only earn a maximum of 30% of the point possible on the metric.

STUDENT GROWTH How much progress, as measured by median Student Growth Percentiles (msGP), did students at this school make relative to their peers?

ENGLISH LANGUAGE ARTS	msGP	THIS SCHOOL'S msGP COMPARED TO THE RANGE OF msGP		%TILE RANK IN DISTRICT	%TILE RANK SS GROUP	%TILE RANK IN STATE	POINTS POSSIBLE	POINTS EARNED
All Students	60			75.0% (out of 4 schools)	80.8% (out of 26 schools)	68.7% (out of 931 schools)	14	10.6
Students who Scored Partially Proficient on NJ ASK Language Arts Literacy in 2014	56			75.0% (out of 4 schools)	56.0% (out of 25 schools)	59.8% (out of 870 schools)	4	2.7
Students who Scored Advanced Proficient on NJ ASK Language Arts Literacy in 2014	N/A (n=4)			N/A (out of schools)	N/A (out of 12 schools)	N/A (out of 463 schools)	0	N/A

Student Growth Points in ELA: 18 13.2

MATHEMATICS									
All Students	43			25.0% (out of 4 schools)	11.5% (out of 26 schools)	21.9% (out of 930 schools)	14	2.8	
Students who Scored Partially Proficient on NJ ASK Mathematics in 2014	41			25.0% (out of 4 schools)	16.0% (out of 25 schools)	18.5% (out of 796 schools)	4	0.8	
Students who Scored Advanced Proficient on NJ ASK Mathematics in 2014	52			50.0% (out of 4 schools)	45.5% (out of 22 schools)	51.5% (out of 788 schools)	4	2.0	

Student Growth Points in Math: 22 5.6

STUDENT GROWTH TOTAL POINTS:	40	18.9
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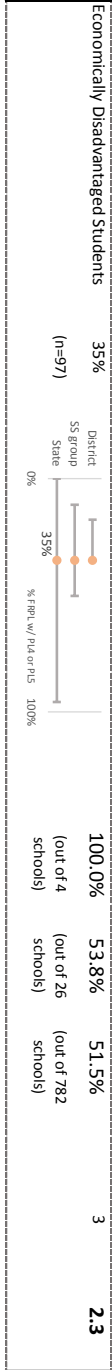
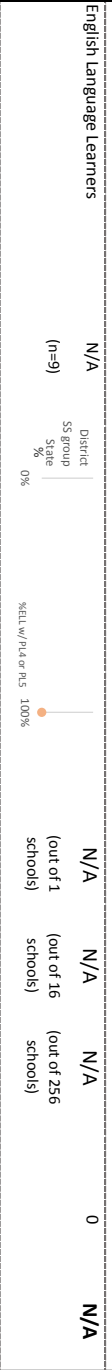
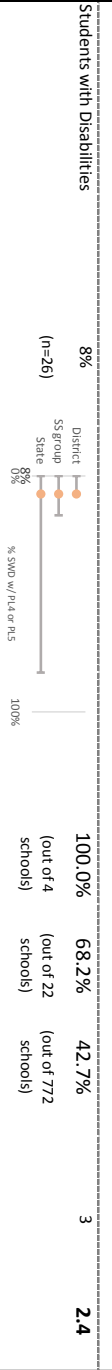
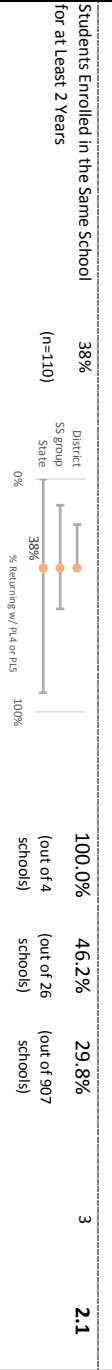
ACHIEVEMENT

In ELA, what percent of students met or exceeded grade-level expectations on PARCC (i.e., achieved a Performance Level (PL) 4 or 5)?

ENGLISH LANGUAGE ARTS

THIS SCHOOL'S % OF STUDENTS THAT ACHIEVED PL 4 OR 5 COMPARED TO THE RANGE OF RESULTS

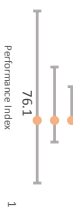
	THIS SCHOOL'S %	%TILE RANK IN DISTRICT	%TILE RANK SS GROUP	%TILE RANK IN STATE	POINTS POSSIBLE	POINTS EARNED
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Subtotal Achievement Points in ELA: 14 10.3

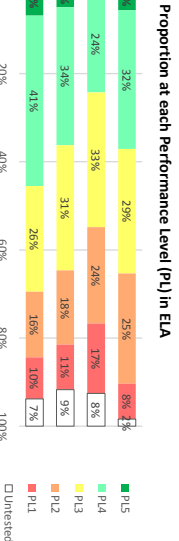
ACHIEVEMENT How was student performance on PARCC overall in ELA at this school?

ENGLISH LANGUAGE ARTS

	THIS SCHOOL'S PI	THIS SCHOOL'S PI COMPARED TO THE RANGE OF RESULTS	%TILE RANK IN DISTRICT	%TILE RANK SS GROUP	%TILE RANK IN STATE	POINTS POSSIBLE	POINTS EARNED
Performance Index (PI) (out of 120 possible points)	76.1 (n=122)		100.0% (out of 4 schools)	46.2% (out of 26 schools)	31.5% (out of 931 schools)	5	3.5

Breakdown of the Performance Index			
PARCC PI	Points per PI	This School	Points Earned
% Exceeded (PI5)	120 x	5.7%	= 6.9
% Met (PI4)	100 x	32.0%	= 32.0
% Approached (PI3)	80 x	28.7%	= 23.0
% Partially Met (PI2)	50 x	25.4%	= 12.7
% Did Not Yet Meet (PI1)	20 x	8.2%	= 1.6
% Untested ^a	0 x	1.6%	= 0.0
Total Points		= 76.1	

^aThe untested category includes students who did not sit for PARCC, as well as students with invalid scores and students who sat for the alternative test.

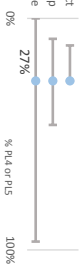






* For District, SS group and State, each proportion represents the average across schools in each group.

ACHIEVEMENT

In math, what percent of students met or exceeded grade-level expectations on PARCC (i.e., achieved a Performance Level (PL) 4 or 5)?

MATHEMATICS

MATHEMATICS		THIS SCHOOL'S % OF STUDENTS THAT ACHIEVED PL 4 OR 5 COMPARED TO THE RANGE OF RESULTS								
	THIS SCHOOL'S %	%			%TILE RANK IN DISTRICT	%TILE RANK SS GROUP	%TILE RANK IN STATE	POINTS POSSIBLE	POINTS EARNED	
All Students	27% (n=122)		100.0%	(out of 4 schools)	53.8%	(out of 26 schools)	31.2%	(out of 931 schools)	5	3.6
Students Enrolled in the Same School for at Least 2 Years	26% (n=110)		100.0%	(out of 4 schools)	53.8%	(out of 26 schools)	28.0%	(out of 907 schools)	3	2.2
Students with Disabilities	8% (n=26)		100.0%	(out of 4 schools)	68.2%	(out of 22 schools)	50.2%	(out of 773 schools)	3	2.4
English Language Learners	N/A (n=9)		N/A	(out of 1 schools)	N/A	(out of 18 schools)	N/A	(out of 278 schools)	0	N/A
Economically Disadvantaged Students	26% (n=97)		100.0%	(out of 4 schools)	65.4%	(out of 26 schools)	60.3%	(out of 783 schools)	3	2.5

Subtotal Achievement Points in Math: 14 10.6

ACHIEVEMENT

How was student performance on PARCC overall in math at this school?

MATHEMATICS

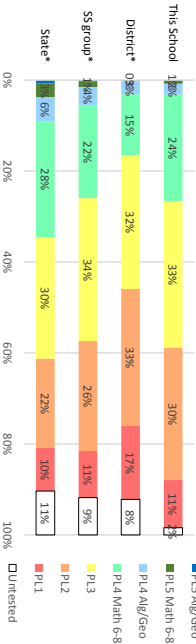
THIS SCHOOL'S PI	THIS SCHOOL'S PERFORMANCE INDEX (PI)	COMPARED TO THE RANGE OF RESULTS	%TILE RANK IN DISTRICT	%TILE RANK SS GROUP	%TILE RANK IN STATE	POINTS POSSIBLE	POINTS EARNED
SCHOOL'S PI	70.6	(n=122)	100.0%	46.2%	29.1%	5	3.5
Performance Index (PI) (out of 130 possible points)			(out of 4 schools)	(out of 26 schools)	(out of 931 schools)		



Breakdown of the Performance Index			
PARCC PI	Points per PI	This School	Points Earned
% Exceeded on Alg I or Geo (PI.5)	130	x	0.0% = 0.0
% Exceeded (PI.5)	120	x	0.8% = 1.0
% Met on Alg I or Geo (PI.4)	110	x	2.5% = 2.7
% Met (PI.4)	100	x	23.8% = 23.8
% Approached (PI.3)	80	x	32.8% = 26.2
% Partially Met (PI.2)	50	x	29.5% = 14.8
% Did Not Yet Meet (PI.1)	20	x	10.7% = 2.1
% Untested ^a	0	x	1.6% = 0.0
Total Points			= 70.6

^aThe untested category includes students who did not sit for PARCC, as well as students with invalid scores and students who sat for the alternative test.

Proportion at each Performance Level (PI) in Math



*For District, SS group and State, each proportion represents the average across schools in each group.

Achievement Points in Math: 19 14.1

ACHIEVEMENT TOTAL POINTS:	38	27.9
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LEADING INDICATORS

Is the school preparing students for future success?

This section examines factors that are likely to impact a student's ability to succeed in school and beyond. One of these factors is access to challenging course work, which is measured here by participation in and performance on the PARCC Algebra I or Geometry Test. Another is low school attendance, as measured by the percent of students at this school who were chronically absent. A chronically absent student is one who missed 10% or more days at this school for any reason.

Note: the graph for chronic absenteeism differs from the others, as higher rates here signal larger at-risk populations.

Chronic Absenteeism	THIS SCHOOL'S RATE COMPARED TO THE RANGE OF RESULTS		%TILE RANK IN DISTRICT		%TILE RANK SS GROUP		%TILE RANK IN STATE		POINTS POSSIBLE	POINTS EARNED
	SCHOOL'S RATE									
All Students	3% (n=122)		100.0% (out of 4 schools)	92.3% (out of 26 schools)	83.3% (out of 935 schools)	4	3.8			

Advanced PARCC Exams

What percent of students took the Algebra I or Geometry PARCC test?	11% (n=14)		100.0% (out of 3 schools)	70.6% (out of 17 schools)	39.9% (out of 516 schools)	4	3.2
Of the students who took the Algebra I or Geometry PARCC test, what percent met or exceeded expectations?	21% (n=14)		33.3% (out of 3 schools)	11.8% (out of 17 schools)	4.8% (out of 516 schools)	4	0.8

LEADING INDICATORS TOTAL POINTS:	12	7.8
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CLOSING GAPS

Are all students at this school progressing at the same rate?

This section examines gaps in student growth and participation on the Algebra I or Geometry PARCC test. Schools earn one additional bonus point whenever the gap between a subgroup and the rest of the student population is equal to or greater than zero.

Note: A subgroup's growth is compared to that of all others enrolled in the same grade levels in the school unless there are fewer than 10 students in the subgroup with valid test scores or fewer than 10 students outside of the subgroup with valid test scores.

Student Growth by Subgroup	Subgroup ELA MSGP	ELA MSGP of All Others	Difference Between Subgroup ELA MSGP & All Others'		Subgroup MATH MSGP	MATH MSGP of All Others	Difference Between Subgroup MATH MSGP & All Others'		Points Possible	Points Earned
	(n=4)	(n=25)	(n=95)	(n=111)	(n=9)	(n=21)	(n=85)	(n=97)		
Students with Disabilities	51	61	-10		35	46	-11		2	0
English Language Learners	N/A	N/A			N/A	N/A			0	0
Economically Disadvantaged	64	52		12	41	53	-12		2	1
	(n=95)	(n=25)			(n=85)	(n=21)				
Black or African-American	37	64	-27		33	46	-13		2	0
	(n=19)	(n=101)			(n=18)	(n=88)				
Hispanic or Latino	65	41		24	46	34		12	2	2
	(n=96)	(n=24)			(n=85)	(n=21)				

Participation Rate on Algebra I or Geometry PARCC Test by Subgroup		Subgroup Rate	Rate of All Others	Difference Between Subgroup Participation Rate & All Others'		Points Possible	Points Earned
Students with Disabilities	N/A	N/A	(n=10)			0	0
English Language Learners	N/A	N/A	(n=14)			0	0
	(n=0)	(n=14)					
Economically Disadvantaged	10.3%	N/A	(n=4)			0	0
	(n=10)	(n=4)					
Black or African-American	N/A	N/A	(n=13)			0	0
	(n=1)	(n=13)					
Hispanic or Latino	11.5%	N/A	(n=3)			0	0
	(n=11)	(n=3)					

THE SIMILAR SCHOOL (SS) GROUP

Which public schools offering (any or all) grades 6-8 serve similar populations?

The purpose of the SS group is to compare this charter school's performance to the performance of other public schools that serve similar student populations. SS groups are identified based on grade levels served and on the following characteristics: students' mean 5th grade language arts literacy and math scale score, the percent of Students with Disabilities (SWD), and the percent of English Language Learners (ELL) enrolled in grades 6-8.

Note: To take into account differences across years and state tests, all scale scores were transformed into standard scores with a mean of 500 and a standard deviation of 100. See the guidance document for more details.

CDS	DISTRICT NAME	SCHOOL NAME	MEAN 5TH GRADE SCORE		% SWD	% ELL
			522.8	550.1		
250180010	AVON BORO	AVON ELEMENTARY SCHOOL	522.8	550.1	8.0%	0.0%
290210020	BAY HEAD BORO	BAY HEAD ELEMENTARY	550.1	550.1	3.6%	0.0%
170220085	BAYTONE CITY	MIDTOWN COMMUNITY SCHOOL 8	469.5	520.8	22.6%	4.3%
806013900	BERGEN ARTS AND SCIENCES CS	BERGEN ARTS AND SCIENCES CS	520.8	520.8	5.4%	0.4%
130410050	BLOOMFIELD TWP	BERKELEY ELEMENTARY	471.6	471.6	24.2%	6.5%
130410030	BLOOMFIELD TWP	BLOOMFIELD MIDDLE SCHOOL	489.7	489.7	18.0%	4.1%
030440020	BOGOTA BORO	BOGOTA JR SR HIGH SCHOOL	478.7	478.7	19.4%	4.4%
806018900	CENTRAL JERSEY COLLEGE PREP CS	CENTRAL JERSEY COLLEGE PREP CS	535.6	535.6	6.7%	0.0%
133880090	CITY OF ORANGE TWP	HEYWOOD AVENUE ELEMENTARY SCHOOL	447.6	447.6	19.4%	4.1%
806230915	CLASSICAL ACADEMY CS OF CLIFTON	CLASSICAL ACADEMY CS OF CLIFTON	552.6	552.6	0.0%	0.0%
806320920	DISCOVERY CS	DISCOVERY CS	505.6	505.6	8.3%	0.0%
131210030	EAST ORANGE	EAST ORANGE STEM ACADEMY HIGH SCHOOL	509.6	509.6	3.5%	0.0%
031270050	EDGEWATER BORO	ELEANOR VAN GELDER	533.1	533.1	10.3%	2.6%
051280070	EDGEWATER PARK TWP	SAMUEL M RIDGWAY MIDDLE SCHOOL	487.6	487.6	20.9%	5.5%
391320250	ELIZABETH CITY	WILLIAM F HALLORAN SCHOOL NO22	552.1	552.1	6.5%	1.4%
391320030	ELIZABETH CITY	TERENCE C REILLY SCHOOL 7	570.4	570.4	1.3%	2.3%
031345060	ELMWOOD PARK	MEMORIAL MIDDLE SCHOOL	484.9	484.9	23.3%	4.9%
351610150	FRANKLIN TWP	SPAMPSON G SMITH SCHOOL	469.4	469.4	19.3%	9.9%
031700070	GARFIELD CITY	GARFIELD MIDDLE SCHOOL	483.6	483.6	21.0%	5.3%
806635930	GREATER BRUNSWICK CS	GREATER BRUNSWICK CS	465.4	465.4	25.0%	7.3%
031860300	HACKENSACK CITY	HACKENSACK MIDDLE SCHOOL	466.4	466.4	18.9%	7.6%
412040030	HARMONY TWP	HARMONY TOWNSHIP SCHOOL DISTRICT	505.7	505.7	8.4%	0.0%
172060070	HARRISON TOWN	WASHINGTON MIDDLE SCHOOL	476.4	476.4	19.8%	7.4%
806036921	HOBOKEN DUAL LANGUAGE CS	HOBOKEN DUAL LANGUAGE CS	524.3	524.3	4.8%	0.0%
172390210	JERSEY CITY	MAHATMA K GANDHI SCHOOL	461.4	461.4	18.4%	8.7%
172390095	JERSEY CITY	ACADEMY I	540.5	540.5	8.8%	1.5%

2015 Summative Tier Rank

1

Summative Tier Rank combines all grade-span specific Tier Ranks charter schools receive into one. It corresponds to the weighted average percent of points earned across all grade spans that received a Tier Rank. It is calculated using the percent of total points earned in each grade span, weighted by the percent of students enrolled in each tested grade span.

Explanation of Tier Rank

1

High Performing

65.0 - 100% of Points

2

Middle Performing

35.0 - 64.9% of Points

3

Low Performing

0 - 34.9% of Points

Note: Grades 9-12 do not count towards the Summative Tier Rank of charter high schools without a graduating class. When a charter high school without a graduating class also serves middle and/or elementary grades, its Summative Tier Rank reflects the weighted average percent of points earned in its middle and/or elementary grade spans.

How to Calculate the Summative Tier Rank

Formula:

Grades 3-5 percent of points earned	x	Percent of students in grades 3-5	+
Grades 6-8 percent of points earned	x	Percent of students in grades 6-8	+
Grades 9-12 percent of points earned	x	Percent of students in grades 9-12	

Your School's Calculation:

Grades 3-5	67.9%	x	50.2%	+
Grades 6-8	63.9%	x	49.8%	+
Grades 9-12	N/A	x	N/A	

=

65.9%

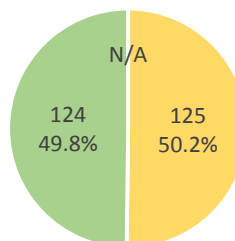
Summative % Points Earned

Breakdown of the 2015 Points Earned by Tested Grade Span

Grades 3-5		Grades 6-8		Grades 9-12	
Category	Points	Category	Points	Category	Points
Student Growth	31.6 of 44	Student Growth	18.9 of 40	Graduation	of
Achievement	26.4 of 48	Achievement	27.9 of 38	Achievement	of
Leading Indicators	2.2 of 4	Leading Indicators	7.8 of 12	Leading Indicators	of
Closing Gaps	5 of 10 bonus points	Closing Gaps	3 of 10 bonus points	Closing Gaps	Coming in 2016
Overall Score:	65.2 of 96	Overall Score:	57.5 of 90	Overall Score:	of
% of Total:	67.9%	% of Total:	63.9%	% of Total:	
Tier Rank:	1	Tier Rank:	2	Tier Rank:	

Number (N) and Percent (%) of Students Enrolled in Each Grade Span 2014-15

	N	% of Total	% of Tested
Total Enrollment	381	100.0%	
Grades PK-2	132	34.6%	
Grades 3-5	125	32.8%	50.2%
Grades 6-8	124	32.5%	49.8%
Grades 9-12	N/A		N/A



Grades 3-5
Grades 6-8
Grades 9-12

Note: Data comes from the 2014 NJ SMART October 15 State Submission Snapshot or the End of Year NJ SMART Submission if data are missing from the fall submission. Students in grades 9-12 are not included in the % tested if the charter school did not have a graduating class in 2015.

Greater Brunswick Charter School

Main Location:

429 Joyce Kilmer Avenue
New Brunswick, NJ 08901

Contact Info:

(732) 448-1052
<http://greaterbrunswick.org>

School Profile

Grades Served in 2015-16

K, 1, 2, 3, 4, 5, 6, 7, 8

School Governance

Board Chair:

George Waters

School Lead:

Donna Medea

SBA:

Michael Falkowski

Additional Information

CDS:

806635930

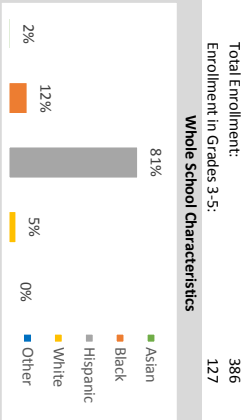
Year Opened:

1998

District(s):

New Brunswick City

Student Demographics

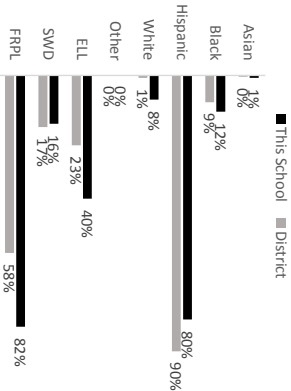


37% English language learners (ELL)

15% Students with Disabilities (SWD)

82% Economically Disadvantaged (FRPL)

Grades 3-5 School and District Characteristics Compared



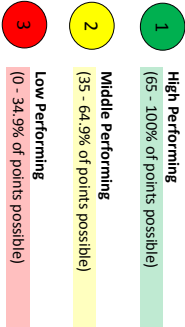
Tier Rank for Grades 3-5

2012*	2013*	2014*	2015	2016
2	3	3	1	1

*Prior to 2015, grades K-8 received one Tier Rank. Starting in 2015, grades 3-5 receive a separate Tier Rank from grades 6-8.

Explanation of Tier Rank for Grades 3-5

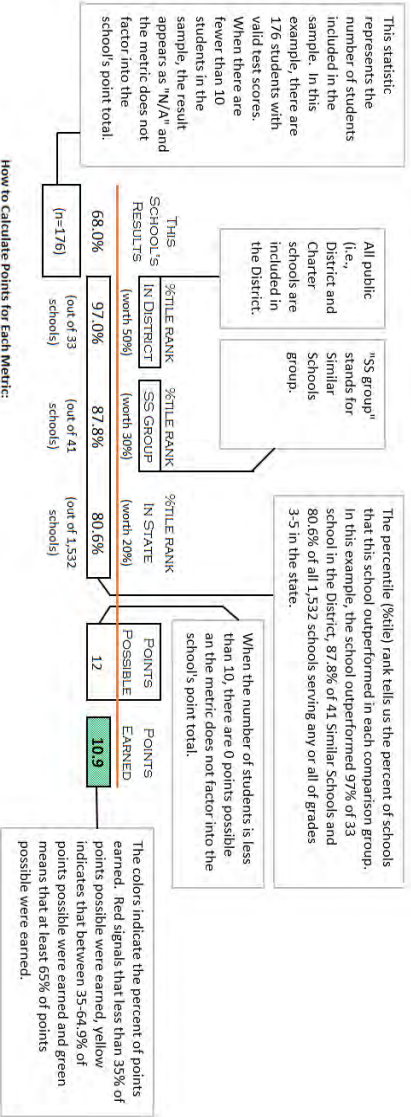
Tier Rank for grades 3-5 identifies a charter school's elementary program as High Performing (Tier Rank 1), Middle Performing (Tier Rank 2) or Low Performing (Tier Rank 3). It is based on the percent of total points earned on the Academic Performance Framework for elementary grades 3-5. Charter schools may receive up to three separate Tier Ranks, depending on the grade levels served.



Breakdown of 2016 Tier Rank for Grades 3-5

Category	Points
Student Growth	26.7 of 40
Achievement	32.5 of 48
Leading Indicators	2.0 of 4
Closing Gaps	5 of 10
Overall Score:	66.2 of 92 bonus points
% of Total:	71.9%
Tier Rank:	1

Overview	
<p>The Academic Performance Framework for Elementary Grades 3-5 is currently composed of 31 metrics divided into 4 categories: Student Growth, Achievement, Leading Indicators and Closing Gaps. The first 3 categories include 21 metrics worth up to 100 points. In these categories, how many points a charter school earns on each metric depends on how well the school performed relative to schools across the state, schools in the largest sending district(s), and schools serving similar populations of students. For more details see the section below, "How to Calculate Point Totals."</p> <p>The last category, Closing Gaps, examines the growth scores of subgroups at this charter school and includes 10 metrics that are worth up to 10 bonus points. In this category, a charter school earns one additional bonus point whenever the difference between a subgroup's growth score and the growth score of all other students is equal to or greater than zero.</p>	
Category	Guiding Questions
Student Growth	How much progress did students at this school make relative to their academic peers?
Achievement	How many students met or exceeded grade-level expectations? How was student performance overall?
Leading Indicators	Is the school preparing students for future success?
Closing Gaps	Are subgroups at the school progressing at the same rate?



HOW TO CALCULATE POINT TOTALS

STUDENT GROWTH

How much progress, as measured by median Student Growth Percentiles (mSGP), did students at this school make relative to their peers?

