New Jersey Department of Education, Office of Charter and Renaissance Schools Annual Report Template (Updated May 2025)

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

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.

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	Maria L. Varisco-Rogers Charter School
Grade level(s) to be served in 2025-2026	K-8
Projected enrollment for 2025-2026	574
2024-2025 Total enrollment as of June 30, 2025	574
2024-2025 Students with disabilities (SWD) enrollment as of June 30, 2025	77
2024-2025 Multilingual learners (ML) enrollment as of June 30, 2025	161
Current waiting list for 2025-2026 by grade level *Pursuant to N.J.A.C. 6A:11-4.6(a)2*	• Kindergarten: 1 • First: 0 • Second: 11 • Third: 4 • Fourth: 2 • Fifth: 5 • Sixth: 8 • Seventh: 0 • Eighth: 6
Waitlist within the district/region of residence	37
Waitlist of non-resident district/region of residence (Organize by district/region)	0
Website address	www.mlvrcs.org
Name of board president	Carmen Baez
Board president's email address (Embed link to board president's email address on charter school website)	cbaez@mlvrcs.org
Board president's direct phone number (Do not include charter school number)	(973) 641-4904
Name of school leader (Include the preferred point of contact for official communications)	Teresa Segarra, Lead Person/Executive Director
School leader's email address	tsegarra@mlvrcs.org
School leader's direct office phone number and/or extension	973-481-9001 x 107
Title IX McKinney-Vento District Homeless Liaison's name and email address	Anne Heyward, Principal aheyward@mlvrcs.org
School Safety Specialist's name and email address	Gynise Gotto ggotto@mlvrcs.org
School Threat Assessment Team Members' names and email addresses	Teresa Segarra tsegarra@mlvrcs.org Jose A. Segarra jsegarra@mlvrcs.org

	Gynise Gotto ggotto@mlvrcs.org Eneida Perez eperez@mlvrcs.org Jennifer Fumero jfumero@mlvrcs.org Anne Heyward aheyward@mlvrcs.org Michele Roman mroman1@mlvrcs.org Jose Arana jarana1@mlvrcs.org
Harassment, Intimidation and Bullying (HIB) Coordinator's name and email address	Anne Heyward aheyward@mlvrcs.org
Name of School Business Administrator (SBA)	Jose A. Segarra
SBA email address	jsegarra@mlvrcs.org
SBA phone number	973-481-9001 x 108
Name of District Testing Coordinator (DTC)	Jennifer Fumero
DTC email address	jfumero@mlvrcs.org
DTC phone number	973-481-9001 x 110

[redacted]

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	18 Heller Parkway
Year site opened	2008
Grade level(s) served at this site in 2024-2025	5-8
Grade level(s) to be served at this site in 2025-2026	5-8
Site street address	18 Heller Parkway
Site city	Newark
Site zip	07104
Site lead or primary contact's name	Anne Heyward
Site lead or primary contact's office phone number and extension	973-481-9001 x 212
Site lead's email address	aheyward@mlvrcs.org

Site name	243 Woodside Ave.
Year site opened	2011
Grade level(s) served at this site in 2024-2025	K-4
Grade level(s) to be served at this site in 2025-2026	K-4
Site street address	243 Woodside Ave.
Site city	Newark
Site zip	07104
Site lead or primary contact's name	Anne Heyward

Site lead or primary contact's office phone number and extension	973-481-9001 x 212
Site lead's email address	aheyward@mlvrcs.org

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.

School Mission Statement

Our mission is to improve the educational achievement of all pupils based on the belief all our children can learn.

Objectives

- Our staff, parents, and the community in general will work together to make this belief a reality.
- Our instructional and support programs will be coordinated to ensure that all our pupils will reach their maximum level of proficiency in the basic areas of Language Arts/Literacy, Mathematics, World Languages, and Technology.

School Vision

The vision of MLVRCS is to maintain a campus-wide, integrated network that will enable students and teachers to not only work collaboratively but also provide quality services and programs for our students. A collaborative approach to education enabled by technology will:

- facilitate the administrative tasks of the school;
- enhance the quality and scope of the research, teaching and service provided by the faculty; and
- enable students to effectively excel in the 21st Century.

MLVRCS students will have the opportunity to become competent in the use of technology, for work, problem solving, and research, in essence they will achieve educational excellence. Students and staff will be provided with sufficient technological resources and training; new technology will be implemented based on a review of current curriculum, instruction, and the physical environment in order to bring about an advantageous atmosphere for learning; and a commitment to support and fund material resources and professional development for an ongoing process of technological and academic accomplishment will be maintained.

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

1. Commitment to Academic Excellence and High Expectations

During the 2024-2025 school year, MLVRCS continued its dedication to academic excellence by fostering a rigorous learning environment where students were consistently challenged to think critically, express creativity, and grow personally. We maintained high expectations for all learners, underpinned by the belief that every student can succeed when provided with appropriate support, encouragement, and individualized attention. Our instructional vision emphasized equity, resilience, and achievement for all.

2. Strategic Curriculum Development and Academic Enrichment

To guarantee consistency with state requirements and promote in-depth comprehension across subject areas, MLVRCS launched a comprehensive curriculum development program during the 2024–2025 academic year. Among the crucial actions were:

- To create a vertically and horizontally aligned curriculum guided by the New Jersey Student Learning Standards (NJSLS) and WIDA English Language Development Standards.

- To develop a hands-on, inquiry-based K-8 STEM curriculum that emphasized engineering principles and real-world design challenges.

- To promote interdisciplinary learning opportunities to connect academic concepts across subject areas and encourage application in authentic contexts.

- To expand access to advanced coursework, including Pre-AP English I and II, Pre-AP World Geography, Pre-Algebra, Algebra, and honors classes, to challenge and engage students at all performance levels.

- To engage enrichment courses designed for students in Kindergarten through 8th grade, aimed at strengthening and supporting core skills in English Language Arts (ELA) and Mathematics. These classes provide additional practice, targeted instruction, and interactive learning opportunities to enhance students' understanding and academic performance in these essential subjects.

- To leverage technology integration to enhance instructional delivery and prepare students for success in a digital world. Tools used included:
    - Google Workspace
    - iXL
    - Raz-Kids
    - Scholastic
    - iReady
    - BrainPop
    - Risas y Sonrisas
    - NewsELA
    - Sadlier
    - College Board- PreAp English I and II and World Geography
    - Maker Empire
    - XtraMath
    - Teach TCI
    - Mosa Mack
    - Mystery Science
    - Inq-ITS
    - McGraW Hill Teen Health
    - Pixton
    - Quaver Music
    - Savvas Realize-Envisions Math
    - Edulastic
    - Great Minds- Eureka Math

- To provide a wide-range of extracurricular and co-curricular activities that promote overall development, such as:

    - N.J.I.T eSTEM Competition
    - Essex County Photography Contest
    - Students2Science V-Labs
    - Students2Science ISAAC (Improving Student Affinity and Aptitude for Careers in STEM) Program
    - Shark Tank- Financial Literacy Project for 6th Grade Students, proposing and future business plan
    - Presidential Candidate Campaigning

- Mock Election
- Poem in your Pocket Event- Students participated in Poem in Your Pocket Day by carrying and sharing their favorite poems to celebrate the joy of poetry.
- Multiplication Competitions- 3rd and 4th Grade
- National Junior Honor Society- Recognizing high achieving students in 6th-8th Grade
- Essex County Environmental G'Art'bage Contest
- Veterans Day- The school held a special event to honor and recognize veterans, with students preparing by creating thank-you cards, learning patriotic songs, and writing essays about the importance of veterans' contributions.
- Hispanic Heritage Month- In honor of Hispanic Heritage Month, students showcased their learning and creativity through a variety of performances, including cultural skits, dances, and plays, celebrating the diverse history and impactful contributions of the Hispanic community.
- Black History Month- The school hosted a special event in celebration of Black History Month, where students prepared and performed cultural skits and plays to highlight the achievements and contributions of influential Black figures throughout history.

3. Personalized and Data-Driven Instruction

In 2024-2025, MLVRCS remained committed to meeting the diverse academic needs of students through personalized instruction, supported by data and regular progress monitoring.

Key initiatives included:

- Comprehensive assessments were conducted to evaluate student strengths, challenges, and learning styles. This process incorporated student portfolios, individualized action plans, conference documentation, and relevant support such as IEPs, 504 Plans, and I&RS recommendations.

- Administered the Developmental Reading Assessment (DRA) three times per year for grades 1-5 and twice per year for kindergarten to track growth and tailor interventions accordingly.

- Implemented the use of iReady Diagnostic Assessment three times per year in grades K-8 to track growth and tailor interventions accordingly for Math and ELA.
- Delivered targeted support through differentiated small-group instruction, individualized tutoring, and enrichment opportunities to address academic gaps and accelerate learning.

- Fostered a growth mindset and student ownership of learning by encouraging students to reflect on their academic progress and set future learning goals.

- Celebrated academic growth and accomplishments through quarterly award ceremonies and recognizing monthly perfect attendance to promote commitment and school engagement.

