



Charter Annual Report

August 1, 2025

Introduction

The annual report was established in the *Charter School Program Act of 1995* to facilitate the commissioner's annual review of charter schools. It is aligned to the Performance Framework developed by the Office of Charter and Renaissance Schools (OCRS), New Jersey Department of Education (Department), and meant to capture information that allows the Department to easily evaluate a charter school's performance based on the criteria set forth in the Performance Framework.

Annual Report Submission Guide

Annual Report Submission

Each year per *N.J.S.A. 18A:36A-16(b)* and *N.J.A.C. 6A:11-2.2(a)*, the board of trustees of a charter school must submit the annual report no later than 4:15 p.m. on August 1 to the district board(s) of education or state district superintendent, the executive county superintendent, and the commissioner of education. Further, the board of trustees must make the annual report available to the parents or guardians of the students enrolled in the charter school.

Submission Process for the 2024-2025 Report

The annual report must be submitted via Homeroom as a Word document titled "Annual Report 2025." To submit the report, upload it to the subfolder "Annual Report 2025" located inside the folder "Annual Report" on the charter school's Homeroom site. Each Appendix must be saved as a separate Word or PDF document using the [file naming convention](#) found at the end of the document and then uploaded to the "Annual Report 2025" subfolder on the charter school's Homeroom site.

Additional Submission Requirements

A copy of the report must be submitted to the district board(s) of education or state district superintendent of the charter school's district(s) of residence no later than 4:15 p.m. on Friday, August 1, 2025. Copies require a cover page, which includes the school's name and the date of the report. Paper copies are not required to be sent to the executive county superintendent.

Written Comment Period: The board(s) of education or state district superintendent of the district(s) of residence of a charter school may submit comments regarding the charter school's annual report to the commissioner no later than October 1, 2025.

Annual Report Questions

Basic Information about the School

Fill in the requested information in column 2 of Table 1, below. Please provide direct phone numbers for OCRS contact purposes.

Table 1: Basic Information

Name of charter school	Marion P. Thomas Charter School
Grade level(s) to be served in 2025-2026	Prekindergarten to 12th grade
Projected enrollment for 2025-2026	1375
2024-2025 Total enrollment as of June 30, 2025	1345
2024-2025 Students with disabilities (SWD) enrollment as of June 30, 2025	149
2024-2025 Multilingual learners (ML) enrollment as of June 30, 2025	67
Current waiting list for 2025-2026 by grade level <i>Pursuant to N.J.A.C. 6A:11-4.6(a)2</i>	Grades PK-8: 65 Grade 9: 50 Grades 10-12: 0
Waitlist within the district/region of residence	95
Waitlist of non-resident district/region of residence (Organize by district/region)	20
Website address	mptcs.org
Name of board president	Vincent Rouse
Board president's email address (Embed link to board president's email address on charter school website)	vrouse@mptcs.org
Board president's direct phone number (Do not include charter school number)	(973) 508-9134
Name of school leader (Include the preferred point of contact for official communications)	Angela Mincy
School leader's email address	amincy@mptcs.org
School leader's direct office phone number and/or extension	(973) 621-0060, ext. 1074

Title IX McKinney-Vento District Homeless Liaison's name and email address	Michele Griffin mgriffin@mptcs.org
School Safety Specialist's name and email address	Anthony Williams awilliams@mptcs.org
School Threat Assessment Team Members' names and email addresses	Anthony Williams - awilliams@mptcs.org Tyrone Kelly - tkelly@mptcs.org Alrick Douglas - adouglas@mptcs.org Aja Palmer - apalmer@mptcs.org Lynette Dinardo - ldinardo@mptcs.org Leon Pinckney - lpinckney@mptcs.org Kayla Kirkland-Johnson - kkirkland-johnson@mptcs.org
Harassment, Intimidation and Bullying (HIB) Coordinator's name and email address	Anthony Williams - awilliams@mptcs.org
Name of School Business Administrator (SBA)	Joshua Solow
SBA email address	jsolow@sboffice.com
SBA phone number	732-631-4009 ext 203
Name of District Testing Coordinator (DTC)	Pramod Shankar
DTC email address	pshankar@mptcs.org
DTC phone number	973-621-0060 EXT 5004

School Site Information

Provide the requested information for each school location in Table 2, column 2. Copy the table below and fill it out for each school site if the school has more than one site.

Table 2: School Site Information

Site name	MPTCS PAC Academy
Year site opened	2017
Grade level(s) served at this site in 2023-2024	PreK to 8th Grade
Grade level(s) to be served at this site in 2024-2025	PreK to 8th Grade
Site street address	28 Burnet Street
Site city	Newark
Site zip	07102
Site lead or primary contact's name	Ms. Shimeica Maxwell, Principal
Site lead or primary contact's office phone number and extension	973.621.0060, ext. 1003
Site lead's email address	smaxwell@mptcs.org

Site name	MPTCS Sankofa Academy
Year site opened	2024
Grade level(s) served at this site in 2023-2024	N/A
Grade level(s) to be served at this site in 2024-2025	K to 2nd Grade
Site street address	88-108 Shipman Street
Site city	Newark
Site zip	07102
Site lead or primary contact's name	Ms. Fatara Hutchins, Principal
Site lead or primary contact's office phone number and extension	973.621.0060, ext. 1074
Site lead's email address	fhutchins@mptcs.org

Site name	Marion P. Thomas Charter High School
Year site opened	2015
Grade level(s) served at this site in 2023-2024	9th to 12th Grade
Grade level(s) to be served at this site in 2024-2025	9th to 12th Grade
Site street address	125 Sussex Avenue
Site city	Newark
Site zip	07102
Site lead or primary contact's name	Talia Snipes, Principal
Site lead or primary contact's office phone number and extension	973.621.0060, ext. 5100
Site lead's email address	tsnipes@mptcs.org

Site name	MPTCS STEAM Academy
Year site opened	2005
Grade level(s) served at this site in 2024-2025	PreK to 8th Grade
Grade level(s) to be served at this site in 2025-2026	PreK to 8th Grade
Site street address	370 South 7th Street
Site city	Newark
Site zip	07103
Site lead or primary contact's name	Mr. Erick Silvestre, Principal
Site lead or primary contact's office phone number and extension	973.621.0060, ext. 2244
Site lead's email address	esilvestre@mptcs.org

Organizational Performance Areas

Education Program and Capacity

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 1: Education Program and Capacity.

1.1 Mission and Key Design Elements

- a) State the school's Commissioner-approved mission.

The mission of Marion P. Thomas Charter School is to build culturally rich, transformative educational spaces that cultivate successful, lifelong innovators who use their passions, character and intellect to better themselves, the greater Newark community, and the world beyond.

- b) Briefly list the school's key design elements.

The following five strategic priorities that align with our core design elements are the following: Embodying Newark Excellence, Promoting Academic Achievement, Nurturing Positive Climate, Cultivating Powerful Partnerships, and Driving Toward Sustainability. As such, we are continuing to give them our full energy and attention to fulfill our mission and guide our work as we continue to grow and evolve.