METRIC	ENGLISH LANGUAGE ARTS						MATHEMATICS						
	THIS SCHL	%TILE RANK IN DISTRICT	%TILE RANK SS GROUP	%TILE RANK IN STATE	POINTS POSSIBLE	POINTS EARNED	THIS SCHL	%TILE RANK IN DISTRICT	%TILE RANK SS GROUP	%TILE RANK IN STATE	POINTS POSSIBLE	POINTS EARNED	
All students	47 (n=83)	33.3% (out of 9 schools)	52.0% (out of 25 schools)	39.7% (out of 1427 schools)	16.0	6.4	76 (n=83)	88.9% (out of 9 schools)	96.0% (out of 25 schools)	97.4% (out of 1428 schools)	16	14.8	
Students who scored at or below Partially Met Expectations (i.e., Level 1 or 2) in the previous year	51 (n=42)	55.6% (out of 9 schools)	56.0% (out of 25 schools)	47.6% (out of 1150 schools)	2.0	1.1	73 (n=47)	88.9% (out of 9 schools)	92.0% (out of 25 schools)	92.9% (out of 1176 schools)	2.0	1.8	
Students who scored at Approached Expectations (i.e., Level 3) in the previous year	41 (n=21)	33.3% (out of 9 schools)	16.7% (out of 24 schools)	24.4% (out of 1325 schools)	2.0	0.5	78 (n=25)	100.0% (out of 9 schools)	95.8% (out of 24 schools)	96.4% (out of 1349 schools)	2.0	2.0	
Students who scored at Exceeded Expectations (i.e., Level 5) in the previous year	N/A (n=1)	N/A (out of schools)	N/A (out of schools)	N/A (out of 503 schools)	0.0	N/A	N/A (n=0)	N/A (out of schools)	N/A (out of schools)	N/A (out of 365 schools)	0.0	N/A	
Student Growth Points in ELA:					20	8.0	Student Growth Points in Math:					20	18.6

STUDENT GROWTH TOTAL POINTS:					40	26.7
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ACHIEVEMENT

What percent of students achieved proficiency (i.e., scored at level 4 or 5) on PARCC?

METRIC	ENGLISH LANGUAGE ARTS						MATHEMATICS					
	THIS SCHL.	%TITLE RANK IN DISTRICT	%TITLE RANK SS GROUP	%TITLE RANK IN STATE	POINTS POSSIBLE	POINTS EARNED	THIS SCHL.	%TITLE RANK IN DISTRICT	%TITLE RANK SS GROUP	%TITLE RANK IN STATE	POINTS POSSIBLE	POINTS EARNED
All students	37%	88.9% (out of 9 schools)	84.0% (out of 25 schools)	24.4% (out of 1528 schools)	5	3.73	35%	77.8% (out of 9 schools)	88.0% (out of 25 schools)	27.7% (out of 1328 schools)	5	3.54
Students enrolled in the same school for at least 2 years	37%	88.9% (out of 9 schools)	84.0% (out of 25 schools)	22.6% (out of 1427 schools)	3	2.22	35%	77.8% (out of 9 schools)	76.0% (out of 25 schools)	24.8% (out of 1427 schools)	3	2.00
Students with Disabilities	0%	11.1% (out of 9 schools)	4.0% (out of 25 schools)	0.1% (out of 1375 schools)	3	0.20	5%	55.6% (out of 9 schools)	44.0% (out of 25 schools)	15.1% (out of 1376 schools)	3	1.32
English language learners	22%	100.0% (out of 8 schools)	68.0% (out of 25 schools)	49.8% (out of 532 schools)	3	2.41	31%	87.5% (out of 8 schools)	84.0% (out of 25 schools)	59.7% (out of 534 schools)	3	2.43
Economically Disadvantaged Students	32%	100.0% (out of 9 schools)	84.0% (out of 25 schools)	45.0% (out of 1242 schools)	3	2.53	32%	77.8% (out of 9 schools)	88.0% (out of 25 schools)	54.5% (out of 1241 schools)	3	2.29
Performance Index (out of 120 possible points)	72.9 (n=126)	88.9% (out of 9 schools)	92.0% (out of 25 schools)	21.7% (out of 1528 schools)	7	5.35	74.0 (n=124)	66.7% (out of 9 schools)	88.0% (out of 25 schools)	24.3% (out of 1528 schools)	7	4.52
Breakdown of the Performance Index							Breakdown of the Performance Index					
PARCC Level		Level	Points per Level	This School	Points Earned		PARCC Level		Level	Points per Level	This School	Points Earned
% Level 5		120	x	6.3%	= 7.6		% Level 5		120	x	7.3%	= 8.7
% Level 4		100	x	30.2%	= 30.2		% Level 4		100	x	28.2%	= 28.2
% Level 3		80	x	24.6%	= 19.7		% Level 3		80	x	26.6%	= 21.3
% Level 2		50	x	25.4%	= 12.7		% Level 2		50	x	27.4%	= 13.7
% Level 1		20	x	13.5%	= 2.7		% Level 1		20	x	10.5%	= 2.1
% Untested ^a		0	x	1.6%	= 0.0		% Untested ^a		0	x	3.1%	= 0.0
Total Points				= 72.9			Total Points				= 74.0	

Achievement Points in ELA:

24

16.44

Achievement Points in Math:

24

16.10

ACHIEVEMENT TOTAL POINTS:

48

32.5

LEADING INDICATORS

Is the school preparing students for future success?

An early indicator that a student may be at-risk of falling off-track to graduate from high school is low attendance in the elementary and middle grades. This category examines the chronic absenteeism rate, or the percent of students in grades 3-5 who were chronically absent. A chronically absent student is one who missed 10% or more days at this school for any reason.

METRIC	THIS SCH.	%TILE RANK IN DISTRICT	%TILE RANK SS GROUP	%TILE RANK IN STATE	POINTS POSSIBLE	POINTS EARNED
Chronic absenteeism rate	4.7% (n= 128)	33.3% (out of 9 schools)	76.0% (out of 25 schools)	48.0% (out of 1530 schools)	4	2.0

LEADING INDICATORS TOTAL POINTS:	4	2.0
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CLOSING GAPS

Are all students at this school progressing at the same rate?

This category examines the growth scores (mSGP) of subgroups in grades 3-5 at this charter school. Schools earn one additional bonus point whenever the difference between a subgroup's mSGP and the mSGP of all other students is equal to or greater than zero.

Note: A subgroup's mSGP is compared to that of all others enrolled in the same grade levels in the school unless there are fewer than 10 students in the subgroup or fewer than 10 students outside of the subgroup.

METRIC	ENGLISH LANGUAGE ARTS							MATHEMATICS								
	ALL GRP'S MSGP		DIFFERENCE BETWEEN SUBGROUP MSGP & ALL OTHERS' MSGP		POINTS POSSIBLE		POINTS EARNED		ALL GRP'S MSGP		DIFFERENCE BETWEEN SUBGROUP MSGP & ALL OTHERS' MSGP		POINTS POSSIBLE		POINTS EARNED	
Students with Disabilities	40 (n=16)	50 (n=67)	-10 <div></div>		1	0		65 (n=16)	76 (n=67)	-12 <div></div>		1	0			
English Language Learners	52 (n=34)	44 (n=49)	8 <div></div>		1	1		78 (n=34)	71 (n=49)	7 <div></div>		1	1			
Economically Disadvantaged	43 (n=67)	62 (n=16)	-19 <div></div>		1	0		76 (n=67)	65 (n=16)	12 <div></div>		1	1			
Black or African-American	47 (n=11)	47 (n=72)			1	1		73 (n=11)	76 (n=72)	-3 <div></div>		1	0			
Hispanic or Latino	43 (n=65)	58 (n=18)	-15 <div></div>		1	0		76 (n=65)	76 (n=18)			1	1			
Closing Gap Points in ELA: 5 2																
Closing Gap Points in Math: 5 3																
Closing Gaps Total Points: 10 5																

THE SIMILAR SCHOOL (SS) GROUP

Which public schools offering any or all of grades 3-5 serve similar student populations?

The purpose of the SS group is to compare this charter school's performance to the performance of other public schools that serve similar student populations. SS groups are identified based on grade levels served and on the following characteristics: the percent of Economically Disadvantaged as measured by Free or Reduced Price Lunch (FRPL) status students, the percent of Students With Disabilities (SWD), and the percent of English Language Learners (ELL) enrolled in grades 3-5.

CDS	DISTRICT NAME	SCHOOL NAME	% FRPL	% SWD	% ELL
010110120	ATLANTIC CITY PUBLIC SCHOOLS	RICHMOND AVENUE SCHOOL	86.1%	13.9%	44.0%
070680190	CAMDEN CITY PUBLIC SCHOOLS	THOMAS H. DUDLEY FAMILY SCHOOL	67.8%	18.8%	42.8%
070680310	CAMDEN CITY PUBLIC SCHOOLS	CHARLES SUMNER ELEMENTARY SCHOOL	68.9%	23.0%	39.3%
391320310	ELIZABETH PUBLIC SCHOOLS	DR. ANTONIA PANTOJA SCHOOL NO. 27	86.0%	17.4%	37.4%
391320335	ELIZABETH PUBLIC SCHOOLS	JOSEPH BATTIN SCHOOL NO. 4	91.6%	14.5%	34.5%
391320110	ELIZABETH PUBLIC SCHOOLS	NICHOLAS S. LACORTE-PETERSTOWN SCHOOL NO. 3	92.2%	21.6%	34.9%
351610140	FRANKLIN TWP PUBLIC SCHOOL DISTRICT	PINE GROVE MANOR SCHOOL	75.5%	11.0%	39.4%
806635930	GREATER BRUNSWICK CS	GREATER BRUNSWICK CHARTER SCHOOL	81.9%	15.7%	40.2%
172390120	JERSEY CITY SCHOOL DISTRICT	CHARLES E. TREFURT SCHOOL	90.5%	22.1%	35.0%
252770300	LONG BRANCH PUBLIC SCHOOL DISTRICT	GEORGE L. CATRAMBONE	93.1%	10.2%	43.5%
292520070	LAKEWOOD TWP SCHOOL DISTRICT	CLIFTON AVE GRADE SCHOOL	93.5%	20.6%	44.6%
292520084	LAKEWOOD TWP SCHOOL DISTRICT	OAK STREET ELEM SCHOOL	94.0%	11.3%	41.7%
133880105	ORANGE BOE	ROSA PARKS/CENTRAL COMMUNITY SCHOOL	86.3%	8.5%	35.4%
314010130	PATERSON PUBLIC SCHOOL DISTRICT	CHARLES J RILEY SCHOOL 9	82.7%	9.8%	35.5%
314010120	PATERSON PUBLIC SCHOOL DISTRICT	SCHOOL 8	87.2%	9.6%	36.7%
314010070	PATERSON PUBLIC SCHOOL DISTRICT	SCHOOL 3	84.8%	13.3%	34.2%
234090200	PERTH AMBOY PUBLIC SCHOOL DISTRICT	ROBERT N. WILENTZ ELEMENTARY SCHOOL	82.7%	11.7%	40.1%
234090130	PERTH AMBOY PUBLIC SCHOOL DISTRICT	HERBERT N. RICHARDSON 21ST CENTURY SCHOOL	82.5%	12.7%	35.6%
394160100	PLAINFIELD PUBLIC SCHOOLS	CEDARBROOK ELEMENTARY SCHOOL	72.8%	13.8%	43.5%
394160130	PLAINFIELD PUBLIC SCHOOLS	EMERSON ELEMENTARY SCHOOL	85.1%	22.7%	38.7%
394540020	RED BANK BOROUGH PUBLIC SCHOOL DISTRICT	HARRISON ELEMENTARY SCHOOL	84.4%	15.6%	39.7%
254360060	RED BANK BOROUGH PUBLIC SCHOOL DISTRICT	RED BANK MIDDLE SCHOOL	87.8%	11.4%	36.2%
175240100	UNION CITY SCHOOL DISTRICT	JEFFERSON ELEMENTARY SCHOOL	98.3%	17.9%	35.0%
115390075	VINELAND PUBLIC SCHOOL DISTRICT	GLORIA M. SABATER ELEMENTARY SCHOOL	94.3%	15.3%	44.1%
095790060	WILDMOOD CITY SCHOOL DISTRICT	GLENWOOD AVE ELEMENTARY SCHOOL	87.0%	21.7%	34.8%



Greater Brunswick Charter School

Main Location: 429 Joyce Kilmer Avenue
New Brunswick, NJ 08901

Contact Info: (732) 448-1052
<http://greaterbrunswick.org>

School Profile

Grades Served in 2015-16
K, 1, 2, 3, 4, 5, 6, 7, 8

School Governance

Board Chair: George Waters
School Lead: Donna Medea
SBA: Michael Falkowski

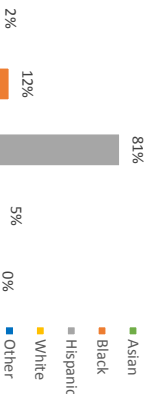
Additional Information

CDS: 806635930
Year Opened: 1998
District(s): New Brunswick City

Student Demographics

Total Enrollment: 386
Enrollment in Grades 6-8: 128

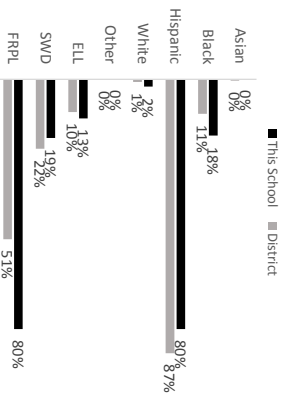
Whole School Characteristics



37% English Language Learners (ELL)
15% Students with Disabilities (SWD)
82% Economically Disadvantaged (FRPL)

Grades 6-8 School and District Characteristics

Compared



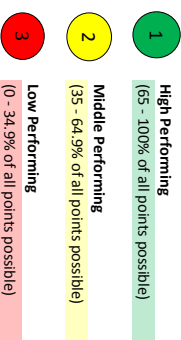
Tier Rank for Grades 6-8

2012*	2013*	2014*	2015	2016
2	3	3	2	1

*Prior to 2015, grades K-8 received one Tier Rank. In 2015, grades 3-5 receive a separate Tier Rank from grades 6-8.

Explanation of Tier Rank for Grades 6-8

Tier Rank for grades 6-8 identifies a charter school's middle grades program as High Performing (Tier Rank 1), Middle Performing (Tier Rank 2) or Low Performing (Tier Rank 3). It is based on the percent of total points earned on the Academic Performance Framework for middle grades 6-8. Charter Schools may receive up to three separate Tier Ranks, depending on the grade levels served.



Breakdown of 2016 Tier Rank for Grades 6-8

Category	Points
Student Growth	27.5 of 36
Achievement	37.1 of 44
Leading Indicators	10.5 of 12
Closing Gaps	4 of 12
Overall Score:	79.1 of 92
% of Total:	86.0%
Tier Rank:	1

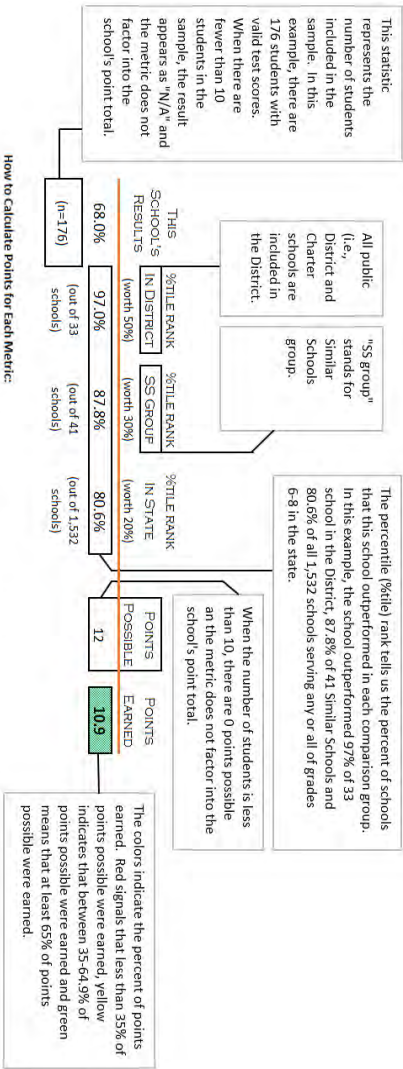
Overview

The Academic Performance Framework for Middle Grades 6-8 is currently composed of 38 metrics divided into 4 categories: Student Growth, Achievement, Leading Indicators and Closing Gaps. The first 3 categories include 23 metrics worth up to 100 points. In these categories, how many points a charter school earns on each metric depends on how well the school performed relative to schools across the state; schools in the largest sending district(s), and schools serving similar populations of students. For more details see the section below, "How to Calculate Point Totals."

The last category, Closing Gaps, examines the growth scores and participation on the Algebra I or Geometry PARCC test of subgroups in grades 6-8 at this charter school and includes 15 metrics that are worth up to 15 bonus points. Schools earn one bonus point whenever the difference between a subgroup's growth scores or participation rate, and the mSGP or participation rate of all other students, is equal to or greater than zero.

HOW TO CALCULATE POINT TOTALS

Category	Guiding Questions
Student Growth	How much progress did students at this school make relative to their academic peers?
Achievement	How many students met or exceeded grade-level expectations? How was student performance overall?
Leading Indicators	Is the school preparing students for future success?
Closing Gaps	Are subgroups at the school progressing at the same rate?



How to Calculate Points for Each Metric:

Formula:
$$\left(\frac{\%TILE\ RANK\ IN\ DISTRICT}{100} \times 50\% + \frac{\%TILE\ RANK\ SS\ GROUP}{100} \times 30\% + \frac{\%TILE\ RANK\ IN\ STATE}{100} \times 20\% \right) \times \text{POINTS POSSIBLE} = \text{POINTS EARNED}$$

Example:
$$\left(\frac{97.00\%}{100} \times 50\% + \frac{87.80\%}{100} \times 30\% + \frac{80.60\%}{100} \times 20\% \right) \times 12 = 10.9$$

There is one exception to this rule: when a school's %tile rank in the State is 10% or lower, the school may only earn a maximum of 30% of the point possible on the metric.

STUDENT GROWTH How much progress, as measured by median Student Growth Percentiles (MSGP), did students at this school make relative to their peers?

METRIC	ENGLISH LANGUAGE ARTS					MATHEMATICS				
	MSGP IN DISTRICT	%TILE RANK SS GROUP (out of 4 schools)	%TILE RANK SS GROUP (out of 1 schools)	%TILE RANK IN STATE (out of 932 schools)	POINTS POSSIBLE EARNED	MSGP IN DISTRICT	%TILE RANK SS GROUP (out of 4 schools)	%TILE RANK SS GROUP (out of 1 schools)	%TILE RANK IN STATE (out of 925 schools)	POINTS POSSIBLE EARNED
All students	48 (n=129)	75.0% (out of 4 schools)	100.0% (out of 1 schools)	37.2% (out of 932 schools)	14.0 10.5	52 (n=87)	75.0% (out of 4 schools)	100.0% (out of 1 schools)	53.5% (out of 925 schools)	14 10.9
Students who scored at or below Partially Met Expectations (i.e., Level 1 or 2) in the previous year	55 (n=41)	100.0% (out of 4 schools)	100.0% (out of 1 schools)	61.3% (out of 788 schools)	2.0 1.8	51 (n=25)	100.0% (out of 4 schools)	100.0% (out of 1 schools)	49.7% (out of 788 schools)	2.0 1.8
Students who scored at Approached Expectations (i.e., Level 3) in the previous year	50 (n=42)	75.0% (out of 4 schools)	100.0% (out of 1 schools)	44.3% (out of 857 schools)	2.0 1.5	37 (n=30)	25.0% (out of 4 schools)	100.0% (out of 1 schools)	15.4% (out of 862 schools)	2.0 0.9
Students who scored at Exceeded Expectations (i.e., Level 5) in the previous year	N/A (n=7)	N/A (out of 1 schools)	N/A (out of 1 schools)	N/A (out of 491 schools)	0.0 N/A	N/A (n=1)	N/A (out of 1 schools)	N/A (out of 1 schools)	N/A (out of 257 schools)	0.0 N/A
Student Growth Points in ELA:					18 13.9	Student Growth Points in Math:				

STUDENT GROWTH TOTAL POINTS:					36 27.5
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ACHIEVEMENT

What percent of students achieved proficiency (i.e., scored at level 4 or 5) on PARCC?

English Language Arts										Mathematics									
Metric	This Sch.	%Title Rank in District	%Title Rank SS Group	%Title Rank in State	Points Possible	Points Earned	This Sch.	%Title Rank in District	%Title Rank SS Group	%Title Rank in State	Points Possible	Points Earned							
All students	36% (n=130)	100.0% (out of 4 schools)	100.0% (out of 1 schools)	22.4% (out of 933 schools)	5	4.22	32% (n=130)	100.0% (out of 4 schools)	100.0% (out of 1 schools)	36.4% (out of 934 schools)	5	4.36							
Students enrolled in the same school for at least 2 years	37% (n=119)	100.0% (out of 4 schools)	100.0% (out of 1 schools)	21.7% (out of 914 schools)	3	2.53	34% (n=119)	100.0% (out of 4 schools)	100.0% (out of 1 schools)	37.6% (out of 914 schools)	3	2.63							
Students with Disabilities	8% (n=26)	100.0% (out of 4 schools)	100.0% (out of 1 schools)	35.6% (out of 787 schools)	3	2.61	0% (n=26)	25.0% (out of 4 schools)	100.0% (out of 1 schools)	0.1% (out of 788 schools)	3	1.28							
English Language Learners	14% (n=14)	100.0% (out of 2 schools)	100.0% (out of 1 schools)	48.2% (out of 257 schools)	3	2.69	14% (n=14)	100.0% (out of 2 schools)	100.0% (out of 1 schools)	54.3% (out of 258 schools)	3	2.73							
Economically Disadvantaged Students	36% (n=102)	100.0% (out of 4 schools)	100.0% (out of 1 schools)	46.4% (out of 785 schools)	3	2.68	32% (n=102)	100.0% (out of 4 schools)	100.0% (out of 1 schools)	71.3% (out of 785 schools)	3	2.83							
Performance Index (120 possible points for ELA and 130 for Math)	76.2	100.0%	100.0%	25.2%	5	4.25	71.5	100.0%	100.0%	30.3%	5	4.30							
Breakdown of the Performance Index																			
	PARCC Level	Points per Level		This School	Points Earned			PARCC Level	Points per Level		This School	Points Earned							
	% Level 5	120		x	4.6%	= 5.5		% Level 5 on Alg I or Geo	130		x	0.0%	= 0.0						
	% Level 4	100		x	31.5%	= 31.5		% Level 5	120		x	2.3%	= 2.8						
	% Level 3	80		x	32.3%	= 25.8		% Level 4 on Alg I or Geo	110		x	5.4%	= 5.9						
	% Level 2	50		x	23.1%	= 11.5		% Level 4	100		x	24.6%	= 24.6						
	% Level 1	20		x	8.5%	= 1.7		% Level 3	80		x	26.9%	= 21.5						
	% Untested^a	0		x	0.0%	= 0.0		% Level 2	50		x	28.5%	= 14.2						
	Total Points = 76.2							% Level 1	20		x	12.3%	= 2.5						
								% Untested^a	0		x	0.0%	= 0.0						
								Total Points = 71.5											

Achievement Points in ELA: 22 18.99

Achievement Points in Math: 22 18.12

ACHIEVEMENT TOTAL POINTS: 44

37.1

LEADING INDICATORS

Is the school preparing students for future success?

This section examines factors that are likely to impact a student's ability to succeed in school and beyond. One of these factors is low school attendance, as measured by the chronic absenteeism rate, or the percent of students in grades 6-8 who were chronically absent. A chronically absent student is one who missed 10% or more days at this school for any reason. Another is access to challenging course work, which is measured here by participation in and performance on the PARCC Algebra I or Geometry test.

METRIC	THIS SCHL	%TILE RANK IN DISTRICT	%TILE RANK SS GROUP	%TILE RANK IN STATE	POINTS POSSIBLE	POINTS EARNED
Chronic absenteeism rate	6% (n=127)	100.0% (out of 4 schools)	100.0% (out of 1 schools)	59.3% (out of 939 schools)	4	3.7
Percent of students who took the Algebra I or Geometry PARCC test	12% (n=16)	100.0% (out of 3 schools)	100.0% (out of 1 schools)	42.6% (out of 547 schools)	4	3.5
Percent of students who met or exceeded expectations on the Algebra I or Geometry PARCC test	44% (n=16)	100.0% (out of 3 schools)	100.0% (out of 1 schools)	11.7% (out of 547 schools)	4	3.3

LEADING INDICATORS TOTAL POINTS: 12 10.5

CLOSING GAPS

Are all students at this school progressing at the same rate?

This category examines the growth scores (mSGP) and participation on the Algebra I or Geometry PARCC test of subgroups in grades 6-8 at this charter school. Schools earn one bonus point whenever the difference between a subgroup's mSGP or participation rate, and the mSGP or participation rate of all other students, is equal to or greater than zero.