4. Instructional Excellence and Professional Collaboration

To ensure high-quality instruction, MLVRCS prioritized ongoing teacher development, expert collaboration, and university partnerships. During the 2024-2025 school year, we:

- Delivered targeted professional development to enhance instructional practices, deepen content expertise, and promote culturally responsive teaching.

- Partnered with instructional consultants who provided actionable feedback through classroom coaching, walkthroughs, and individualized follow-up support.

- Fostered a collaborative professional culture through weekly PLC meetings, structured peer observations, and common planning time that promoted reflective practice and instructional alignment.

- Engaged Content Area Consultants/Instructional Coaches in ELA, Math, and Science to provide targeted, job-embedded professional development and support to teachers. These experts collaborated with teachers to plan effective lessons designed to promote student engagement and student understanding of the content.

- Strengthened our partnership with New Jersey City University (NJCU) to support future educators and provide supplemental instructional assistance. Key outcomes included:

    - Academic support for MLVRCS students from NJCU interns.

    - Opportunities for NJCU students to serve as paid part-time interns gaining hands-on experience.

    - Classroom-based learning experiences that enriched pre-service teacher preparation.

    - Academic credit toward graduation for NJCU students, with the goal of transitioning them into full-time teaching positions at MLVRCS.

Additionally, MLVRCS supported educators in professional advancement through programs such as:

- The **Rutgers BELLE Program**, which enrolled a first-grade teacher and the Director of Bilingual and ESL Education to build expertise in bilingual education and leadership. The program focused on reinforcing participants' understanding of effective dual language and ESL instruction practices, culturally responsive instruction, and fair language development principles. Participants gained research-based approaches to supporting multilingual learners and inclusive learning environments through a sequence of workshops, coaching, and collaborative learning experiences. The BELLE Program also emphasized leadership development, equipping participants with the skills to drive systemic reform, engage with policy systems, and support professional learning in their own school sites.

- The **LEES Program at William Paterson University**, which provided a kindergarten teacher with academic preparation and scholarship funding toward bilingual/bicultural certification and to improve instructional strategies for multilingual students. Theory and practice were integrated in the program in such areas as second language acquisition, development of biliteracy, cultural competence, and differentiated instruction for emerging bilinguals. LEES not only aided the teacher's journey towards state certification but also aided in building instructional capacity school-wide to address the growing number of bilingual learners.

- The NJTESOL Conference was a valuable professional development experience for classroom teachers and the Director of ESL and Bilingual Education. The conference offered a broad array of workshops, keynote presentations, and networking opportunities that were specifically designed to meet the instructional, cultural, and advocacy issues of teachers working with multilingual students. They were exposed to evidence-based teaching methods, innovative classroom materials, and best practices in sheltered instruction, and formative assessments

aligned to both the WIDA standards and New Jersey Student Learning Standards (NJSLS).

- The **New Jersey Council for Exceptional Children 2025 Spring Conference**, which featured keynote speeches from prominent special education experts, a number of focused breakout sessions, and panel discussions showcasing best practices in IEP compliance, trauma-informed care, inclusive instruction, behavioral interventions, culturally responsive teaching, and provided practical strategies for promoting equity, access, and achievement for exceptional learners across grade levels.

- The **Wilson Reading System**, which provided a 3-day Wilson Reading System Introductory Course was taught by qualified Wilson Trainers and provided intensive professional growth for our new Wilson Reading teacher. Over three days, she learned the WRS evidence-based, structured literacy program foundations and how to implement it according to the science of reading. Multisensory approaches, explicit and systematic phonemic awareness, word structure, spelling, fluency, and reading comprehension instruction were emphasized in training. Additionally, she was guided through the 10-step Wilson Lesson Plan, taught how to employ diagnostic teaching based on student work, and had positive conversation about strategies for making changes to instruction in order to respond to specific students' needs.

- The Montclair State University (MSU) **PRISM (Professional Resources in Science and Mathematics)** Workshop provided professional development focus on applied and professional development on the New Jersey Student Learning Assessment for Science (NJSLA-S) to the 5th and 6th grade science teacher. This extensive session not only presented an in-depth examination of the content and format of the test but also delved into the principles of design that underlay it, test development, and rubric-based scoring. Attendees learned about the interconnection of classroom teaching and the three dimensions of the Next Generation Science Standards (NGSS): Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts.

- The **RevolutionNJ Program** provided a progressive and dynamic professional learning experience for the middle school Social Studies teacher and the Supervisor of Curriculum and Instruction. As part of the state's initiative to commemorate the 250th anniversary of the American Revolution, this two-year pledge, developed through a partnership of the New Jersey Historical Commission and the New Jersey Department of Education, is intended to promote civic literacy, historical thinking, and community engagement in schools. The session introduced our educators to the expectations and resources of schools called "Revolutionary Schools." These opportunities include access to curated historical resources, interdisciplinary lesson planning assistance, and the potential for student-directed projects that highlight the legacy of the American Revolution. As MLVRCS joins this statewide effort, the school will be positioned to raise the profile of social studies and civics in the curriculum, increase students' understanding of democratic values, and advance culturally responsive and historically informed teaching and learning school-wide.

5. Cultivating a Positive and Inclusive School Culture

MLVRCS prioritized creating a safe, inclusive, and supportive school environment where all students could thrive. During the 2024-2025 school year, the school implemented several initiatives to promote a strong sense of community, well-being, and belonging:

- Promoted a school climate built on respect, empathy, and equity, where every student felt valued and supported.

- Engaged stakeholders-including students, families, faculty, and community members-through surveys and advisory committees. Committees included the Bilingual Parent Advisory Committee, the Special Education Parent Advisory Committee, and the Food Advisory Committee.

- Implemented proactive behavioral supports and anti-bullying strategies to maintain a safe and respectful school environment.

- Provided social-emotional learning and counseling services through partnerships with NJ4S and Main Street Counseling.

- Facilitated family and community engagement through:

    - A culturally responsive series of workshops for students, families, and staff delivered by a professional consultant.

    - Academic and SEL-focused **Parent Engagement Nights** in the areas of Math, Language Arts, STEM, MLs, and social-emotional learning for grades K-8.

    - Volunteer opportunities and open lines of communication to strengthen school-home partnerships.

6. Technology Integration to Advance Teaching and Learning

During the 2024-2025 school year, MLVRCS expanded its use of technology to transform teaching practices, personalize learning, and ensure equitable access for all students and staff. Technology initiatives included:

- Providing every K-8 student with a school-issued Chromebook, enabling consistent access to instructional content, digital tools, and academic platforms.

- Equipping all teachers and key administrators with MacBook Air laptops to facilitate lesson planning, digital communication, and data-driven decision-making.

- Integrating a wide range of instructional technology tools to support curriculum delivery, formative assessment, and student engagement. These platforms included:

    - **Academic and Skill Development Tools**: TeachTCI, Savvas Realize - Envisions Math, Mosa Mack, Mystery Science, Sadlier Vocabulary, College Board Pre-AP English 1 and 2, Pre-AP World Geography

    - **Interactive and Creative Programs**: Inq-ITS, BrainPop, Pixton, Quaver Music, Maker Empire, EdPuzzle, and Kami.

    - **Assessment and Monitoring Platforms**: TeachTCI, Savvas Realize - Envisions Math, Edulastic, iReady, College Board Pre-AP, and DRA3.

    - **Supplemental Resources**: NewsELA, iXL, Risas y Sonrisas, Scholastic Magazines, XtraMath, RazKids, Learning A-Z.

These technology-driven practices supported instructional innovation, enhanced student motivation, and provided teachers with real-time insights to inform instruction and support student success.

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.

Guidelines

- All goals must be SMART, e.g., specific, measurable, ambitious and attainable, relevant and time bound.
- All measurements must be valid and reliable and must demonstrate rigor.
- Without exception, academic goals must be outcome-driven.
- Explain why the school has or has not met these goals, and what steps the school has taken to ensure progress.