Our educational model is rooted in high expectations and consists of a rich academic program that is punctuated by social/emotional development, authentic learning opportunities, and quality extended experiences. We believe these elements are vital to building intellectual and well-rounded young people who are highly coveted in college and career industries.

(1) Embodying Newark Excellence

Marion P. Thomas Charter School is a space created by the community, for the community, to improve the community. As New Jersey's largest independent, Black-led public charter school, MPTCS is designed to exemplify and magnify the excellence that runs deep within the Newark community. We aspire to channel the cultural and historical pride that is characteristic of HBCUs. The ideal of the Village, which has shaped our educational philosophy since the school's inception, continues to resonate. To that end, while pushing our students to be strong readers, writers, mathematicians, independent thinkers, and problem-solvers, our charge is to boost their cultural and self-awareness. We achieve this by immersing them in authentic history (local and global) and real world learning experiences that allow them to make the following: connections to their learning for enduring understandings, sound behavioral and life choices, and changes to the school and extended community.

(2) Promoting Academic Achievement

Academic excellence is the bedrock of all high-performing educational institutions. Our

aspirations for our scholars — that they succeed in college, thrive in careers, lead fulfilling and productive lives, and engage intelligently on matters of importance to them and their families — can only be achieved if we are equipping them with essential knowledge and skills. We strive to design and implement a rigorous and culturally responsive program that prepares students to succeed in college, careers, and life. The foundation of our academic program consists of the following: providing access to a high quality, New Jersey Student Learning Standards aligned curriculum that is tailored to support the needs of all students, embracing a data-driven culture to make sound instructional choices based on student progress toward mastery, and leveraging professional development to ensure quality teaching and learning (see 1.3 below for additional details).

(3) Nurturing Positive Climate

MPTCS cultivates a safe and supportive culture that nurtures the whole child and promotes student voice, school pride, and community connectedness. Our responsibility is to create the conditions in which teaching and learning can occur. As a school community, we work to provide students with access to the wraparound supports and services that enable them to pursue academic success. Moreover, we attempt to ensure that our educators feel as though their individual and collective efforts to drive student learning outcomes are being supported and validated.

(4) Cultivating Powerful Partnerships

Inherent in the ideal of the Village is the understanding that our school can only achieve truly transformational results by drawing on the cumulative strengths of our core partners. Propelling our mission forward requires us to engage more intentionally with parents and families, leveraging their investment in their children's educations to create greater synergies between school and home. MPTCS works to develop partnerships that strengthen student achievement, support family and community well-being, and provide exposure to real-world experiences.

(5) Driving Toward Sustainability

The Village's continued viability is predicated on MPTCS securing the necessary human capital, financial, and physical resources to support our ongoing operations. We prioritize financial health, sound governance, and suitable facilities as we strive to align our resources to our programmatic needs.

- c) If applicable, provide information regarding the school's unique academic goals related to the school's mission using the guidelines and format below. Note: Mission-specific goals are optional. Schools that do not have mission-specific academic goals may leave this section of the annual report blank. Further, these goals may have changed from the school's original charter application. Not Applicable

1.2 Curriculum

- a) All charter schools are required to adopt and implement curricula aligned to the New Jersey Student Learning Standards. To affirm the charter school's commitment to this requirement, complete and submit [Appendix A](#), available at the end of this document.

- b) Pursuant to *N.J.A.C. 6A:8-3.1(a)3*, charter schools are required to make their board-approved curriculum pacing guides and citations for core instructional materials publicly available on their website. Embed the website link to these items below.

1.3 Instruction

- a) What constitutes high-quality instruction at this school?

Our teaching approach is rooted in research-aligned best practices and built upon high expectations within a rich academic program. This program thoughtfully integrates culturally responsive teaching, social-emotional development, hands-on learning, and targeted interventions. It also includes extended learning opportunities, engaging electives, and strong parent partnerships—elements essential for developing well-rounded students ready for college, careers, and life.

At MPTCS, high-quality instruction is defined by a viable curriculum, effective teaching and learning strategies, and the strategic use of assessments and data. Our goal is to inspire students, foster positive growth, and achieve proficiency outcomes, ensuring every student thrives.

- b) Provide a brief description of the school's common instructional practices.

Our school's instructional approach is built on a strong foundation, prioritizing a viable curriculum, research-aligned best practices, and culturally responsive teaching to meet every student's needs. Teachers consistently use explicit modeling, guided practice, and checks for understanding to ensure content mastery. Instruction is enhanced through small-group and differentiated learning, hands-on experiences, and data-driven decision-making, allowing teachers to adapt in real-time based on student needs.

Students actively engage in rigorous learning routines for Open-Ended Responses (OER), using the RACE strategy (Restate, Answer, Cite, Explain) to craft well-structured written responses. They annotate texts to track thinking, participate in academic discussions to build comprehension and critical thinking, and use scrap paper to organize problem-solving and writing plans. Teachers provide timely, targeted feedback to guide growth and foster student ownership. Collectively, these practices build foundational skills, promote deep engagement, and drive positive academic outcomes.

Key Practices and Tools

In addition to our core instructional practices, MPTCS utilizes the following:

- **Blueprint for Success:** This universal tool streamlines expectations for blackboard configuration (daily objectives, agendas, standards), classroom norms, word walls, anchor charts, student work displays, informational walls, and physical space organization. It serves as a checklist for teachers and a monitoring tool for administration, ensuring consistency across all campuses.
- **Streamlined Lesson Planning:** We've streamlined the lesson planning process by grade-band to ensure consistent approaches. In K-8 math, we now use teacher-created exemplars instead of curriculum answer keys, helping teachers internalize student tasks.
- **Differentiated Instruction:** Instruction is tailored to individual student needs through in-the-moment feedback, academic monitoring, and data collection. Differentiation occurs

during both whole-group and targeted small-group instruction within ELA and Math blocks. Students also receive further differentiation via instructional platforms like i-Ready and IXL.

- **Data-Driven Decision-Making:** Teachers use data to inform instruction, ensuring individual needs are met and students progress. We've streamlined teacher and leadership data analysis protocols and embedded reteaching approaches within the benchmark assessment calendar.
- **Professional Learning Communities (PLCs):** Our master schedule includes dedicated time for **teacher collaboration**, focusing on standards deep-dives, lesson planning/internalization, lesson practice, data analysis, and reviewing student work.
- **LinkIt Benchmark Assessment:** We continue to use LinkIt Benchmark Assessments due to their alignment with New Jersey Student Learning Standards. LinkIt provides detailed reports on school, grade, and individual student strengths and weaknesses, allowing teachers and leaders to track progress and respond to data trends.

c) If applicable, please describe the school's policies regarding instruction for students who were required to quarantine during the 2024-2025 school year. Not Applicable

d) Provide the number of students, by grade level, that the school retained and did not promote to the next grade for the 2025-2026 school year. For each identified student, specify the justification for retention, referencing the criteria in the school's board-approved promotion/retention policy submitted as **Appendix M**.

