



Greater Brunswick Charter School (80-6635-930)

2020-2021

County: Charters

District: Greater Brunswick Charter School

429 Joyce Kilmer Avenue
New Brunswick, NJ 08901

Principal: Ms. Vanessa Jones

[School Website](#)

732-448-1052



392
Total Students



KG-08
Grades Offered

Overview & Resources

The School Performance Reports reflect the New Jersey Department of Education's (NJDOE) commitment to providing parents, students, and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have equitable access to high quality education. We encourage you to use these reports to:

- **Learn more** about the school and the district
- **Start conversations** with school community members and ask questions
- **Engage** with school communities to identify where schools are doing well and where they can improve

Important Notes for 2020-2021: The ongoing COVID-19 pandemic has continued to have a significant impact on the way the NJDOE was able to measure school performance and student achievement for both the 2019-2020 and 2020-2021 School Performance Reports. While some data that was missing in 2019-2020 will be available again for 2020-2021 (e.g. chronic absenteeism data), other data continues to remain unavailable or look different from prior years.

The NJDOE recognizes that our existing data can't begin to measure the hard work and perseverance of the students, families, educators and community members during the past two years. While some data may be missing, the NJDOE emphasizes how important it is to use the available data in the reports, along with other information collected directly within districts and communities, to start conversations, identify gaps in information, and begin to find ways to address the impacts of COVID-19 and ensure all students receive the support that they need.

The 2020-2021 School Performance Reports will not include the following data elements:

- Statewide assessment participation and performance for the New Jersey Student Learning Assessment (NJSLA)
 - Dynamic Learning Maps (DLM) and ACCESS for ELLs data will be included in the 2020-2021 reports
 - Links will be provided to the results of the Fall 2021 Start Strong Assessments
- Student growth data
- Progress toward English language proficiency
- ESSA summative ratings or indicator scores
- Status in meeting annual targets or standards for Every Student Succeeds Act (ESSA) accountability indicators

An updated "[Impact of COVID-19 on Data Availability](#)" resource summarizes which data is available, which data is not available, and which data may have been impacted. Notes are included throughout the School Performance Reports and the Reference Guide to explain where data is missing or impacted by COVID-19. Look for "Important Note for 2020-2021" sections.

School Performance Report Resources:The NJDOE has several resource documents that can help you understand and use the School Performance Reports, which can also be found under the "Resource Documents" link at the top of the page:

- [Impact of COVID-19 on Data Availability](#)
- One-page guides to help start conversations for [administrators](#), [educators](#), [elementary](#), and [middle and high school families](#)
- [Reference Guide](#) with details on all the data in these reports
- [Frequently Asked Questions](#)
- [Understanding Adjusted Cohort Graduation Rates](#)
- [Understanding Student Growth Percentiles](#)
- [Data Privacy Rules](#) (why you see *'s and N's in the reports)

Let the NJDOE know how we can improve future reports by taking our [feedback survey](#). Contact reportcard@doe.nj.gov with any questions about the reports.

Overview & Resources

School Contact Information

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

Type	Contact Information
County	Charters
District	Greater Brunswick Charter School
Principal Name	Ms. Vanessa Jones
Address	429 Joyce Kilmer Avenue, New Brunswick, NJ 08901
Phone Number	732-448-1052
Email Address	vanessa.jones@greaterbrunswick.org
Website	http://greaterbrunswick.org
Facebook	https://www.facebook.com/Greater-Brunswick-Charter-School-11612706808/
Twitter	https://twitter.com/GBCharterSchool

Demographics

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

Enrollment Trends by Grade

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

Grade	2018-19	2019-20	2020-21
KG	44	46	44
1	45	44	46
2	44	44	43
3	43	44	42
4	44	44	44
5	44	44	44
6	45	48	44
7	43	43	42
8	40	37	43
Total	392	394	392

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Note that 2019-20 is the first year that data was collected for non-binary/undesigned gender and, as a result, the 2019-20 and 2020-21 data may not be a true representation of the student population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5 and percentages for 2020-21 may show a range, depending on the overall school population size.

Student Group	2018-19	2019-20	2020-21
Female	49.7%	51.0%	52.0%
Male	50.3%	49.0%	48.0%
Non-Binary/Undesignated Gender		<1%	≤1%
Economically Disadvantaged Students	87.2%	86.0%	78.8%
Students with Disabilities	20.7%	16.5%	16.8%
English Learners	27.3%	22.8%	21.4%
Homeless Students	0.5%	0.8%	0.5%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial And Ethnic Group	2018-19	2019-20	2020-21
White	3.1%	2.8%	2.6%
Hispanic	84.4%	83.8%	86.0%
Black or African American	9.7%	10.9%	8.7%
Asian	2.3%	2.3%	2.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two Or More Races	0.5%	0.3%	0.5%