Note: A subgroup's mSGP or participation rate is compared to that of all others enrolled in the same grade levels in the school unless there are fewer than 10 students in the subgroup or fewer than 10 students outside of the subgroup.

	ENGLISH LANGUAGE ARTS					MATHEMATICS				
	GRP'S MSGP	ALL OTHERS' MSGP	DIFFERENCE BETWEEN SUBGROUP MSGP & ALL OTHERS' MSGP	POINTS POSSIBLE	POINTS EARNED	GRP'S MSGP	ALL OTHERS' MSGP	DIFFERENCE BETWEEN SUBGROUP MSGP & ALL OTHERS' MSGP	POINTS POSSIBLE	POINTS EARNED
STUDENT GROWTH										
Students with Disabilities	32 (n=26)	49 (n=103)	-18 <div><div></div></div>	1	0	30 (n=16)	55 (n=71)	-26 <div><div></div></div>	1	0
English Language Learners	55 (n=14)	47 (n=114)	8 <div><div></div></div>	1	1	24 (n=12)	54 (n=74)	-30 <div><div></div></div>	1	0
Economically Disadvantaged	48 (n=102)	45 (n=27)	3 <div><div></div></div>	1	1	47 (n=70)	64 (n=17)	-17 <div><div></div></div>	1	0
Black or African-American	52 (n=24)	45 (n=105)	7 <div><div></div></div>	1	1	53 (n=14)	51 (n=73)	2 <div><div></div></div>	1	1
Hispanic or Latino	47 (n=102)	49 (n=27)	-3 <div><div></div></div>	1	0	49 (n=47)	54 (n=17)	-6 <div><div></div></div>	1	0
PARTICIPATION RATE ON THE ALGEBRA I OR GEOMETRY PARCC TESTS										
Students with Disabilities						ALL GRP'S RATE	ALL OTHERS' RATE	DIFFERENCE BETWEEN SUBGROUP RATE & ALL OTHERS' RATE	POINTS POSSIBLE	POINTS EARNED
English Language Learners						N/A (n=2)	N/A (n=14)		0	0
Economically Disadvantaged						N/A (n=0)	N/A (n=16)		0	0
Black or African-American						11.8% (n=12)	N/A (n=4)		0	0
Hispanic or Latino						N/A (n=3)	N/A (n=13)		0	0
Closing Gap Points in ELA:						5	3			
						Closing Gap Points in Math:				
						5	1			
						CLOSING GAPS TOTAL POINTS:				
						10	4			

THE SIMILAR SCHOOL (SS) GROUP

Which public schools offering (any or all) grades 6-8 serve similar populations?

The purpose of the SS group is to compare this charter school's performance to the performance of other public schools that serve similar student populations. SS groups are identified based on grade levels served and on the following characteristics: students' mean 5th grade scale score in English Language Arts or Language arts literacy and math, the percent of Students with Disabilities (SWD), and the percent of English Language Learners (ELL) enrolled in grades 6-8.

Note: To take into account differences across years and state tests, all scale scores were transformed into standard scores with a mean of 500 and a standard deviation of 100. See the Guidance document for more details.

CDS	DISTRICT NAME	SCHOOL NAME	MEAN 5TH GRADE SCORE	% SWD	% ELL
170220085	BAYONNE CITY	MIDTOWN COMMUNITY SCHOOL 8	469.5	22.6%	4.3%
130410050	BLOOMFIELD TWP	BERKELEY ELEMENTARY	471.6	24.2%	6.5%
130410030	BLOOMFIELD TWP	BLOOMFIELD MIDDLE SCHOOL	489.7	18.0%	4.1%
030440020	BOGOTA BORO	BOGOTA JR SR HIGH SCHOOL	478.7	19.4%	4.4%
133880090	CITY OF ORANGE TWP	HEYWOOD AVENUE ELEMENTARY SCHOOL	447.6	19.4%	4.1%
051280070	EDGEWATER PARK TWP	SAMUEL M RIDGWAY MIDDLE SCHOOL	487.6	20.9%	5.5%
031345060	ELMWOOD PARK	MEMORIAL MIDDLE SCHOOL	484.9	23.3%	4.9%
351610150	FRANKLIN TWP	SAMPSON G SMITH SCHOOL	469.4	19.3%	9.9%
031700070	GARFIELD CITY	GARFIELD MIDDLE SCHOOL	483.6	21.0%	5.3%
806635930	GREATER BRUNSWICK CS	GREATER BRUNSWICK CS	465.4	25.0%	7.3%
031860300	HACKENSACK CITY	HACKENSACK MIDDLE SCHOOL	466.4	18.9%	7.6%
172060070	HARRISON TOWN	WASHINGTON MIDDLE SCHOOL	476.4	19.8%	7.4%
172390210	JERSEY CITY	MAHATMA K GANDHI SCHOOL	461.4	18.4%	8.7%
252430060	KEEPORT BORO	KEEPORT CENTRAL SCHOOL	484.0	19.8%	8.2%
392660070	LINDEN CITY	JOSEPH E SOEHL MIDDLE SCHOOL	459.9	20.0%	6.0%
292760050	LONG BEACH ISLAND	LONG BEACH ISLAND GRADE SCHOOL	475.9	23.3%	6.7%
353000065	MANVILLE BORO	ALEXANDER BATCHO INTERMEDIATE SCHOOL	486.2	20.1%	5.6%
253500060	NEPTUNE CITY	WOODROW WILSON	447.9	20.8%	4.8%
233530140	NEW BRUNSWICK CITY	WOODROW WILSON ELEMENTARY SCHOOL	452.7	29.1%	4.1%
314010280	PATERSON CITY	SCHOOL 25	447.1	20.0%	10.4%
394160100	PLAINFIELD CITY	CEDARBROOK ELEMENTARY SCHOOL	447.4	18.2%	7.1%
394290110	RAHWAY CITY	MADISON ELEMENTARY	471.2	20.0%	5.0%
394290060	RAHWAY CITY	RAHWAY 7TH 8TH GRADE ACADEMY	472.4	21.2%	6.8%
115300070	UPPER DEERFIELD TWP	WOODRUFF MIDDLE SCHOOL	454.6	23.0%	6.2%
015350040	VENTNOR CITY	VENTNOR MIDDLE SCHOOL	484.6	22.0%	8.5%
175670100	WEST NEW YORK TOWN	HARRY L BAIN	472.9	17.9%	7.7%

2016 Summative Tier Rank

1

Summative Tier Rank combines all grade-span specific Tier Ranks a charter school receives into one. It corresponds to the weighted average percent of points earned across all grade spans that received a Tier Rank. It is calculated using the percent of total points earned in each tested grade span, weighted by the percent of students enrolled in each tested grade span.

Explanation of Tier Rank

1

High Performing

65 - 100% of Points

2

Middle Performing

35 - 64.9% of Points

3

Low Performing

0 - 34.9% of Points

Note: Grades 9-12 do not count towards the Summative Tier Rank of charter high schools without a graduating class. When a charter high school without a graduating class also serves middle and/or elementary grades, its Summative Tier Rank reflects the weighted average percent of points earned in its middle and/or elementary grade spans.

How to Calculate the Summative Tier Rank

Formula: Grades 3-5 percent of points earned x Percent of students in grades 3-5 +
Grades 6-8 percent of points earned x Percent of students in grades 6-8 +
Grades 9-12 percent of points earned x Percent of students in grades 9-12

Your School's Calculation:

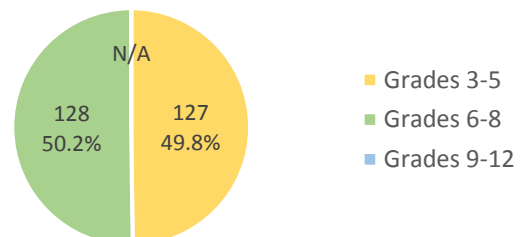
Grades 3-5 71.9% x 49.8% +
Grades 6-8 86.0% x 50.2% +
Grades 9-12 0.0% x N/A
Summative % Points Earned = 79.0%

Breakdown of the 2016 Points Earned by Tested Grade Span

Grades 3-5		Grades 6-8		Grades 9-12	
Category	Points	Category	Points	Category	Points
Student Growth	26.7 of 40	Student Growth	27.5 of 36	Graduation	of
Achievement	32.5 of 48	Achievement	37.1 of 44	Achievement	of
Leading Indicators	2.0 of 4	Leading Indicators	10.5 of 12	Leading Indicators	of
Closing Gaps	2 of 10 bonus points	Closing Gaps	4 of 12 bonus points	Closing Gaps	of bonus points
Overall Score:	66.2 of 92	Overall Score:	79.1 of 92	Overall Score:	of
% of Total:	71.9%	% of Total:	86.0%	% of Total:	
Tier Rank:	1	Tier Rank:	1	Tier Rank:	

Number (N) and Percent (%) of Students Enrolled in Each Grade Span 2015-16

	N	% of Total	% of Tested
Total Enrollment	386	100.0%	
Grades PK-2	131	33.9%	
Grades 3-5	127	32.9%	49.8%
Grades 6-8	128	33.2%	50.2%
Grades 9-12	N/A		N/A



Note: Enrollment data comes from the 2015 NJ SMART October 15 State Submission Snapshot or the End of Year NJ SMART Submission if enrollment data are missing from the fall submission. Students in grades 9-12 are not included in the % of tested if the charter school did not have a graduating class in 2016.



New Jersey Department of Education, Office of Charter and Renaissance Schools

Performance Framework

Updated July 2017

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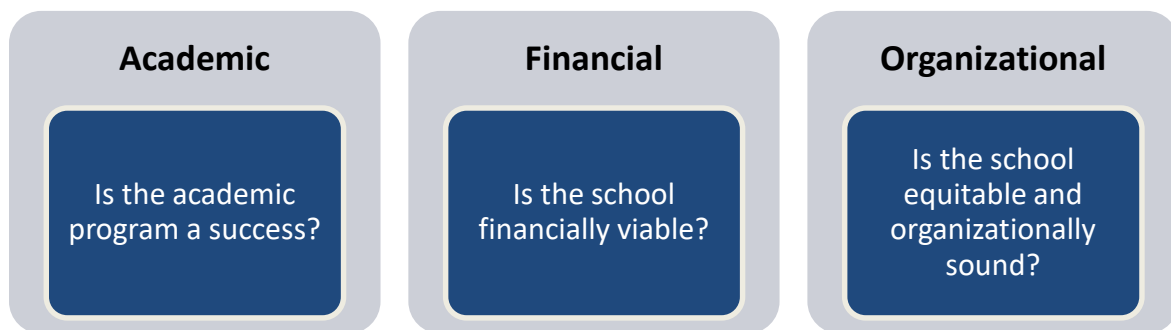
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Introduction

The New Jersey Department of Education (Department) developed the Performance Framework to ensure that every New Jersey charter school is serving students by providing a high-quality public education. The Performance Framework sets forth the criteria by which all New Jersey charter schools are evaluated, informing both the Department and individual charter school officials about charter school performance and sustainability. The Performance Framework is established in the charter agreement and in current regulations ([N.J.A.C. 6A:11](#)).

The Performance Framework is integral to the core functions of the Office of Charter and Renaissance Schools (OCRS), since it provides a consistent definition of school success from recruitment and application through renewal that is aligned with Department goals for all schools.

The Performance Framework consists of three sections—Academic, Financial and Organizational—each guided by an essential question shown below:



While each charter school's performance against the criteria outlined in the three sections of the Performance Framework is reviewed for all high-stakes decisions, a charter school's performance on the Academic section carries the most weight. The additional weight given to academic performance reflects the trade-off between autonomy and accountability at the heart of the *Charter School Program Act of 1995*: charter school operators are offered greater autonomy in exchange for greater accountability for student outcomes.

Background

The Department first released the Performance Framework in July 2012. The Organizational section was updated in August 2015 and released as a separate document on the OCRS website. Modifications to the Academic section, made with stakeholder input, began in 2015 in order to accommodate New Jersey's transition from NJ ASK to PARCC tests. It was released via sample drafts of Academic Performance Framework Reports starting in 2016. This July 2017 version brings together, with minor alterations, the Financial section from the July 2012 version, the Organizational section from August 2015, and the new Academic section.

Some of the minor alterations made to publish the July 2017 version of the Performance Framework are as follows:

- Indicator 5.2 "EpiCenter Compliance" in the Organizational section was renamed 5.2 "OCRS reporting compliance" because OCRS has not used EpiCenter to collect documentation since September 2016

- Ratings for some indicators in the Organizational section were clarified for greater transparency. For example, in the August 2015 version, “Does Not Meet Standard” on Indicator 1.2 “Curriculum” is described as: “The school presents concerns in meeting a majority of the criteria identified in indicator 1.2 with moderate or major issues noted.” In this version, “Does Not Meet Standard” on Indicator 1.2 is clarified to read: “The school’s curriculum is not aligned to state standards.”
- The “Financial Compliance Indicators” introduced in the Organizational section in 2015 were moved to the Financial section, and the criteria within this indicator related to the school’s performance on the annual audit became a new measure called “Financial Audit.”
- Two measures of Financial Sustainability Indicators (Total Margin and Debt to Asset Ratio) were removed from the Financial section, as the passing of GASB 68 requires all public schools to list state pension contributions as liabilities, reducing the insight into fiscal viability previously provided by those measures

Anticipated Changes

The Department plans in the future to adjust criteria based on feedback, field experience, and changes to state and federal regulations. The following changes are anticipated:

- Aligning terms and numbering styles across sections of the Performance Framework. For example, the same term will be used for “Performance Areas” in the Organizational Performance Framework, “Categories” in the Academic Performance Framework and “Indicators” in the Financial Framework
- Omitting Indicator 1.3 “Instruction” from the Organizational Performance Framework
- Streamlining the criteria found in the Organizational Performance Framework
- Revamping the Academic Performance Framework for High School Grades 9-12 to take into account new state policies and regulations related to performance
- Standardizing the number of bonus points possible across all grade spans in the Academic Performance Framework

Implementation

OCRS serves four core functions: 1) manage an effective charter school application process, 2) ensure readiness and capacity to open a new charter school, 3) oversee existing charter schools, and 4) renew, expand and close charter schools. The Performance Framework is used to guide all of these functions and as the basis for all decisions regarding charter schools and charter school applications.

Existing charter schools that do not meet the criteria established in the Performance Framework are subject to additional oversight, including, but not limited to, probation, revocation or nonrenewal.

Academic Performance Framework

Overview

The evaluation of a charter school's academic performance is guided by the following essential question:



The Department utilizes three Academic Performance Frameworks to assess the relative success of the elementary, middle and high school programs offered by charter schools. Academic performance is assessed by tested grade span, with grades 3-5 representing the elementary program, grades 6-8 the middle school program, and grades 9-12 the high school program. Each Academic Performance Framework consists of four categories of metrics. The table below shows the number of metrics and the points assigned to each category for each Academic Performance Framework (i.e., for grades 3-5, grades 6-8, and grades 9-12).

Table 1 Metrics and Points by Academic Performance Framework and Category

Grade span	Student Growth	Graduation Rate	Achievement	Leading Indicators	Closing Gaps
3 - 5	8 metrics worth 48 points	N/A	12 metrics worth 48 points	1 metric worth 4 points	10 metrics worth up to 10 bonus points
6 - 8	8 metrics worth 44 points	N/A	12 metrics worth 44 points	3 metrics worth 12 points	15 metrics worth up to 15 bonus points
9 - 12	N/A	1 metric worth 34 points	12 metrics worth 36 points	11 metrics worth 30 points	5 metrics worth up to 5 bonus points

For measures in all categories except Closing Gaps, the number of points a charter school earns depends on how well the school performed relative to schools across the state; schools in the largest sending district(s); and schools serving similar populations of students. The Closing Gaps section examines subgroup performance within a charter school. In this section, a charter school may earn one additional bonus point whenever the difference between

the subgroup's performance and either that of all other students in the grade span or the Department's target for grades 9-12 is equal to or greater than zero.

The percent of total points a charter school earns on an Academic Performance Framework determines its Tier Rank for that academic program. To receive a Tier Rank 1, the highest possible rank, a charter school must earn at least 65 percent of the points possible. Charter schools that earn 35-64.9 percent of points possible are classified as Tier Rank 2, or middle performing. To receive a Tier Rank 3, the lowest possible rank, a charter school must earn fewer than 35 percent of all points possible. Starting in 2015, the Department developed a Summative Tier Rank to combine all grade-span specific Tier Ranks that charter schools receive into one. Tier Ranks factor into all decisions made by the Department regarding charter schools.

Academic Performance Framework for Elementary Grades 3-5

Categories and Metrics

1. Student Growth
 - a. Growth score of all students (English language arts (ELA)/math)
 - c. Growth score of students who scored at or below Partially Met Expectations (i.e., Level 1 or 2) in the previous year (ELA/math)
 - e. Growth score of students who scored at Approached Expectations (i.e., Level 3) in the previous year (ELA/math)
 - g. Growth score of students who scored at Exceeded Expectations (i.e., Level 5) in the previous year (ELA/math)
2. Achievement
 - a. Percent that met or exceeded expectations (Proficiency Rate) (ELA/math)
 - c. Proficiency rate of students enrolled in the same school for at least two years (ELA/math)
 - e. Proficiency rate of students with disabilities (SWD) (ELA/math)
 - g. Proficiency rate of English language learners (ELL) (ELA/math)
 - i. Proficiency rate of economically disadvantaged students (ELA/math)
 - k. Performance index (ELA/math)
3. Leading Indicators
 - a. Rate of chronic absenteeism
4. Closing Gaps
 - a. Growth score of SWD compared to that of all other students (ELA/math)
 - c. Growth score of ELL compared to that of all other students (ELA/math)
 - e. Growth score of economically disadvantaged students compared to that of all other students (ELA/math)
 - g. Growth score of African-American students compared to that of all other students (ELA/math)
 - i. Growth score of Hispanic students compared to that of all other students (ELA/math)

ACADEMIC PERFORMANCE FRAMEWORK FOR ELEMENTARY GRADES 3-5		
Category	Metric	Criteria and Rating
1. Student Growth How much progress did students in grades 3-5 at this school make relative to their peers?	1a. & 1b. Growth score of all students (ELA/math)	HIGH PERFORMING • The school earns 65% or more of points possible MIDDLE PERFORMING • The school earns 35-64.9% of points possible LOW PERFORMING • The school earns less than 35% of points possible
	1c. & 1d. Growth score of students who scored at Level 1 or 2 in the previous year (ELA/math)	
	1e. & 1f. Growth score of students who scored at Level 3 in the previous year (ELA/math)	
	1g. & 1h. Growth score of students who scored at Level 5 in the previous year (ELA/math)	
2. Achievement How many students in grades 3-5 met or exceeded grade level expectations? How was student performance in grades 3-5 overall?	2a. & 2b. Proficiency rate (ELA/math)	
	2c. & 2d. Proficiency rate of students enrolled in the same school for at least two years (ELA/math)	
	2e. & 2f. Proficiency rate of SWD (ELA/math)	
	2g. & 2h. Proficiency rate of ELL (ELA/math)	
	2i. & 2j. Proficiency rate of economically disadvantaged students (ELA/math)	
	2k. & 2l. Performance index (ELA/math)	
3. Leading Indicators Is the school preparing students in grades 3-5 for future success?	3a. Chronic absenteeism rate	
4. Closing Gaps Are traditionally underserved groups in grades 3-5 at the school progressing at the same rate as all others?	4a. & 4b. Growth score of SWD compared to that of all other students (ELA/math)	Schools may earn one additional bonus point when the difference between the growth score of the subgroup and that of all other students is greater than or equal to zero.
	4c. & 4d. Growth score of ELL compared to that of all other students (ELA/math)	
	4e. & 4f. Growth score of economically disadvantaged students compared to that of all other students (ELA/math)	
	4g. & 4h. Growth score of African-American students compared to that of all other students (ELA/math)	
	4i. & 4j. Growth score of Hispanic students compared to that of all other students (ELA/math)	

Academic Performance Framework for Middle Grades 6-8

Categories and Metrics

1. Student Growth
 - a. Growth score of all students (English language arts (ELA)/math)
 - c. Growth score of students who scored at or below Partially Met Expectations (i.e., Level 1 or 2) in the previous year (ELA/math)
 - e. Growth score of students who scored at Approached Expectations (i.e., Level 3) in the previous year (ELA/math)
 - g. Growth score of students who scored at Exceeded Expectations (i.e., Level 5) in the previous year (ELA/math)
2. Achievement
 - a. Percent that met or exceeded expectations (Proficiency Rate) (ELA/math)
 - c. Proficiency rate of students enrolled in the same school for at least two years (ELA/math)
 - e. Proficiency rate of students with disabilities (SWD) (ELA/math)
 - g. Proficiency rate of English language learners (ELL) (ELA/math)
 - i. Proficiency rate of economically disadvantaged students (ELA/math)
 - k. Performance index (ELA/math)
3. Leading Indicators
 - a. Chronic absenteeism rate
 - b. Participation rate on the Algebra 1 or Geometry PARCC test
 - c. Proficiency rate on the Algebra 1 or Geometry PARCC test
4. Closing Gaps
 - a. Growth score of SWD compared to that of all other students (ELA/math)
 - c. Growth score of ELL compared to that of all other students (ELA/math)
 - e. Growth score of economically disadvantaged students compared to that of all other students (ELA/math)
 - g. Growth score of African-American students compared to that of all other students (ELA/math)
 - i. Growth score of Hispanic students compared to that of all other students (ELA/math)
 - k. Participation rate on the Algebra 1 or Geometry PARCC test of SWD compared to that of all other students
 - l. Participation rate on the Algebra 1 or Geometry PARCC test of ELL compared to that of all other students
 - m. Participation rate on the Algebra 1 or Geometry PARCC test of economically disadvantaged students compared to that of all other students
 - n. Participation rate on the Algebra 1 or Geometry PARCC test of African-American students compared to that of all other students
 - o. Participation rate on the Algebra 1 or Geometry PARCC test of Hispanic students compared to that of all other students

ACADEMIC PERFORMANCE FRAMEWORK FOR MIDDLE GRADES 6-8

Category	Metric	Criteria and Rating
1. Student Growth How much progress did students in grades 6-8 at this school make relative to their peers?	1a. & 1b. Growth score of all students (ELA/math)	<p>HIGH PERFORMING</p> <ul style="list-style-type: none"> The school earns 65% or more of points possible <p>MIDDLE PERFORMING</p> <ul style="list-style-type: none"> The school earns 35-64.9% of points possible <p>LOW PERFORMING</p> <ul style="list-style-type: none"> The school earns less than 35% of points possible
	1c. & 1d. Growth score of students who scored at Level 1 or 2 in the previous year (ELA/math)	
	1e. & 1f. Growth score of students who scored at Level 3 in the previous year (ELA/math)	
	1g. & 1h. Growth score of students who scored at Level 5 in the previous year (ELA/math)	
2. Achievement How many students in grades 6-8 met or exceeded grade level expectations? How was student performance in grades 6-8 overall?	2a. & 2b. Proficiency rate (ELA/math)	
	2c. & 2d. Proficiency rate of students enrolled in the same school for at least two years (ELA/math)	
	2e. & 2f. Proficiency rate of SWD (ELA/math)	
	2g. & 2h. Proficiency rate of ELL (ELA/math)	
	2i. & 2j. Proficiency rate of economically disadvantaged students (ELA/math)	
	2k. & 2l. Performance index (ELA/math)	
3. Leading Indicators Is the school preparing students in grades 6-8 for future success?	3a. Chronic absenteeism rate	
	3b. Participation rate on the Algebra I or Geometry PARCC test	
	3c. Proficiency rate on the Algebra I or Geometry PARCC test	
4. Closing Gaps Are traditionally underserved groups in grades 6-8 at the school progressing at the same rate as all others?	4a. & 4b. Growth score of SWD compared to that of all other students (ELA/math)	<p>Schools may earn one additional bonus point when the difference between the growth score of the subgroup and that of all other students is greater than or equal to zero.</p>
	4c. & 4d. Growth score of ELL compared to that of all other students (ELA/math)	
	4e. & 4f. Growth score of economically disadvantaged students compared to that of all other students (ELA/math)	
	4g. & 4h. Growth score of African-American students compared to that of all other students (ELA/math)	
	4i. & 4j. Growth score of Hispanic students compared to that of all other students (ELA/math)	

ACADEMIC PERFORMANCE FRAMEWORK FOR MIDDLE GRADES 6-8

Category	Metric	Criteria and Rating
	4k. Participation rate on the Algebra 1 or Geometry PARCC test of SWD compared to that of all other students	
	4l. Participation rate on the Algebra 1 or Geometry PARCC test of ELL compared to that of all other students	
	4m. Participation rate on the Algebra 1 or Geometry PARCC test of economically disadvantaged students compared to that of all other students	
	4n. Participation rate on the Algebra 1 or Geometry PARCC test of African-American students compared to that of all other students	
	4o. Participation rate on the Algebra 1 or Geometry PARCC test of Hispanic students compared to that of all other students	