No students were retained during the 2024–2025 school year.

e) If applicable, indicate the number of students with an Individualized Education Plan (IEP) or a Section 504 Plan who will be retained for the 2025-2026 school year. Explain how the retention process for these students differed from the process used for students retained without an IEP or Section 504 Plan.

No students with an Individualized Education Plan (IEP) or 504 plans were retained for the 2025-2026 school year.

What support services will the school offer to retained students during the 2025-2026 school year? Not Applicable

1.4 Assessment

- a) In tables 4 and table 5, fill in the table to show year-over-year trends in the proportion of students meeting or exceeding expectations on the New Jersey Student Learning Assessment (NJSLA) for ELA and Math, as well as the proportion of students that achieved proficient or advanced proficiency on the NJSLA for Science administered by the school, if applicable. *Note: If the results of the Spring 2025 NJSLA have not been released to schools by July 15, 2025, leave the Spring 2025 column blank.*

Table 4: 3-Year NJSLA ELA and Math Assessment Results (Percentage of Students That Met or Exceeded Expectations)

Assessment	Spring 2023	Spring 2024	Spring 2025
ELA 3	21.11%	21.13%	40.82%

Assessment	Spring 2023	Spring 2024	Spring 2025
ELA 4	21.11%	22.99%	24.62%
ELA 5	46.34%	30.43%	33.73%
ELA 6	29.47%	44.00%	37.50%
ELA 7	34.19%	25.27%	56.12%
ELA 8	41.49%	40.00%	36.05%
ELA 9	30.13%	47.20%	37.87%
MAT 3	9.57%	17.81%	32.00%
MAT 4	8.79%	7.69%	8.96%
MAT 5	9.76%	8.70%	20.73%
MAT 6	8.25%	14.00%	6.12%
MAT 7	6.84%	8.89%	19.39%
MAT 8	10.53%	13.39%	9.20%
Algebra I	10.26%	10.37%	11.90%
Geometry	N/A	N/A	N/A
Algebra II	N/A	N/A	N/A

Table 5: 3-Year NJSLA Science Assessment Results (Percentage of Students That Achieved Proficient or Advanced Proficiency)

Assessment	Spring 2023	Spring 2024	Spring 2025
SCI 5	12%	4%	Not Released
SCI 8	1%	2%	Not Released
SCI 11	3%	4%	Not Released

- b) Explain the steps the school has taken, or plans to take, to ensure progress in each subject by grade level and by subgroup (i.e., students eligible for free and reduced-price lunch, Multilingual learners, students with disabilities, and racial/ethnic groups).

Standards-Aligned Curriculum and Differentiated Instruction: Across all grade levels and subjects, the district implements a rigorous, standards-aligned curriculum that is culturally responsive and developmentally appropriate. Teachers differentiate instruction to meet diverse learner needs, including scaffolding, enrichment, and accommodations based on individual student data.

Data-Driven Decision Making: The district administers benchmark assessments, formative classroom assessments, and state-mandated tests to monitor student progress by subject and grade level. Data points are disaggregated by subgroup (students eligible for free/reduced lunch,

multilingual learners, students with disabilities, and racial/ethnic groups) to identify disparities and inform targeted interventions.

Multi-Tiered Systems of Support (MTSS): At all grade levels, the district provides tiered interventions in academics and behavior. Students identified as needing additional support receive supplemental instruction through small groups, one-on-one tutoring, specialized services (e.g., speech, occupational therapy), and social-emotional learning interventions.

Subgroups:

- Students eligible for free/reduced lunch: Wraparound services, after-school programs, and extended learning opportunities help mitigate opportunity gaps.
- Multilingual learners (MLs): Instruction includes English language development embedded within core content areas, sheltered instruction strategies, and home language support where appropriate. In addition, bilingual aides were added to support students at our STEAM Academy.
- Students with disabilities: Individualized Education Programs (IEPs) or Section 504 Plans ensure access to the general education curriculum with appropriate accommodations, modifications, and related services.
- Racial/ethnic groups: The district incorporates culturally sustaining pedagogy, ensures representation in curriculum materials, and addresses equity through professional development and equity audits.

Professional Learning and Capacity Building: At least monthly, teachers, administrators, and support staff receive ongoing training in culturally responsive teaching, Universal Design for Learning (UDL), inclusive practices, differentiated instruction, data analysis, and trauma-informed care.

Family and Community Engagement: The district actively partners with families and community organizations through workshops, family nights, bilingual communication, and resources to support student learning and address barriers such as health, housing, and food insecurity.

College, Career, and Civic Readiness: At the secondary level, the district offers Advanced Placement (AP), dual enrollment, career and technical education (CTE), and college readiness programs. High school students receive guidance counseling, internships, and opportunities to develop civic engagement and leadership skills.

- c) In table 6, please provide the total number of students who were eligible to participate in the WIDA ACCESS and Dynamic Learning Maps (DLM) assessments and the number of students who took the assessments during the 2024-2025 school year.

Table 6: Number of Students Eligible and/or Participating in WIDA ACCESS or DLM Assessment

Assessment	Number of eligible students	Number of students administered the assessment
WIDA ACCESS	65	65

Assessment	Number of eligible students	Number of students administered the assessment
DLM-ELA	0	0
DLM-Math	0	0
DLM-Science	0	0

- d) In table 7 and table 8, if applicable, provide information on the local benchmark assessments administered for ELA and Math during the 2024-2025 school year. Local benchmark assessment results may be submitted as **Appendix O**.

Table 7: ELA Local Benchmark Assessments Information for the 2024-2025 School Year

Time of School year	Date of administration	Name of assessment	Grade(s) administered	Are assessments solely charter created, vendor created, or a combination of charter and vendor created?
Beginning	10/8/2024	Linkit ELA	K-11	Vendor Created
Mid	12/10/2024	Linkit ELA	K-11	Vendor Created
End	3/4/2025	Linkit ELA	K-11	Vendor Created

Table 8: Math Local Benchmark Assessments Information for the 2024-2025 School Year

Time of School year	Date of administration	Name of assessment	Grade(s) administered	Are assessments solely charter created, vendor created, or combination of charter and vendor created?
Beginning	10/8/2024	Linkit Math	K-11	Vendor Created
Mid	12/10/2024	Linkit Math	K-11	Vendor Created
End	3/4/2025	Linkit Math	K-11	Vendor Created

- e) Describe the school's process for selecting the local benchmark assessments. Explain how they align to the New Jersey Student Learning Standards (NJSLS) and the school's chosen curricula.

Our school uses a collaborative and data-informed process to select local benchmark assessments, ensuring they align with the New Jersey Student Learning Standards (NJSLS) and our adopted curricula. Our academic leadership team — including content directors and school administrators — evaluates assessment tools based on four key criteria: standards alignment, curricular compatibility, item quality and rigor, and data usability. These criteria help us prioritize assessments that truly reflect grade-level expectations, integrate seamlessly with programs like i-Ready for Reading and Math, meet the depth of knowledge required for instruction and state assessments, and provide actionable insights for differentiated instruction and progress monitoring.