Table 3: Format

Goal	By the end of the 2024-2025 academic year, we will achieve a 2%-3% increase in proficiency in mathematics for students in grades 3-8, as measured by local and state assessments.
Measure	Increase in the level of student proficiency in the iReady Diagnostic Assessment 1 as compared to Diagnostic Assessment 3 in mathematics. Increase the level of student proficiency in the 2024-2025 Mathematics NJSLA as compared to the 2023-2024 Mathematics NJSLA.
Target	Demonstrate a 2%-3% increase in the overall proficiency of students in grades 3-8 between the i-Ready Math Diagnostic 1 vs the i-Ready Math Diagnostic 3 during the 2024-2025 school year.
Actual Outcome	During the 2024-2025 school year, we demonstrated 24.6% overall increase in grades 3-8 as evidenced by student performance on the Math i-Ready Diagnostic Assessment 1 vs on the Math i-Ready Diagnostic Assessment 3. **Goal has been met.**

Goal	By the end of the 2024-2025 academic year, we will achieve a 2%-3% increase in proficiency in English Language Arts for students in grades 3-8, as measured by local and state assessments.
Measure	Increase in the level of student proficiency in the i-Ready Diagnostic Assessment 1 as compared to Diagnostic Assessment 3 in English Language Arts.
Target	Demonstrate a 2% - 3% increase in the overall proficiency of students in grades 3-8 between the i-Ready English Language Arts Diagnostic 1 vs the i-Ready English Language Arts Diagnostic 3 during the 2024-2025 school year.
Actual Outcome	During the 2024-2025 school year we demonstrated a 22.6% overall increase in grades 3-8 as evidenced by student performance on the English Language Arts i-Ready Diagnostic Assessment 1 vs on the English Language Arts i-Ready Diagnostic Assessment 3. **Goal has been met.**

Goal	By the end of the 2024-2025 academic year, we will achieve a 2%-3% increase in proficiency in English Language Arts for students in grades K-2, as measured by local assessments.
Measure	Increase in the level of student proficiency in the i-Ready Diagnostic Assessment 1 as compared to Diagnostic Assessment 3 in English Language Arts.
Target	Demonstrate a 2% - 3% increase in the overall proficiency of students in grades K-2 between the i-Ready English Language Arts Diagnostic 1 vs the i-Ready English Language Arts Diagnostic 3 during the 2024-2025 school year.
Actual Outcome	During the 2024-2025 school year we demonstrated a 48.7% overall increase in grades K-2 as evidenced by student performance on the English Language Arts i-Ready Diagnostic Assessment 1 vs on the English Language Arts i-Ready Diagnostic Assessment 3. **Goal has been met.**

Goal	By the end of the 2024-2025 academic year, we will achieve a 2%-3% growth in English Language Proficiency for Multilingual Learners, as measured by local and state assessments.
Measure	Increase in the level of English Language Proficiency of Multilingual Learners in local and state assessments.
Target	Demonstrate a 2% - 3% increase in the overall of Multilingual Learners in grades K-8 between Spring 2024 WIDA Access 2.0 and the Spring 2025 WIDA Access 2.0.
Actual Outcome	During the 2024-2025 school year, 91% of Multilingual Learners demonstrated growth in English Language Proficiency vs 75% of Multilingual Learners during the 2023-2024 school year thus demonstrating an increase of 16 percentage points. **Goal has been met.**

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.
URL: www.mlvrcs.org (About Us Section)
Direct URL:
https://drive.google.com/drive/folders/1HuUtVCAGY3lkNWri79xuj0uABqhJ0zBg?usp=sharing

1.3 Instruction

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

Instructional Visions: A Unified Framework for Excellence

At the Maria L. Varisco-Rogers Charter School (MLVRCS), our instructional vision is rooted in the belief that all students deserve access to high-quality, evidence-based instruction within a consistent, schoolwide framework. This unified approach ensures that teaching practices are aligned, data-informed, culturally responsive, and centered around student needs. Our goal is to promote academic excellence through equitable, structured, and student-centered learning environments across all grade levels and content areas.

High-leverage teaching strategies are intentionally embedded into all aspects of instruction-from curriculum alignment and lesson delivery to assessment and classroom culture. These practices promote coherence and support teacher effectiveness, enabling every student, regardless of background, learning style, or ability, to thrive academically and personally. The integration of balanced assessments, collaborative planning, and culturally relevant pedagogy ensures that instruction remains rigorous, responsive, and inclusive.

Instructional Excellence at MLVRCS: Foundational Pillars of Effective Teaching

High-quality instruction at MLVRCS is defined by a comprehensive set of core components that, when implemented with fidelity, elevate student engagement and achievement. These instructional pillars include:

1. Clear Academic Objectives and High Expectations

- Teachers explicitly communicate learning goals and success criteria to students at the outset of each lesson.
- Instruction is aligned to NJSLS and WIDA standards, with measurable objectives that guide instruction and assessment.

2. Engaging, Culturally Relevant Curriculum

- Lessons are meaningful, engaging, and connected to students' cultural backgrounds and lived experiences.
- A variety of instructional approaches are used to support diverse learning modalities and student interests.

3. Structured and Supportive Classroom Management

- Teachers cultivate safe, organized, and respectful learning spaces where all students can focus and thrive.
- Expectations, routines, and behavioral norms are clearly defined, consistently enforced, and positively enforced.

4. Differentiated Instructional Strategies

- Instruction is tailored to accommodate varying levels of readiness, language proficiency, and learning styles.
- Enrichment, scaffolding, and interventions are embedded to ensure that every student is appropriately challenged and supported.

5. Active Student Engagement and Participation

- Students actively engage in their learning through collaborative activities, inquiry-based projects, and meaningful discussions.
- Teachers use open-ended questioning and academic discourse to promote critical thinking and deeper understanding.

6. Data-Driven Assessment and Feedback

- A range of formative and summative assessments is used to monitor progress, identify gaps, and adjust instruction.
- Feedback is timely, constructive, and actionable, enabling students to take ownership of their academic growth.

7. Professional Knowledge, Expertise, and Growth

- Educators demonstrate deep content knowledge and effective pedagogical practices.
- Staff regularly engage in ongoing professional development to refine instructional methods and stay abreast of current educational research.

8. Positive relationships and Respectful Classroom Climate

- Teachers build trusting relationships with students, fostering a sense of belonging and mutual respect.
- Classrooms promote emotional safety and encourage open dialogue, inclusivity, and collaboration.

9. Strategic Use of Technology and Instructional Resources

- Technology is seamlessly integrated to enhance instruction, personalize learning, and extend access to high-quality content.
- Students and staff have access to curated, standards-aligned digital platforms and instructional materials.

10. Reflective Practice and Instructional Adaptability

- Educators engage in regular self-reflection and peer collaboration to evaluate and improve their teaching effectiveness.
- Lesson plans are adjusted responsively based on student needs, real-time assessment data, and emerging challenges.

Promoting Physical Wellness and Healthy Habits

MLVRCS recognizes that student success is closely tied to overall health and well-being. As part of our holistic instructional model, we prioritize physical education and wellness initiatives that promote lifelong healthy habits:

- **K-8 students receive Physical Education classes twice weekly**, complemented by daily recess for grades K-5 to promote physical activity and social development.

Intra-school tournaments in soccer, basketball, and volleyball are held for students in grades 3-8 during scheduled half-days to encourage teamwork, sportsmanship, and exercise.

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

Maria L. Varisco-Rogers Charter School emphasizes high-quality evidence-based instructional practices that support student engagement, differentiation, and mastery of grade-level standards.

a. Lessons are planned and delivered in alignment with state academic standards, ensuring consistency across grade levels and subjects.
b. Teachers regularly use formative and summative assessment data to adjust instruction, group students for target support, and monitor progress.
c. Instruction is tailored to meet diverse learner needs through flexible grouping, choice in assignments, and varied instructional strategies.
d. Student engagement strategies
e. Digital tools and platforms are integrated into daily instruction to enhance learning, support personalized pathways, and provide immediate feedback.

Teachers participated in regular professional learning communities weekly, instructional coaching, and training aligned to school improvement goals. All of these were ongoing and provided constant and consistent use of best practices and research-based instructional strategies that are student-centered.

c) If applicable, please describe the school's policies regarding instruction for students who were required to quarantine during the 2024-2025 school year.
If a student was required to quarantine because of a positive COVID test, the student received access to assignments and materials asynchronously through tools such as Google Classroom, printed packets, etc. This was determined on a case-by-case basis taking into consideration the students grade level, needs, and subject materials.

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**.

The following students have been retained for the 2024-2025 School Year:

Grade Level	Number of Students Retained
Kindergarten:	3
First Grade:	1
Second Grade:	2
Third Grade	3
Fourth Grade:	2
Fifth Grade:	0
Sixth Grade:	0
Seventh Grade:	0
Eighth Grade:	0

In accordance with Appendix M of our Board-approved Retention Policy, the students listed above are being retained based on their failure to demonstrate sufficient academic proficiency in one or more core content areas, specifically reading and/or mathematics. This decision is grounded in a comprehensive review of multiple data sources, including local assessments, classroom performance, and summative assessments which collectively indicate that the above students have not met the grade-level expectations necessary to support a successful transition to the next grade level. Retention is being implemented as an academic intervention intended to provide these students with the additional time and targeted instructional support required to build foundational skills and ensure future academic success.

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.

Grade Level	Number of Students Retained with an IEP	Number of Students Retained with a 504
Kindergarten:	0	0
First Grade:	1	0
Second Grade:	0	0
Third Grade	0	0

Fourth Grade:	0	0
Fifth Grade:	0	0
Sixth Grade:	0	0
Seventh Grade:	0	0
Eighth Grade:	0	0

Throughout the school year, a comprehensive support process was implemented for this student, involving collaboration with several key stakeholders. This included the student's outside case manager from the Division of Child Protection and Permanency (DCP&P), an in-home therapist, and the student's parent/guardian. Regular meetings were held with these individuals to discuss the student's academic and behavioral progress, with an increased frequency of communication and collaboration beginning in January to support the initiation of the IEP evaluation process.