Academic Performance Framework for High School Grades 9-12

Categories and Metrics

1. Graduation
 - a. Four-year graduation rate
2. Achievement
 - a. Percent that met or exceeded expectations (Proficiency Rate) (English language arts (ELA)/math)
 - c. Proficiency rate of students enrolled in the same school for at least two years (ELA/math)
 - e. Proficiency rate of students with disabilities (SWD) (ELA/math)
 - g. Proficiency rate of English language learners (ELL) (ELA/math)
 - i. Proficiency rate of economically disadvantaged students (ELA/math)
 - k. Performance index (ELA/math)
3. Leading Indicators
 - a. Chronic absenteeism rate
 - b. Percent of 9th-11th graders that has met the graduation assessment requirement on PARCC (ELA/math)
 - d. PSAT or PLAN participation rate among 10th and 11th graders
 - e. SAT or ACT participation rate among 12th graders
 - f. Percent of 12th graders that met the college-ready benchmark on the SAT
 - g. Percent of 11th or 12th graders who took at least one AP test in English, math, science or social studies
 - h. Percent of AP test scores ≥ 3 in English, math, science or social studies
 - i. Dual enrollment course participation rate
 - j. Career and Technical Education program participation rate
 - k. Post-graduation enrollment rate 16 months after graduation
4. Closing Gaps
 - a. Graduation rate of SWD
 - b. Graduation rate of ELL
 - c. Graduation rate of economically disadvantaged students
 - d. Graduation rate of African-American students
 - e. Graduation rate of Hispanic students

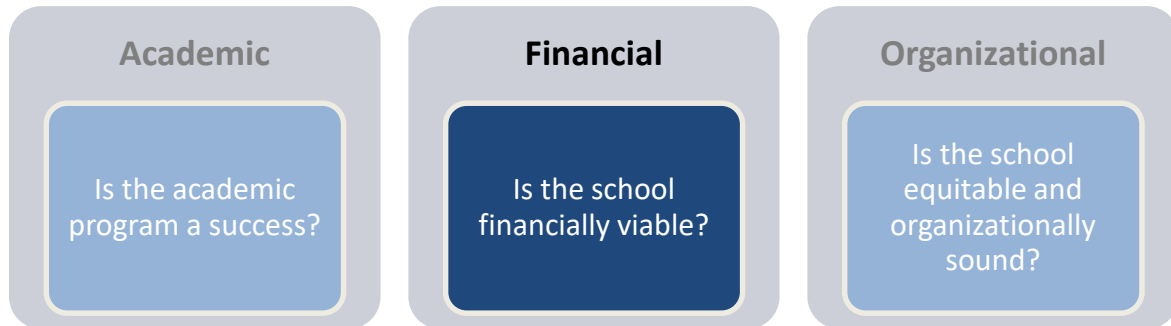
ACADEMIC PERFORMANCE FRAMEWORK FOR HIGH SCHOOL GRADES 9-12		
Category	Metric	Criteria and Rating
1. Graduation What proportion of seniors graduated after four years?	1a. Four-year graduation rate	HIGH PERFORMING <ul style="list-style-type: none"> The school earns 65% or more of points possible MIDDLE PERFORMING <ul style="list-style-type: none"> The school earns 35-64.9% of points possible LOW PERFORMING <ul style="list-style-type: none"> The school earns less than 35% of points possible
2. Achievement How many students in grades 9-12 met or exceeded grade level expectations? How was student performance in grades 9-12 overall?	2a. & 2b. Proficiency rate (ELA/math)	
	2c. & 2d. Proficiency rate of students enrolled in the same school for at least two years (ELA/math)	
	2e. & 2f. Proficiency rate of SWD (ELA/math)	
	2g. & 2h. Proficiency rate of ELL (ELA/math)	
	2i. & 2j. Proficiency rate of economically disadvantaged students (ELA/math)	
	2k. & 2l. Performance index (ELA/math)	
3. Leading Indicators Is the school preparing students in grades 9-12 for future success?	3a. Chronic absenteeism rate	
	3b. & 3c. Percent of 9 th -11 th graders that has met the graduation assessment requirement on PARCC (ELA/math)	
	3d. PSAT or PLAN participation rate among 10 th and 11 th graders	
	3e. SAT or ACT participation rate among 12 th graders	
	3f. Percent of 12 th graders that met the college-ready benchmark on the SAT	
	3g. Percent of 11 th or 12 th graders who took at least one AP test in English, math, science or social studies	
	3h. Percent of AP test scores ≥ 3 in English, math science or social studies	
	3i. Dual enrollment course participation rate	
	3j. Career and Technical Education program participation rate	
	3k. Post-graduation enrollment rate 16 months after graduation	
4. Closing Gaps Are traditionally	4a. Graduation rate of SWD	

ACADEMIC PERFORMANCE FRAMEWORK FOR HIGH SCHOOL GRADES 9-12		
Category	Metric	Criteria and Rating
underserved subgroups at the school hitting the OCRS graduation rate target of 85%?	4b. Graduation rate of ELL	Schools may earn one additional bonus point when a subgroup's graduation rate is 85% or greater
	4c Graduation rate of economically disadvantaged students	
	4d. Graduation rate of African-American students	
	4e. Graduation rate of Hispanic students	

Financial Performance Framework

Overview

The evaluation of a charter school's financial performance is guided by the following essential question:



The Financial Performance Framework gauges near-term financial health, longer term financial sustainability and fiscal-related compliance to address the question of a charter school's financial viability. The Financial Performance Framework is divided into three indicators and seven measures that the Department utilizes to evaluate a charter school's financial performance and determine whether or not a school is meeting standards.

Indicators and Measures

1. Near Term Indicators
 - a. Current ratio (working capital ratio)
 - b. Unrestricted days cash on hand
 - c. Enrollment variance
 - d. Default on loans
2. Sustainability Indicators
 - a. Cash flow
 - b. Debt service to coverage ratio
3. Financial Compliance Indicators
 - a. Financial audit
 - b. Financial management and compliance

FINANCIAL PERFORMANCE FRAMEWORK		
Indicator	Measure	Criteria and Rating
1. Near Term Indicators	1a. Current ratio (working capital ratio) Current assets divided by current liabilities	MEETS STANDARD <ul style="list-style-type: none"> Current ratio is greater than 1.1 OR current ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's) For schools in their first year of operations, the current ratio must be greater than 1.1 DOES NOT MEET STANDARD <ul style="list-style-type: none"> Does not meet passing options FALLS FAR BELOW STANDARD <ul style="list-style-type: none"> Current ratio is less than 0.9
	1b. Unrestricted days cash Unrestricted cash divided by (total expenses / 365)	MEETS STANDARD <ul style="list-style-type: none"> 60 days cash OR between 30 and 60 days cash and one-year trend is positive Schools in first and second years of operation must have a minimum of 30 days cash DOES NOT MEET STANDARD <ul style="list-style-type: none"> Days cash and trend do not match passing options above FALLS FAR BELOW STANDARD <ul style="list-style-type: none"> Less than 10 days cash
	1c. Enrollment variance Actual enrollment divided by enrollment projection in board-approved budget	MEETS STANDARD <ul style="list-style-type: none"> Meets or exceeds planned enrollment in most recent year or actual enrollment equals or exceeds 95% of planned enrollment in most recent year and equals or exceeds 95% over each of the last three years For schools open less than three years, actual enrollment must equal or exceed 95% of planned enrollment for each year of operation DOES NOT MEET STANDARD <ul style="list-style-type: none"> Does not meet passing options FALLS FAR BELOW STANDARD <ul style="list-style-type: none"> Actual enrollment was less than 85% of planned enrollment in recent year
	1d. Default	MEETS STANDARD <ul style="list-style-type: none"> School is not in default of loan covenant(s) and/or is not delinquent with debt service payments DOES NOT MEET STANDARD <ul style="list-style-type: none"> School is in default of loan covenant(s) and/or is delinquent with debt service payments
2. Sustainability Indicators	2a. Cash flow	MEETS STANDARD <ul style="list-style-type: none"> Three-year cumulative cash flow is positive and cash flow is positive each year or three-year cumulative cash flow is positive, cash flow is positive in two of three years, and cash flow in the most recent year is positive Schools in their first and second year must have positive cash flow DOES NOT MEET STANDARD <ul style="list-style-type: none"> Three-year cumulative cash flow is positive, but does not meet standard

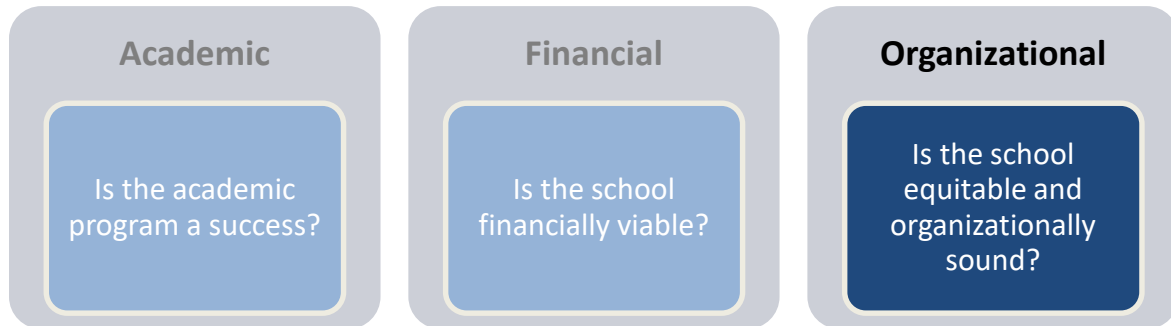
FINANCIAL PERFORMANCE FRAMEWORK		
Indicator	Measure	Criteria and Rating
		FALLS FAR BELOW STANDARD <ul style="list-style-type: none"> Three year cumulative cash flow is negative
	2b. Debt service coverage ratio: (Net income + depreciation + interest expense) / (principal and interest payments)	MEETS STANDARD <ul style="list-style-type: none"> Debt Service Coverage Ratio is equal to or exceeds 1.10 DOES NOT MEET STANDARD <ul style="list-style-type: none"> Debt Service Coverage Ratio is less than 1.10
3. Financial Compliance Indicators The school follows Generally Accepted Accounting Principles and meets financial reporting and compliance requirements.	3a. Financial audit	MEETS STANDARD The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to Financial Accounting for New Jersey Charter Schools as evidenced by: <ul style="list-style-type: none"> An annual independent audit with an unqualified audit opinion An annual independent audit devoid of significant conditions or internal control weaknesses The Independent Auditor's Management Report has no significant or "repeat" findings On-time submission and completion of the annual independent audit and corrective action plan DOES NOT MEET STANDARD The school does not comply with all applicable laws, rules, regulations and provisions of the charter agreement relating to Financial Accounting for New Jersey Charter Schools as evidenced by, among other factors: <ul style="list-style-type: none"> An annual independent audit with a qualified audit opinion The Independent Auditor's Management Report has significant or "repeat" findings Failure to submit the annual independent audit on time Failure to submit a corrective action plan on time (if applicable)
	3b. Financial Management and Compliance	MEETS STANDARD The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to financial management and oversight expectations as evidenced by: <ul style="list-style-type: none"> Employment of a School Business Administrator Submission of periodic financial reports as required by the Department On-time submission and completion of annual and revised budgets (if applicable) Submission of board contracts with a management company (if applicable) DOES NOT MEET STANDARD The school does not comply with all applicable laws, rules, regulations and provisions of the charter agreement relating to

FINANCIAL PERFORMANCE FRAMEWORK		
Indicator	Measure	Criteria and Rating
		<p>financial management and oversight expectations as evinced by, among other factors:</p> <ul style="list-style-type: none"> • Failure to submit periodic financial reports as required by the Department on time • Failure to submit annual budgets and/or revised budgets in a timely manner • Failure to submit board contracts with a management company

Organizational Performance Framework

Overview

The evaluation of a charter school's organizational performance is guided by the following essential question:



The Organizational Performance Framework is divided into five performance areas. Within these areas, the Framework provides indicators with specific criteria used to evaluate organizational capacity and rate whether or not the school meets standards.

Performance Areas and Indicators

1. Education Program and Capacity
 1. Mission and key design elements
 2. Curriculum
 3. Instruction
 4. Assessment
 5. Organizational capacity
2. School Culture and Climate
 1. School culture and climate
 2. Family and community engagement
3. Board Governance
 1. Board capacity
 2. Compliance
4. Access and Equity
 1. Access and equity
 2. Students with disabilities
 3. English language learners
5. Compliance
 1. NJ SMART compliance
 2. OCRS reporting compliance
 3. Other State and Federal Reporting Compliance

ORGANIZATIONAL PERFORMANCE FRAMEWORK		
Performance Area	Indicator	Criteria and Rating
1. EDUCATION PROGRAM AND CAPACITY	1.1 Mission & key design elements The school is faithful to its mission and has implemented the key design elements included in its charter.	MEETS STANDARD The school generally meets the following criteria: <ul style="list-style-type: none"> • Board members, administrators, teachers, students, and families demonstrate a common and consistent understanding of the school's mission and key design elements • The school has implemented the key design elements in the approved charter PARTIALLY MEETS STANDARD The school presents minor concerns in meeting one of the criteria defined above DOES NOT MEET STANDARD The school presents moderate or major concerns in meeting one or both of the criteria defined above
	1.2 Curriculum The school has a comprehensive curriculum.	MEETS STANDARD The school generally meets the following criteria: <ul style="list-style-type: none"> • The school's curriculum is aligned to state standards • The school has a process for selecting, developing, reviewing and revising its curriculum documents • The implemented curriculum addresses the needs of all learners PARTIALLY MEETS STANDARD The school presents moderate or major concerns in meeting one of the criteria defined above DOES NOT MEET STANDARD <ul style="list-style-type: none"> • The school's curriculum is not aligned to state standards
	1.3 Instruction The school demonstrates high-quality instruction across all classrooms.	MEETS STANDARD The school generally meets the following criteria: <ul style="list-style-type: none"> • The school staff demonstrates a common understanding of high-quality instruction with instructional practices aligned to this understanding • Students demonstrate strong engagement in classrooms • Classroom environments are conducive to learning • Teachers deliver purposeful lessons and maximize learning time (e.g., appropriate pacing, on-task student behavior, clear objective focus, efficient transitions, and high student engagement) PARTIALLY MEETS STANDARD The school presents moderate or major concerns in meeting one of the applicable criteria defined above DOES NOT MEET STANDARD The school presents moderate or major concerns in meeting two or more of the applicable criteria defined above
	1.4 Assessment The school has an assessment system that improves instructional effectiveness and student learning.	MEETS STANDARD The school generally meets the following criteria: <ul style="list-style-type: none"> • The school uses an effective system of formative and benchmark assessments, including a reliable process for scoring and analyzing such assessments

ORGANIZATIONAL PERFORMANCE FRAMEWORK		
Performance Area	Indicator	Criteria and Rating
		<ul style="list-style-type: none"> The school uses qualitative and quantitative data to evaluate the effectiveness of the academic program in serving all students and modifies the program accordingly The school uses qualitative and quantitative data to address the needs of students on a grade, classroom and individual basis <p>PARTIALLY MEETS STANDARD</p> <p>The school presents moderate concerns in meeting one or more of the criteria defined above</p> <p>DOES NOT MEET STANDARD</p> <ul style="list-style-type: none"> The school does not use data to evaluate the effectiveness of the academic program in serving all students
	<p>1.5 Organizational capacity</p> <p>The school has a clear and well-functioning organizational structure that leads to continuous improvement.</p>	<p>MEETS STANDARD</p> <p>The school generally meets the following criteria:</p> <ul style="list-style-type: none"> The school has clear and well-understood systems for decision-making The school provides strong instructional leadership to teachers The school has an effective, comprehensive professional development program that improves the implementation of the curriculum and instructional practices The school has developed systems for proactively addressing areas such as communication with stakeholders, community outreach, and teacher evaluations <p>PARTIALLY MEETS STANDARD</p> <p>The school presents moderate or major concerns in meeting one of the criteria defined above</p> <p>DOES NOT MEET STANDARD</p> <p>The school presents moderate or major concerns in meeting two or more of the criteria defined above</p>
2. SCHOOL CULTURE AND CLIMATE	<p>2.1 School culture & climate</p> <p>The school promotes a culture of high expectations and is safe, respectful and supportive.</p>	<p>MEETS STANDARD</p> <p>The school generally meets the following criteria:</p> <ul style="list-style-type: none"> The school environment fosters a culture of learning, scholarship and high academic expectations The school environment and interactions amongst stakeholders are respectful, supportive, professional and constructive The school creates a safe environment and addresses the physical, social, emotional and health needs of its students <p>PARTIALLY MEETS STANDARD</p> <ul style="list-style-type: none"> The school presents minor concerns in fostering an environment that is conducive to learning <p>DOES NOT MEET STANDARD</p> <ul style="list-style-type: none"> The school presents moderate or major concerns in fostering an environment that is conducive to learning
	<p>2.2 Family and community engagement</p> <p>The school actively engages families and the community towards achieving its mission.</p>	<p>MEETS STANDARD</p> <p>The school generally meets the following criteria:</p> <ul style="list-style-type: none"> The school has strong relationships with families/guardians that support students' academic growth and achievement and social-emotional health

ORGANIZATIONAL PERFORMANCE FRAMEWORK		
Performance Area	Indicator	Criteria and Rating
		<ul style="list-style-type: none"> The school has established partnerships with educational institutions or community organizations aligned to the school's mission and education program <p>PARTIALLY MEETS STANDARD</p> <p>The school presents moderate or major concerns in meeting one of the criteria defined above</p> <p>DOES NOT MEET STANDARD</p> <p>The school presents moderate or major concerns in meeting both of the criteria defined above</p>
3. BOARD GOVERNANCE	3.1 Board capacity The board has the capacity to govern the school effectively.	<p>MEETS STANDARD</p> <p>The school generally meets the following criteria:</p> <ul style="list-style-type: none"> The board recruits, maintains and trains members with appropriate skills, experience and expertise to govern the school; board membership is diverse and includes legal, fiscal, educational, community and board leadership/governance experience The board determines the strategic direction of the school by setting goals aligned with the school's mission and driven by data analysis; the board regularly monitors progress relative to its priorities and goals and engages in continuous improvement The board has adequate filled seats, and regularly has a quorum, according to the school's bylaws Board meetings are well-organized, purposeful and strategically focused The board updates school policies to ensure compliance with applicable requirements to facilitate efficient, effective operations The board hires and evaluates the school leader(s) and/or management organization on an annual basis and holds these individuals accountable for meeting specified goals The board uses a performance-based evaluation process to assess its own performance annually <p>PARTIALLY MEETS STANDARD</p> <p>The board presents moderate or major concerns in meeting at least one of the following criteria:</p> <ul style="list-style-type: none"> The board has adequate filled seats, and regularly has a quorum, according to the school's bylaws The board updates school policies to ensure compliance with applicable requirements to facilitate efficient, effective operations The board hires and evaluates the school leader(s) and/or management organization on an annual basis and holds these individuals accountable for meeting specified goals <p>DOES NOT MEET STANDARD</p> <p>The board presents moderate or major concerns in meeting two or more of the following criteria:</p> <ul style="list-style-type: none"> The board has adequate filled seats, and regularly has a quorum, according to the school's bylaws

ORGANIZATIONAL PERFORMANCE FRAMEWORK		
Performance Area	Indicator	Criteria and Rating
		<ul style="list-style-type: none"> The board updates school policies to ensure compliance with applicable requirements to facilitate efficient, effective operations The board hires and evaluates the school leader(s) and/or management organization on an annual basis and holds these individuals accountable for meeting specified goals
	3.2 Compliance The board complies with relevant laws and regulations.	<p>MEETS STANDARD</p> <p>The school generally meets the following criteria:</p> <ul style="list-style-type: none"> In accordance with <i>N.J.A.C. 6A:11-3.1(d)</i>, members complete required training prepared and offered by the New Jersey School Boards Association during the first year of their first term on the board Members have completed required criminal background checks Members have submitted required disclosure forms and do not have any conflicts of interest The board is in compliance with the <i>Open Public Meetings Act</i> The board is in compliance with its by-laws <p>PARTIALLY MEETS STANDARD</p> <p>The board presents minor concerns on one or more of the above criteria</p> <p>DOES NOT MEET STANDARD</p> <p>The board presents moderate or major concerns on one or more of the above criteria</p>
4. ACCESS AND EQUITY	4.1 Access and equity The school demonstrates a commitment to serving and meeting the needs of all students, especially the highest need students requiring special education services, students who are English language learners, students who qualify for free or reduced-price lunch and other underserved or at-risk populations.	<p>MEETS STANDARD</p> <p>The school generally meets the following criteria:</p> <ul style="list-style-type: none"> The school's recruitment, application, admissions, lottery and enrollment policies and practices are fair and equitable and demonstrate a commitment to serving all students; these policies and practices align with the requirements and recommendations in the Department's "Guidelines for Access and Equity in New Jersey Charter Schools" The school monitors and minimizes attrition rates to ensure stable and equitable enrollment The school's suspension and expulsion policies align with state law and regulation <p>PARTIALLY MEETS STANDARD</p> <p>The school presents moderate or major concerns in meeting one of the criteria defined above</p> <p>DOES NOT MEET STANDARD</p> <p>The school presents moderate or major concerns in meeting two or more of the criteria defined above</p>
	4.2 Students with disabilities The school complies with state and federal special-education laws and provides for a high-quality learning	<p>MEETS STANDARD</p> <p>The school generally meets the following criteria:</p> <ul style="list-style-type: none"> The school consistently complies with rules relating to student identification and referral The school consistently complies with rules relating to the academic program, assessments, discipline, and all other aspects of the school's program and responsibilities

ORGANIZATIONAL PERFORMANCE FRAMEWORK		
Performance Area	Indicator	Criteria and Rating
	environment for all students.	<ul style="list-style-type: none"> Students' Individualized Education Plans and Section 504 plans are consistently carried out by appropriately certified staff Access to the school's facility and program are provided to students and parents in a lawful manner and consistent with their abilities The school ensures a high-quality learning environment for all students including, but not limited to, access to a multidisciplinary intervention team, teachers with relevant professional development, and differentiated instruction <p>PARTIALLY MEETS STANDARD The school presents minor concerns in meeting one or more of the criteria defined above</p> <p>DOES NOT MEET STANDARD The school presents moderate or major concerns in meeting one or more of the criteria defined above</p>
	4.3 English language learners The school complies with applicable laws, rules and regulations relating to English Language Learner requirements.	<p>MEETS STANDARD The school generally meets the following criteria:</p> <ul style="list-style-type: none"> The school consistently and effectively implements steps to identify students in need of ELL services Requisite ELL services are provided to identified students by appropriately certified staff ELL students are provided with appropriate accommodations on assessments Students are exited from ELL services in accordance with their assessed capacities <p>PARTIALLY MEETS STANDARD The school presents minor concerns in meeting one or more of the criteria defined above</p> <p>DOES NOT MEET STANDARD The school presents moderate or major concerns in meeting one or more of the criteria defined above</p>
5. COMPLIANCE	5.1 NJ SMART compliance The school submits critical information punctually and accurately via NJ SMART.	<p>MEETS STANDARD The school generally meets the following criteria:</p> <ul style="list-style-type: none"> The school meets NJ SMART reporting deadlines The school's NJ SMART data submissions have a final error rate of no more than 2% defined as the number of errors divided by the total number of student records The school's student identification (SID) data, including student demographic data, for the October 15 NJ SMART snapshot are accurate and aligned to the Charter School Enrollment System data <p>PARTIALLY MEETS STANDARD The school presents minor concerns in meeting one of the criteria defined above</p> <p>DOES NOT MEET STANDARD</p> <ul style="list-style-type: none"> The school does not meet NJ SMART reporting deadlines
	5.2 OCRS reporting compliance	<p>MEETS STANDARD The school generally meets the following criteria:</p>

ORGANIZATIONAL PERFORMANCE FRAMEWORK		
Performance Area	Indicator	Criteria and Rating
	The school submits critical information punctually and accurately to the OCRS.	<ul style="list-style-type: none"> The school submits required documentation to OCRS accurately and on time <p>PARTIALLY MEETS STANDARD</p> <p>The school submits most but not all of the required documentation to OCRS accurately and on time</p> <p>DOES NOT MEET STANDARD</p> <p>The school does not submit most of the required documentation to OCRS on time, or what is submitted on time is mostly inaccurate</p>
	5.3 Other compliance The school materially complies with state/federal law and reporting requirements.	<p>MEETS STANDARD</p> <p>The school generally meets the following criteria:</p> <ul style="list-style-type: none"> The school completes all facilities, safety, security and health requirements in a timely manner The school meets all criminal background check requirements The school completes on time submission of Electronic Violence and Vandalism Reporting System (EVVRS) reporting The school completes on time and accurate NCLB Reporting The school meets educator evaluation, staffing and licensure requirements The school meets other relevant state and federal reporting and compliance requirements <p>PARTIALLY MEETS STANDARD</p> <p>The school submits most, but not all, of the required documentation accurately and on time</p> <p>DOES NOT MEET STANDARD</p> <p>The school does not submit most of the required documentation accurately and/or on time</p>