Currently, LinkIt! Benchmarks serve as our primary local assessment platform. Designed to mirror the NJSLS with high-quality item banks and customizable to our pacing guides, these benchmarks are

administered three times annually (fall, winter, spring) and are deeply embedded within our instructional cycle. Teachers receive targeted professional development on data analysis protocols, ensuring LinkIt! results directly inform small-group planning, reteaching, and intervention strategies. This intentional alignment of assessments, standards, and curriculum enables our school to maintain a coherent and effective system for monitoring student learning and driving instructional decisions.

- f) Compare student results on local benchmark assessments with student results on statewide

	English Language Arts		Mathematics	
	<i>LinkIt Benchmark Form C</i>	<i>NJSLA - ELA</i>	<i>LinkIt Benchmark Form C</i>	<i>NJSLA - Math</i>
Grade 3	14%	40.82%	21%	32.00%
Grade 4	21%	24.62%	3%	8.96%
Grade 5	8%	33.73%	17%	20.73%
Grade 6	9%	37.50%	6%	6.12%
Grade 7	25%	56.12%	13%	19.39%
Grade 8	13%	36.05%	3%	9.20%
Grade 9 Algebra 1	15.90%	37.05%	0%	11.90%

Overall student performance on the local benchmark assessments was lower in ELA and Mathematics compared to NJSLA in most grades in both ELA and Mathematics. Please note that LinkIt! Form C Benchmark was administered prior to the suggested window identified by LinkIt!, ultimately leading to lower performance rates as all standards tested on Form C were not taught yet.

- g) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2024-2025 school year. If any of the identified assessments were partially or fully created by a vendor, please cite the vendor's full name.

2024-2025 Assessment Inventory				
Subject	Grade Levels	Assessment Type	Assessment Name	Vendor
ELA and Math	K-8	Diagnostic	iReady Diagnostic	Curriculum Associates
Science	K-12	Diagnostic	IXL Diagnostic	IXL
ELA, Math, and Science	K-11	Summative	LinkIt! Benchmark	LinkIt!
ELA	K-8	Formative	Module Assessments	EL Education
ELA	K-8	Formative	Sight Word Screeners, Running	

			Records, Writing Tasks	
Math	K-8	Formative	Module Assessments	HMH
Math	K-8	Formative	Exit Tickets, Fluency Checks	
Science	K-8	Formative	Performance Tasks, Projects, Interim Assessments	
Social Studies	K-8	Formative	Performance Tasks, Projects, Interim Assessments	

- h) Describe how results from the assessments listed above were used to improve instructional effectiveness and student learning.

Throughout the 2024–2025 school year, we strategically used assessment results across all subjects—ELA, Math, Science, and Social Studies—to strengthen instructional effectiveness and accelerate student learning. Teachers consistently leveraged formative assessments such as Module Assessments, Sight Word Screeners, Running Records, Writing Tasks, exit tickets, and fluency checks to monitor progress within units, gauge student understanding, and guide immediate instructional adjustments. These tools supported responsive teaching by informing pacing decisions, flexible grouping, differentiation strategies, and targeted support for foundational skills.

Summative assessments—including LinkIt! Benchmarks, i-Ready Diagnostics and Standards Mastery, IXL Skill Practice, performance tasks, projects, and interim assessments—offered essential data on student growth and standards mastery. These results were examined during Professional Learning Communities (PLCs) to identify academic trends, refine curriculum pacing, prioritize standards, and implement timely interventions. In Science, for example, NJSLA-Science results were reviewed to assess proficiency and identify instructional gaps in scientific reasoning and data analysis. Across all content areas, teachers used this comprehensive data to set personalized learning goals, deliver timely feedback, and engage students in their own progress. By fully integrating diagnostic, formative, and summative assessments into our planning cycle, we ensured that instruction remained rigorous, responsive, and aligned to the needs of every learner.

- i) Describe how the school disseminated or otherwise made assessment results accessible to stakeholders (i.e., parents, students, board members, administration).

Our school employed a multi-tiered approach to effectively share assessment results with all stakeholders—parents, students, board members, and administrators.

For families, assessment data was communicated during parent-teacher conferences, included on report cards, and provided through individualized reports from platforms such as *i-Ready* and *LinkIt!*. Teachers

used visuals and accessible language to explain benchmark and diagnostic results, highlighting student progress, areas of need, and suggested next steps for home support. Additionally, family workshops and literacy/math nights offered opportunities to deepen parent understanding of how assessments guide instruction and how they can reinforce learning at home.

Students engaged regularly with their own data through student-facing reports, goal-setting conferences, and classroom data trackers. Teachers supported students in interpreting their results, reflecting on progress, and setting personal goals—fostering academic ownership and self-directed learning.

School leaders and administrators received assessment data through monthly data meetings, instructional walkthrough debriefs, and centralized dashboards disaggregated by content area, grade level, and subgroup. These tools enabled leadership to monitor schoolwide progress, provide targeted support, and align professional development with areas of need.

Board members were kept informed through monthly meetings, where academic leaders presented assessment trends, progress toward goals, and instructional priorities. This layered, stakeholder-specific dissemination system supported a culture of transparency, collaboration, and shared accountability for student success across the school community.

1.5 Organizational Capacity - School Leadership/Administration

- a) Fill in the requested information in Table 9 below regarding school leadership. Include staff directly employed by the school as well as staff employed through contracted providers, if applicable. For any administrator employed through a contracted provider, please also provide the name of the contracting entity. Add or delete rows as necessary.

Table 9: School Leadership/Administration Information

Administrator Name	Title	Employment Status (Employed by School/Contracted Provider)	Start Date	Annual Salary/Contract Fee (2024-2025)
Angela Mincy	Superintendent	Employed by the School	July 2021	\$196,187
Christopher Abbaleo	Assistant Superintendent	Employed by the School	July 2021	\$164,100
Joshua Solow	School Business Administrator	Contracted Provider	Nov 2021	\$15,479/month
Shimeica Maxwell	Principal - PAC	Employed by the School	July 2024	\$110,000
Erick Silvestre	Principal - STEAM	Employed by the School	June 2023	\$137,917
Talia Snipes	Principal - High School	Employed by the School	June 2023	\$137,917
Fatara Hutchins	Principal- Sankofa	Employed by the School	June 2024	\$137,917

School Culture & Climate

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 2: School Culture & Climate.

2.1 School Culture and Climate

- a) Fill in the requested information in Table 10 below regarding the learning environment at the school.

Table 10: School Culture and Climate Learning Environment

Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	92.66%
Elementary School Attendance Rate (grades K-5)	92.74%
Middle School Attendance Rate (grades 6-8)	94.06%
High School Attendance Rate (grades 9-12)	92.21%
Student to Certified Teacher Ratio	18:1

- b) Fill in the requested information in Table 11 below, regarding the professional environment at the school.