Demographics

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

Enrollment Trends by Full/Half Day PK and KG

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

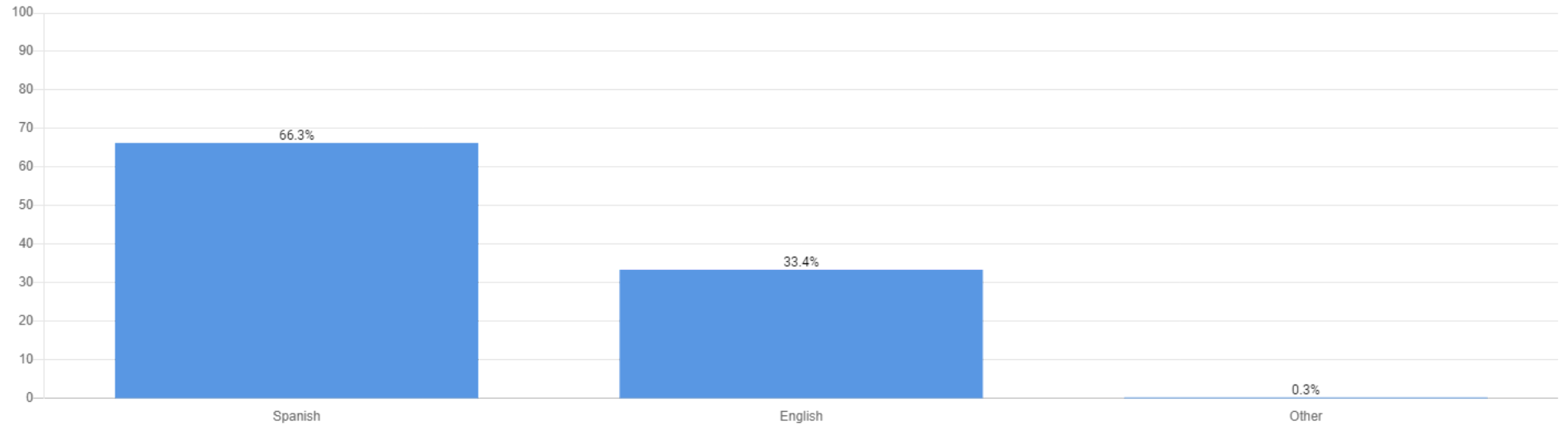
Grade	2018-19	2019-20	2020-21
KG - Half Day	0	0	0
KG - Full Day	44	46	44

Demographics

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

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total. To see this data in a table, click the Table View option below the chart.



Student Growth

Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

Important note for 2020-21: Due to the cancellation of statewide assessments as a result of the COVID-19 pandemic in both 2019-20 and 2020-21, student growth percentile were not calculated and will not be reported for either the 2019-20 or 2020-21 school years. Tables showing 2020-21 median student growth percentiles and other measures of student growth will not be included in this report.

Student Growth Trends and Progress

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

Important note for 2020-21: Due to the cancellation of statewide assessments as a result of the COVID-19 pandemic in both 2019-20 and 2020-21, student growth percentiles were not calculated and will not be reported for the 2019-20 and 2020-21 school years.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2018-19 ELA	2019-20 ELA	2020-21 ELA	2018-19 Math	2019-20 Math	2020-21 Math
Median Student Growth Percentile	36			38.5		
Met Standard (40-59.5)?	Not Met			Not Met		
Statewide: Median Student Growth Percentile	50			50		

Academic Achievement

Important note for 2020-21: Due to the cancellation of statewide assessments in 2019-20 and 2020-21 and federal waivers as a result of the COVID-19 pandemic, statewide assessment results for the New Jersey Student Learning Assessments (NJSLA) and related accountability measures are not available and will not be reported for the 2019-20 and 2020-21 school years. Tables showing 2020-21 NJSLA results and related accountability measures will not be included in this report.

The Dynamic Learning Maps (DLM) and ACCESS for ELLs assessments were administered in spring 2021 and results will be included for the 2020-21 school year. These two assessments were administered in-person only, not remotely, so participation rates for these assessments may have been lower than in previous years. As a result, the NJDOE recommends using caution in comparing results for 2020-21 to prior or future years.

The fall 2021 administration of the Start Strong assessment was used to satisfy the federal statewide assessment requirement to administer general assessments in ELA, mathematics, and science for the 2020-21 school year. As a result, the fall 2021 Start Strong results will be used to meet ESSA reporting requirements for the 2020-2021 school year. Results of the fall 2021 Start Strong results are available on the [NJDOE website](#). Please note that these results are aligned to reporting requirements for the 2020-2021 school year, so results only include students that were enrolled during the 2020-21 school year and the school/district, grade level, and student group status in that file represent the student's enrollment as of June 2021, not as of fall 2021. Other reports on Start Strong results that reflect all students testing as of Fall 2021 are available on the [NJDOE Assessment webpage](#).

English Language Arts and Mathematics Performance Trends

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

Important note for 2020-21: Due to the cancellation of statewide assessments in 2019-20 and 2020-21 and federal waivers as a result of the COVID-19 pandemic, statewide assessment results are not available for the 2019-20 and 2020-21 school years.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2018-19 ELA	2019-20 ELA	2020-21 ELA	2018-19 Math	2019-20 Math	2020-21 Math
Participation Rate	100.0%			100.0%		
Proficiency Rate for Federal Accountability	38.1%			27.7%		
Annual Target	43.6%			41.7%		
Met Annual Target?	Not Met			Not Met		
Statewide Proficiency Rate for Federal Accountability	57.9%			44.5%		

† Target was met within a confidence interval.

Academic Achievement

Important note for 2020-21: Due to the cancellation of statewide assessments in 2019-20 and 2020-21 and federal waivers as a result of the COVID-19 pandemic, statewide assessment results for the New Jersey Student Learning Assessments (NJSLA) and related accountability measures are not available and will not be reported for the 2019-20 and 2020-21 school years. Tables showing 2020-21 NJSLA results and related accountability measures will not be included in this report.