Sources of Evidence

In order to assess charter school performance against the measures set forth in the Performance Framework, the Department considers a wide body of evidence, including but not limited to the following:

- Admissions and enrollment materials
- Annual financial audits
- Annual reports
- Board minutes
- Budgets
- Charter agreement
- Charter amendments
- Complaints received and resolution status
- Curriculum documents
- Data derived from NJ SMART and the Charter School Enrollment System (CHE)
- Department published School Performance Reports and other Department reports
- Discipline data including EVVRS or the new Student Safety Data System (SSDS)
- Documentation of current Certificate of Occupancy, health, safety, and fire inspections
- Evaluation of board of trustees and school administration
- Evaluation of effective systems for financial oversight
- Evaluation of the implementation of ELL and special education requirements and programs
- Facility plans
- Federal and state reporting requirements
- GAAP accounting system review
- Handbooks-board, family, staff, student
- Initial charter school application
- Lesson plans
- Personnel files
- District and public comment
- Policy documents
- Professional development calendars / agendas
- Renewal application
- School calendars
- School identified and collected data from other assessments
- Site visits and accompanying documentation
- Staff lists
- Staff surveys
- State assessment results
- Structured interviews with school officials
- Student growth data
- Student files

BANK RECONCILIATION REPORT

Greater Brunswick Charter School

All Funds

For the Month of June 2017

	Beginning Cash Balance	Cash Receipts This Month	Cash Disburs. This Month	Ending Cash Balances
GOVERNMENTAL FUNDS				
1 General Fund - Fund 10	\$ 1,066,119.83	\$ 88,035.58	\$ 902,364.62	\$ 251,790.79
2 Special Revenue Fund - Fund 20	\$ (1,751.68)	\$ 86,085.00	\$ 6,878.23	\$ 77,455.09
3 Capital Projects Fund - Fund 30	\$ 121,683.66	\$ 2,029.64	\$ -	\$ 123,713.30
4 Debt Service Fund - Fund 40	\$ 550,188.25	\$ 105.26	\$ -	\$ 550,293.51
5 TOTAL GOVERNMENTAL FUNDS	\$ 1,736,240.06	\$ 176,255.48	\$ 909,242.85	\$ 1,003,252.69
PROPRIETARY FUNDS				
6 Enterprise Fund - Fund 60	\$ 65,990.59	\$ 39,763.32	\$ 38,769.01	\$ 66,984.90
7 After Care Fund - Fund 61	\$ 38,629.11	\$ 4,748.83	\$ 6,265.50	\$ 37,112.44
Total Funds 10 through 61	\$ 1,840,859.76	\$ 220,767.63	\$ 954,277.36	\$ 1,107,350.03
TRUST AND AGENCY FUNDS				
7 Payroll	\$ -	\$ 212,075.56	\$ 212,075.56	\$ -
8 Agency/Summer Payroll	\$ 195,487.63	\$ 179,740.79	\$ 214,590.69	\$ 160,637.73
9 Unemployment Trust - Fund 92	\$ (8,808.29)	\$ -	\$ -	\$ (8,808.29)
10 DOE Escrow Account	\$ 25,000.00	\$ -	\$ -	\$ 25,000.00
11 Student Activity Account - Fund 95	\$ 35,815.84	\$ 4,555.50	\$ -	\$ 40,371.34
12 TOTAL TRUST AND AGENCY FUNDS	\$ 247,495.18	\$ 396,371.85	\$ 426,666.25	\$ 217,200.78
13 TOTAL ALL FUNDS (Lines 5, 6, and 12)	\$ 2,088,354.94	\$ 617,139.48	\$ 1,380,943.61	\$ 1,324,550.81

Prepared and Submitted By:


Treasurer


School Business Administrator

7/10/2017

SUMMARY RECONCILIATION

Bank Name		PNC		Prepared by: Michael Falkowski	
Account Number		4751732306		Date: 7/10/2017	
Statement Date		6/30/2017			
Fund/Funds		FUND 10, 20, 40, 60		page 1 of 4	

1	Balance per Bank	6/30/2017		1,017,527.20
	Reconciling Items			
	Additions			
	Deposits in Transit			
	Date	Amount		
2a				
2b				
2c				
2d	See Lit	56463.98		
2	Total D.I.T.	56,463.98		
3	Total Additions		56,463.98	
	Deductions			
	Outstanding Checks			
4	(Attach list)	14,971.50		
5	See List	39,571.07		
6	Total Deductions		54,542.57	
7	Net Reconciling Items			1,921.41
8	Adjusted Balance per Bank as of	6/30/2017		1,019,448.61

9	Bal. per Board Secretary's Records as of	6/30/2017		1,019,444.40
	Reconciling Items:			
	Additions			
10	Interest	0.00		
11	Unknown	4.21		
12	Total Additions		4.21	
	Deductions			
13	See List	0.00		
14	Unknown Reconciling Item			
15	Total Deductions		0.00	
16	Net Reconciling Items			4.21
17	Adjusted Board Secretary's Balance as of	6/30/2017		1,019,448.61

OUTSTANDING CHECKS

[illegible]

RECONCILING ITEMS

[illegible]

RECONCILING ITEMS

[illegible]

BANK RECONCILIATION

Bank Name	PNC		Prepared by: Michael Falkowski
Account Number	80-3598-1087		Date: 7/10/2017
Statement Date	6/30/2017		
Fund/Funds	ENTERPRISE	page 1 of 2	

1	Balance per Bank	6/30/2017	42,258.14
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	Reconciling Items		
	Additions		
	Deposits in Transit		
	Date Amount		
2a			
2b			
2c			
2d		#####	
2	Total D.I.T.	106873.71	
3	Total Additions		106873.71
	Deductions		
	Outstanding Checks		
4	(Attach list)	-	
5		45034.51	
6	Total Deductions		45,034.51
7	Net Reconciling Items		61,839.20

8	Adjusted Balance per Bank as of	6/30/2017	104,097.34
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9	Bal. per Board Secretary's Records as of	6/30/2017	104,097.34
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	Reconciling Items:		
	Additions		
10	Interest Earned		
11	Deposits to Book		
12	Total Additions		0.00
	Deductions		
13	Bank Charges		
14			
15	Total Deductions		0.00
16	Net Reconciling Items		-

17	Adjusted Board Secretary's Balance as of	6/30/2017	104,097.34
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OUTSTANDING CHECKS

[illegible]

RECONCILING ITEMS

[illegible]

BANK RECONCILIATION

Bank Name	PNC		Prepared by: Michael Falkowski
Account Number	80-6049-8775		Date: 7/10/2017
Statement Date	6/30/2017		
Fund/Funds	PAYROLL	page 1 of 3	

1	Balance per Bank	6/30/2017	35,220.70
	Reconciling Items		
	Additions		
	Deposits in Transit		
	Date	Amount	
2a			
2b			
2c			
2d	See List	75207.58	
2	Total D.I.T.	75207.58	
3	Total Additions		75207.58
	Deductions		
	Outstanding Checks		
4	(Attach list)	97,038.53	
5	See List	13389.75	
6	Total Deductions		110,428.28
7	Net Reconciling Items		(35,220.70)
8	Adjusted Balance per Bank as of	6/30/2017	0.00

9	Bal. per Board Secretary's Records as of	6/30/2017	0.00
	Reconciling Items:		
	Additions		
10	See List		
11	Interest to book		
12	Total Additions		0.00
	Deductions		
13			
14			
15	Total Deductions		0.00
16	Net Reconciling Items		-
17	Adjusted Board Secretary's Balance as of	6/30/2017	0.00

OUTSTANDING CHECKS

Bank Name		PNC		<div>page 2 of 3</div>	Prepared by: Michael Falkowski		
Account Number		80-6049-8775			Date:	7/10/2017	
Statement Date		6/30/2017					
Fund/Funds		PAYROLL					
Ck. #	Ck. Amt.	Ck. #	Ck. Amt.	Ck. #	Ck. Amt.	Ck. #	Ck. Amt.
10952	\$ 1,492.22	11137	\$ 882.95	11181	\$ 1,194.45		
11096	\$ 1,201.95	11138	\$ 882.95	11182	\$ 1,194.45		
11097	\$ 1,201.95	11139	\$ 882.95	11184	\$ 915.15		
11098	\$ 1,201.95	11141	\$ 1,228.60	11185	\$ 915.15		
11100	\$ 1,358.35	11142	\$ 1,228.60	11186	\$ 915.15		
11101	\$ 1,358.35	11143	\$ 1,228.60	11189	\$ 1,589.55		
11102	\$ 1,358.35	11145	\$ 1,228.60	11190	\$ 1,589.55		
11104	\$ 900.69	11146	\$ 1,228.60	11191	\$ 1,589.55		
11105	\$ 900.69	11147	\$ 1,228.60	11193	\$ 1,201.95		
11106	\$ 900.69	11149	\$ 1,571.94	11194	\$ 1,358.35		
11109	\$ 821.20	11150	\$ 1,571.94	11195	\$ 1,620.80		
11110	\$ 821.20	11151	\$ 1,571.93	11196	\$ 1,121.44		
11111	\$ 821.20	11154	\$ 69.57	11197	\$ 882.95		
11113	\$ 821.20	11155	\$ 69.57	11198	\$ 1,228.60		
11114	\$ 821.20	11156	\$ 69.56	11199	\$ 1,571.94		
11115	\$ 821.20	11158	\$ 1,194.45	11200	\$ 69.57		
11117	\$ 1,620.80	11159	\$ 1,194.45	11201	\$ 1,194.45		
11118	\$ 1,620.80	11160	\$ 1,194.45	11203	\$ 1,259.85		
11119	\$ 1,620.80	11162	\$ 739.90	11204	\$ 898.80		
11121	\$ 1,286.70	11163	\$ 739.90	11205	\$ 1,194.45		
11122	\$ 1,286.70	11164	\$ 739.90	11206	\$ 1,194.45		
11123	\$ 1,286.70	11167	\$ 1,259.85	11207	\$ 915.15		
11125	\$ 1,534.20	11168	\$ 1,259.85	11222	\$ 1,240.26		
11126	\$ 1,534.20	11169	\$ 1,259.85	11349	\$ 316.62		
11127	\$ 1,534.20	11171	\$ 898.80				
11129	\$ 1,121.44	11172	\$ 898.80				
11130	\$ 1,121.44	11173	\$ 898.80				
11131	\$ 1,121.42	11175	\$ 1,194.45				
11133	\$ 1,457.45	11176	\$ 1,194.45				
11134	\$ 1,457.45	11177	\$ 1,194.45				
11135	\$ 1,457.45	11180	\$ 1,194.45				
TOTAL CHECKS OUTSTANDING:					\$	97,038.53	

RECONCILING ITEMS

[illegible]

BANK RECONCILIATION

Bank Name		PNC		Prepared by: Michael Falkowski	
Account Number		80-3598-1095		Date: 7/10/2017	
Statement Date		6/30/2017			
Fund/Funds		AGENCY/SUMMER		page 1 of 3	

1	Balance per Bank	6/30/2017		174,348.74
	Reconciling Items			
	Additions			
	Deposits in Transit			
	Date	Amount		
2a				
2b				
2c				
2d	See List	0.00		
2	Total D.I.T.	0.00		
3	Total Additions		0.00	
	Deductions			
	Outstanding Checks			
4	(Attach list)	-		
5	See List	13711.01		
6	Total Deductions		13,711.01	
7	Net Reconciling Items			(13,711.01)
8	Adjusted Balance per Bank as of	6/30/2017		160,637.73

9	Bal. per Board Secretary's Records as of	6/30/2017		160,637.73
	Reconciling Items:			
	Additions			
10	Interest Earned			
11	Other (Explain)			
12	Total Additions		0.00	
	Deductions			
13	Bank Charges			
14	Other			
15	Total Deductions		0.00	
16	Net Reconciling Items			-
17	Adjusted Board Secretary's Balance as of	6/30/2017		160,637.73

OUTSTANDING CHECKS

[illegible]

RECONCILING ITEMS

Bank Name	PNC	Prepared by: Michael Falkowski Date: 7/10/2017
Account Number	80-3598-1095	
Statement Date	6/30/2017	
Fund/Funds	AGENCY/SUMMER	
Account Number		page 3 of 3
Additions	Description	Amt
	TotalL	\$ -
Deductions	Description	Amt
June 2016	HC Contributions Setup as an Interfund	\$ 13,691.51
June 2017	Agency Owes GF for FSA Payment	\$ 19.50
		TOTAL CHECKS OUTSTANDING: \$ 13,711.01

BANK RECONCILIATION

Bank Name	PNC		Prepared by: Michael Falkowski
Account Number	80-3598-1618		Date: 7/10/2017
Statement Date	6/30/2017		
Fund/Funds	STUDENT ACT	page 1 of 3	

1	Balance per Bank	6/30/2017	40,371.34
---	-------------------------	------------------	-----------

		Reconciling Items		
		Additions		
		Deposits in Transit		
		Date	Amount	
2a				
2b				
2c				
2d		See list	0.00	
2		Total D.I.T.	0.00	
3		Total Additions		0.00
		Deductions		
		Outstanding Checks		
4		(Attach list)	-	
5		See List		
6		Total Deductions		-
7		Net Reconciling Items		-

8	Adjusted Balance per Bank as of	6/30/2017	40,371.34
---	--	------------------	-----------

9	Bal. per Board Secretary's Records as of	6/30/2017	40,371.34
---	---	------------------	-----------

		Reconciling Items:		
		Additions		
10				
11				
12		Total Additions		0.00
		Deductions		
13				
14				
15		Total Deductions		0.00
16		Net Reconciling Items		-

17	Adjusted Board Secretary's Balance as of	6/30/2017	40,371.34
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OUTSTANDING CHECKS

[illegible]

RECONCILING ITEMS

Bank Name	PNC		Prepared by: Michael Falkowski
Account Number	80-3598-1618		Date: 7/10/2017
Statement Date	6/30/2017		
Fund/Funds	STUDENT ACT	<i>page 3 of 3</i>	

Account Number		
Additions	Description	Amt
	TotalL	\$ -
Deductions	Description	Amt
TOTAL CHECKS OUTSTANDING:		\$ -



AGREEMENT FOR CHILD STUDY TEAM SERVICES

THIS AGREEMENT, is by and between the GREATER BRUNSWICK CHARTER SCHOOL (hereinafter the “School”) and Mozaic Mindz, Marla Burns MAT/LDT-C (hereinafter “Contractor”).

WITNESSETH:

WHEREAS, the School presently provides special education services to certain disabled students; and

WHEREAS, Contractor is a professional trained in Learning Disabilities and holds a certificate as a Learning Disabilities Teacher/Consultant, duly issued by the New Jersey Department of Education; and

WHEREAS, the School desires to engage Contractor’s services during the 2017 – 2018 school year.

NOW, THEREFORE, in consideration of the foregoing and for other good and valuable consideration, it is hereby agreed by and between the parties hereto as follows:

1. **Term.** This Agreement shall commence on September 1, 2017 and end on June 30, 2018. The agreement may be extended if both the School and the Contractor agree to an extension.

2. **Definitions.** Under this Agreement, the term “School” shall mean the Greater Brunswick Charter School.

3. **Duties.** Contractor shall perform all the duties commensurate with holding a LDTC position, in connection with conducting student evaluations, writing evaluation reports; and attending IEP meetings and other meetings; and any all other duties mutually agreed to by the Contractor by the School's Education Director.

4. **Work Schedule.** Contractor shall be available to work at the School when school is in session at such times as may be mutually agreed upon. Contractor shall work under the control and supervision of the Education Director with regard to all aspects of his/her services under this Agreement.

5. **Payments.** Contractor shall be paid by the School for his/her services under this Agreement at a rate of \$400 per evaluation conducted (including writing necessary evaluation reports), \$100 per Eligibility Determination, \$250 per IEP, and \$90 per hour for attendance at meetings, in-person or telephone consultations with the Education Director or other school staff, or in-service professional development and preparation therefor. In addition, the School shall pay the contractor an annual Retainer of \$1,000. The School shall not provide Contractor any other compensation, benefits or payments, including life, disability, dental, prescription or major medical insurance coverage, pension, profit-sharing, paid vacation, similar benefits normally provided by the School to its employees.

6. **Independent Contract.** Contractor shall perform services pursuant to this agreement as an independent contractor. The School shall not employ Contractor. Nothing in this Agreement shall be construed to create an employment relationship between Contractor and the School.

7. **Condition of Engagement.** Contractor acknowledges that his/her engagement is specifically contingent upon the following:

(a) Contractor must, at all times during the period of engagement meet and maintain his/her professional certification required by the State of New Jersey Department of Education and all other New Jersey State Statutes and regulations required for the Contractor's position;

(b) Contractor at all times shall comply with the Policies of the School's Board of Trustees and all Administrative Directives of the Education Director; and

8. **Termination.** Either party can terminate this Agreement, with or without cause, upon thirty (30) days written notice to the other party.

9. **Criminal History Background Check.** Contractor shall file with the School proof of a criminal history background check performed in accordance with *N.J.S.A. 18A:6-7.1*. Contractor shall not commence services or receive payments under this agreement until said filing. During the term of this agreement, Contractor shall notify the School immediately upon his/her arrest or conviction for any criminal offense.

10. **Assignment.** Neither this Agreement, nor any of the rights, duties or obligations of Contractor. or the School hereunder, may be assigned or otherwise delegated by Contractor, without the prior written consent of the Director of Education.

11. **Insurance.** Contractor shall procure a general liability insurance policy covering both personal and property damage in an amount not less than one million dollars (\$1,000,000), naming the School as an additional insured. Contractor shall provide the School proof of said insurance coverage.

12. **Forum Selection.** The parties stipulate that the New Jersey Superior Court, Middlesex County Vicinage, shall have sole and exclusive jurisdiction to resolve any dispute between the parties arising out of this agreement.

13. **Modification of Agreement.** Neither this Agreement nor any portion or provision of this Agreement may be changed, modified, amended, waived, supplemented, discharges, canceled, or terminated orally or by course of dealing, in any manner other than by a modification in writing, signed by the Chair of the School's Board of Trustees.

14. **Entire Agreement.** This Agreement cancels, merges or supersedes all prior and contemporaneous understandings and agreements relating to the subject matter of this Agreement, written or oral, between the parties hereto and contains the entire agreement of the parties hereto, and the parties hereto have no agreement, representations or warranties relating to the subject matter of this Agreement which are not set forth herein. This Agreement shall not be amended, modified or supplemented in any manner whatsoever except as otherwise provided herein or in writing signed by each of the parties hereto.

15. **Severability.** Except as otherwise expressly provided herein, if any provisions of this Agreement shall be adjudicated to be invalid or unenforceable in any action or proceeding, whether in its entirety or in any portion, then such part shall be deemed amended, if possible, or deleted, as the case may be, from the Agreement in order to render the remainder of the Agreement and any provision thereof both valid and enforceable. Any such deletion or amendment shall apply only where the court rendering the same has jurisdiction.

16. **Compliance with Laws.** Contractor and the School agree that in the performance of his/her duties under this Agreement he/she will not, directly or indirectly, violate or assist or cooperate with any other party in violating any of the provisions of any applicable

health, safety, housing, environmental, or other laws of the United States, or any state or subdivision thereof, including all laws protecting student confidentiality.

17. **Signatures.** By signing this Agreement, Contractor acknowledges that they have read it; they agree with everything in it; they have been advised to consult with an attorney of their choice prior to signing this Agreement and they have signed this agreement knowingly and voluntarily.

IN WITNESS WHEREOF, the parties have hereunto set their hands and seal on this day.

WITNESS:

Contractor Date

ATTEST:

GREATER BRUNSWICK CHARTER SCHOOL

Business Administrator/
Board Secretary

By: _____
Education Director Date

Approved by the Greater Brunswick Charter School Board of Trustees on _____, 2017.

Board Chairperson



Annual Report for 2016-2017

**Greater Brunswick Charter School
429 Joyce Kilmer Avenue
New Brunswick, NJ 08901**

**732-448-1052 (phone)
732-448-1055 (fax)**

July 31, 2017

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BASIC INFORMATION ABOUT THE SCHOOL

BASIC INFORMATION	
Name of School	Greater Brunswick Charter School
Grade Level(s) served 2016-17	K,1,2,3,4,5,6,7,8
2016-17 enrollment (as of June 30, 2017)	393
Projected enrollment for 2017-18	394
Current waiting list for 2017-18	115
Website Address	http://greaterbrunswick.org
Name of Board President	Susan Jackson, Board Chair
Board President email address	susan.jackson@greaterbrunswick.org
Board President phone number	973-405-4797
Name of School Leader	Vanessa Jones
School Leader email address	Vanessa.jones@greaterbrunswick.org
School Leader phone number	732-448-1052
Name of SBA	Michael Falkowski
SBA email address	mfalkowski@sboffice.com
SBA phone number	908-296-8572

SCHOOL SITE 1	
Site Name	Greater Brunswick Charter School
Year Site Opened	1998
Grade Level(s) served at this site in 2016-17	K,1,2,3,4,5,6,7,8
Grade level(s) to be served at this site in 2017-18	K,1,2,3,4,5,6,7,8
Site Street Address	429 Joyce Kilmer Avenue
Site City	New Brunswick
Site Zip	08901
Site Phone Number	732-448-1052
Site Lead or Primary Contact's Name	Vanessa Jones
Site Lead's Email Address	Vanessa.jones@greaterbrunswick.org

Organizational Performance Areas

Education Program and Capacity

1.1 Mission and Key Design Elements

GBCS Mission Statement

To provide our students with an education of the highest standards that incorporates their individual interests and learning styles, and nurtures their intellectual, social, emotional, and physical well-being within a learning community; and to share our best practices with other schools and educators.

GBCS Vision Statement

To be a community focused public school where students demonstrate a passion for learning, strong academic and social skills, independence and self-direction, confidence, and responsibility for their education, school, family, and community.

Greater Brunswick Charter School has been serving our community for eighteen years. Our mission and key design elements remain true to our charter and have developed to improve how we support our community and at the same time benefit from it. There are three pillars upon which our school was built:

- Children direct their own education.
- Students, staff, and parents/sponsors create a learning community.
- The Charter School builds civility, community, and democracy.

Along with our Mission and Vision, these pillars remain at the core of our school today. We have many programs and practices that support our mission and key design elements, including, but not limited to: Personal Education Plans, Enrichment Clusters, Positive Discipline, Dual Language Program.

Personal Education Plans (PEP)

Personal Education Plans are a unique and integral part of the educational experience at GBCS. They reflect our school's mission and vision to support individual learning and to encourage all of our students to become independent and self-directed learners. Each child at GBCS has a Personal Education Plan (PEP) that lists their interests and learning styles. It also lists individual goals and strategies for success as developed by the student, teacher and parent/guardian.

Each child's Personal Education Plan contains:

- ☐ an assessment of the child's individual learning styles – Multiple Intelligence Inventory
- ☐ the child's interests, Interest Survey and Interest Inventory
- ☐ 1-3 goals - Teachers have the flexibility to encourage students to choose from 1 to 3 goals (this could vary by student or by trimester)
- ☐ suggestions related to learning strategies that will work with the child's style;
- ☐ final product and/or assessment for each goal

During the fall conferences, the teacher, student and parent develop the child's academic and intellectual goals for the trimester. The completed PEP then becomes the blueprint for the individual education that GBCS provides. The Personal Education Plan is reviewed and updated, as needed, minimally at the two annual parent-student-teacher conferences and in three Progress Summaries.

Enrichment Clusters

Enrichment Clusters are a specially designated block of time when people with common interests come together to explore a topic. They are student-driven, teacher-facilitated learning experiences in which students develop products and services for real-world audiences. This program was created to celebrate and nurture the interests and talents of our students. Enrichment clusters reflect our school philosophy of self-directed learning and provide an important extension to our curriculum.

Positive Discipline

An essential purpose of education is to prepare children for responsible citizenship. Positive Discipline in the Classroom is a program that prepares children for responsible citizenship by encouraging the development of emotional intelligence and the important life skills and perceptions of capable people. Positive Discipline is based on the philosophies of Alfred Adler and Rudolf Dreikurs who believed that all human beings have equal rights to dignity and respect. All Positive Discipline methods are non-punitive and non-permissive. They are kind and firm at the same time: kind, because that shows respect for the child (and for the adult), and firm because that shows respect for what needs to be done.

All Positive Discipline methods meet the following "Three Criteria for Discipline that Teaches":

Is it respectful? ☐

Is it effective long-term? ☐

Does it help children develop valuable life skills for good character?☐

Positive Discipline in the Classroom is an excellent character education program in which children are involved in the creation of safe and caring communities. GBCS teachers use Positive Discipline Class Meetings to teach students essential skills and empower young people with a positive attitude for success in all areas of life: school, work, family, and society.

Dual Language Program

Dual language education programs integrate native English speaking students with native Spanish speaking students for academic instruction, which is presented in both languages. Social and academic learning occurs in an environment that values the language and culture of all students and sets high standards to ultimately achieve academic success in Spanish and English.