Table 11 School Culture and Climate Professional Environment

Teacher Retention Rate between July 1, 2024, to July 1, 2025	81%
Total Staff Retention Rate from July 1, 2024, to July 1, 2025	80%
Frequency of teacher surveys and date of last survey conducted	Annually/June 2025
Percent of teachers who completed the most recent survey	69%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment on the most recent survey	74%

- c) What actions did the charter school take to ensure that teachers complete the culture and climate surveys, and what specific expectations does the charter school have regarding teacher participation in these surveys?

- The charter school shared the survey via our HR platform as well as via email, including several follow up reminders.

What were the three main positive aspects teachers identified in the latest survey?

- Teachers benefited from professional development offerings that emphasized active engagement and practical application of strategies.
- Teachers appreciated the ample opportunities to participate in professional development offerings outside of MPTCS.
- Teachers reported feeling a strong sense of community both within their school campus and among their peers.

d) What were the three main challenges that teachers identified in the latest survey?

- Teachers indicated a need for additional support in implementing the social-emotional learning curriculum introduced during the 2024–2025 school year.
- Staff members expressed the need for more timely turnaround of key deliverables, such as data analysis following benchmark assessments.
- Teachers expressed a desire for greater inclusion in school-wide decision-making and the establishment of a formal pathway to leadership opportunities.

e) Fill in the requested information below regarding the school’s discipline environment in 2024-2025.

Table 12: Discipline Environment 2024-2025

Grade Level	Number of students enrolled as of Oct. 15, 2024	Number of students receiving an out-of-school suspension (unique count)	Number of students receiving an in-school suspension (unique count)	Number of students expelled
K	82	0	0	0
1	91	0	0	0
2	65	0	0	0
3	57	0	0	0
4	71	1	0	0
5	88	3	0	0

Grade Level	Number of students enrolled as of Oct. 15, 2024	Number of students receiving an out-of-school suspension (unique count)	Number of students receiving an in-school suspension (unique count)	Number of students expelled
6	105	4	0	0
7	103	6	0	0
8	92	9	0	0
9	185	13	2	0
10	147	20	3	0
11	115	17	1	0
12	115	15	1	0

- f) If applicable, please provide the grade level and number of students with IEPs or Section 504 Plans who received an in-school or out-of-school suspension in the 2024-2025 school year.
- During the 2024-2025 school year, a total of 15 special education students in grades 5, 6, 8, 9, 10, 11, and 12 received an out-of-school suspension.
- g) If the suspensions and expulsions in 2024-2025 increased or decreased by ten percentage points or more than those in 2023-2024, please describe the reasons for the change.
- N/A
- h) All charter schools are required to develop and implement suspension and expulsion policies that are aligned with state law and regulation. To affirm the charter school's commitment to this requirement, complete and submit [Appendix A](#), available at the end of this document.
- i) Pursuant to *N.J.S.A. 18A:17-46*, each charter school must post its Department-issued 2023-2024 HIB Grade Report to the school website. Please provide the link to the school's report below.
- <https://www.mptcs.org/community/family-resources>

2.2. Family and Community Engagement

- a) Fill in the requested information in Table 13 below regarding family involvement and satisfaction.

Table 13: Family Involvement and Satisfaction

Number of parents or guardians currently serving on the school's board out of the total number of board members	0
Frequency of parent/guardian surveys	Annual
Date of last parent/guardian survey conducted	April 22, 2025
Percent of parents/guardians who completed the most recent survey (consider one survey per household)	25%
Percent of parents/guardians who expressed satisfaction with the overall school environment on the most recent survey	80%

- b) What actions did the charter school take to ensure that parents completed the culture and climate surveys, and what specific expectations does the charter school have regarding parent participation in these surveys?
- Informed via Parent Teacher Conferences
 - Sent reminders via email, text, phone blasts, and Class Dojo
 - MPTCS strives for honest and transparent feedback from parents to help inform the next school year. Additionally, we look for robust participation from parents.
- c) What were the three main positive aspects identified by parents/guardians in the latest survey?
- Satisfaction with the quality of their child's education
 - Their child felt safe in the school building throughout the year.
 - Parents were pleased about the information shared regarding assessments/standardized tests, and for clarity as to why students were required to take them
- d) What were the three main challenges identified by parents/guardians in the latest survey?
- Timely communication regarding events and changes
 - Concerns with not having free aftercare during half-day Fridays
 - Parents expressed the desire for more extracurricular activities for lower grades
- e) List and briefly describe the major activities or events the school offered to parents/guardians during the 2024-2025 school year and how those events were offered, i.e., in-person, virtually, hybrid, etc.

a. Parent Events & Activities

Series of parent-focused workshops featuring topics relevant to: Anti-bullying, Title 1, drug & alcohol prevention, grief and loss, and mental health, and more	Online/Virtual workshops
Village Votes Campaign - A get out the vote initiative	Hybrid (in-person and virtual events)
Hispanic/LatinX Heritage Celebrations	In-person
Black History Celebrations	In-person
FAFSA Workshop	In-person
Walk Your Child to School Day (male figures)	In-person
Parent Teacher Conferences	In-person
Thanksgiving Food Drive/Giveaway	in-person
Family Science Night	In-person
Read Across AmericaWeek (Parents as Celebrity Readers)	In-person
Academic Awards Ceremony	In-person
Monthly Principal Chit Chats	Online/virtual meetings
Monthly Early Childhood Advisory Council Meetings	In-person and virtual

f) List and briefly describe the major activities or events conducted by parents/guardians to further the school's mission and goals and how events were offered, i.e., in-person, virtually, hybrid, etc.

- a. Participants in school-wide initiatives such as Celebrity Readers
- b. Parents served on Early Childhood Advisory Council - brainstorm and identify resources to benefit all families
- c. Cheer champions - support students at a variety of special events and programs showcasing student talent, academics and special projects

g) Fill in the requested information in Tables 14 and 15 below regarding community involvement. Add or delete rows as necessary.