Input was gathered from both the student's former classroom teacher and current teacher, including the English as a Second Language (ESL) teacher, to ensure a holistic understanding of the student's needs and academic history. Instructional materials and examples of the student's academic work were shared with all involved parties to support informed decision-making. Additionally, these stakeholders conducted in-person classroom observations to gain firsthand insight into the student's academic performance and classroom behavior within the educational environment. This multi-faceted approach ensured that decisions were made with a full understanding of the student's needs and with the shared goal of fostering academic and social-emotional growth.

f) What support services will the school offer to retained students during the 2025-2026 school year?

Planned Support Services for Retained Students – 2025–2026 School Year:

To ensure retained students receive targeted and effective support, the school will implement a comprehensive plan of academic, behavioral, and family engagement services, including:

- **Wilson Language Intervention Program:** Targeted literacy instruction using the Wilson Language program to build foundational reading skills for students demonstrating significant reading gaps.
- **In-Class Small Group Support:** Teachers will provide differentiated small group instruction during core content periods to address specific skill deficits in reading and mathematics.
- **Scaffolded Academic Support:** Classroom teachers will implement scaffolded lessons and modified assignments to ensure access to grade-level content while addressing individual learning needs.
- **Free or Low-Cost Tutoring Resources:** The school will provide parents with a curated list of free or affordable tutoring services available in the community, including virtual and in-person options.
    - MLVR Afterschool Program: Free through Title I funding and is offered In-Person.
    - Newark Public Library Tutoring: Free and is offered In-Person.
    - Learn To Be Foundation: Free and Virtual

    - New Jersey Tutoring Corps: Free or heavily subsidized. Both In-Person and Virtual options.
    - NJ Resource Net: Directory of low-cost or donation-based tutoring and educational enrichment services serving Newark and Essex County.
- **Case Manager Support for Behavioral Needs:** For students requiring behavioral interventions, case managers will assist families in identifying and coordinating with external behavioral health resources, including counseling services and behavioral therapy providers.
- **Parent Workshops and Guidance:** The school will offer parent engagement sessions focused on strategies for supporting student learning at home, understanding academic expectations, and reinforcing positive behaviors.
- **Ongoing Monitoring and Progress Reviews:** School staff will conduct regular check-ins and data reviews to track academic progress, adjust interventions as needed, and ensure students remain on track toward meeting grade-level standards.

These supports are designed to provide a structured, multi-tiered approach to help retained students succeed academically, socially, and emotionally in the 2025–2026 school year.

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	63%	67%	68%
ELA 4	64%	77%	90%
ELA 5	59%	58%	68%
ELA 6	53%	56%	68%
ELA 7	63%	52%	62%
ELA 8	75%	68%	65%
ELA 9	N/A	N/A	N/A
MAT 3	61%	50%	53%
MAT 4	16%	33%	25%
MAT 5	16%	25%	30%
MAT 6	15%	17%	30%
MAT 7	23%	22%	17%

Assessment	Spring 2023	Spring 2024	Spring 2025
MAT 8	0%	7%	0%
Algebra I	18%	32%	22%
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)

SCI 5	**8%**	**15%**	
SCI 8	**11%**	**6%**	
SCI 11	**N/A**	**N/A**	**N/A**

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).**

ELA:

Steps that have been taken and/or will be taken to ensure the progress in ELA have been as followed:

1. Data -Driven Instruction
    a. Current Action Taken
        i. Conducted regular benchmark assessments through iReady and in-school assessments by grade level and subject
        ii. Analyze subgroup data to identify achievement gaps
            1. Special Education, ML's, economically disadvantaged, etc.
        iii. Use formative assessment to help guide daily and/or weekly instruction
    b. Planned Action
        i. Track progress by student, subgroup, and subject by implementing a data dashboard
            1. Implementing biweekly or monthly checks for at-risk students
        ii. Set specific ELA growth targets by grade level and subgroup (ML's and Special Education)
        iii. Train teachers and administrators to disaggregate data and plan student interventions accordingly.
        iv. In house Reading Specialists & Interventionists to work with lower performing grades or with struggling students

2. Curriculum Alignment and Enhancement

    a. Current Action Taken
        i. Align curriculum with state standards
        ii. Ensure grade-level standards are fully addressed through core curriculum
        iii. Use of supplemental programs such as, iReady, Khan Academy for differentiated instruction.
    b. Planned Action
        i. ELA Curriculum Audit
            1. Review the curriculum
            2. Identify and fill content or skill gaps across grade levels
                1. as needed based on student performance data
        ii. Leadership Team and teachers review ELA Performance trends after each Benchmark and adjust support if needed
        iii. Incorporate RevolutionNJ resources to commemorate the 250th American Revolution
3. Professional Development

    a. Current Action Taken
        i. Trained teachers in the i-Ready platform to understand data and use the supplemental resources provided for differentiated instruction.
    b. Planned Action
        i. Train K-2 teachers in Phonics and Phonemic Awareness strategies to infuse within the curriculum.
        ii. Facilitate Grade-Level PLC's to collaborate on reading skill progression across K-8
4. Family Engagement
    a. Current Action Taken
        i. ELA Engagement Nights that focused on reading strategies and at-home support for ELA.
        ii. Regular updates to families, including newsletter, school broadcasting videos, etc.
    b. Planned Action
        i. Continue ELA Engagement nights with families throughout the year to promote school to at-home strategies using fun and innovative ideas
        ii. Share i-Ready data with family to include at-home strategies to help support the student
        iii. Tailored take-home materials by grade level and reading level
        iv. Class to at-Home Book Club

Math:

1. Targeted Curriculum Implementation by Grade Level

- The **soft launch** of Savvas enVision Math was implemented in **Kindergarten, 3rd, 5th, 6th, and 7th grades**, with structured pacing:
    - **Grades K–5**: One lesson per class period.
    - **Grades 6–8**: One lesson taught over two days.
- Curriculum pacing was designed with the **NJSLA and WIDA Access 2.0 schedule as well as internal benchmarks** in mind to maximize instructional effectiveness.

2. Instructional Planning and Support

- The **Director of Mathematics** provided direct support to teachers:
    - Identified **"must-do" lesson components** to focus instruction
    - Guided teachers in **effective pacing**
    - Helped teachers adjust instruction based on **student readiness and subgroup needs**

3. Differentiation and Small Group Instruction

- **All grades implemented small group instruction** using centers, stations, or workshop models.
    - This model supports **differentiated instruction**, enabling teachers to target the needs of:
        - Multilingual learners
        - Students with disabilities
    - Small group settings allow teachers to provide **targeted interventions** and **scaffolded support**, essential for closing learning gaps.

4. Curriculum Refinement and Gap Identification

- All enVision Math lessons were **cross-referenced with state standards** to ensure full coverage:
    - **Unaddressed standards** were flagged for **enrichment or supplemental instruction**, particularly in **Math Enrichment classes**.
    - Instructional projects were included to provide **engaging and culturally responsive learning experiences**, helping meet the needs of all learners.

5. Family Engagement to Support Equity

- **Family letters** in both **English and Spanish** were created and distributed:
    - Supports **multilingual learners and families with limited English proficiency**
    - Enhances **home-school connections** and ensures that families are informed and able to reinforce math learning at home.

6. Targeted Professional Support and Instructional Coaching

To ensure high-quality math instruction and support student progress across all subgroups, the school provided ongoing professional development and coaching:

- The **Director of Mathematics**, continued to support instructional quality by offering:
    - Grade-level-specific resources tailored to curriculum needs

- Manipulatives and visual aids to support conceptual understanding, especially for early learners and students with disabilities

- Constructive feedback and lesson demonstrations to improve instructional strategies and classroom delivery across all grade levels

- Monique Nugent, Math Consultant, was assigned to work directly with selected teachers. Her support included:

    - Providing individualized instructional feedback and targeted teaching strategies based on classroom observations

    - Maintaining open and regular communication with Ms. Gabriele to ensure consistency in feedback and alignment with the school's math instructional goals

Conclusion

These comprehensive steps reflect the school's commitment to improving math achievement for **all students** by:

- Implementing a structured and standards-aligned curriculum
- Differentiating instruction based on need
- Supporting teachers and families
- Identifying and addressing instructional gaps proactively

This approach helps ensure **equity and measurable progress** across all grade levels and student subgroups.