Classrooms are composed of native English speakers and native Spanish speakers. The language used for instruction is also broken down by a 50/50 ratio. Fifty percent of classroom instruction is provided in English and fifty percent of classroom instruction is provided in Spanish. The goal is for all students to read, write, listen, and speak two languages equally well by the end of the program.

The dual language model creates an additive bilingual environment, which allows students to acquire a second language while maintaining and developing their native language. The curriculum of the program is the same as in the general education program. All academic areas: reading, language arts, math, science, and social science, are taught in both Spanish and English.

The diversity at Greater Brunswick Charter School provides an ideal platform for all students to have the opportunity to learn and develop a second language . Through the dual language program, students are exposed to the same curriculum as their peers while also having the opportunity to learn a second language. Beginning in 2015-16 we started to expand our dual-language program in each grade, eliminating monolingual classes. In 2016-2017 both Kindergarten and both First Grade classes are dual language, not monolingual. Grades Three to Five remain mixed, one class of each grade being dual language and the other monolingual.

What are the Goals of the Dual Language Program?

One of our goals at Greater Brunswick Charter School is “To prepare all students to become productive, responsible and contributing members of our changing global society by providing a nurturing environment that rigorously promotes the realization of individual potential.” Students in the dual language program are presented with the social and cognitive benefits of bilingualism. They gain a second language, a broader vocabulary, and multiple views of the world, (Cazabon, Lambert, & Heise-Baigorria, 2002). In order to acquire these benefits, the program sets out to accomplish the following goals:

- Develop high levels of proficiency in Spanish and English
- Achieve grade level academic performance in Spanish and English
- Develop children who will be more competitive in the global economy
- Take advantage of the optimal window of learning a second language during the primary years
- Give students an upper edge in high school, college, and the workplace
- Develop bilingualism, biliteracy, and biculturalism
- Develop positive cross-cultural attitudes and behaviors

Mission Specific Goals

Goal #1 Personal Education Plans

Over the last four years we have made gradual progress to increase the quantity of Personal Education Plan (PEP) goals and the quality of PEP goals. Personal Education Plans (PEPs) have been an integral part of Greater Brunswick Charter School since the school began. Our mission mentions student directed learning and PEPs certainly are an example of that. Teachers, students and parents create these goals together based on student academic needs and personal interest. We set a goal for the 2014-2015 school year, to *“increase in the numbers of students achieving their PEP goals.”* That goal was *achieved*. In the SMART goal for the 2015-2016 school year we redirected our focus from quantity of goals to quality of goals, and assuring that each teacher is creating goals and documenting progress. That goal was achieved, 88% of goals were based on standards and 94% of classroom teachers met the target number of goals. It was clear, in 2015-2016 that the teachers who used the block of time for Enrichment and Intervention, FLEX TIME, to work on PEP goals experienced more success accomplishing quality goals. Therefore, the more classes who use FLEX TIME to work on PEP goals, the more success we will have with student directed learning . During the 2016-2017 school year our SMART goal was to work to consistently and effectively use FLEX TIME to work on PEP goals; to increase by at least 10% the number of classes working on PEP goals. In 2015-2016 22% of classes used FLEXtime to work on PEP goals, four out of eighteen classes. In 2016-2017 55.6% of classes used FLEXtime to work on PEP goals, ten of our eighteen classes. We surpassed our goal! We will continue to work on our Personal Education Plan goal in the 2017-2018 year, increasing how consistently and effectively we use FLEX Time to work on PEP goals, supporting student directed learning within a learning community.

Goal #1 2016-2017	<i>To consistently and effectively use our Enrichment and Intervention block, Flex Time, to work on Personal Education Plan (PEP) goals, supporting student directed learning within a learning community.</i>
Measure/Metric	<i>Growth in the frequency of classes using FLEX Time to work on PEP goals. (Walk-through measurement tool.)</i>
Target	<i>Increase by at least 10% the number of classes working on PEP goals during Flex Time compared to the previous year.</i>
Actual Outcome	<i>In 2016-2017 10 out of 18 classes used FLEXtime to work on PEP goals, 55.6% of classes. We strove for an increase to 22.2% and surpassed that.</i>

Goal #1 2017-2018	<i>To consistently and effectively use our Enrichment and Intervention block, Flex Time, to work on Personal Education Plan (PEP) goals, supporting student directed learning within a learning community.</i>
Measure/Metric	<i>Growth in the frequency of classes using FLEX Time to work on PEP goals. (Walk-through measurement tool.)</i>
Target	<i>Increase by at least 10% the number of classes working on PEP goals during Flex Time compared to the previous year.</i>
Actual Outcome	

1.2 Curriculum

Please see Appendix A.

1.3 Instruction

- a) What constitutes high quality instruction at this school?
- b) Provide a brief description of the school's instructional practices.

Greater Brunswick Charter School defines high quality instruction by student achievement and engagement. We carefully monitor student progress, analyze data, and drive instruction with the data. We recognize that the more engaged students are with instruction, the more success they have with academic goals. We also recognize that student achievement is directly linked to the quality of instruction and educational program. Together, teachers and administrators have determined what quality teaching and learning looks like. In the fall of 2016 we began using the Marshall Model for teacher evaluation, which has clear rubrics defining instructional practices. We use this tool, along with our peer observation model, to define and reflect on quality instruction, coaching each other to develop as educators.

Greater Brunswick Charter School is rooted in constructivism, differentiated, and hands-on learning. Our classrooms and lesson plans strive to be rich with interactive materials, learning stations, discussions, projects, developmentally based instruction, collaboration, cooperative learning, and resources to support language learners. GBCS became a Dual Language School six years ago, guiding us to focus on instructional practices best suiting language learners (English/Spanish), which are often best teaching practices for ALL learners. We work diligently to provide instruction in all subject areas that is rich in vocabulary, providing visual support and dynamic/animated instructional delivery. We are mindful of creating ample opportunities for students to speak and discuss their thoughts and ideas. Literacy skills are developed in all subject areas, including interdisciplinary Science and Social Studies units. We are proud of our technology integration and our drive to help students to become producers, not just consumers of technology. We adopted a new Math program, My Math, in 2015 and are working with it to best support our curriculum and preferred instructional practices. Many teachers are using a learning station model to facilitate teaching and learning. This model supports our focus on differentiated instruction. The addition of an Intervention and Enrichment block for all grades, also supports our focus on differentiated instruction, in addition to supporting student directed learning through Personal Education Plans.

1.4 Assessment

a.)

PROFICIENCY RATES ON PARCC ASSESSMENTS			
Assessment	2014-15	2015-16	2016-17
ELA 3	23%	43%	NA
ELA 4	23%	34%	NA
ELA 5	29%	32%	NA
ELA 6	42%	25%	NA
ELA 7	41%	50%	NA
ELA 8	29%	40%	NA
MAT 3	14%	42.5%	NA
MAT 4	8%	35%	NA
MAT 5	48%	30%	NA
MAT 6	33%	22%	NA
MAT 7	31%	51.1%	NA
MAT 8	10%	12%	NA
Algebra I	21%	43%	NA

At GBCS we have analyzed and discussed content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2015-2016 Partnership for Assessment of Readiness for College and Careers (PARCC) assessments.

In English Language Arts/Literacy 36.3% of GBCS students met or exceeded expectations. In Math 33.2% of GBCS students met or exceeded expectations. In Algebra I 43.8% of GBCS students met or exceeded expectations. When we compare ourselves to the state and to New Brunswick Public Schools (see chart below) we see that we are performing lower than the state average (higher in Algebra) and higher than the New Brunswick average. Regarding Student Growth, we are performing lower than the state average and higher than the New Brunswick average in English Language Arts; we are performing higher than the state average and higher than the New Brunswick average in Math.

Overall, we are pleased that most of our students are showing growth by grade level and cohort. We recognize that many schools struggle to build performance of students in the subgroups Economically Disadvantaged, Hispanic, and African American. The majority of our students fall into those subgroups. Therefore, we must continue our concentrated efforts to improve student achievement, focusing on our School-Wide Title 1 School goals. Our three main priorities are: Rigor in reading and writing instruction, Rigor in mathematics instruction, and Parity between English and Spanish in the dual language model of the required bilingual program. Imbedded into these goals is a goal to build cultural competence and racial/cultural literacy.

2016 PARCC RESULTS

Academic Achievement Indicators	Statewide	GBCS	New Brunswick
English Language Arts/Literacy Met or Exceeded Expectation	53%	36.3%	20.2%
Math Met or Exceeded Expectation	43.3%	33.2%	20.3%
Algebra I	25.3%	43.8%	7.5%

STUDENT GROWTH – 2016 PARCC

School Growth Indicators	Statewide Median	GBCS Median	New Brunswick Median
ELA	50	47	46
Math	50	61	50

b.) Diagnostic, formative, and summative assessments that were administered during the 2016-17 year.

Grades	Diagnostic Assessments,	Grades	Formative Assessment,	Grades	Summative Assessments
K-5	Diagnostic – DRA -2 Word Analysis	K-3	Phonics Progress Monitoring- Foundations	1-8	Unit Assessments- Benchmarks
1-8	Diagnostic – iReady	K-8	PEP assessments	3-8	PARCC
K-3	Phonics Pre-Assessment Foundations	K-8	Writing Rubrics/checklists	K-5	DRA-2
K-8	Unit Pre-Assessments	K-8	Running Records	K-5	EDL-2
K-8	Performance Tasks	1-8	iReady Growth Monitoring	2-8	Chapter Tests
K-8	Observation	K-8	Quizzes		Access Test (ELL)
		K-8	Conferencing		
		K-8	Skills Checklists		
		K-8	Do Now-s		
		K-8	Performance Tasks		
		K-8	Exit Tickets		
		K-8	Observation		
		2-8	Chapter Tests		
		K-8	Self-Reflection		

At Greater Brunswick Charter School the results from assessments are routinely analyzed by all of the teachers who work with students. We have weekly collaboration time built into the schedule, including extended time on Wednesday afternoons for two hours, up to three times a month. Together, general education, special education, ESL, Success Program (Basic Skills), and teaching assistants analyze data and plan instruction and lessons based on their data. The information drives instruction during the regular class time and also during the Enrichment and Intervention block, FLEX TIME. This time block of 20-30 minutes is an optimal time to differentiate and also utilize the extra support staff supplementing instruction at that time.

1.5 Organizational Capacity - School Leadership/Administration

a) Fill in the requested information below regarding school leadership:

School Leadership / Administration Information		
School Leader / Administrator Name	Title	Start Date at School
Vanessa Jones	Education Director	August 1998 as a teacher. September 2013 as an admin.
Hector Alvarez	Assistant Education Director	July 2016

2.1 School Culture and Climate

Learning Environment / Professional Environment	
Learning Environment	
Attendance rate: (use the total days present divided by the total days in membership)	96%
Elementary School	96%
Middle School	N/A
High School	N/A
Student - teacher ratio	7.8 : 1
Professional Environment	
Teacher retention rate (year to year)	83%
Total staff retention rate (year to year)	85%
Frequency of teacher surveys and date of last survey conducted	Annually April 24, 2017 = School Culture Survey May 15, 2017 = Survey of Admin. Performance and school
Percent of teachers who submitted admin. survey responses	93%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	1. 91% with Director Survey,

List the main positive aspects identified in the survey (Director Survey)	<ol style="list-style-type: none"> 1. Demonstrates integrity. 2. Drives academic excellence. 3. Leads the academic program. 4. Ensures adequate facilities 5. Overall leadership and performance
List the main positive aspects identified in the survey (School Climate Survey)	<ol style="list-style-type: none"> 1. Feeling safe in hallways, bathrooms, classrooms 2. The school environment is clean and in good condition. 3. Adults who work in this school treat students with respect. 4. Teachers are treated and respected as educational professionals. 5. Parents are made to feel welcomed in this school.
List the main school challenges identified in the survey (Director Survey)	<ol style="list-style-type: none"> 1. Staff retention needs improvement. (20% agree) 2. Interact with staff more (16% agree)
List the main school challenges identified in the survey (School Climate Survey)	<ol style="list-style-type: none"> 1. Retaining the best teachers and staff 2. Time for teacher preparation and planning. 3. Student's motivation to do work. 4. Critical thinking - students. 5. Students respecting teachers. 6. Students' pride in the school.

DISCIPLINE ENVIRONMENT 2016-17			
Grade Level	Number of students enrolled (as of Oct. 15, 2016)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	44	1	0
1	43	0	0
2	44	0	0
3	43	0	0
4	43	0	0
5	44	0	0
6	45	0	0
7	43	4	0
8	43	0	0

2.2. Family and Community Engagement

FAMILY INVOLVEMENT AND SATISFACTION	
Number of parent/guardians currently serving on the Board of Trustees out of total number of Board Membership	7 out of 10 board members were parents during the 2016-17 school year.
Frequency of parent/guardian surveys	Annually
Date of last parent/guardian surveys conducted	March, 2017
Percent of families completing a survey (considering 1 survey per family)	90% (used iPads to do survey before conferences)
Percent of parent/guardians who expressed satisfaction with the overall school environment	89%

List the main positive aspects identified in the survey	<ol style="list-style-type: none"> 1. I am proud that my child attends this school. 2. Communication with families occurs in an open and respectful manner. 3. Overall, I am satisfied with my child's school. 4. I feel comfortable talking with my child's teachers. 5. I feel welcome at my child's school.
List the main school challenges identified in the survey	<ol style="list-style-type: none"> 1. Students are not well behaved (25% think so) 2. Does not have friends who can help with homework (22%) 3. Does not have friends at school to trust and talk about problems (33%) 4. My child does not have strong relationships with teachers in the school. (20%) 5. I am not actively involved with my child's school. (35%)
Major activities/events offered to parents during 2016-17 school year (For Example: Monthly Parent University. Topic include...)	<p>Parent Orientation Back to School Night Volunteer Breakfast High School Fair Immigration Support and Workshops with Attorney Title 1 and ESSA Meetings Cardboard Challenge Family Sharing Night – Celebrating Cultures GBCS Expo – School Of Choice Week Parent-Student-Teacher Conferences Walkathon Family Learning Nights – Weekly workshops and classes for parents that are related to helping students, furthering parent education, fitness, nutrition, finance, etc. They are held up to four evenings a week. Pre-K Today, Kindergarten Tomorrow = Monthly workshops for parents of preschool students who will attend GBSCS in the future. (Siblings are already students at GBSCS.)</p>
Major activities/events conducted by the parents to further the school's mission and goals, such as fundraising, volunteering, etc.	<ol style="list-style-type: none"> 1. Volunteering to facilitate weekly Enrichment Clusters for students – Meet on a selected topic to investigate and learn for at least six weeks. (Yoga, Caring for Environment, Science Investigators, etc.) 2. Garden volunteering – watering, weeding, planting. 3. Fundraising – garage sale, events, walkathon. 4. Parent volunteers in classrooms – (Math and ELA prep) 5. Reading to students and listening to students read 6. Planning/organizing with teachers

Community Involvement		
Partnering organization	Description of the partnership	Level of involvement: # students or/and staff involved, approx. # hours per month, resources involved etc.
EDUCATIONAL INSTITUTIONS:		
Rutgers University	Student teacher placement/partnership	We typically have approximately four teachers placed at GBCS and they work in two classrooms during their student teaching, impacting between 44 – 88 students and 4-8 teachers. Approximately 150 hours a month. This year, we did not. However, we did have student teachers come to GBCS after completing their student teaching to facilitate the Youth In Action program, involving our students with community action research.
Rutgers University	Literacy Coach and Wednesday Reading Program	We work with Maureen Hall, a literacy coach from Rutgers University. She works with us up to 30 hours a month. She works with teachers in grades 5-8, eight teachers/teaching assistants. She shares resources such as books, workshops, and materials. She facilitates a Wednesday after school reading program for our elementary students this year, servicing over 50 students.
Middlesex County Curriculum Council	Attend and participate in monthly meetings for administrators.	Attend and participate in monthly meetings with schools in Middlesex County.
Rutgers School of Nursing	BSN nursing students work under the guidance of our School Nurse.	GBCS is a clinical <i>placement</i> for students in the accelerated Bachelor of Science in Nursing (BSN) program at Rutgers.
NJDOE	Dual Language Focus Group	The Education Director participated in a group discussion and information sharing session with other educators from a variety of districts, including: Englewood, Perth Amboy, Trenton, Patterson, Princeton, HoLA. (Led by Ken Bond and Lori Ramella)
COMMUNITY INSTITUTIONS:		
New Brunswick Ciclovía - With New Brunswick Tomorrow (NBT) and Keep Middlesex County Moving, and others.	Vanessa Jones serves on the planning committee.	We help to plan and organize the New Brunswick Ciclovía events, open streets for active living, which occur three or more times a year. GBCS also facilitates a station at each event for the community to participate in. We have also, three times, made our Walkathon a part of this event. Our involvement includes attending a monthly planning meeting and recruiting our students/families to participate, planning our stations (3 hours) and manning our station (6-8 hours), three times a year or more.
Live Well – Vive Bien (with NBT)	Our School Nurse attends and participates in these meetings/workshops.	Our School Nurse attends and participates in these meetings/workshops, multiple times a year, working with the community to improve and increase awareness regarding health and nutrition in our community.
New Brunswick Recreation	Share fields.	New Brunswick Recreation shares their field with us, allowing our students to access many acres of fields next door to our school for recess and Physical Education.
Blessings in a Backpack	They fundraise to sponsor our weekend backpack program.	Our weekend backpack program sends home food for the weekend with approximately 200 students who have limited access to food.

New Brunswick Public Schools – Security and NBPB	Attend monthly meetings with other public schools in New Brunswick. Have open dialogue with NBPB.	We are included in the monthly security meetings facilitated by New Brunswick Public Schools, sharing strategies and planning ideas to improve the safety and security of our students. This includes discussions, table top exercises, and drill review. The meetings are approximately two hours, once a month. We regularly consult with NBPB regarding security, DARE, and student support.
RAH – Rutgers Against Hunger	Collaboration to obtain food for families	Periodic planning with our family coordinator to obtain food resources for families.
New Brunswick 4-H	They support our Enrichment Clusters and Gardens	Laura Eppinger of 4-H volunteers regularly at GBCS to support our community garden and Enrichment Clusters. This past year she connected us with a grant to get Cisterns (rain barrels) for our gardens. She also does classes with our students. She and other 4-H volunteers are often at GBCS weekly.
Traumatic Loss Coalition	School Social Worker serves as part of network.	The <i>TLC</i> is an interactive, statewide network that offers collaboration and support to professionals working with school-age youth. Our school social worker participates in their monthly meetings.
NJ Brain Injury Alliance	Provided classes and support for GBCS students.	One of our 8 th graders suffered a traumatic brain injury in November 2016. We worked with the NJBIA to help the staff, students, and families.
Fresh Theater Art-Tova Halpern	Provides training and practice in theatre arts.	Two week long workshops in musical theater with students in K-5 in after school resulting in a musical performance for students, parents, and staff.
Pingry School	High School student mentorship for GBCS K-8 students.	High School Volunteers from Pingry- 10-14 high school volunteers work with after school students grades K-8 for three hours a month. Homework and reading help, games and social interaction.
NJ Audubon society - Christine Whorton-	Educational partnership with students.	- Two 6 weeklong enrichment clusters for students in 3-8 grades.
New Brunswick Free Public Library – Chelsea Woods	Educational partnership with students.	-Enrichment cluster for students ages 10-14 to create a public Zine. (Magazine) -Photography Contest
Lower Raritan Watershed Partnership - Heather Fenyk-	Students adopt and monitor stream, One Mile Run.	We have a watershed ambassadors enrichment cluster and our middle school students monitor the stream as part of Science class.
Garden of Healing Yoga – Carla Haynes	Middle School students are offered Yoga classes as an elective.	Students work with Garden of Healing staff to learn the principles and practices of Yoga.
Bank of America	BOA employees volunteer at GBCS	BOA employees volunteer three times a year for their “days of service.” They also give donations of food and school supplies.
Johnson & Johnson	Donation	A J&J group sponsored a school supply drive for our students and donated items to help them begin their school year.

Board Governance

3.1 Board Capacity

BOARD GOVERNANCE	
# of Board Members required as per charter by-laws	Up to 8 parent members and Up to 4 community members.
Date of Board Self-Evaluation (include a copy of the board self-evaluation tool as a Appendix B)	June 2017
Date of School Leader Evaluation (include a copy of the school leader evaluation tool as a Appendix C)	July 2017

3.2 Board Compliance

BOARD OF TRUSTEE INFORMATION						
Member's Name	Effective Start Date (when individual started on board)	Current Term Expiration Date (if applicable)	Officer Role (e.g. President, Vice President, Secretary, Treasurer)	Email Address	Date of criminal background check	Date of mandatory NJSBA training
Claudia Alvarado	07-01-2016	07-01-2019	Parent Trustee	claudia.alvarado@greaterbrunswick.org	10-26-2016	
Mr. Christopher Coulthard	07-01-2014	07-01-17	Parent Trustee	chris.coulthard@greaterbrunswick.org	10-20-15	Gov1: 01/21/2016 Gov2: 04/13/2015
Evan Gentry	07-01-2016	06-30-2019	Community Trustee	evan.gentry@greaterbrunswick.org	09-21-16	Gov1: 10/16/2016
Sean Hewitt	09-15-2016	09-15-2019	Community Trustee	sean.hewitt@greaterbrunswick.org	02-27-08	
Ms. Susan Jackson	07-16-2015	07-01-18	Parent Trustee - President	susan.jackson@greaterbrunswick.org	5-17-16	Gov1: 07/14/2017 Gov2: 07/28/17
Ms. Molly Larobina	07-16-2015	07-01-18	Parent Trustee –Vice President	molly.larobina@greaterbrunswick.org	7-31-15	Gov1: 06/09/2016
Mariu Reynoso	07-01-2016	06-30-2019	Parent Trustee	mariu.reynoso@greaterbrunswick.org	09-07-2016	Gov1: 09/13/2016
Ms. Anna Seewald	07-16-2015	07-01-18	Parent Trustee	anna.seewald@greaterbrunswick.org	11-6-15	Gov1: 01/28/2016 Gov2: 10/17/2016
Ms. Anju Thomas	06-1-2015	05-31-18	Community Trustee	Anju.thomas@greaterbrunswick.org	12-17-15	Gov1: 09/07/2016 Gov2: 02/28/2017
Mr. Choka Yogalingam	04-16-2015	07-01-17	Parent Trustee	choka.yogalingam@greaterbrunswick.org	6-21-17	Gov1: 12/04/2016 Gov2: 12/23/2016

Access and Equity

4.1 Access and Equity

SCHOOL YEAR 2017-18 APPLICATION PROCESS TIMELINE	
Date the application for school year 2017-18 was made available to interested parties	October 4, 2016
Date the application for school year 2017-18 was due back to the school from parents/guardians	December 19, 2016
Date and location of the lottery for seats in school year 2017-18	January 10, 2017 Greater Brunswick Charter School

Application/Admissions/Lottery/Enrollment	
Provide the URL to the school's application. If the application is not available online, then, as Appendix D , provide a copy of the schools current application in as many languages as available	http://greaterbrunswick.org/enrollment/enrollment_process http://greaterbrunswick.org/enrollment/enrollment_calendar
List all of the ways the application is disseminated	GBCS Website, GBCS Facebook Page, Flyers given to the school community, preschools, and other local organizations.
List all languages in which the application is available	English, Spanish
List all of the ways in which the school advertised that applications for prospective students for school year 2017-18 were available prior to the enrollment lottery.	GBCS Website, GBCS Facebook Page, Flyers given to: the school community, preschools, houses of worship, local community agencies and businesses.

STUDENT ENROLLMENT AND ATTRITION 2016 - 2017			
Grade Level	Number of student withdrawals (for any reason) during the school year	Number of students enrolled after the first day of school year 2016-17	Number of students retained in 2016-17 for the 2017-18 school year
K	1	1	0
Grade 1	0	0	0
Grade 2	1	1	0
Grade 3	0	0	0
Grade 4	1	1	0
Grade 5	1	1	0
Grade 6	1	2	0
Grade 7	2	0	0
Grade 8	0	0	0

5.1 Compliance

Educator Evaluation System



Description of Teacher and Administrative Evaluation Process

The Greater Brunswick Charter School (GBCS) believes that effective evaluation of teaching staff is essential if teachers and administrators are to achieve the educational goals stated in the school's charter. The purpose of teacher evaluation shall be to promote professional excellence; improve the skills of teaching staff; improve pupil learning, intellectual and social-emotional growth; and provide a basis for the review of staff performance.

Teaching Staff Observations

Formal Observations

GBCS adopted the Marshall Teacher Observation model in May 2016 and began using it in September 2016. Tenured teaching staff members are formally observed and evaluated for at least eighty minutes, typically eight to ten observations, each year by the Education Director or a qualified designee. Non-tenured teaching staff members are formally observed and evaluated at least one hundred minutes each year by the Education Director or a qualified designee. During a teacher's first year at GBCS at least one of the observations includes a pre-observation and post observations conference, while the rest are unannounced and does not include a pre-conference. The Principal will develop and utilize a brief written form to record such observations and provide feedback to the teaching staff member.