Table 14: Community Involvement with Education Institutions

Partnering Organization	Description of the Partnership	Year Partnership was Established	Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.
Liberty Science Center (LSC)	The Liberty Science Center partnership brings science to life for scholars. Throughout the year, LSC pushes into schools and classrooms to present a variety of science-focused engaging workshops and classroom activities. Additionally, students participate in field trips to LSC.	2023	All students in PreK-12th
Kean Scholars Academy	Kean University offers a college-credit program that exposes high school students to college-level courses. Students will earn a total of 39-45 college credits by the time they graduate from high school.	2022	3 students in program 1 staff member serves as liaison 8 hours per week
Hudson County Community College (HCCC)	MPTCHS partnered with HCCC for a dual enrollment opportunity to bolster our culinary arts program. Students were enrolled in two courses throughout the school year.	2022	31 students 2 staff members 5 hours per week
NJIT	NJIT students supported our learners with math tutoring and hands-on robotics workshops, building skills in problem-solving, coding, and teamwork.	2023	STEAM students in grades 4-5 (90 students)
Americorps	AmeriCorps educators supported 5th grade students by delivering New Jersey's climate change curriculum, helping them explore environmental science, sustainability, and local climate impacts through interactive lessons.	2024	5th grade students and PAC & STEAM (80 students)
MD FAME	MD FAME provided career day-style experiences for 6th grade students, featuring doctors and surgeons who shared their journey in the medical field. At the start of the year, students completed a survey to gauge interest in medical careers, with a focus on encouraging students of color to explore pathways in medicine, where they are historically underrepresented.	2023	6th grade students at PAC & STEAM (90 students)
Drone Cadets	The Drone Cadets program provided after school sessions for middle school students, teaching them how drones work and how to operate them through hands-on activities and flight training.	2023	6th - 8th grade students at STEAM
S2S	Students in grades 6–12 participated in the Students 2 Science program, which included virtual labs (V-Labs) and visits to a professional lab for STEM Career Day. Students engaged in hands-on experiments and learned directly from scientists working in the field.	2022	6th - 12th grade students at PAC, STEAM & HS
Army Educational Outreach Program	Middle school students participated in AEOP's Junior Solar Sprint Challenge, designing, building,	2025	4 students in 6th grade from STEAM

Partnering Organization	Description of the Partnership	Year Partnership was Established	Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.
(AEOP)	and racing solar-powered cars while learning about engineering, renewable energy, and teamwork.		
PRISM - Montclair Student University Professional Development	Teachers participated in Montclair State's PRISM professional development program, receiving training in science instruction, hands-on learning strategies, and curriculum aligned to New Jersey standards.	2023	Science Teachers in grades K-12 from PAC, STEAM, and HS, and Computer Science

Table 15: Community Involvement with Community Institutions

Partnering Organization	Description of the Partnership	Year Partnership was Established	Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.
Coalition for Food & Healthy Equity	Provided a community refrigerator stocked with healthy snacks and meals sourced by local eateries and provided to students for free.	2024	Targeting students who are enrolled in after school activities, approximately 175 students.
The Care Center of NJ	Provided dental care kits for elementary students	2025	Established partnership to focus on hygiene. Provided 90 students with dental care kits.
Audible	Donated an Audible Story Center to a 2nd grade classroom which included the following: tablets, free access to audiobooks, a tent, headphones, and Crayola supplies	2023	25 students 3 staff members

- j) Briefly describe how the educational and community partnerships further the school's mission and goals.

Educational and community partnerships are essential in advancing the school's mission by providing students with access to diverse resources, experiences, and support systems. Partnerships with universities and educational organizations bring new educational resources into the school and lead to students receiving college credits, which help limit the amount of debt students could potentially face.

Collaborations with social service organizations and community groups provide students with opportunities to engage in community service and character-building activities, promoting personal growth and social responsibility.

Strong partnerships with community stakeholders ensure that the school is aligned with the needs and aspirations of the local community, creating a symbiotic relationship where the students' success contributes to the vitality and improvement of Newark and the surrounding communities.

Board Governance

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 3: Board Governance.

3.1 Board Capacity

- a) Fill in the requested information in Table 16 below regarding board governance.

Table 16: Board Governance

Number of board members required by the charter school's bylaws	7
Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as Appendix B)	7/30/25
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as Appendix C) (If the SBA receives a written evaluation, please include a copy of the tool as Appendix C)	6/17/2025
If applicable, date of the latest evaluation of the charter school's contracted education service provider (ESP) such as a charter management organization (CMO) or education management organization (EMO) (Include a copy of the board's evaluation tool for this contracted organization as Appendix D and as Appendix E , provide a signed and dated CMO or EMO contract with the ESP's EIN number and current business address for the 2025-2026 school year.)	N/A

- b) If the current number of board members does not meet the minimum required by the charter school's bylaws, please explain the reason. Additionally, describe the recruitment strategies the board is using to achieve compliance with the bylaws.

Not Applicable

- c) List the amendments to bylaws that the board adopted during the 2024-2025 school year.

Not Applicable

- d) List the critical policies adopted by the board during the 2024-2025 school year.

Not Applicable

- e) What were the board's three main strengths identified in the latest board self-evaluation?

Diverse Expertise and Professionalism

The board is composed of members with a wide range of skills, including legal, fiscal,

educational, and community backgrounds. This diversity enables informed decision-making, healthy discussion, and a well-rounded approach to policy and oversight.

Commitment to Mission, Vision, and Accountability

The board demonstrates a strong alignment with the school's mission and vision. They work collaboratively with leadership, prioritize student outcomes, and remain focused on long-term strategic goals while monitoring progress using data and regular reporting.

Financial Oversight and Compliance

The board consistently maintains strong financial health, timely reporting, and compliance with statutory and regulatory requirements. They are proactive stewards of resources and maintain fiscal accountability.

- f) What were the board's three main challenges identified in the latest board self-evaluation?

Monitoring and Follow-Through on Strategic Goals

While passionate about long-term goals, the board noted challenges in consistently monitoring action plans and implementing accountability systems. They aim to improve oversight with clearer timelines, milestones, and follow-up systems.

Board Member Recruitment and Time Constraints

The board recognizes the need to expand membership and develop a recruitment pipeline. Additionally, current members often balance demanding personal and professional responsibilities, which can limit deeper engagement in ongoing initiatives.

Communication and Engagement with Stakeholders

Although efforts exist to engage families and community members, the board cited a need for improved follow-up on stakeholder concerns, stronger partnerships with external organizations, and better marketing to reach a broader audience.

3.2 Board Compliance

- a) Fill in the requested information in Table 17 below regarding the board. To ensure compliance, consult the New Jersey School Board Association's (NJSBA) mandated trainings at: <https://www.njsba.org/training/mandated-training/#goviv>. Add or delete rows as necessary.