Science:

Steps that have been taken and/or will be taken to ensure the progress Science have been as followed:

1. Data -Driven Instruction/Strategies
    a. Current Action Taken
        i. Conducted regular Inq-ITS assessments in grades 6-8
        ii. Analyzed the data to identify achievement gaps by looking at the subgroups
            1. Special Education, ML's, economically disadvantaged, etc.
            2. Used formative assessment within the Mystery Science and Mosa Mack platforms to help guide daily and/or weekly instruction
    b. Planned Action
        i. Conduct regular benchmark assessments in grades 4-8 through Linkit!
            1. Track progress by student, subgroup, and subject by implementing a data dashboard
            2. Set specific Science growth targets by grade level and subgroup (ML's and Special Education)
        ii. Conduct regular Engineering Design tasks in grades 6-8 in Inq-ITS assessments

1. Track progress by student, subgroup, and subject by implementing a data dashboard
2. Set specific Science growth targets by grade level and subgroup (ML's and Special Education)

iii. Train teachers and administrators to disaggregate science performance data in Linkit! and Inq-ITS by subgroup to drive instructional decisions.
1. Implementing biweekly or monthly checks for at-risk students
2. Plan student interventions accordingly.

iv. Science consultant work with lower performing grades or with struggling students
1. Create academic vocabulary toolkits for ML's and scaffolded inquiry prompts

2. Curriculum Alignment and Enhancement

a. Current Action Taken

i. Align curriculum with NJDOE state standards

ii. Newly developed K-8 curriculum that incorporated science skills and content progression from elementary through middle school to ensure cumulative knowledge.

1. embedded inquiry-based and hands-on learning opportunities

iii. Integrated V-labs and inquiry-based lessons to improve engagement across grades 4-8.

iv. Ensured grades 3-8 had access to the STEM lab once a week for hands-on learning.

b. Planned Action

i. Review and revise the curriculum as needed based on student performance data

ii. Leadership Team and teachers review Science Performance trends after each Benchmark

iii. Incorporate the Climate Change Expectations to all subjects

3. Professional Development

a. Current Action Taken

i. Provided teachers with training in Mystery Science, Mosa Mack and Inq-ITS to understand the platform and use the supplemental resources provided for differentiated instruction.

ii. Provided training to the Grade 5-6 teacher in NJSLA-Science background knowledge, how the questions are constructed and the scoring rubric.

b. Planned Action

i. Use Pacing Guides created by Supervisor of Curriculum and Instruction to ensure consistency and continue vertical alignment across grade levels for science skills and content

ii. Use walkthrough tools to monitor equitable science instruction and adjust support as needed

iii. Train the teachers on cross-content integration, such as literacy, social studies, and math.

4. Family Engagement

a. Current Action Taken

i. Promoted STEM Engagement Nights that focused on various engineering design challenges, cross curricular focuses and at-home support for STEM.

ii. Partnership with Students2Science
    1. V-labs
    2. ISAAC Days at the S2S facility for Grades 6-8

iii. Regular updates to families, including newsletter, school broadcasting videos, etc.

b. Planned Action

i. Continued Partnership with Students2Science
    1. V-labs for grades 4-8
    2. ISAAC Days at the S2S facility for Grades 6-8

ii. Newly added Students2Science ISAAC Pilot program for Grades 3-4

iii. Offer Guest Speakers at Engagement Nights and/or a community field trip to Liberty Science Center on one of their Community Nights

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	162	162
DLM-ELA	N/A	N/A
DLM-Math	N/A	N/A
DLM-Science	N/A	N/A

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	September 9, 2024 to September 20, 2024	iReady Diagnostic Assessment #1	Kdg - 8th	Vendor Created

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	October 1, 2024 – October 25, 2024	DRA3 #1	1st – 5th	Vendor Created
Mid	December 9, 2024 – December 13, 2024	iReady Diagnostic Assessment #2	Kdg – 8th	Vendor Created
Mid	January 6, 2025 – January 31, 2025	DRA3 #2	Kdg – 5th	Vendor Created
End	March 17, 2025 – March 21, 2025	iReady Diagnostic Assessment #3	Kdg - 8th	Vendor Created
End	May 5, 2025 – May 20, 2025	DRA3 #3	Kdg – 5th	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 a combination of charter and vendor created?
Beginning	September 9, 2024 to September 20, 2024	iReady Diagnostic Assessment #1	Kdg - 8th	Vendor Created
Mid	December 9, 2024 – December 13, 2024	iReady Diagnostic Assessment #2	Kdg – 8th	Vendor Created
End	March 17, 2025 – March 21, 2025	iReady Diagnostic Assessment #1	Kdg - 8th	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 chose i-Ready because it offers a comprehensive, research-based approach to assessing and supporting student learning in both reading and math. i-Ready provides an adaptive diagnostic that identifies each student's strengths and areas for growth, allowing teachers to deliver targeted, personalized instruction. One of the key reasons for selecting i-Ready is its

strong alignment with the New Jersey Student Learning Standards (NJSLS). The assessment content and instructional resources are designed to match the rigor and expectations of the NJSLA, ensuring that students are being measured and supported on the exact skills required to be successful. This alignment allows teachers to use the data from i-Ready to drive instruction that is standards-based, helping ensure that students are on track to meet grade-level benchmarks. Additionally, i-Ready's detailed reports make it easy to track progress on specific standards, supporting curriculum planning and targeted interventions.

f) Compare student results on local benchmark assessments with student results on statewide assessments (NJSLA). Explain any notable disparities.

ELA:

When comparing students' performance on the end of year i-Ready diagnostic with the Spring 2024 NJSLA results, the percentage of students scoring at Level 3 on the NJSLA and those scoring above grade level on i-Ready closely aligned in Grade 8. When analyzing in iReady "on or above grade level" in grades 4-7 the percent of students was lower than the proportion of students that scored a Level 3 or higher on the NJSLA. This data suggests that while students are demonstrating proficiency on the NJSLA, they have not met the i-Ready grade level performance. One step in helping the growth of achievement in both i-Ready and NJSLA are to identify skill gaps and support instructional interventions.

Math:

When comparing students' performance on the end-of-year i-Ready diagnostic with the prior year's NJSLA results, the percentage of students scoring at Level 3 on the NJSLA and those scoring above grade level on i-Ready was closely aligned. However, when including students identified as "on or above grade level" in i-Ready, the percentage was lower than the proportion of students scoring Level 3 or higher on the state assessment. This suggests that i-Ready may use more precise or differentiated criteria for identifying students' readiness, offering valuable insight into skill development and instructional needs while still aligning closely with state assessment.

When comparing the performance of students who scored above grade level on their end-of-year i-Ready assessment with their results on the prior year's state assessment, the scores were marginally similar overall, indicating a general alignment between the two measures for higher-performing students. However, notable concerns emerged in Grades 4, 5, and 7, where discrepancies suggest a need for further analysis to understand potential gaps in instructional alignment and student support.

Science:

- Current 8th grade students' performance on the Inq-ITS platform has led to measurable student growth across key areas: forming hypotheses, collecting data, and analyzing data between January 2025 through March 2025. This growth reflects both increased mastery and broader engagement with inquiry-based science learning.
    - In the skill area of Hypothesis by +9pts.
        - This growth indicates that students improved their ability to predict outcomes using scientific reasoning, likely supported by evidence and inquiry.
    - In the skill area of Collecting Data by +5pts.

        - This growth indicates that students gained understanding in how to use tools, record observations accurately, and follow scientific procedures.
    - In the skill area of Analyzing Data by +8pts
        - This growth reflects stronger critical thinking and use of evidence, by interpreting data charts, graphs and drawing conclusions.
- In conclusion, continuing the emphasis on hands-on labs and graphic organizers to support further growth in science skill areas that may need additional practice. These focuses will continue to foster growth and improvement in core science practices.

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.

District or State Assessment	Participants	Tested Subjects	Administration Window	Vendor's Name
WIDA Model/SCREENER	K-8 **Home Language Survey (HLS)*	English-Language Proficiency	Ongoing 2024 - 2025	WIDA (World-Class Instructional Design and Assessment) Consortium
iReady Diagnostic Assessment #1	K-8	ELA, MTH	September 9, 2024 to September 13, 2024	Curriculum Associates
DRA #1	1-8	ELA	October 1, 2024 – October 25, 2024	Pearson Assessments US
iReady Diagnostic Assessment #2	K-8	ELA, MTH	December 9, 2024 to December 13, 2024	Curriculum Associates
DRA #2	K-8	ELA	January 6, 2025 – January 31, 2025	Pearson Assessments US
iReady Diagnostic Assessment #3	K-8	ELA, MTH	January 27, 2025 to January 31, 2025	Curriculum Associates
ACCESS and Alternate ACCESS for ELLs	K-8	ESL	February 10, 2025 - March 2025	WIDA (World-Class Instructional Design and Assessment) Consortium
DRA Tracker #3	K-8	ELA	May 5, 2025 – May 20, 2025	Pearson Assessments US
NJSLA-ELA Spring Administration	3-8	ELA	April 30, 2025 to May 23, 2025	Pearson Assessments US

NJSLA- Math Spring Administration	3-8	MTH	April 30, 2025 to May 23, 2025	Pearson Assessments US
NJSLA-Science Administration	5 & 8	SCI	April 30, 2025 to May 23, 2025	Measurement Incorporated in conjunction with Pearson Assessments US
NJSLA MAKE-UPS	3-8	ELA, SCI, MTH	May 28, 2025 to May 30, 2025	Measurement Incorporated in conjunction with Pearson Assessments US

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

i-Ready Diagnostic Assessments
Results from the i-Ready Diagnostic assessments played a critical role in enhancing instructional effectiveness and improving student learning outcomes. Teachers used the data to identify students' specific strengths and areas for growth in reading and mathematics. The adaptive nature of the assessment allowed educators to group students by performance bands, plan differentiated lessons, and provide targeted interventions through small group or one-on-one instruction. The insights from i-Ready also informed pacing adjustments and curriculum decisions to ensure instruction met students at their individual readiness levels. Ongoing progress monitoring helped track academic growth, refine strategies in real time, and recognize student achievement thus promoting a cycle of continuous improvement.