The Education Director completes at least one of the observations for non-tenured teaching staff members in year 1 - 3 of their contract, and at least two of the observations for non-tenured teachers who are in year 4 or 5 of their contract (and, thus, candidates for tenure). All observations of non-tenured teaching staff members shall be completed by April 30. Both tenured and non-tenured teachers are required to have a peer observer (a fellow teacher or teaching assistant) also attend the observation and the post-conference.

This year the teacher observation instrument includes the Marshall rubrics for the six domains covering all aspects of a teacher's job performance. This is used to give each teacher a summative rating, which is required by the Department of Education. Each domain is scored on a 1-4 rubric. An overall rating is derived using a holistic method of scoring. The observation instrument is comprised of the following domains: planning and preparation, classroom environment, delivery of instruction, monitoring-assessment-follow up, family and community outreach, and professional responsibilities.

Informal Observations:

In addition to the required formal observations and evaluations, 8-10 mini-observations, the Education Director or his/her designee may make as many informal observations or walk-throughs as they deem appropriate.

Annual Performance Review

The Annual Performance Review (APR) is conducted in May and June for all teachers. Teachers provide input about their accomplishments throughout the year, the status of the current PDP goals, and suggested PDP goals for the coming year. Staff and administration meet to review the input and set the goals for the coming year. This meeting results in a document, which documents commendations, recommendations, the PDP goals and also a summary, which focuses on accomplishments and areas in need of improvement for the coming year. In addition, teachers will be given an overall rating from 1-4 based on the observations done during the school year.

Evaluation of School Administrators

The Board of Trustees annually evaluates the performance of the Education Director in order to assist both the Board and administrators in the proper discharge of their responsibilities and to enable the Board to provide the school with the best possible leadership.

The objective of the Board's evaluation is to promote professional excellence and improve the skills of the administrators, to improve the quality of the education received by the pupils of this school, and to provide a basis for the review of the Education Director's performance. The Performance Management Plan and Staff Surveys are the two instruments used for evaluating the Education Director.

Using this same data, the Education Director evaluates the Assistant Education Director. This review is shared with the board at a regular meeting during closed session.

Performance Management Plan

The Performance Management Plan delineates ongoing job responsibilities, professional development objectives, and priority objectives. The administrators create the priority objectives based on the current needs of the school. This year we incorporated the tool developed by the NJSBA based on the NJ Professional Standards for School Leaders. (Appendix C.)

Staff Surveys

On-line surveys regarding the administrator's performance are sent to the staff once a year. The staff answers questions regarding the administrator's performance. It is the staff surveys and the director's fulfillment of the performance management plan that informs the board's review of the administrators.

Appendices	
Appendix A	Statements of Assurance
Appendix B	Board Self-Evaluation Tool
Appendix C	School Leader Evaluation Tool
Appendix D	Admissions Application (all languages)
Appendix E	Board resolution approving the teacher and school leader/principal evaluation systems
Appendix F	School Calendar
Appendix G	Organizational Chart
Appendix H	Promotion/Retention Policy
Appendix I	Graduation Policy (if applicable)

Submit each appendix as a separate attachment to the submission email saved by the appendix name. If necessary, submit all appendices and annual report in one zip folder.

Appendix A. Statement of Assurance

inspection report with satisfactory rating; and an annual fire inspection certificate with "Ae" (education) code life hazard use at N.J.A.C. 5:70-4.

Signature of School Official (School Lead):

Vanessa Jones

Date: 7/26/17

Print Full Name: Vanessa Jones

Title: Education Director

Signature of Signatory Official (President, Board of Trustees):

Susan Jackson

Date: 7/26/17

Print Full Name: Susan Jackson

Title: Board President

Greater Brunswick
Charter School
429 Joyce Kilmer Ave
New Brunswick, NJ 08901

Appendix A. Statement of Assurance

Appendix A

Assurance that the school is meeting statutory and regulatory requirements

By checking each of the boxes and signing on the second page, the school confirms compliance with each of the statements listed. Once signed, save the document as a .PDF file named "Appendix A Statements of Assurance" and upload it to SharePoint. See page 2 of the annual report template for submission details.

- ☒ Instructional Providers. The School shall employ or otherwise utilize in instructional positions only those individuals who are certified in accordance with the requirements applicable to other public schools, or who are otherwise qualified to teach under section N.J.A.C. 6A:9 *et seq.*, and applicable federal law. For the purposes of this section, "instructional positions" means classroom teachers and professional support staff.
- ☒ Background Checks; Fingerprinting. The School shall maintain and implement procedures for conducting background checks (including a fingerprint check for a criminal record) of, and appointing on an emergency conditional basis (if applicable), all school employees and prospective employees (whether part or full time) of the School, as well as any individual who has regular access to the students enrolled in the school (including, but not limited to, employees and agents of any company or organization which is a party to a contract to provide services to the School) to the extent required by applicable law, including sections N.J.S.A. 18A:6-7.1, *et seq.*
- ☒ Educational Program. The School shall implement and provide educational programs that that are compliant with the New Jersey Student Learning Standards.
- ☒ Student Disciplinary Code. The School shall maintain written rules and procedures for student discipline, including guidelines for suspension and expulsion, and shall disseminate those procedures to students and parents. Such guidelines and procedures must be consistent with applicable law including, but not limited to, requirements for due process, provision of alternative instruction and federal laws and regulations governing the discipline and placement of students with disabilities.
- ☒ Provision of Services. The School shall provide services and accommodations to students with disabilities in accordance with any relevant policies adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 *et seq.*) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 *et seq.*) (the "ADA") and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504") and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the individualized education program ("IEP") recommended by a student's IEP team. The School shall comply with all applicable provisions of section N.J.S.A. 18A:46-1 *et seq.*, and section N.J.A.C. 6A:11-4.8 of the Regulations concerning the provision of services to students with disabilities.
- ☒ Facility; Location. The School shall take such actions as are necessary to ensure that the Facility Agreement, licenses and certificates are valid and in force at all times that the Charter is in effect. Pursuant to N.J.A.C. 6A:11-2.2, actions shall include at a minimum: a new lease, mortgage or title to its facility (if the charter school has changed facilities); a valid certificate of occupancy for "E" (education) use issued by the local municipal enforcing official at N.J.A.C. 5:32-2 (if the charter school has changed facilities); an annual sanitary

Appendix B. GBCS Board Self Evaluation

ACADEMIC OVERSIGHT * Required

Please rate the accuracy of each statement on a scale of 1-5, from "Strongly disagree" to "Strongly agree."
There is an option to provide specific thoughts at the end of the section.

I have a clear understanding of what academic excellence means at Greater Brunswick Charter School. *

1

2

3

4

5

Strongly agree

The board and the director have a written, shared definition of academic excellence. *

Strongly disagree

1

2

3

4

5

Strongly agree

Additional comments on our vision of academic excellence.

Road map

There is a clear understanding between the board and the director about what the organization is doing to reach its defined vision of excellence. *

Strongly disagree

1

2

3

4

5

Strongly agree

The board and the director agree on the next key steps the school will take toward realizing this vision. *

Strongly disagree

1

2

3

4

5

Strongly agree

Additional comments on our school road map.

Charter obligations

I understand the academic promises that our school has made to the state Department of Education in our charter. *

Strongly disagree

1

2

3

4

5

Strongly agree

We have a clear and consistent way to measure progress toward reaching the academic goals spelled out in our charter and the accountability plan. *

Strongly disagree

1

2

3

4

5

Strongly agree

Additional comments on our charter obligations

Standardized testing

I know which standardized tests our school administers. *

Strongly disagree

1

2

3

4

5

Strongly agree

I understand what each standardized test measures. *

Strongly disagree

1

2

3

4

5

Strongly agree

The director provides the board with clear and consistent reporting on standardized test results. *

Strongly disagree

1

2

3

4

5

Strongly agree

I know if interim assessments are administered at the school. *

Strongly disagree

1

2

3

4

5

Strongly agree

The board receives clear and consistent reporting on interim test results. *

Strongly disagree

1

2

3

4

5

Strongly agree

Additional comments on standardized testing.

Comparative data

The director compares the school's academic results with the results of our sending district. *

Strongly disagree
1
2
3
4
5
Strongly agree

The director compares our school's academic results with the results of comparative charter schools. *

Strongly disagree
1
2
3
4
5
Strongly agree

The director has identified a successful school to benchmark against, with the goal of meeting or exceeding that school's results. *

Strongly disagree
1
2
3
4
5
Strongly agree

Additional comments on our comparative data

Board education

The School Review Committee helps the board to conduct effective oversight of our academic program. *

Strongly disagree
1
2
3
4
5
Strongly agree

The School Review Committee works closely with the director to design an annual program to educate the board about key strategies for closing the achievement gap and delivering academic excellence, plus other unique aspects of our school's mission. *

Strongly disagree
1
2
3
4
5
Strongly agree

Additional comments on the board's education in academic excellence.

BOARD COMPOSITION

Please rate the accuracy of each statement on a scale of 1-5, from "Strongly disagree" to "Strongly agree."

There is an option to provide specific thoughts at the end of the section.

The board has between 11 and 15 trustees. *

Strongly disagree
1
2
3
4
5
Strongly agree

At least 75 percent of the board has previous governance experience. *

Strongly disagree
1
2
3
4
5
Strongly agree

Our board has 100 percent of the skills it needs to govern effectively. *

Strongly disagree
1
2
3
4
5
Strongly agree

The board's membership reflects the broadest level of ethnic, racial, gender and geographical diversity. *

Strongly disagree
1
2
3
4
5
Strongly agree

The board's membership mirrors the diversity of the community enough that it is credible. *

Strongly disagree
1
2
3
4
5
Strongly agree

None of our trustees has a personal or business tie with the director, staff or another trustee that could present a conflict of interest during decision-making. *

Strongly disagree
1
2
3
4
5
Strongly agree

Fewer than 25 percent of the board members are parents of students currently enrolled at the school. *

Strongly disagree
1
2
3
4
5
Strongly agree

There are no school employees on the board. *

Strongly disagree
1
2
3
4
5
Strongly agree

Other comments about board composition.

BOARD GOALS AND ACCOUNTABILITY

Please rate the accuracy of each statement on a scale of 1-5, from "Strongly disagree" to "Strongly agree."

There is an option to provide specific thoughts at the end of the section.

The board has a clear set of goals for the year that clearly delineate how it will add value to the school. *

Strongly disagree
1
2
3
4
5
Strongly agree

The board has an effective and consistent process to measure its progress toward achieving its annual goals.

Strongly disagree
1
2
3
4
5
Strongly agree

Board committees have annual goals and plans that align with the overall board goals. *

Strongly disagree
1
2
3
4
5
Strongly agree

Substantive work happens in-between board meetings. *

Strongly disagree
1
2
3
4
5
Strongly agree

I am aware of the time commitment expected from me as a trustee. *

Strongly disagree
1
2
3
4
5
Strongly agree

Every board member is held to the same standards. *

Strongly disagree
1
2
3
4
5
Strongly agree

Every board member actively contributes to the success of the board. *

Strongly disagree
1
2
3
4
5
Strongly agree

There is a clear, transparent system for holding trustees accountable for contributing to the group and following through on expectations outlined in the trustee job description. *

Strongly disagree
1
2
3
4
5
Strongly agree

The board self-evaluates itself annually. *

Strongly disagree
1
2
3
4
5
Strongly agree

The board evaluates individual trustees annually. *

Strongly disagree
1
2
3
4
5
Strongly agree

The board uses individual trustee evaluations to retain or dismiss trustees. *

Strongly disagree
1
2
3
4
5
Strongly agree

Additional comments on board goals and accountability.

Board meetings

The board annually creates a calendar of all meetings, retreats and other important dates. *

Strongly disagree
1
2
3
4
5
Strongly agree

The board schedules time for deeper strategy sessions and strategic discussions throughout the year. *

Strongly disagree
1
2
3
4
5
Strongly agree

The board creates a strategic calendar of deadlines by which key decisions must be made. *

Strongly disagree
1
2
3
4
5
Strongly agree

The board chairman and the director work collaborative to create the board meeting agenda. *

Strongly disagree
1
2
3
4
5
Strongly agree

Committee chairs provide input on agenda items. *

Strongly disagree
1
2
3
4
5
Strongly agree

The board uses a consistent agenda format listing topics, duration, associated materials and required action plans. *

Strongly disagree
1
2
3

4
5
Strongly agree

Minutes from the previous meeting are available three days before the current meeting, along with reports and financial statements. *

Strongly disagree
1
2
3
4
5
Strongly agree

Meeting materials are organized clearly, so that trustees can prepare easily for the board meeting. *

Strongly disagree
1
2
3
4
5
Strongly agree

I always read the board materials in advance of the new meeting. *

Strongly disagree
1
2
3
4
5
Strongly agree

Board meetings are 90 percent focused on setting strategic direction, and only 10 percent focused on immediate issues. *

Strongly disagree
1
2
3
4
5
Strongly agree

Board meetings and presentations are led primarily by committee members and not by the director. *

Strongly disagree
1
2
3
4
5
Strongly agree

Committees report only when there is something strategic to discussion. *

S
Strongly disagree
1
2
3
4
5
Strongly agree

Board meetings are run efficiently. *

Strongly disagree
1
2
3
4
5
Strongly agree

The board consistently takes minutes of meetings. *

Strongly disagree
1
2
3
4
5
Strongly agree

Board minutes are a concise record of actions taken by the board. *

Strongly disagree
1
2
3
4
5
Strongly agree

Committees consistently take minutes of their meetings. *

Strongly disagree
1
2
3
4
5
Strongly agree

Our minutes comply with the state's sunshine law. *

Strongly disagree
1
2
3
4
5
Strongly agree

We evaluate our board meetings on a consistent basis. *

Strongly disagree
1
2
3
4
5
Strongly agree

I have a thorough understanding of the state's open meetings law. *

Strongly disagree
1
2
3
4
5
Strongly agree

We annually review the state open meetings law. *

Strongly disagree
1
2
3
4
5
Strongly agree

The board's legal counsel reviews board compliance with the open meetings law. *

Strongly disagree
1
2
3
4
5
Strongly agree

The board secretary reviews the open meetings law each month. *

Strongly disagree

Strongly agree.

Other comments about board meetings.

This form was created inside of Greater Brunswick Charter School.



IMPORTANT: Due to personal relationships with employees in the district, some board members may be considered “conflicted” and unable to participate in the CSA Evaluation. *Please consult your board attorney for clarification.*

This evaluation is based on district goals for the year 2014-2015 and on the job description for the Superintendent of Schools., included in Board Policy 2131 which states: The Superintendent shall be accountable to the Board of Education for functioning in accordance with statutes, code and Board policies, the Superintendent’s job description and mutually agreed upon annual performance standards.

Part I - Progress towards district goals is based on the district’s goal setting. It directly links the particular district goals to improved student performance and to a measurable indicator of success. The action plans developed by your administration to implement each goal will be a good source of reference material for completing this document. Sometimes a superintendent **will have only partially achieved the goals or not achieved them at all. The superintendent’s** responsibility in such instances is to provide an explanation as to why this occurred. The board must collectively judge whether the reasons given for not meeting the goal is satisfactory.

Directions for the Superintendent:

Complete Part I, Progress Toward Achievement of Goals, by providing the goal statement for each district goal and a rating for progress made toward achievement of each goal. To support this rating, data should be added to indicate linkage to improved student achievement and data or measurable indicators of success. Following submission, board members will be notified via email the evaluation is now ready for their input.

Merit Goals: You need only complete this section of the evaluation if your contract contains merit goals for 2014-2015. Complete Part 4 Progress Toward Achievement of **Superintendent’s Merit Goals** by providing the goal statement for each of this year’s quantitative and qualitative merit goals and your rating toward the achievement of each of these. Please include the identified benchmarks for measurement in the Superintendent’s Comment Section for each of the merit goals.

Directions for Board Members:

Step 1: AFTER reviewing the Superintendents assessment of Progress Toward Achievement of Goals, board members then add their own rating. Board members should also provide comments to support their rating. Please remember you are evaluating on the overall progress toward achievement of the goals over the course of the year.

Step 2: AFTER Part 1 is completed, board members move on to complete Part II, the Executive/Leadership skills portion and Part III, Overall Consideration of Standards.

Step 3: Please complete Part 4- Evaluation of the Superintendent's Merit goals for 2013-2014 if applicable to your district. **You need only complete this portion of the evaluation if your Superintendent's contract contains provisions for these merit goals.**

Review the Superintendent's appraisal/rating on each of the merit goals and the identified benchmarks for measurement. Please add your assessment and any comments to support your rating. Please remember you are evaluating **only the merit goals** in this portion of the evaluation- not the district goals which you already evaluated in Part 1 of this form.

PART I Progress Toward District Goals and Objectives

District Goals	Superintendent Rating			Board Member Rating		
	Achieved	Satisfactory Progress Made	Little or No Progress Made	Achieved	Satisfactory Progress Made	Little or No Progress Made
Goal 1:						
Superintendent's Comments						
Goal 1:						
Board Member Comments						
Goal 1:						
District Goals	Superintendent Rating			Board Member Rating		
	Achieved	Satisfactory Progress Made	Little or No Progress Made	Achieved	Satisfactory Progress Made	Little or No Progress Made
Goal 2:						
Superintendent's Comments						
Goal 2:						
Board Member Comments						
Goal 2:						

District Goals	Superintendent Rating			Board Member Rating		
	Achieved	Satisfactory Progress Made	Little or No Progress Made	Achieved	Satisfactory Progress Made	Little or No Progress Made
Goal 3:						
Superintendent's Comments						
Goal 3:						
Board Member Comments						
Goal 3:						
District Goals	Superintendent Rating			Board Member Rating		
	Achieved	Satisfactory Progress Made	Little or No Progress Made	Achieved	Satisfactory Progress Made	Little or No Progress Made
Goal 4:						
Superintendent's Comments						
Goal 4:						
Board Member Comments						
Goal 4:						

PART II: Remember that you are reviewing the performance over a full year, and the Superintendent takes action at the request of the full board, not individual members. Adding comments after each section is an important component of the evaluation and will serve to provide examples and rationale for your ratings.

This document is grouped by the categories identified in the *New Jersey Professional Standards for School Leaders*. This portion of the evaluation measures Performance in Leadership or Executive Skills as outlined in Policy 2131 which gives the parameters of the Superintendent's job: The Superintendent has full authority to implement the appropriate laws and administrative code of the State of New Jersey in accordance with Board policies. The Superintendent has authority to make such other decisions on a day-to-day basis as may be required for the efficient operation of the school system consistent with Board policies.

SUPERINTENDENT ROLE: To inspire, lead, guide and direct every member of the administrative, instructional and supportive services team in setting and achieving the highest standards of excellence, so that each student enrolled in our district may be provided with an effective and personally rewarding education. Further, to oversee and administer the use of all district facilities, property and funds with maximum efficiency, minimum waste and ever-present concern for their impact upon each individual student's education.

SUPERINTENDENT SCOPE OF RESPONSIBILITY: The management responsibilities of the Superintendent shall extend to all activities of the district, to all phases of the educational program, to all aspects of the financial operation, to all parts of the physical plant and to the conduct of such other duties as may be assigned by the Board. The Superintendent may delegate these duties together with appropriate authority, but may not delegate nor relinquish ultimate responsibility for results or any portion of accountability.

Please assess each sub-indicator within the leadership skills evaluation using the scale below, checking one box per indicator. Comments should be added to support your rating.

Commendable	Consistently exceeds stated board expectations. Performance is noticeably better than "meets expectations".
Meets Expectations	Meets stated board expectations-satisfactory, sufficient. Performance is professional, proficient and appropriate.
Needs Improvement	Stated expectations are met infrequently. Performance comes close to being acceptable but further development is needed.
Unsatisfactory	Stated expectations are not met. Performance is clearly inadequate, below acceptable level where significant improvement is required.
Not Observed	Board member does not have enough personal experience to make a judgment, it is a neutral rating, neither positive nor negative.

Standard # 1: <u>General Responsibilities</u> The superintendent is the educational leader who promotes the success of all students by maintaining a focus on professional, legal and policy obligations to ensure smooth operation of the district.	Commendable <i>Consistently exceeds stated board expectations. Performance is noticeably better than meets expectations.</i>	Meets Expectations <i>Meets stated board expectations. Performance is professional, proficient and appropriate.</i>	Needs Improvement <i>Stated expectations are met infrequently. Performance comes close to acceptable but further development is needed.</i>	Unsatisfactory <i>Stated expectations are not met. Performance is below acceptable, significant improvement is required.</i>	Not Observed <i>Not enough personal experience to make a judgment. Neither positive nor negative</i>
1. Improves the quality of educational programs and services to students.					
2. Recommends policies for Board adoption and implements the adopted policies.					
3. Fulfills all statutory obligations and implements the Education Law of the State of NJ and the Administrative Code of the NJ DOE.					
4. Provides leadership in identification of priorities and assures that all activities reflect those Board established priorities.					
5. Prepares and recommends short and long-range plans for Board approval and implements those plans when approved.					

Comments and Examples:

Standard #2: Instructional Leadership: The superintendent is the educational leader who promotes the success of all students by advocating, nurturing and sustaining a culture and instructional program conducive to student learning and staff professional development.	Commendable <i>Consistently exceeds stated board expectations. Performance is noticeably better than meets expectations.</i>	Meets Expectations <i>Meets stated board expectations. Performance is professional, proficient and appropriate.</i>	Needs Improvement <i>Stated expectations are met infrequently. Performance comes close to acceptable but further development is needed.</i>	Unsatisfactory <i>Stated expectations are not met. Performance is below acceptable, significant improvement is required.</i>	Not Observed <i>Not enough personal experience to make a judgment. Neither positive nor negative.</i>
1. Directs and supervises the administrative staff to assure that the goals of the school system are adequately reflected in its educational program and operations.					
2. Recommends for Board adoption curricula, courses, textbooks and the five-year curriculum renewal schedule.					
3. Encourages staff to develop programs, services and projects focused on improving student achievement.					
4. Recommends and implements the district's professional development plan.					
5. Provides for an annual assessment of student needs and achievement. Initiates program changes to address identified needs.					
6. Develops guidelines and directions for monitoring the effectiveness of existing and new programs.					

Comments and Examples:

Standard #3 Personnel Administration: The superintendent is the educational leader who promotes the success of all students by providing oversight for a comprehensive human resources program (recruitment, retention, staffing, organization, staff recognition, support and compensation and benefits) tied to defined district goals and targets.	Commendable <i>Consistently exceeds stated board expectations. Performance is noticeably better than meets expectations.</i>	Meets Expectations <i>Meets stated board expectations. Performance is professional, proficient and appropriate.</i>	Needs Improvement <i>Stated expectations are met infrequently. Performance comes close to acceptable but further development is needed.</i>	Unsatisfactory <i>Stated expectations are not met. Performance is below acceptable, significant improvement is required.</i>	Not Observed <i>Not enough personal experience to make a judgment. Neither positive nor negative.</i>
1. Provides direction and supervision in the development and implementation of sound personnel practices, including clearly defined roles, duties, responsibilities and current job descriptions.					
2. Develops recruitment procedures to assure well-qualified applicants for all positions and recommends appointments to the Board.					
3. Provides direction and acts as resource in negotiations Supervises administration of collective bargaining agreements.					
4. Assures that all staff is evaluated annually in accordance with established procedures.					
5. Recommends professional employees for contract renewal and/or tenure appointment in a timely manner.					

Comments and Examples:

Standard #4: Financial Management: The superintendent is the educational leader who promotes the success of all students by managing the budget development, implementation and monitoring process that reflects sound fiscal practices and supports district goals.	Commendable <i>Consistently exceeds stated board expectations. Performance is noticeably better than meets expectations.</i>	Meets Expectations <i>Meets stated board expectations. Performance is professional, proficient and appropriate.</i>	Needs Improvement <i>Stated expectations are met infrequently. Performance comes close to acceptable but further development is needed.</i>	Unsatisfactory <i>Stated expectations are not met. Performance is below acceptable, significant improvement is required.</i>	Not Observed <i>Not enough personal experience to make a judgment. Neither positive nor negative.</i>
1. Provides direction to and supervision of school business functions. Ensures implementation of sound business practices.					
2. Initiates and supervises development of the annual budget, including parameter setting with the Board based upon district goals.					
3. Assures that the district has long-range financial and facility improvement plans which are updated annually.					
4. Oversees school facility management to provide safe and appropriate buildings, with emphasis on preventative maintenance and custodial care.					
5. Assures funds are spent appropriately by providing adequate controls and accounting of the district's financial and physical resources.					