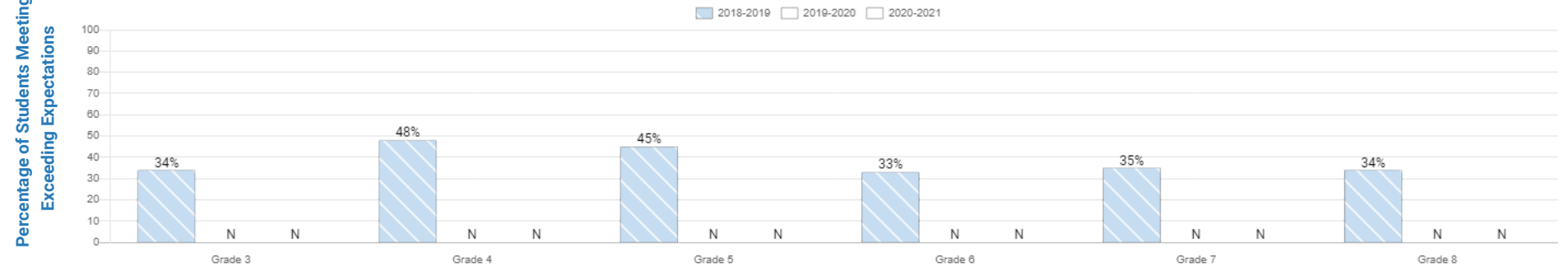
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the New Jersey Student Learning Assessment (NJSLA) for English Language Arts (ELA) for the past three years.

Important note for 2020-21: Due to the cancellation of statewide assessments in 2019-20 and 2020-21 and federal waivers as a result of the COVID-19 pandemic, statewide assessment results are not available for the 2019-20 and 2020-21 school years.



Academic Achievement

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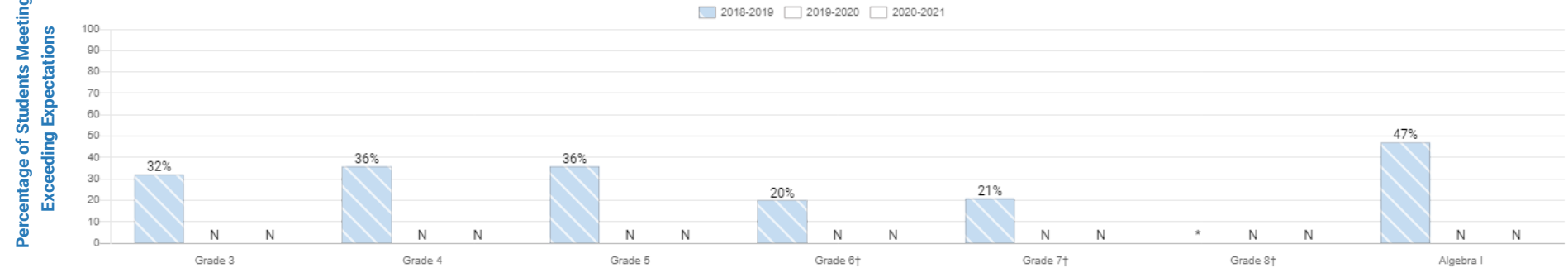
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the New Jersey Student Learning Assessment (NJSLA) for Mathematics for the past three years.

Important note for 2020-21: Due to the cancellation of statewide assessments in 2019-20 and 2020-21 and federal waivers as a result of the COVID-19 pandemic, statewide assessment results are not available for the 2019-20 and 2020-21 school years.



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

Academic Achievement

Important note for 2020-21: Due to the cancellation of statewide assessments in 2019-20 and 2020-21 and federal waivers as a result of the COVID-19 pandemic, statewide assessment results for the New Jersey Student Learning Assessments (NJSLA) and related accountability measures are not available and will not be reported for the 2019-20 and 2020-21 school years. Tables showing 2020-21 NJSLA results and related accountability measures will not be included in this report.

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with the most significant intellectual disabilities.

Important note for 2020-21: The Dynamic Learning Maps (DLM) assessment was administered in spring 2021 in-person only, not remotely, and participation rates may have been lower than in previous years. As a result, the NJDOE recommends using caution in comparing results for 2020-21 to prior or future years.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N
6	N	N
7	N	N
8	N	N

Academic Achievement

Important note for 2020-21: Due to the cancellation of statewide assessments in 2019-20 and 2020-21 and federal waivers as a result of the COVID-19 pandemic, statewide assessment results for the New Jersey Student Learning Assessments (NJSLA) and related accountability measures are not available and will not be reported for the 2019-20 and 2020-21 school years. Tables showing 2020-21 NJSLA results and related accountability measures will not be included in this report.

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The fall 2021 administration of the Start Strong assessment was used to satisfy the federal statewide assessment requirement to administer general assessments in ELA, mathematics, and science for the 2020-21 school year. As a result, the fall 2021 Start Strong results will be used to meet ESSA reporting requirements for the 2020-2021 school year. Results of the fall 2021 Start Strong results are available on the [NJDOE website](#). Please note that these results are aligned to reporting requirements for the 2020-2021 school year, so results only include students that were enrolled during the 2020-21 school year and the school/district, grade level, and student group status in that file represent the student's enrollment as of June 2021, not as of fall 2021. Other reports on Start Strong results that reflect all students testing as of Fall 2021 are available on the [NJDOE Assessment webpage](#).

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Important note for 2020-21: Due to the cancellation of the ACCESS for ELLs assessment in 2019-20 and federal waivers as a result of the COVID-19 pandemic, English Language Progress to Proficiency is not available for 2020-21.