WIDA MODEL
The WIDA MODEL served as a valuable benchmark and placement tool to assess the language proficiency of newly enrolled multilingual learners. Results were analyzed to determine students' proficiency levels across the four language domains: listening, speaking, reading, and writing. These results informed initial placement in ESL services, guided differentiated instructional planning for content-area teachers, and ensured alignment with students' language development needs. The WIDA MODEL helped teachers identify specific areas where students required language support, enabling the implementation of scaffolded strategies and academic vocabulary instruction to promote language acquisition alongside content learning.

WIDA ACCESS for ELLs 2.0
WIDA ACCESS results were used to evaluate student progress in English language development over time and to inform programming decisions, including continued eligibility for ESL services. Teachers and ESL specialists analyzed domain-specific scores to identify trends and gaps in language acquisition, then collaborated to modify instruction and integrate language objectives into daily lessons. The data supported the development of individualized goals and informed exit decisions, ensuring that students were only exited from ESL programs when they had achieved sufficient proficiency to succeed independently in mainstream classrooms. Additionally, WIDA ACCESS results were used to guide professional development focused on academic language and instructional scaffolding.

NJSLA: ELA, Math, and Science
Results from the New Jersey Student Learning Assessments (NJSLA) in English Language Arts, Mathematics, and Science were utilized to drive schoolwide instructional planning and

continuous improvement. ELA data provided insights into students' abilities to analyze texts, cite evidence, and write coherently, while math data revealed students' understanding of grade-level concepts and their ability to reason quantitatively. Science assessment results from the 2023-2024 school year highlighted student proficiency in applying scientific practices and understanding key concepts. Leadership and instructional teams reviewed this data to identify grade-level trends, prioritize standards for re-teaching, and align instructional strategies with rigor expectations. The assessments also informed curriculum adjustments and were used to identify students in need of additional academic support or enrichment.

Developmental Reading Assessment (DRA3)
The DRA3 served as a key diagnostic tool to assess reading fluency, accuracy, and comprehension in grades K - 5. Teachers used DRA3 results to determine students' independent and instructional reading levels, select appropriate leveled texts, and form guided reading groups. The data helped inform instructional focus areas, such as decoding, vocabulary development, and inferencing. Progress monitoring through DRA3 allowed teachers to track reading development throughout the year and adjust instruction accordingly. Furthermore, DRA3 results were shared with families to support home-school collaboration and to set individualized literacy goals for students, ensuring a more tailored and effective approach to reading instruction.

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

The school ensured assessment results from the i-Ready platform were accessible and effectively communicated to all stakeholders, including parents, students, board members, and administrators. At the start of the year, an assessment schedule was created and shared with teachers, outlining testing windows and expectations. Teachers were informed of the open and close dates for each diagnostic cycle and were instructed to create a quiet, focused environment that mirrored state testing conditions. Upon completion of each testing window, i-Ready automatically generated reports that included student names, performance data, and recommended instructional strategies for re-teaching identified concepts. These reports also provided individualized learning pathways with differentiated lessons tailored to each student's needs. Students were encouraged to engage with their learning pathways for at least 30 minutes per week, allowing them to work at their own level and adjust based on performance until the next testing cycle. To support data-driven decision-making, assessment scores were compiled into spreadsheets for further analysis by school leadership and instructional staff. This process helped ensure that results were used to inform instruction and shared appropriately across stakeholder groups.

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)
Teresa Segarra	Lead Person/Executive Director	Employed by School	08/28/2000	310,440.00
Jose A. Segarra	School Business Administrator	Employed by School	01/31/2009	299,000.00
Gynise Gotto	Assistant School Business Administrator	Employed by School	05/12/2009	221,000.00
Jennifer Fumero	Assistant Lead Person	Employed by School	08/23/2010	172,640.00
Anne Heyward	Principal	Employed by School	08/01/2005	179,400.00

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)	94.69%
Elementary School Attendance Rate (grades K-5)	• Kindergarten: 94.60% • First Grade: 95.1% • Second Grade: 94.53% • Third Grade: 95.35% • Fourth Grade: 94.96% • Fifth Grade: 94.96% • Total Attendance Rate in Grades K-5: 94.92%
Middle School Attendance Rate (grades 6-8)	• Sixth Grade: 94.16% • Seventh Grade: 94.07% • Eighth Grade: 94.29%
High School Attendance Rate (grades 9-12)	Not Applicable
Student to Certified Teacher Ratio	13:1

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	87.5%
Total Staff Retention Rate from July 1, 2024, to July 1, 2025	89.04%
Frequency of teacher surveys and date of last survey conducted	Teacher surveys are conducted annually and date is June 3, 2025
Percent of teachers who completed the most recent survey	56 percent of the teachers completed the annual survey.
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment on the most recent survey	94 percent of teachers expressed satisfaction with school leadership.

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?

- Communication by Leadership

- School leaders emphasized the importance and anonymity of surveys via email as well as how survey data directly informs decision-making related to school culture, leadership practices, and instructional support.

- Reminders about Surveys
    - Email reminders were sent by administration and the deadline for surveys was extended.

- Anonymous Submission Process via Google Forms
    - The school reinforced that the survey responses were anonymous and confidential, ensuring that staff felt comfortable providing honest and constructive feedback.

- Expectations for Participation
    - MLVR expects that 100% of teaching staff participate in the annual culture and climate survey to ensure all voices are represented.
    - Teachers are expected to complete the survey by the deadline provided.
    - Teachers are encouraged to provide feedback to help drive improvements in school culture and communication.

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

1. The school promotes the success of all of its students.
2. Teachers understand that the evaluative team provides feedback based upon the domains and individual components of the domains during observations.
3. Teachers have access to the tools they need to teach effectively.

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

1. The school encourages students to take part in extracurricular activities.
2. The school schedule does not allow time for teacher collaboration.
3. The length of the school day is not conducive to teaching and learning.

- 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	62	3	0	0
1	64	0	0	0
2	64	4	0	0
3	64	6	0	0
4	64	0	0	0
5	66	4	0	0
6	61	3	0	0
7	65	11	0	0
8	64	2	0	0
9	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A

- 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.

Grade Level	Number of Students Suspended with an IEP	Number of Students Suspended with a 504
Kindergarten	0	1
First Grade	0	0
Second Grade	1	0
Third Grade	0	0
Fourth Grade	0	0
Fifth Grade	1	0
Sixth Grade	0	1

Seventh Grade	0	1
Eighth Grade	1	0

- 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

- 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.

- 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://4.files.edl.io/6742/05/12/25/164306-cfb8922c-fbb1-40f0-9500-0a650113a987.pdf

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	1 out of 10
Frequency of parent/guardian surveys	Once Annually
Date of last parent/guardian survey conducted	May 28, 2025
Percent of parents/guardians who completed the most recent survey (consider one survey per household)	26.54% percent of parents/guardians completed the survey. 112 out of 422 families completed the survey.
Percent of parents/guardians who expressed satisfaction with the overall school environment on the most recent survey	94% of parents/guardians expressed satisfaction with the overall school environment.

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?

To ensure high levels of parent participation in the annual culture and climate surveys, the charter school implemented a multi-tiered outreach and engagement strategy designed to increase accessibility, awareness, and accountability. Key actions included:

- **Multilingual Communication:** Survey invitations and instructions were translated into the primary home language of families to ensure accessibility for all parents, including multilingual learners.
- **Multiple Platforms for Survey Access:** The survey was made available online via the school ClassDojo and parent phone call/text/email blasts.
- **Reminders and Follow-Up:** Staff provided consistent follow-up through robocalls via the Realtime Notification System and posted online reminders via ClassDojo to families.

Expectations Regarding Parent Participation:

The Maria L. Varisco-Rogers Charter School maintains the expectation that all parents actively contribute to school improvement efforts by participating in the culture and climate survey process annually. This input is viewed as a critical component of the school's commitment to continuous improvement, shared leadership, and community voice. Parents are expected to:

- Provide honest and constructive feedback that reflects their experiences and perceptions of school climate, safety, communication, and student support.
- Participate annually as part of their shared responsibility in fostering a positive and inclusive school culture.
- Engage in follow-up opportunities, such as stakeholder forums or family engagement meetings, where survey results are reviewed and discussed.

By promoting widespread participation and setting clear expectations, the Maria L. Varisco-Rogers Charter School ensures that parent voices are reflected in planning decisions, program development, and the ongoing cultivation of a supportive and responsive school environment.

b) What were the three main positive aspects identified by parents/guardians in the latest survey?

1. School personnel are accessible and approachable. Parent questions/concerns are responded to in a timely and appropriate manner.
2. The school has provided communication on my child's learning in a language I understand.
3. The school is warm and inviting.

c) What were the three main challenges identified by parents/guardians in the latest survey?