Table 17: Board of Trustee Information

Name	Start Date	Term Expiration Date	Number of Terms Served	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
Vincent Rouse	6/25/18	6/25/29	3	President, Executive, and Personnel Lead	vrouse@mptcs.org	3/16/16	Gov 1 - 5/25/18 Gov 2 - 1/1/13 Gov 3 - 6/27/19 Gov 4 - 3/14/22
Briana Gilchrist	7/1/18	6/25/29	3	Vice Chair, Culture &	bgilchrist@mptcs.org	1/20/16	Gov 1 = 6/20/19

Name	Start Date	Term Expiration Date	Number of Terms Served	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
				Climate/Alumni Lead			Gov 2 - 4/27/20 Gov 3 - 7/16/22 Gov 4 - 7/28/23
Allan Boomer	5/24/21	6/23/29	1	Treasurer, Finance & Operations Lead	aboomer@mptcs.org	3/28/22	Gov 1 - 4/17/22 Gov 2 - 7/28/23 Gov 3 - 7/29/24 Gov 4 - 7/29/24
Princess Towe	1/21/21	6/23/29	1	Academics Lead	ptowe@mptcs.org	3/9/21	Gov 1 - 3/10/22 Gov 2 - 7/28/23 Gov 3 - 7/21/24 Gov 4 - 7/21/24
Julio Valdivieso	5/24/21	6/23/29	1	Safety Lead	jvaldivieso@mptcs.org	7/22/22	Gov 1 - 4/17/22 Gov 2 - 7/28/23 Gov 3 - 7/23/24 Gov 4 - 7/23/24
Toni Ince	10/26/22	6/25/29	1	Academics, Culture & Climate/Alumni, and Safety	tince@mptcs.org	10/4/22	Gov 1 - 9/23/23 Gov 2 - 7/21/24 Gov 3 - 7/28/25
Daryl Stewart	6/23/25	6/23/25	--	--	dstewart@mptcs.org	Scheduling in progress - new member.	Gov 1 - 7/29/25

- b) Pursuant to N.J.A.C. 6A:11-4.12 (c) *Board of Trustees and Open Public Meetings Act*, which states “the board of trustees shall post a copy of all meeting notices and meeting minutes to the school’s website;” please provide the link to the school’s board meeting minutes below.

<https://www.mptcs.org/board-of-trustees/board-meeting-minutes>

- c) Please provide the month and year of the latest board meeting minutes posted on the school's website and New Jersey Homeroom OCRS repository.

06/2025

- d) Pursuant to *N.J.S.A. 18A:36A-15, Complaints to board of trustees*, please provide as **Appendix F** the current board policy for the establishment of the grievance committee. Please embed the link to the policy on the charter school's website.

- e) Provide the number of grievances presented to the board in the 2024-2025 school year.

1

Access and Equity

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 4: Access and Equity.

4.1 Access and Equity

- a) Fill in the requested information in Table 18 below regarding the timeline of the school's application process for prospective students for school year 2024-2025.

Table 18: School Year 2024-2025 Application Process Timeline

Date the application for school year 2024-2025 was made available to interested parties	December 1, 2023
Date the application for school year 2024-2025 was due back to the school from parents/guardians	March 11, 2024
Date and location of the lottery for seats in school year 2024-2025	MPTCS participated in the Newark Common App enrollment system during the 24-25 SY.

- b) Provide the URL to the school's application for prospective students for school year 2025-2026. As **Appendix G**, provide copies of the 2024-2025 and 2025-2026 initial application in as many languages as available.
- www.newarkcommonapp.org
- c) List all venues where, prior to the lottery, interested parties could access the school's application for prospective students for school year 2024-2025 and school year 2025-2026.
- MPTCS participated in the Newark Common App enrollment system. The application was available online to all interested families and students.
- d) List all languages in which the application is made available. If the school participates in Newark or Camden's enrollment process, please state that below.

- The application is available in English, Spanish, and Portuguese.
- e) List all ways in which the school advertised that applications for prospective students for school year 2024-2025 and school year 2025-2026 were available prior to the enrollment lottery.
- Social media advertisements were featured on Facebook and Instagram.
 - Canvassing (palm cards and door hangers were placed in targeted neighborhood stores and homes in Newark, East Orange and Irvington)
 - Info sessions and presentations were conducted at local preschools.
 - Hosted tables at various community events.
 - Participated in the Newark Common App School Fairs.
 - Advertising was featured on NJ Transit buses and light rail stations traveling throughout Newark, East Orange, and Irvington.
- f) Fill in the requested information in Table 19 below regarding student enrollment and attrition rates by grade level in 2024-2025.
- g) Explain the school's enrollment backfilling policy, then, as **Appendix H**, include the school's board-approved policy.
- When all available spaces at MPTCS are filled, two waiting lists will be kept - a district of residence waiting list and a non-resident waiting list. Each list shall be composed of applicants selected by weighted lottery and listed in the order in which the name was drawn. As space becomes available, students will be contacted and offered admission in the order in which their names appear on the list. Students from the district of residence and siblings of existing students shall be prioritized. Seats will continue to be filled accordingly in order to maintain maximum enrollment.

Table 19: Student Enrollment and Attrition

Grade Level	Number of student withdrawals (for any reason) during the school year	Number of students enrolled after the first day of school year 2024-2025	Number of students enrolled in school year 2024-2025 who continued enrollment in school year 2025-2026
K	6	9	45
1	9	10	82
2	6	9	91
3	9	4	65
4	6	6	57
5	4	11	71
6	5	11	88
7	5	6	105

Grade Level	Number of student withdrawals (for any reason) during the school year	Number of students enrolled after the first day of school year 2024-2025	Number of students enrolled in school year 2024-2025 who continued enrollment in school year 2025-2026
8	6	10	103
9	10	4	92
10	8	0	185
11	7	0	147
12	4	0	115
We are currently in the middle of our enrollment cycle. Final retention numbers will be shared once released by Newark Common App.			

b) If applicable, please identify and/or explain the primary causes of student attrition during the 2024-2025 school year.

- During the 2024–2025 school year, student attrition was influenced by a variety of factors, many of which reflect broader demographic and economic shifts affecting families. The primary cause of attrition continues to be family relocation, particularly moves out of state or out of the country, which we track under the T8 withdrawal code.

Compliance

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 5: Compliance.

5.2 Office of Charter and Renaissance School Compliance

Provide the requested information for each school location. Copy Table 20 below and fill it out for each school site if the school has more than one site.

Table 20: School Site Facility Information

Site name	Marion P. Thomas Charter High School
Site address	125 Sussex Avenue, Newark, NJ 07103
Facility lease information	125 Sussex Avenue, Newark NJ
Landlord name	Friends of Marion P. Thomas Charter School
Lease commencement date	July 1, 2019
Lease termination date	June 30, 2026
2025-2026 annual lease cost	\$1,446,838.92
Facility mortgage/bond information	N/A

Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2025	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A
If the facility is shared with any other entity, please identify the entity. Describe the shared areas and detail the days and time when these shared areas are used by the other entity.	N/A

Site name	Marion P. Thomas Charter School STEAM Academy
Site address	370 South 7th Street, Newark, NJ
Facility lease information	370 South 7th Street, Newark, NJ
Landlord name	Friends of Marion P. Thomas Charter School
Lease commencement date	May 15, 2014
Lease termination date	June 30, 2029
2025-2026 annual lease cost	\$816,000.00
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2025	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A
If the facility is shared with any other entity, please identify the entity. Describe the shared areas and detail the days and time when these shared areas are used by the other entity.	N/A

Site name	Marion P. Thomas Charter School PAC Academy
Site address	28 Burnet Street, Newark, NJ
Facility lease information	28 Burnet Street, Newark, NJ

Landlord name	Friends of Marion P. Thomas Charter School
Lease commencement date	September 25, 2018
Lease termination date	June 30, 2050
2025-2026 annual lease cost	\$852,390.12
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2025	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A
If the facility is shared with any other entity, please identify the entity. Describe the shared areas and detail the days and time when these shared areas are used by the other entity.	N/A