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Important note for 2020-21: The ACCESS for ELLs assessment was administered in spring 2021 in-person only, not remotely, and participation rates may have been lower than in previous years. As a result, the NJDOE recommends using caution in comparing results for 2020-21 to prior or future years.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score 4.5 or Above
0-2	*	*	*
3-4	27	*	*
5 or more	26	88.5%	11.5%

Academic Achievement

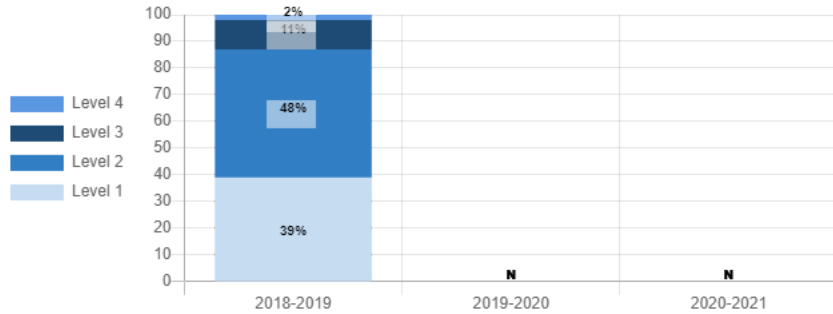
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

Important note for 2020-21: Due to the cancellation of statewide assessments in 2019-20 and 2020-21 and federal waivers as a result of the COVID-19 pandemic, statewide assessment results are not available for the 2019-20 and 2020-21 school years. Tables showing 2020-21 NJSLA Science assessment results will not be included in this report.

NJSLA Science Assessment: Grade 5 Summary

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

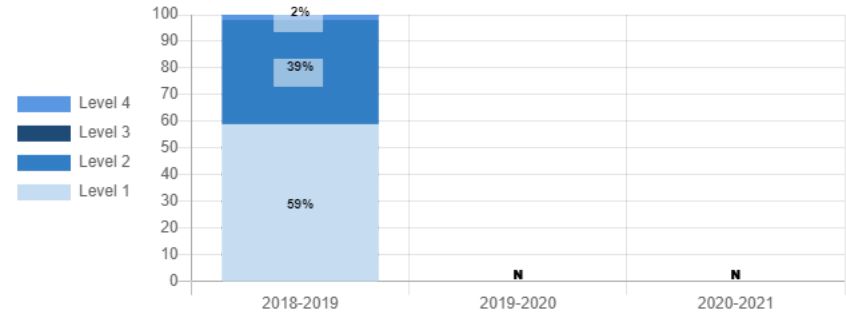
Important note for 2020-21: Due to the cancellation of statewide assessments in 2019-20 and 2020-21 and federal waivers as a result of the COVID-19 pandemic, statewide assessment results for NJSLA Science are not available for the 2019-20 and 2020-21 school years.



NJSLA Science Assessment: Grade 8 Summary

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

Important note for 2020-21: Due to the cancellation of statewide assessments in 2019-20 and 2020-21 and federal waivers as a result of the COVID-19 pandemic, statewide assessment results for NJSLA Science are not available for the 2019-20 and 2020-21 school years.



College and Career Readiness

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

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Other Math
6	0	0	44
7	0	0	42
8	21	0	22
Total	21	0	108

College and Career Readiness

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

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	44	0	0	0	0	0	0
7	42	0	0	0	0	0	0
8	43	0	0	0	0	0	0
Total	129	0	0	0	0	0	0

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

College and Career Readiness

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

Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0

College and Career Readiness

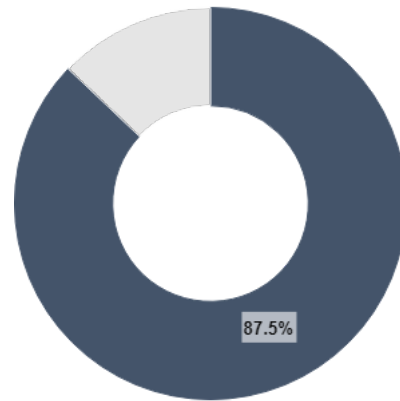
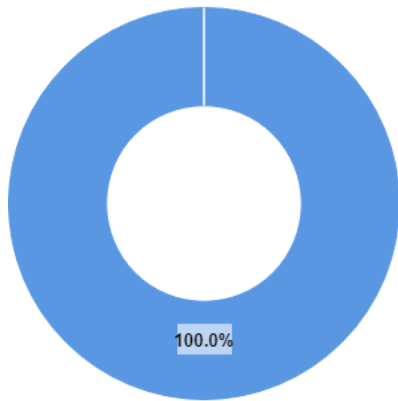
Visual and Performing Arts – Course Participation

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

Grades 6-8: Students enrolled in one or more visual and performing arts classes

 School

 State

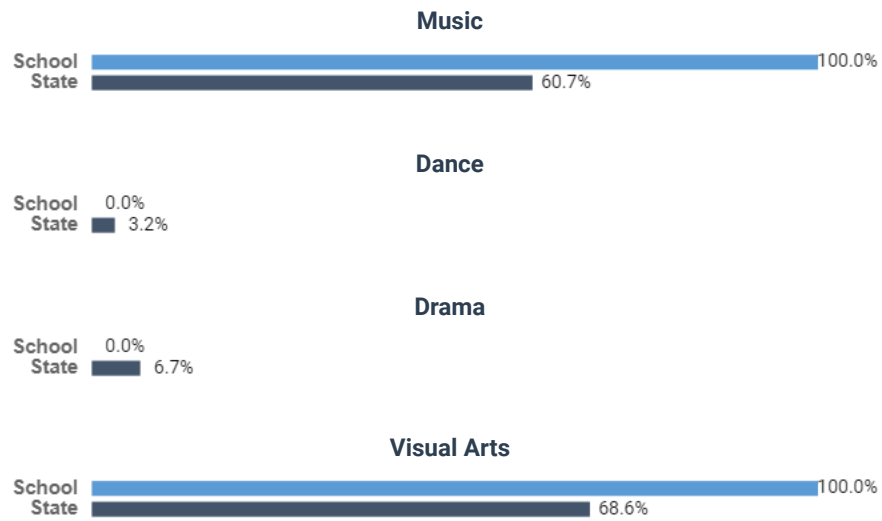


College and Career Readiness

Visual and Performing Arts – Course Participation

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

Students enrolled in one or more classes by discipline:



Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

Climate and Environment

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Important note for 2020-21: The absenteeism data for the 2020-21 school year reflects both in-person and remote instruction. Districts were able to employ multiple ways to determine whether a student in a remote learning environment was present or absent, including check-ins through internet or telephone, logging in to online learning platforms, or monitoring student submission of assignments. Because the number of days students spent in in-person and remote learning environments during the school year differed, the NJDOE recommends caution in comparing chronic absenteeism rates between schools and districts and comparing 2020-21 data to prior or future school years.

Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year.

Important Note for 2020-21: NJDOE received federal waivers which removed the requirement to report on status in meeting annual ESSA targets for 2019-20 and 2020-21. As a result, state averages and status in meeting the state average are not reported for the 2020-21 school year.

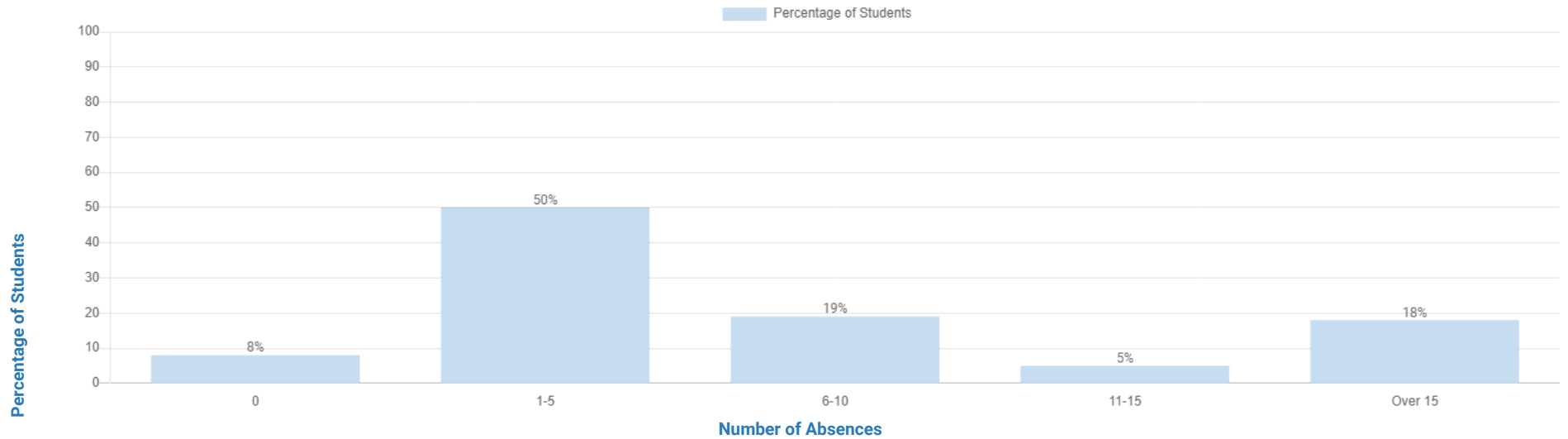
Climate and Environment

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Important note for 2020-21: The absenteeism data for the 2020-21 school year reflects both in-person and remote instruction. Districts were able to employ multiple ways to determine whether a student in a remote learning environment was present or absent, including check-ins through internet or telephone, logging in to online learning platforms, or monitoring student submission of assignments. Because the number of days students spent in in-person and remote learning environments during the school year differed, the NJDOE recommends caution in comparing chronic absenteeism rates between schools and districts and comparing 2020-21 data to prior or future school years.

Days Absent

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



Climate and Environment

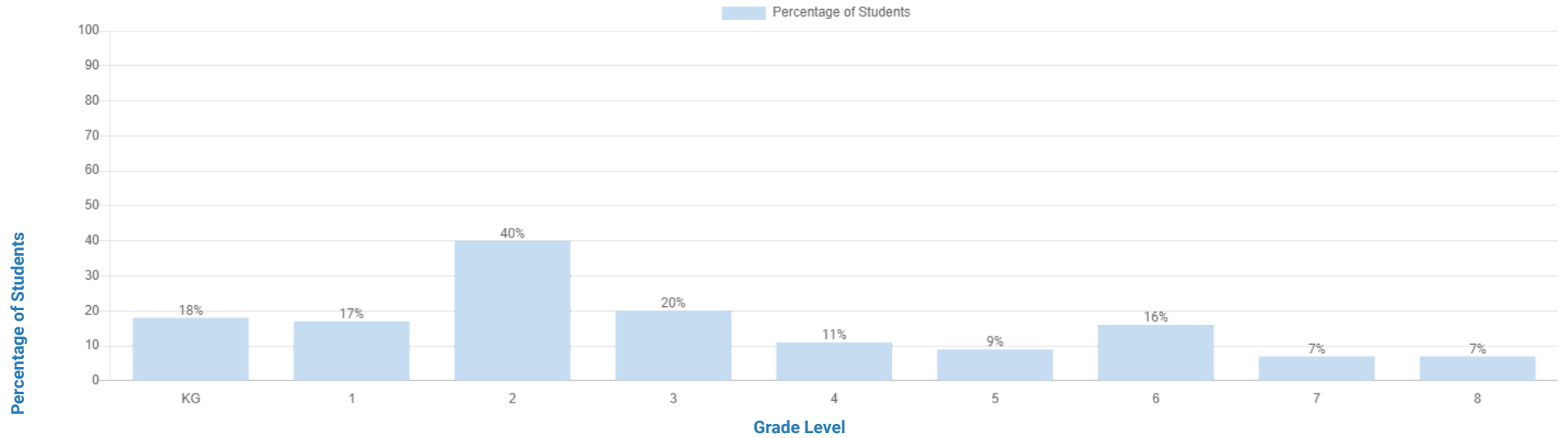
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Chronic Absenteeism by Grade