1. Students feel important at school and are recognized as individuals
2. Appropriate safety procedures are in place.
3. Students are encouraged to be self-directed and successful while being held responsible for their behavior.

d) 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.

Date	Student/ Parent/ Community Event	Coordinator	Description Summarize what is this and how does it impact students.	Grades Permitted	Offered (in-person, virtual, etc.)
08/22/2024	Red Carpet Welcome	Administrator Team and Teachers	Students were welcomed in a celebration to kick off the school year. Introducing all staff and proudly beginning the school year.	K-8	In-Person
08/27/2024	Back to School Night	All teachers	Teachers presented to all parents and guardians, school's expectation and inform them about the upcoming school year.	K-8	In-Person
09/11/2024	September 11 Memorial Assembly	Ms. Harpal and Mr. Mignogni	The Social Studies and ELA department organize a memorial assembly. Assembly began with students signing the National Anthem. Teachers, Students and Administrators did simple readings (poems, timelines, personal stories), and videos were shown. Everyone was able to reflect in why we should remember. 9/11 and those who lost their lives.	Grades 4-8	In-Person

11/14/2024	1st Marking Period Award Assembly	Ms. Heyward and Teachers	Teachers provided certificates that recognizes individual students success during marking period 1.	Grades 2-8	In-Person
10/25/2024	Trunk or Treat	Ms. Heyward and SW Department	Halloween parade and trunk or treat for students in grades K-8. Parents donated candy, decorated their cars, etc. for a student parade.	K-8	In-Person
11/05/2024	Mock Election (Grades 3-8)	Ms. Fartura, Ms. Gotto, Mr. Mignogni and Mr. G. Quiles	Students participated in a mock election where students led educational demonstration, amusement, or political protest reasons to call for free and fair election.	Grades 3-8	In-Person
11/08/24	Veterans Day Assembly	Ms. Fartura, Ms. Gotto, Mr. Mignogni and Mr. G. Quiles	Garfield VFW-Corporal Angel Quiles and his VFW veterans presented to the Teachers, students and staff. In their presentation they provided the following: • History of Veterans Day-Why do we celebrate Veterans Day? • 11.11.11-Amirstice Day • Military Branches *new branch-space • Service Dogs *how do they help veterans. • MREs-military food packs *samples • Tomb of the Unknown Soldier-where is it? Why is it called that? • Moment of Silence	3rd - 8th graders	In-Person
10/18/2024	Wear Pink for Breast Cancer Awareness	Ms. Galarza	Students and staff were able to wear pink for a day in support of breast cancer awareness. All students and staff wearing pink made a donation that went towards the Susan G. Komen Foundation	K-8	In-Person
02/04/25 - 02/07/25	Crossing Guard Petition Signing	Ms. Galarza	Ms. Galarza created a petition to ask for a crossing guard on the intersection of Woodside Avenue and Heller Parkway to assist with traffic before and after school. Parents were able to sign the petition	All parents	In-Person
06/03/2025	8th Grade Awards Ceremony	Ms. Cerami	8th grade students received academic awards	8th grade	In-Person

Date	Student/ Parent/ Community Event	Coordinator	Description Summarize what is this and how does it impact students.	Grades Permitted	Participated
09/20/2024	High School Visits	Ms. Galarza	8th grade girls met with Saint Vincent's Academy. 8th grade boys met with Seton Hall Prep. All 8th grade students met St.	8th grade	In-Person

			Benedict's Preparatory School. Students learned about the high schools, application process, and were able to ask questions.		
9/23/2024	NJ SEEDS Scholars & Wight Foundation	Ms. Galarza	NJ SEEDS and Wight Foundation spoke with students about receiving scholarships and services to assist with schooling and career futures.	Selected 4th, 5th, and 7th graders	In-Person
10/7/2024	High School Visits	Ms. Galarza	Students met with Newark Tech, Payne Tech, and West Caldwell Tech. Students learned about the high schools, application process, and were able to ask questions.	8th grade	In-Person
10/7/2024 - 10/11/2024	Week of Respect	Ms. Galarza	Students in K-8 participated in Week of Respect. Students watched instructional videos, participated in class discussions, and completed activities to demonstrate their knowledge and show respect.	K-8	In-Person
10/15/2024	SEL Family Engagement Night	Mrs. DelValle, Mrs. Fascia, Ms. Cerami, Ms. Jones, Ms. Connolly, and Ms. Fartura	Families created a family Vision Board to represent their dreams, goals, and intentions using a visual collage of images and words.	K-8	In-Person
10/21/2024 - 10/25/2024	Violence and Vandalism Week	Ms. Galarza	Students in K-8 participated in Violence Prevention Week. Students watched instructional videos, participated in class discussions, and completed activities to demonstrate their knowledge in violence prevention.	K-8	In-Person
10/28/2024 - 10/31/2024	Red Ribbon Week	Ms. Galarza	Students in K-8 participated in Red Ribbon Week. Students watched instructional videos, participated in class discussions, and completed activities to demonstrate their knowledge in drug abuse awareness	3-8	In-Person
10/29/2024	High School Visits	Ms. Galarza	8th grade boys met with Oratory Prep High School. 8th grade girls met with Immaculate Conception High School.	8th grade	In-Person

			Students learned about the high schools, application process, and were able to ask questions.		
11/04/2024	High School Visit	Ms. Galarza	All 8th graders met with Newark School of Fashion & Design. Students learned about the high schools, application process, and were able to ask questions.	8th grade	In-Person
11/21/2024	High School Visit	Ms. Galarza	All 8th graders met with Newark School of Architecture & Interior Design. Students learned about the high schools, application process, and were able to ask questions.	8th grade	In-Person
11/25/2024 - 11/26/2024	Turkey Donations	Ms. Galarza	Families were given turkeys and food for the Thanksgiving holiday.	All grades	In-Person
12/03/2024	ELA/SEL Family Engagement Night	Mrs. McCormick, Ms. Sanchez, Ms. Gonzalez, Ms. Raftery, Ms. Tadros, Mrs. Delvalle, Mrs. Fascia, Ms. Cerami, Ms. Jones, Ms. Connolly, and Ms. Fartura	Families created meaningful experiences using the work of literature, "The Gingerbread Man." They analyzed characters, learned new vocabulary, and retold the plot of a story. Families worked together to decorate cookies, create a gingerbread man craft, and complete a retelling activity.	K-8	In-Person
12/17/2024	Christmas Gifts	Ms. Galarza	Students were given Christmas gifts - gloves, hats, socks, backpacks	All grades	In-Person
12/18/2024	Santa Visit & Holiday Stories	Ms. Galarza	Newark School of Fashion and Design Honors Society students visited K-2 classes, read holiday stories, passed out candy canes, and Santa visited the classes	K-2	In-Person
01/15/2025	Box Out Bullying - Student Presentation	Ms. Galarza	Students attended a Bullying Presentation by Box Out Bullying to learn about the effects of bullying, internet safety, and what it means to be a bystander.	5-8	In-Person
01/15/2025	Box Out Bullying - Parent Workshop	Ms. Galarza	Parents attended a Parent Workshop by Box Out Bullying to learn how to identify bullying, how to keep their	All parents	In-Person

			children safe, and internet safety.		
01/26/25 - 02/01/25	School Choice Week	Ms. Galarza	Students in K-8 participated in Week of Respect. Students watched instructional videos, participated in class discussions, and completed activities to demonstrate their knowledge and show respect.	K-8	In-Person
September 2024	Special Education Parent Information Meeting	Mrs. Roman	Mrs. Roman along with the Social workers hosted a parent meeting for parents of Special Education students providing them with important information for this school year	K-8	In-Person
March 2025	Donations for Families	Ms. Galarza	Collected clothing, food, and monetary donations for students affected by Woodside Fire	2nd, 5th, 7th grade	In-Person
March 2025	Land of Smiles	Ms. Heyward	Students attended an assembly about the importance of dental hygiene and oral health presented by Delta Dental	K-3	In-Person
March 2025	Timothy Shoemaker Anti-Vaping Assembly	Ms. Galarza	The middle school students and parents participated in an anti-vaping assembly to learn about drug prevention, the dangers of vaping, and living a healthy lifestyle	5-8 students	In-Person
03/18/2025	SEL Family Engagement Night	Mrs. DelValle, Mrs. Fascia, Ms. Cerami, Ms. Jones, Ms. Connolly, and Ms. Fartura	Families participated in "Kindness Counts" activities	K-8	In-Person
04/01/2025	ELA/SEL Family Engagement Night	Mrs. McCormick, Ms. Sanchez, Ms. Gonzalez, Ms. Raftery, Ms. Tadros, Mrs. Delvalle, Mrs. Fascia, Ms. Cerami, Ms. Jones, Ms. Connolly, and Ms. Fartura	Families discussed the choices that we make during the day and how it is an important social emotional skill for students to learn. That even when we have a bad day, we can make positive changes to turn things around. Here is a quick review and The Bad Seed book activities to go along with your read aloud!	K-8	In-Person