Site name	Marion P. Thomas Charter School Sankofa Campus
Site address	88-108 Shipman Street, Newark, NJ
Facility lease information	88-108 Shipman Street, Newark, NJ
Landlord name	Friends of Marion P. Thomas Charter School
Lease commencement date	September 25, 2018
Lease termination date	June 30, 2050
2025-2026 annual lease cost	\$426,195.00
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2025	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A
If the facility is shared with any other entity, please identify the entity. Describe the shared areas and detail the	N/A

days and time when these shared areas are used by the other entity.	
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Table 21: School Site Facility Information Lease Summary

Total number of leased facilities	4
Total annual cost of all leases	\$3,541,424.04
Total lease amount budgeted for 2025-2026	\$3,541,425.00

Table 22: School Site Facility Information Mortgage/Bond Summary

Total number of mortgaged facilities	N/A
Total mortgage/bond amount	N/A
Mortgage principal budgeted for 2025-2026	N/A
Mortgage payment interest budgeted for 2025-2026	N/A

- a) All charter schools are required to maintain facilities compliant with health and safety standards. To affirm the charter school’s commitment to this requirement, complete and submit **Appendix A** available at the end of this document.
- b) As **Appendix I**, provide the valid, unexpired Certificate of Occupancy with “E” usage, Annual Sanitary Inspection Report with satisfactory rating, and Fire Inspection Certificate with “Ae” code for each approved campus, and current leases.

5.3 Other Compliance

- a) Provide a description of the educator evaluation system the school has implemented. In accordance with [N.J.A.C. 6A:11-6.2](#), in your description, include the required number and duration of observations conducted for tenured teachers, non-tenured teachers, tenured administrators and non-tenured administrators.

At Marion P. Thomas Charter School, our teacher evaluation system is designed to support professional growth and ensure compliance with New Jersey law (P.L.2024, c.14; N.J.A.C. 6A:11-6.2). For the 2024–2025 school year, tenured teachers—including principals and vice principals—are not required to create new Student Growth Objectives (SGOs); their most recent SGO scores will carry over. Effective and Highly Effective teachers will develop Individualized Professional Development Plans (IPDPs) with two professional goals and two SGOs, while Partially Effective or Ineffective teachers will complete Corrective Action Plans (CAPs) with four professional goals and two SGOs. All IPDPs and CAPs are due by October 31 and must be submitted through Frontline.

Our evaluation system is grounded in the Comprehensive Framework for Teaching and Learning, which includes four core competencies: (1) Lesson Planning, Structure, and Content Knowledge—intentional, standards-aligned planning grounded in subject expertise; (2) Teaching Strategy and Execution—clear,

responsive instruction that meets diverse student needs; (3) Culture of Achievement and Community—a joyful, safe learning environment that promotes academic discourse, autonomy, and engagement; and (4) Formative Assessment, Feedback, and Progress—ongoing checks for understanding, tailored feedback, and data-driven progress monitoring. These competencies define effective teaching practice and guide all observations and feedback.

Observation is central to the evaluation cycle. Non-tenured teachers (Years 1–5) will receive three 45-minute observations from multiple observers, while tenured teachers will receive two 45-minute observations annually. Teachers on a CAP will receive one additional 45-minute observation. At least one observation must be announced, and all teachers are observed once per semester: Semester 1 includes Marking Periods 1 and 2, and Semester 2 includes Marking Periods 3 and 4. The process culminates in Mid-Year and Annual Reviews, where teachers submit self-reflections and evidence aligned to the four competencies. Final performance ratings are determined based on multiple measures and documented in Frontline to ensure transparency and accountability.

- b) If the school leader evaluation system differs from the educator evaluation system described above, provide a description of the school leader evaluation system that the school has implemented.

At Marion P. Thomas Charter School, the evaluation system for school leaders (including principals, and vice principals) is distinct from the system used for teachers, differing significantly in both structure and scope. While teacher evaluations focus primarily on instructional delivery and classroom practice, the school leader evaluation is guided by the MPTCS Leadership Framework for Building-Based Administrators. This framework assesses administrators across six core competencies: Coaching and Professional Development (evaluating staff feedback, evaluations, and adult learning); Curriculum, Instruction, and Assessment (assessing alignment to NJSLs, data-driven instruction, and academic interventions); Climate, Culture, and Student Experiences (focusing on school safety, student voice, and family engagement); Leading Adults (addressing communication, team management, and talent development); Organizational Leadership (including strategic planning, operational systems, and data transparency); and School and Student Outcomes (measuring performance on key metrics like attendance, chronic absenteeism, graduation rates, and state assessment results such as NJSLA).

Administrators participate in a structured evaluation process that involves self-reflection, goal setting, and both mid-year and end-of-year reviews, supported by ongoing evidence collection. Ratings for each competency—Highly Effective, Effective, Partially Effective, and Ineffective—are determined based on a preponderance of evidence, using clear performance rubrics. Unlike the educator evaluation system, which emphasizes classroom-based instruction and student growth objectives, the school leader framework incorporates broader measures of impact. This includes staff performance management, school culture, and operational excellence, ensuring leaders are evaluated on their comprehensive influence across the school. All components of this system are meticulously documented and tracked to ensure alignment with district priorities and to support continuous leadership development.

- c) As **Appendix J**, provide the board resolution approving the teacher and school leader evaluation systems.

Note: You may use [Educator Evaluation System Guidelines for New Jersey Charter Schools](#) for guidance answering a), b) and c) above.

File Naming Convention

Table 23: Appendix File Naming Convention

Appendix	File Naming Convention
Appendix A	Appendix A Statements of Assurance
Appendix B	Appendix B Board Self Evaluation Tool
Appendix C	Appendix C School Leader Evaluation Tool
Appendix D	Appendix D Contracted Education Service Provider Evaluation Tool, if applicable
Appendix E	Appendix E Annual CMO or EMO contract, signed and dated, if applicable
Appendix F	Appendix F Board policy for the establishment of a grievance committee
Appendix G	Appendix G Initial Enrollment Applications (Language)
Appendix H	Appendix H Board policy for enrollment backfilling
Appendix I	Appendix I valid, unexpired Certificate of Occupancy with “E” usage, Annual Sanitary Inspection Report with satisfactory rating, Fire Inspection Certificate with “Ae” code, and current leases.
Appendix J	Appendix J Board resolution approving the teacher and school leader/principal evaluation systems
Appendix K	Appendix K 2025 – 2026 School Calendar
Appendix L	Appendix L Organizational Chart
Appendix M	Appendix M Promotion/Retention Policy
Appendix N	Appendix N Graduation Policy
Appendix O	Appendix O Local Benchmark Assessment Results

Each appendix must be submitted as a separate Word or .PDF file to the Homeroom folder “Annual Report 2025.” Save each appendix by the file naming convention provided in the second column of the above table.