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

Important note for 2020-21: Because the number of days that students spent in in-person and remote learning environments during the school year differed, state level comparisons are not included in the graph for 2020-21.



Report Key:

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Climate and Environment

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Important note for 2020-21: Due to the COVID-19 pandemic, discipline data for the 2020-21 school year may not be comparable to prior or future school years and NJDOE recommends caution in making comparisons.

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

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Important note for 2020-21: Due to the COVID-19 pandemic, discipline data for the 2020-21 school year may not be comparable to prior or future school years and NJDOE recommends caution in making comparisons.

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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Climate and Environment

School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Important note for 2020-21: The start and end times in this table may reflect standard hours for in-person instruction. These hours may have been adjusted due to remote or hybrid instruction schedules.

Category	School
Typical Start Time	8:00 AM
Typical End Time	3:00 PM
Length of School Day	7 Hrs. 0 Mins.
Full Time - Instructional Time	6 Hrs. 30 Mins.
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in grades PK-12 per device, including devices designated for instruction, testing, and remote learning. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for online testing and digital learning in grades PreK through 12. This information comes from the elective NJTRAx survey and reflects data submitted as of October 2021, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low student to device ratio due to this policy decision.

School Year	Student to Device Ratio
2020-2021	1.7:1

Student Access to Technology and Internet

In response to the COVID-19 pandemic, the NJDOE began collecting information on student device types, device owners, and internet connectivity during the 2020-2021 school year. [Additional reports about student access to technology and internet connectivity](#), as of the end of the 2020-2021 school year can be found on the NJDOE website.

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:

Teachers: All classroom teachers

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

Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. The number of out-of-field teachers is the number of teachers who are potentially teaching outside of their area of certification.

Category	Teachers in School	Teachers in State
Total Number of teachers	36	118,311
Average years experience in public schools	9.3	12.5
Average years experience in district	4.7	11.2
Percentage of Teachers with 4 or more years experience in the district	36.1%	76.5%
Number of out-of-field teachers	1	2,724

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	3	9,580
Average years experience in public schools	14.0	16.6
Average years experience in district	10.3	12.7
Percentage of Administrators with 4 or more years experience in the district	100.0%	79.3%

Staff Counts

This table shows the number of staff members assigned to the school, district, and state across several staff categories. The staff counts in this table reflect data submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Additionally, some staff members may be assigned to the district only, but work in multiple schools in the district. In these cases, the table may show 0 staff members assigned to the school, even though there are district staff members working in the school.

Staff Category	School: Total Staff Members	District: Total Staff Members	State: Total Staff Members
Teachers	36	36	118,311
Administrators	3	3	9,580
Librarians/Media	N	N	1,215
Specialists			
Nurses	1	1	2,670
School Counselors	N	N	4,039
Child Study Team Members	2	2	5,893

Staff

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Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. The ratios are based on data submitted by districts to NJ SMART and are not based on staff full-time equivalent (FTE).

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	131:1	131:1
Teachers to Administrators	12:1	12:1
Students to Librarians/Media Specialists †	N	N
Students to Nurses †	392:1	392:1
Students to Counselors †	N	N
Students to Child Study Team Members †,††	33:1	33:1

† In some districts, staff members in these roles who work in multiple schools may be assigned only to the district and not to individual schools. As a result, a School Ratio may show N, but there may be district assigned staff working in the school

†† Child Study Team members include school psychologists, school social workers, and learning disabilities teacher consultants also note that for the ratio compares Students with Disabilities instead of all students.

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group. Note that 2019-20 is the first year that data was collected for non-binary/undesignated gender and, as a result, the 2019-20 and 2020-21 data may not be a true representation of the student or staff population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5 and percentages for 2020-21 may show a range, depending on the overall school population size.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	52.0%	80-90%	*	49.0%	77.0%	56.0%
Male	48.0%	10-20%	*	51.0%	23.0%	44.0%
Non-Binary/Undesignated Gender	≤1%	≤10%	*	≤1%	≤1%	≤1%
White	2.6%	55.6%	66.7%	40.5%	82.9%	76.8%
Hispanic	86.0%	30.6%	33.3%	31.2%	7.8%	7.6%
Black or African American	8.7%	5.6%	0.0%	15.0%	6.5%	14.0%
Asian	2.3%	8.3%	0.0%	10.4%	2.2%	1.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.2%	0.2%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.5%	0.0%	0.0%	2.6%	0.2%	0.2%

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:

Teachers: All classroom teachers

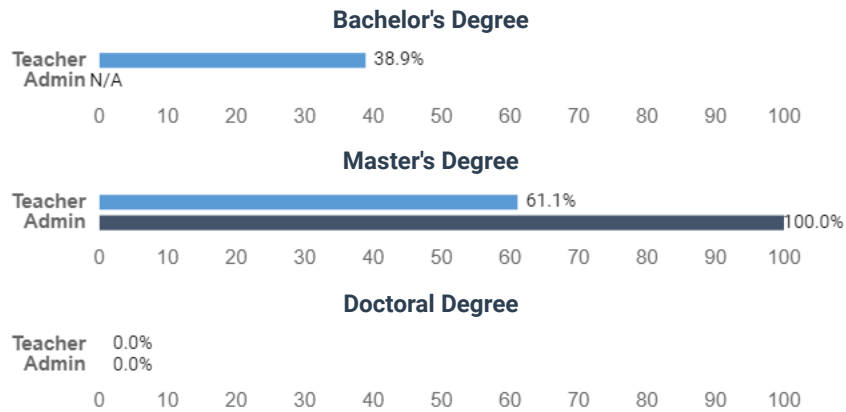
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Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2019-20 that were still assigned to this district in 2020-21. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2019-20 Teachers: Same district 2020-21	74.3%	91.5%
2019-20 Administrators: Same district 2020-21	100.0%	89.7%

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

The link below produces a spreadsheet listing all school-level summaries of the most recently available expenses for regular and special education students taught at schools by district across the state. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

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

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

[Link to District Summary of 2020-21 School-Level Per Pupil Expenditures by Source](#)

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

Greater Brunswick Cs	Federal	State & Local	Total	ADE**
District Level Central Expenditures		\$4,146	\$4,146	394.1
Greater Brunswick Charter School	\$1,878	\$9,518	\$11,396	394.1
-				

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Accountability

New Jersey's Every Student Succeeds Act (ESSA) Accountability System New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). Based on New Jersey's [approved ESSA state plan](#), NJDOE will identify schools in the following four federal categories every three years:

- **Comprehensive Support and Improvement (CSI): Overall Low Performing:**
 - Schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
 - High schools with a four-year graduation rate of 67% or less
- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**
 - Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
- **Comprehensive Support and Improvement (CSI): Chronically Low Performing:**
 - Title I schools identified as Additional Targeted Support and Improvement; Low Performing Student Group (ATSI) that are identified for three or more consecutive years, i.e. ATSI schools that do not meet exit criteria.
 - The NJDOE has not yet identified schools in this category as no ATSI schools have been in status for three or more years.

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

- **Targeted Support and Improvement: Consistently Underperforming Student Group (TSI):**
 - Schools with one or more student groups that missed annual targets or standards for all indicators for two years in a row

For purposes of ESSA accountability, only schools and student groups with data for 20 or more students are included in calculations.

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and [statewide progress toward long-term goals](#), see these [accountability resources](#).

Important Note for 2020-2021: Due to the COVID-19 pandemic, New Jersey received waivers from the United States Department of Education (USED) in both [March 2020](#) and [March 2021](#) that waived accountability-related requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 and 2020-2021 school years. These waivers removed the requirements to:

- Calculate indicator scores and summative scores for the 2019-2020 and 2020-2021 school years;
- Measure progress toward long-term goals and measures of interim progress for accountability indicators for the 2019-2020 and 2020-2021 school years; and
- Identify schools for comprehensive and targeted support and improvement during the 2020-2021 and 2021-2022 school years (based on 2019-2020 and 2020-2021 data, respectively).

As a result of these waivers, any school that was identified for comprehensive or targeted support and improvement during the 2019-2020 school year will retain the same status for the 2021-2022 and 2022-2023 school years and continue to receive support and interventions from the NJDOE.

For the categories that are identified every three years, the last identification occurred in the 2018-2019 school year (based on 2017-2018 data) and the next identification was scheduled for the 2021-2022 school year (based on 2020-2021 data). As a result of these waivers, the next identification will be delayed until the 2022-2023 school year (based on 2021-2022 data) and all currently identified schools will be reviewed during the 2022-23 school year to determine their eligibility to exit status.

For the annual identification of schools for Targeted Support and Improvement: Consistently Underperforming Student Group, no schools will be identified during the 2020-2021 or 2021-2022 school year as a result of these waivers. The next identification is scheduled for the 2022-2023 school year.

The 2020-2021 Accountability Indicator Scores and Summative Ratings and Accountability Summary by Student Group tables will not be included in the report for 2020-2021 as these tables include indicator scores, summative scores, and progress toward long-term goals and those measures were waived under the March 2020 waiver.

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Accountability

ESSA Accountability Status

The table below provides the school's federal school status for the 2022-23 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support and improvement](#) with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

Status for 2022-23 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Pacific Islander, Native Hawaiian	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

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

ESSA Accountability Progress

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

Important Note for 2020-21: The NJDOE received federal waivers that waived certain assessment and accountability-related requirements for the 2019-20 and 2020-21 school years. As a result, proficiency, growth, and progress toward English language proficiency data is not available for 2019-20 or 2020-21 and chronic absenteeism data is not available for 2019-20.

ESSA Accountability Indicator	2018-19	2019-20	2020-21
ELA Proficiency	38.1%		
Math Proficiency	27.7%		
ELA Growth	36		
Math Growth	39		
4-Year Graduation Rate†			
5-Year Graduation Rate†			
Progress toward English Language Proficiency	40.7%		
Chronic Absenteeism	4.3%		16.2%

† This table shows the most recent graduation rate for reference, but accountability calculations for a given year use the prior year's graduation rate.

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Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. Please note that the narrative is optional, so only categories in which the district chose to share information will be displayed. If there are questions about the information provided in the narrative section, please contact the school or district directly.