Comments and Examples:

Standard # 5 <u>Chief Executive Officer</u> The superintendent is the educational leader who promotes the success of all students by modeling appropriate administrative behavior, promoting a climate of mutual respect and trust, and establishing a professional working relationship with the Board of Education.	Commendable <i>Consistently exceeds stated board expectations. Performance is noticeably better than meets expectations.</i>	Meets Expectations <i>Meets stated board expectations. Performance is professional, proficient and appropriate.</i>	Needs Improvement <i>Stated expectations are met infrequently. Performance comes close to acceptable but further development is needed.</i>	Unsatisfactory <i>Stated expectations are not met. Performance is below acceptable, significant improvement is required.</i>	Not Observed <i>Not enough personal experience to make a judgment. Neither positive nor negative</i>
1. Attends all regular and special meetings of the Board, and participate in a professional leadership role. Designate an administrative staff member to serve in his/her absence, when appropriate.					
2. Prepares, in conjunction with the Board President, agenda recommendations for all matters requiring Board action.					
3. Provides information, advice and counsel to the Board on matters before it.					
4. Demonstrates professionalism by acting with integrity, fairness and in an ethical manner.					
5. Anticipates potential problems and recommends policies or solutions.					
6. Keeps Board informed regarding developments in other districts or at State and national levels that would be helpful to the district.					

Comments and Examples:

Standard #6 School/Community Relations: The superintendent is the educational leader who promotes the success of all students by collaborating with families, community members, social agencies and the media in order to respond to diverse community interests and needs and in order to mobilize community resources.	Commendable <i>Consistently exceeds stated board expectations. Performance is noticeably better than meets expectations.</i>	Meets Expectations <i>Meets stated board expectations. Performance is professional, proficient and appropriate.</i>	Needs Improvement <i>Stated expectations are met infrequently. Performance comes close to acceptable but further development is needed.</i>	Unsatisfactory <i>Stated expectations are not met. Performance is below acceptable, significant improvement is required.</i>	Not Observed <i>Not enough personal experience to make a judgment. Neither positive nor negative</i>
1. Communicates with the community by explaining programs and services, reporting plans, events and activities of interest.					
2. Maintains contact and good relations with local media.					
3. Assures that district interests will be represented in meetings and activities of municipal and other governmental agencies.					
4. Creates opportunities for residents to express their views regarding school-related matters.					
5. Represents the school system and its interests in community organizations, activities and projects.					

Comments and Examples:

Overall Consideration of Standards - points identified through this portion of the evaluation may provide assistance in the preparation of the summary evaluation document.

Of the standards listed above, which is the superintendent's greatest strength? How does this strength directly contribute to attainment of the district goals and increase student achievement?

In support of continued improvement in student achievement, which standard do you think deserves the superintendent's increased focus and attention?

What assistance should the board provide to enhance the superintendent's strengths and promote the achievement of the district goals?

Appendix D. Admissions Application



WAITING LIST APPLICATION

STUDENT'S INFORMATION

Student's Name:

(Last)		(First)		(Middle)	
Registering a sibling at this time? <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Sibling already in GBCS		Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female		Birth Date: / /	
If Yes – Siblings name:				Grade as of September 2017:	
If Yes – 2 nd Siblings name:				Grade as of September 2017:	
If Yes – 3 rd Siblings name:				Grade as of September 2017:	
Student's Primary Residence					
Name of Parent/ Legal Guardian: (Last)			(First)		
Name of Parent/ Legal Guardian: (Last)			(First)		
Address:			City:		Zip:
Telephone:					
Home: () -		Cell / Other : () -		Email:	
Grade as of September 2017: (circle one) K 1 2 3 4 5 6 7 8					
Current Grade: _____					
NOTE: All information on this registration form will remain confidential. The list of applicants will not be made public.					
<i>I understand that this Lottery Application is only for the 2017-2018 school year and that if my child is not called within the school year I applied for, it's my responsibility to resubmit a new Lottery Application, including all required documents again for the following year and be part of a new lottery with a new lottery number and a new waiting list number that will be determined during the 2018-2019 lottery.</i>					

Signature: (Parent or Legal Guardian) _____ Date: ____ / ____ / ____

Please return this form to a Greater Brunswick Charter School representative at one of the Registration Sessions. You must **also bring:**

- Proof of residency (1 of the following):** NJ driver's license, property deed, mortgage statement, lease, notarized statement from landlord, current utility bill

Greater Brunswick Charter School 429 Joyce Kilmer Avenue New Brunswick, NJ 08901	Office Number: 732-448-1052 Fax Number: 732-448-1055	Follow us on: Twitter @GBCharterSchool Facebook Greater Brunswick Charter School Web site www.greaterbrunswick.org
---	---	---

For additional information and questions please contact, Ana Perez at x104 or via email at ana.perez@greaterbrunswick.org

DO NOT WRITE BELOW THIS LINE

<input type="checkbox"/> proof of residency			
Clerk name _____	Date _____	<input type="checkbox"/> FFD <input type="checkbox"/> non FFD	Info Se. _____



GBCS
Greater Brunswick
Charter School

APLICACION PARA LA LISTA DE ESPERA

Información del Estudiante

Nombre del Estudiante :

(Apellido)	(Nombre)	(Segundo Nombre)
¿Registrando a un hermano(a) en este momento? <input type="checkbox"/> Si <input type="checkbox"/> No <input type="checkbox"/> hermano ya esta en GBCS	Sexo: <input type="checkbox"/> Masculino <input type="checkbox"/> Femenino	Fecha de Nacimiento: / /
Si Si – Nombre del hermano(a):	Grado a partir de septiembre de 2017:	
Si Si – Nombre del hermano(a):	Grado a partir de septiembre de 2017:	
Si Si – Nombre del hermano(a):	Grado a partir de septiembre de 2017:	
Dirección Principal del Estudiante		
Nombre del Padre/Madre/Tutor: (Apellido)		(Nombre)
Nombre del Padre/Madre/Tutor: (Apellido)		(Nombre)
Dirección:	Ciudad:	Código Postal:
Teléfono:		
Casa: () -	Trabajo/Celular: () -	Correo Electrónico:
Grado escolar para sept. 2017: (indique uno) K 1 2 3 4 5 6 7 8		
Grado escolar actual: _____		

NOTA: Toda la información contenida en esta forma de registro se mantendrá confidencial. La lista los solicitantes no se hará publica.

Entiendo que esta solicitud **es sólo** para el año **2017-2018** y que si no recibo una llamada dentro de ese año escolar que solicité, es mi responsabilidad para volver a presentar una nueva Aplicación para la Lotería, incluyendo todos los documentos requeridos de nuevo para el año siguiente y ser parte de una nueva lotería con un nuevo número de lotería y un nuevo número de la lista de espera que será determinado durante la lotería **2018-2019**.

Firma: (Padre/Madre/Tutor) _____

Fecha: ____ / ____ / ____

Por favor regrese este formulario al representante de Greater Brunswick Charter School en cualquiera de nuestras sesiones de registro. **Es necesario** traer el siguiente documento para poder registrar al estudiante:

- **Prueba de residencia/ vivienda (una forma de cualquiera de lo siguiente):** Licencia de Manejo del Estado de NJ, Certificado de propiedad, Reporte de Hipoteca, Recibo de renta, reporte notariado del casero, Recibo actual de sus Utilidades (luz, gas).

**Greater Brunswick
Charter School**

429 Joyce Kilmer Avenue
New Brunswick, NJ 08901

Numero de la Oficina: 732-448-1052

Numero de Fax: 732-448-1055

Síguenos en:

Twitter
@GBCharterSchool

Facebook

Greater Brunswick Charter School

Sitio Web

www.greaterbrunswick.org

Para más información y preguntas, comuníquese con Ana Perez x104 o por correo electrónico a ana.perez@greaterbrunswick.org

NO ESCRIBA BAJO ESTA LINEA

☐ proof of residency

Clerk name _____	Date _____	<input type="checkbox"/> FFD <input type="checkbox"/> non FFD	Info Se. _____
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Appendix E.a. Board Resolution Teacher Evaluation



June 16, 2016

RESOLUTION

To approve the adoption of the Marshall Teacher Evaluation Model for the 2016-2017 school year.

Voting Members	Motion	Yes	No	Abstain	Absent	Voting Members	Motion	Yes	No	Abstain	Absent
Christopher Coulthard		X				Anna Seewald		X			
Susan Jackson		X				Anju Thomas		X			
Molly Larobina		X				George Waters		X			
David Learn					X	Choka Yogalingam	2 nd	X			
Peter Schaeffing	1 st	X									

Mr. Learn had stepped out during roll call.

I, Michael Falkowski, Business Administrator/Board Secretary of the Greater Brunswick Charter School in the County of Middlesex, State of New Jersey, HEREBY CERTIFY that the foregoing annexed extract from the minutes of a meeting of the Board duly called and held on June 16, 2016, has been compared by me with the original minutes and is a true, complete and correct copy thereof and of the whole of the original minutes so far as they relate to the subject matters referred to in the extract.

IN WITNESS WHEREOF, I have hereunto set my hand this 31st day of July 2017.

A handwritten signature in black ink, appearing to be "Michael Falkowski", written over a horizontal line.

Michael Falkowski
Business Administrator /Board Secretary

Appendix E.b. Board Resolution School Leader Evaluation



Patrick Mulhern
Education Director

Donna Medea
Assistant
Education Director

Carl Seils
Business Administrator

Trustees:
Maria Marshall
Board Chairperson

David Learn
Vice Chair person

Jeff Crum

Rocio Garcia

Luis M. Hernandez

Lenny Jenkins

Nancy Ruiz

Maria Marshall

George Waters

Maria Vivar

RESOLUTION 06.20.06

The Board of Trustees of the Greater Brunswick Charter School has adopted a resolution to approve the GBCS created school leader/principal evaluation system and GBCS teacher matrix for evaluating administrators.

CERTIFYING STATEMENT

I certify the foregoing to be a true copy of the resolution adopted by the Board of Trustees of Greater Brunswick Charter School, in Middlesex County, New Jersey, at a meeting held on June 20, 2013.

A handwritten signature in black ink, appearing to read 'Carl R. Seils', is written over a horizontal line.

Carl R. Seils
Business Administrator/Board Secretary
June 20, 2013

Appendix F. School Calendar



SCHOOL CALENDAR 2017-2018

Changes and Updates made 7/31/17

September (9)				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
October (10)				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			
November (11)				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	
December (12)				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
January (1)				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Trimesters

1st 9/6/2017- 12/8/2017
2nd 12/11/2017 - 3/15/2018
3rd 3/16/2018 - 6/20/2018

Key

= First/Last Day of school
 School Closed
 Early Dismissal 1:35 p.m.
 Conferences/Early Dismissal
 Professional Day/
 School closed for Students only

September 2017

6 - 8 Students Return - Early dismissal for Students
20 Back to School Night 22 Rosh Hashana - School Closed

October 2017

9 Professional Day for Staff - School Closed for students
16 Picture Day!
23 - 27 Conferences - Early Dismissal for Students(Mon.- Fri.)

November 2017

9 - 10 N.J.E.A. Convention - School Closed
22 Harvest Festival in Classrooms - Early Dismissal (No A.S.P.)
23 - 24 Thanksgiving Recess - School Closed

December 2017

8 Last Day of Trimester
15 Progress Summaries go home
22 Early Dismissal (No A.S.P.)
25 - 29 Winter Break - School Closed

— 2018 —

January 2018

1 Winter Break - School Closed
2 Professional Day - School Closed for Students
3 Students Return to School
15 Martin Luther King Jr. Day - School Closed
25 GBCS Expo! Celebrate learning at GBCS!

February 2018

5 Picture Day for Absentees/8th Grade Cap and Gown
16 Professional Day for Staff - School Closed for Students
19 Presidents' Day - School Closed

March 2018

15 Last day of Trimester
16 Progress Summaries go home
19-23 Conferences - Early dismissal for students (Mon. - Fr.)
30 Good Friday - School Closed

April 2018

2-6 Spring Break - School Closed
9 Professional Day for Staff - School Closed for Students
10 Students Return to School

May 2018

25 Early Dismissal 28 Memorial Day - School Closed

June 2018

13 8th Grade Dinner
14 Field Day
20, 21, 22 Early Dismissal for Students (last 3 days of school)
20 8th Grade Graduation 21 Progress Summaries go home
22 Last Day for Students* (June 21 if emergency days are not used)
22 Last Day for Teachers* (June 21 if emergency days are not used)

February (2)				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		
March (3)				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
April (4)				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				
May (5)				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	
June (6)				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Conferences

Early Dismissals 1:35 pm
October 23-27
March 19-23

Reminders

School begins at 8:00a.m.
A.S.P. ends at 5:30p.m.
Office Number: (732) 448-1052
School Website:
greaterbrunswick.org
Like us on Facebook

This calendar reflects 183 student days and 190 staff days. THIS CALENDAR IS SUBJECT TO CHANGE

* This calendar provides 1 day built in day for emergency/snow closings. If days for emergency closings are not necessary, the last day for students and staff will be

June 21st. *If we surpass our one built in snow day early in the year, days will be made up in the following order: January 15th (MLK day),

February 19th (Presidents' Weekend), days will be added on to the end of the year, and the last option will be to take days away from spring break.

* The length of winter break, spring break, and the last day of school are subject to change in the event we have additional snow/emergency

closings beyond those allocated throughout the year. A notice will go home via backpack mail, posted on our GBCS website (www.greaterbrunswick.org),

and on our Facebook page whenever there are changes.

EARLY DISMISSAL 1:35 p.m.*

****The Afterschool Program is open everyday except for November 22, 2017 and December 22, 2017.****






****In the event a delayed opening occurs on a Wednesday, school will continue until 3:00 p.m.****

septiembre (9)				
L	M	M	J	V
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
octubre (10)				
L	M	M	J	V
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			
noviembre (11)				
L	M	M	J	V
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	
diciembre (12)				
L	M	M	J	V
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
enero (1)				
L	M	M	J	V
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Trimestres

1ro 9/6/2017 - 12/8/2017
 2do 12/11/2017 - 3/15/2018
 3ro 3/16/2018 - 6/20/2018

Guía

 = Primer/ Ultimo día escolar
 Escuela Cerrada
 Salida temprana 1:35 p.m.
 Conferencias/salida 1:35pm.
 Día profesional/ Cerrada para estudiantes

septiembre 2017

6 - 8 Regreso a clase - Salida 1:35 pm 20 Noche de
 Regreso a Clase 22 Rosh Hashanah - Escuela Cerrada

octubre 2017

9 Día Profesional para los Maestros- Escuela Cerrada
 16 Día de Fotografías para el Anuario
 23 - 27 Conferencias - Salida 1:35 pm (lunes a viernes)

noviembre 2017

9 - 10 Escuela Cerrada - Convención N.J.E.A.
 22 Festival de Cosecha- Salida 1:35 pm (No habrá A.S.P.)
 23 - 24 Receso de Acción de Gracias - Escuela Cerrada

diciembre 2017

8 Ultimo día del Trimestre
 15 Resumen de Progreso enviado a casa (calificaciones)
 22 Salida 1:35pm. (no habrá A.S.P.)
 25 - 29 Receso de Invierno - Escuela Cerrada

— 2018 —
enero 2018

1 Receso de Invierno - Escuela Cerrada
 2 Día Profesional para los Maestros- Escuela Cerrada
 3 Los estudiantes regresan a clase
 15 Día feriado (M.L.K) - Escuela Cerrada
 25 Día del Expo de GBCS- celebrando nuestro aprendizaje

febrero 2018

5 Día de fotografías para ausentes/Vestuario de Graduación
 16 Día Profesional para los Maestros- Escuela Cerrada
 19 Día de Los Presidentes- Escuela Cerrada

marzo 2018

15 Ultimo día del Trimestre
 16 Resumen de Progreso enviado a casa (calificaciones)
 19-23 Conferencias - Salida 1:35 pm (lunes a viernes)
 30 Viernes Santo - Escuela Cerrada

abril 2018

2-6 Receso de Primavera - Escuela Cerrada
 9 Día Profesional para los Maestros- Escuela Cerrada
 10 Regreso a clase para los estudiantes y maestros

mayo 2018

25 Salida 1:35pm 28 Día de Recordacion- Escuela Cerrada

junio 2018

13 Cena de Graduación (Estudiantes de 8vo Grado)
 14 Día de Campo
 20, 21, 22 Salida de estudiantes 1:35 pm. (últimos 3 días)
 20 Graduación de 8vo Grado 21 Resumen de Progreso enviado a casa
 22 Ultimo Día - Estudiantes*(jun. 21 si los días de emergencia no son utilizados)
 22 Ultimo Día - Maestros*(jun. 21 si los días de emergencia no son utilizados)

febrero (2)

L	M	M	J	V
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		

marzo (3)

L	M	M	J	V
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

abril (4)

L	M	M	J	V
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

mayo (5)

L	M	M	J	V
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

junio (6)

L	M	M	J	V
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Conferencias

Salida Temprana 1:35 pm

octubre 23-27
 marzo 19-23

Recordatorios

Escuela abre a las 8:00a.m.
 A.S.P. termina a las 5:30p.m.
 Teléfono: (732) 448-1052

Página Electrónica:
greaterbrunswick.org
Síguenos en Facebook

Este calendario refleja 183 días y 190 para los maestros. ESTE CALENDARIO ESTA SUJETO A CAMBIOS

* Este calendario dispone de 1 día para el cierre de emergencia/nieve. Si estos días no son necesarios, el ultimo día para los estudiantes y personal será el 21 de junio

* Los días de nieve se realizaran en el siguiente orden: 15 de enero (día de M.L.K), 19 de febrero (fin de semana de Presidentes), días serán añadidos al final del año

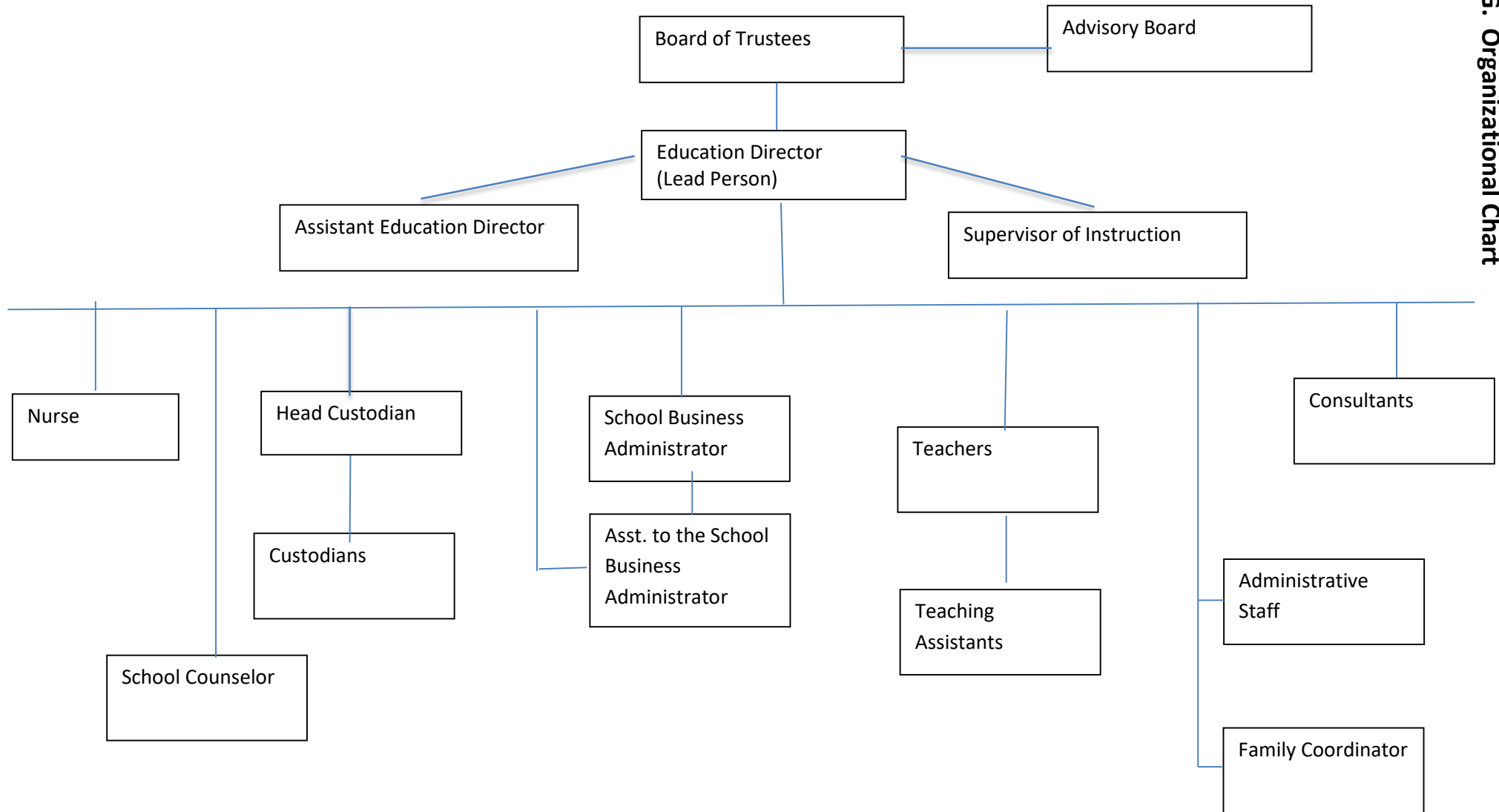
y la ultima opción sería tomar algunos días de las vacaciones de primavera. *La duración de las vacaciones de invierno, primavera, y el ultimo día de clases **están**

sujetos a cambios en el caso de que tengamos mas días de emergencia. Usted será notificado de cualquier cambio a través de nuestra pagina de Facebook,

(www.greaterbrunswick.org), cartas enviadas con su hijo(a) y un mensaje telefónico

SALIDA TEMPRANA 1:35 p.m.* El Programa Después del Día Escolar esta disponible para los padres con la excepción del 22 de noviembre y 22 de diciembre del 2017 * En el caso de un retraso en la apertura en un día miércoles, la escuela continuara hasta las 3:00 pm.

Appendix G. 6635 Greater Brunswick Charter School - Organizational Chart



POLICY

GREATER BRUNSWICK CHARTER BOARD OF EDUCATION

Students

5410/Page 1 of 2

PROMOTION/RETENTION/ACCELERATION (M)

5410 PROMOTION/RETENTION/ACCELERATION (M)

M

The Board of Trustees recognizes that each child develops and grows in a unique pattern and that pupils should be placed in the educational setting most appropriate to their social, physical, and educational needs. Each pupil enrolled in this school shall be moved forward in a continuous program of learning in harmony with his/her own development.

Standards for pupil promotion shall be related to the New Jersey Core Curriculum Content Standards and school goals and objectives and to the accomplishments of pupils. A pupil in the elementary grades will be promoted to the next succeeding grade level when he/she has completed the course requirements at the presently assigned grade; has achieved the instructional objectives set for the present grade; has demonstrated the proficiencies required for movement into the educational program of the next grade; and has demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.

Promotion policies and procedures will be provided to parent(s) or legal guardian(s) as appropriate. Parent(s) or legal guardian(s) and pupils shall be regularly informed during the school year of the pupil's progress toward meeting promotion standards. A teacher who determines that a pupil's progress may not be sufficient to meet promotion standards shall notify the parent(s) or legal guardian(s) and the pupil and offer immediate consultation to the pupil's parent(s) or legal guardian(s). Every effort shall be made to remediate a pupil's deficiencies before retention is recommended. The parent(s) or legal guardian(s) and, where appropriate, the pupil shall be notified of the possibility of the pupil's retention at grade level in advance and, whenever feasible, no later than eight weeks prior to the end of the school year.

A pupil's promotion to the next grade level may be conditioned upon a summer school program that has been approved by the Education Director prior to the pupil enrolling in the summer school program.

It is a policy of the Greater Brunswick Charter School that grade acceleration is not typically in the best interest of the pupil, therefore it is the policy and practice of the Greater Brunswick Charter School not to encourage education program acceleration. However, a pupil's education program may be accelerated with the Greater Brunswick Charter School upon the recommendation of the Education Director, in consultation with relevant staff, and upon approval of the parent(s) or legal guardian(s).



PROMOTION/RETENTION/ACCELERATION (M)

School attendance shall be a factor in the determination of a pupil's promotion or retention.

Classroom teachers shall recommend to the Education Director the promotion or retention of each pupil. Parent(s) or legal guardian(s) and adult pupils may appeal a promotion or retention decision to the Education Director whose decision shall be final.

N.J.S.A. 8A:35-4.9

Adopted: 18 August 2011



POLICY

5411 GRADUATION FROM EIGHTH GRADE

The Board of Trustees will recognize with fitting ceremonies a pupil's completion of the program of studies offered by this school and the pupil's entrance to secondary school.

Successful completion of the program of studies in the school requires achievement of the instructional objectives set for each course of study, demonstration of mastery of the proficiencies established for each course, and a satisfactory attendance record. The parent(s) or legal guardian(s) of a pupil who may be prevented from graduating shall be so notified in advance and no later than six weeks prior to the close of the school year. Every effort shall be made to remediate a pupil's deficiencies before graduation is denied.

The graduation ceremony is a privilege, therefore, a pupil may not be permitted to participate in the graduation ceremony in the event the Assistant Education Director determines the pupil has not met all the educational requirements by the ceremony or for discipline reasons or the reasons as determined by the Assistant Education Director.

N.J.S.A. 18A:35-4.9; 18A:36-14; 18A:36-15; 18A:36-18;
18A:38-25 et seq.

N.J.A.C. 6:3-4A.1; 6A:8-4.4 et seq.

Adopted: 18 August 2011