Highlights:

- Our Dual Language program develops bilingualism/biliteracy, cross-cultural competencies, and academic achievement.
- Our educational program includes Personal Education Plans, personalized learning for each student.
- We use Positive Discipline, solution focused discipline that models mutual respect and restorative justice.



Mission, Vision, Theme:

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. * 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.



Courses, Curriculum, Instruction:

GBCS classrooms are rich with interactive materials, learning stations, discussions, projects, collaboration, cooperative learning, and differentiated resources. Literacy skills are developed in all subject areas, including interdisciplinary Science and Social Studies units. Programs to support our curriculum include: Reading and Writing Workshop, Good Habits - Great Readers, Foundations, Estrellita, Into Math, History Alive, and IQWST for sixth-eighth grade Science.

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Sports and Athletics:

Sports Offered: Basketball (Boys & Girls)

We offer intramural after school sports programs two to three times a week. (Soccer, volleyball, wiffle ball, basketball, etc.) We offer competitive basketball when operating a regular in person school model, vs. virtual and hybrid.



Clubs and Activities:

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. 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 are an extension to our curriculum. Possible topics: Gardening, Feminism, Newspaper, Birding, Streams, Coding, and Lego-robotics. During our virtual and hybrid model Enrichment Clusters were offered using Zoom video conferencing or outdoors.



Before and After School Programs:

We typically run our own after school program for students in grades K-8 from dismissal until 5:30 PM. During our virtual and hybrid model our after school staff offered support to students virtually as needed and were part of our wellness team, calling and supporting families as needed.

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Staff and Professional Learning:

Teachers have daily planning time with their teaching teams. Teachers and administrators have two hours of whole school collaboration on Wednesdays for professional development, teacher-to-teacher workshops, data analysis, co-teaching planning, classroom preparations, curriculum development, book clubs, and more. We also have seven full days spread throughout the school year for professional development. Our teacher evaluation model includes peer observers.



Student Supports and Services:

We offer services for English Language Learners (ELL), students with disabilities, and students who need basic skills support, using an inclusion model. Teachers who provide these services primarily co-teach with general education teachers. Our program for ELL incorporates language acquisition methodology and quality instruction. Our Dual Language Program offers services, support, and rigor for language learners, both English and Spanish, in grades K-5. We have established I&RS and RTI programs.



Student Health and Wellness:

GBCS offers healthy breakfast and lunch during each school day. All students participate in Physical Education and Health at least two times a week. Students in kindergarten - fifth grade have thirty minutes of recess, daily. We offer evening cooking and nutrition classes for students and parents. There is a multitude of ways in which GBCS supports the social and emotional health of students. Our school has positive discipline as the backbone of our philosophy.

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Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. Please note that the narrative is optional, so only categories in which the district chose to share information will be displayed. If there are questions about the information provided in the narrative section, please contact the school or district directly.



Parent and Community Involvement:

We partner with community organizations including: New Brunswick Ciclovía, Live Well - Vive Bien, New Brunswick Tomorrow, Blessings in a Backpack, NJ Audubon, and we have our own food pantry. Our PTO organizes family events and our annual walk-a-thon, raising money to fund field trips, etc. Our Family Coordinator works closely with students' families and within the community. We provide families education and support through Family Learning Nights, which include childcare and dinner.



Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers. Faculty, families, and students complete the NJ School Climate Survey, developed by the NJDOE, annually. The results are shared with the school membership, including the Board of Trustees and School Review Committee. The results help to drive our school goals.



Facilities:

GBCS purchased and renovated half of our building for the 2004-2005 school year. We renovated the second half of our building for the 2010-2011 school year. Our building is air-conditioned, includes a science lab, media/computer center, art studio, music room, spacious classrooms, and small group instruction spaces. Our school grounds and gardens are beloved and nurtured by our community. Our members come to our schoolyard to take family photos. We have two cisterns that are used to water our gardens. We have two rain gardens.

Report Key:

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- N** No Data is available to display
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Technology and STEM:

We have one-to-one Chromebook laptops for students in grades 2-8. We have one-to-one iPads for students in grades K-1. Each classroom is equipped with a Promethean board. Each classroom teacher has a MacBook, an iPad, a document camera, and a wireless microphone to enhance instruction. We have class sets of iPads for use in Art and Music classes. We have a Laser Cutter and have ordered a 3D Printer to outfit our developing Maker Space. In addition, our Media Center is outfitted with fifty MacBooks for student, staff, and family use. Our Media Center also includes classroom sets for Lego Robotics.



Learning During COVID-19:

GBCS has adapted to the COVID-19 Pandemic in a multitude of ways: 1) Transformed our food service program, making food available to all families and community members with children eighteen and younger. We have collaborated with New Brunswick Public Schools to allow easier access for families who live in closer proximity to one of their food distribution sites or our site. 2) Established a Wellness team that makes calls to check in with families daily. 3) Provided Chromebook laptops to all students in grades 2-8 and iPads to all students in grades K-1. 4) Modified our program for distance, hybrid, and in-person learning. 5) Continued to collaborate with community agencies to offer support.

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Other Information:

Our Dual Language education program integrates native English speaking students with native Spanish speaking students for academic instruction, which is presented in both languages, in Kindergarten-Fifth Grade. 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. The language used for instruction is 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. Reading, language arts, math, science, and social studies, are taught in both Spanish and English. The diversity at GBCS 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 a rigorous curriculum and given the opportunity to learn a second language. In 2018 all Kindergarten, First Grade, Second Grade, and Third Grade classes are dual language, not monolingual. Grades Four and Five remain mixed, one class of each grade being dual language and the other monolingual. Dual Language Program Goals: One of our goals 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).