Date	Student/ Parent/ Community Event	Coordinator	Description Summarize what is this and how does it impact students.	Grades Permitted	Participated
08/26/2024	Bilingual/ESL Program for Teacher-Welcoming Meeting	Ms. Villanueva	Introduction to the Program and Sheltered Instruction Overview	All teachers	In-Person
09/05/2024	Welcome Meeting for New ML students	Ms. Villanueva, Mr. Nelson, Mr. Martinez, Ms. Antoine, Ms. Peña, and Ms. Rabin	Welcome meeting for new ML students. Introduction to the program, information about the school and introduced to Social Workers.	New ML students	In-Person
09/18/2024	Bilingual/ESL Parent Welcoming Meeting	Ms. Villanueva, Mr. Nelson, Ms. Olmedo, and Ms. Rabin	Welcome meeting to parents to discuss the programs, ACCESS scores from last year. Give out individual scores. Sign up for Parent Literacy/ESL classes and explain scoring and how we together will support the students.	K-8	In-Person
09/27/2024	Hispanic Heritage World Cup Soccer Tournament	Ms. Villanueva, Mr. Perlowin, and Ms. Bania	Grade 3-8th participated in a Soccer tournament. They celebrated the number one played sport from Hispanic Countries.	3-8	In-Person
10/02/2024	Hispanic Heritage Assembly K-4	Ms. Villanueva and Ms. Heyward	K-4 Celebrated Hispanic Heritage Month by presenting poetry, dances, music and many more.	K-4	In-Person
10/09/2024	Hispanic Heritage Assembly Grades 5-8	Ms. Villanueva	Grades 5-8th Celebrated Hispanic Heritage Month by presenting poetry, dances, music and many more.		In-Person
10/11/2024	Hispanic Heritage PotLuck	Ms. Villanueva and the Parent Advisory Committee	A time to celebrate Hispanic Heritage Month with cultural food, learn about others and honor and respect various delicious dishes.	k-8	In-Person
10/25/2024	2-3 Parent Workshop	Ms. Villanueva, Ms. Heyward, and K-4 Teachers	All parents in 2-3 were invited to a training on how to use Flip application at home to support their child better to practice reading at home.	class 2-3	In-Person
01/29/2025	Bilingual/ESL Parent meeting	Ms. Villanueva	Update meeting- Share info for ACCESS 2.0 state testing and policies	K-8	In-Person

Date	Student/ Parent/ Community Event	Coordinator	Description Summarize what is this and how does it impact students.	Grades Permitted	Participated
September 2024	Essex County Photo Contest	Ms. Fartura	Students were instructed to photograph an Essex County Park; the images were sent to the county to be entered into the annual contest.	3rd-8th Grade	In-Person
10/22/2024	STEM Family Engagement Night	Ms. Fartura, Mr. Anderson, Mr. Posten, and Ms. Gangala	Peppered Moth Camouflage Challenge	K-8	In-Person
11/20/2024	Students2Science ISAAC (STEM Day 1) 9am-2pm	Ms. Fartura and Ms. Gangala	Students attended the East Hanover location and participated in Science Based activities.	7-3 and 8-1	In-Person
12/10/2024	STEM/Math Family Engagement Night	Ms. Fartura, Mr. Anderson, Mr. Posten, Ms. Gangala, Mr. Mignogni, Mr. Chodes, Mr. Kreiger, and Ms. Harpal	Winter Wonderland Theme activities (math computations and snowflake challenge)	K-8	In-Person
01/29/2025	NJIT eSTEM Challenge	Ms. Fartura, Ms. Gotto, Mr. Clarke, and Mr. Posten	Students prepared for March 20, 2025 N.J.I.T. eSTEM challenge	Gr. 4-5	In-Person
02/05/2025	NJIT eSTEM Challenge	Ms. Fartura, Ms. Gotto, Mr. Clarke, and Mr. Posten	Students prepared for March 20, 2025 N.J.I.T. eSTEM challenge	Gr. 4-5	In-Person
02/12/2025	NJIT eSTEM Challenge	Ms. Fartura, Ms. Gotto, Mr. Clarke, and Mr. Posten	Students prepared for March 20, 2025 N.J.I.T. eSTEM challenge	Gr. 4-5	In-Person
02/14/2025	Students2Science V-Lab (Session 1) - 8:30am	Ms. Fartura and Mr. Anderson	Candy Color Wheel V-Lab conducted by Students2Science: Non-Profit Organization	4-2	In-Person

02/19/2025	NJIT eSTEM Challenge	Ms. Fartura, Ms. Gotto, Mr. Clarke, and Mr. Posten	Students prepared for March 20, 2025 N.J.I.T. eSTEM challenge	Gr. 4-5	In-Person
02/26/2025	NJIT eSTEM Challenge	Ms. Fartura, Ms. Gotto, Mr. Clarke, and Mr. Posten	Students prepared for March 20, 2025 N.J.I.T. eSTEM challenge	Gr. 4-5	In-Person
03/05/2025	Students2Science V-Lab (Session 2) - 8:30am	Ms. Fartura and Mr. Posten	The Earth, The Moon, and the Sun V-Lab conducted by Students2Science: Non-Profit Organization	6-2	In-Person
03/05/2025	NJIT eSTEM Challenge	Ms. Fartura, Ms. Gotto, Mr. Clarke, and Mr. Posten	Students prepared for March 20, 2025 N.J.I.T. eSTEM challenge	Gr. 4-5	In-Person
03/07/2025	Students2Science V-Lab (Session 3) - 11:40am	Ms. Fartura and Mr. Anderson	Spaghetti Engineering V-Lab conducted by Students2Science: Non-Profit Organization	4-1	In-Person
03/12/2025	NJIT eSTEM Challenge	Ms. Fartura, Ms. Gotto, Mr. Clarke, and Mr. Posten	Students prepared for March 20, 2025 N.J.I.T. eSTEM challenge	Gr. 4-5	In-Person
03/18/2025	NJIT eSTEM Challenge	Ms. Fartura, Ms. Gotto, Mr. Clarke, and Mr. Posten	Students prepared for March 20, 2025 N.J.I.T. eSTEM challenge	Gr. 4-5	In-Person
03/19/2025	NJIT eSTEM Challenge	Ms. Fartura, Ms. Gotto, Mr. Clarke, and Mr. Posten	Students prepared for March 20, 2025 N.J.I.T. eSTEM challenge	Gr. 4-5	In-Person
03/20/2025	NJIT eSTEM Challenge	Ms. Fartura, Ms. Gotto, Mr. Clarke, and Mr. Posten	N.J.I.T eSTEM Challenge day	Gr. 4-5	In-Person
03/21/2025	Students2Science V-Lab (Session 4) - 11:20am	Ms. Fartura and Mr. Anderson	Candy Color Wheel V-Lab conducted by Students2Science: Non-Profit Organization	4-1	In-Person
03/21/2025	Students2Science V-Lab (Session 5) - 1:00pm	Ms. Fartura and Mr. Anderson	Candy Color Wheel V-Lab conducted by Students2Science: Non-Profit Organization	4-3	In-Person

03/25/2025	STEM Family Engagement Night	Ms Fartura, Mr. Anderson, Mr. Posten, Ms. Gangala, Ms. Cerami, and Ms. Jones	Bridge Engineering Challenge	K-8	In-Person
04/03/2025	2025 STEM Capstone	Ms. Fartura, Mr. Anderson, and Mr. Posten	Students in Grade 4-8 homeroom showcase their projects to see who will take the Top overall per homeroom, and compete in the 2025 STEM Fair	4th - 8th grade	In-Person
04/08/2025	STEM/Math Family Engagement Night	Ms. Fartura, Mr. Anderson, Mr. Posten, Ms. Gangala, Mr. Mignogni, Mr. Chodes, Mr. Kreiger, and Ms. Harpal	Recycled G'ART'bage Fair: Top students per homeroom showcase their projects to see who will take the Top 3 overall prizes in Grades 4-8.	4th - 8th grade	In-Person
04/14/2025	Students2Science ISAAC (STEM Day 2) 9am-2pm	Ms. Fartura and Ms. Gangala	Students attended the East Hanover location and participated in Science Based activities.	6th - 8th grade	In-Person
05/09/2025	Students2Science V-Lab (Session 6) - 10:00am	Ms. Fartura and Mr. Posten	Mendel's Monster V-Lab conducted by Students2Science: Non-Profit Organization	6-1	In-Person
05/28/2025	Students2Science ISAAC (STEM Day 3) 9am-2pm	Ms. Fartura and Ms. Gangala	Students attended the East Hanover location and participated in Science Based activities.	6th - 8th grade	In-Person
05/28/2025	Students2Science V-Lab (Session 7) - 8:40am	Ms. Fartura and Mr. Posten	Mineral Math V-Lab conducted by Students2Science: Non-Profit Organization	6-2	In-Person
05/28/2025	Students2Science V-Lab (Session 8) - 10:20am	Ms. Fartura and Mr. Posten	Mineral Math V-Lab conducted by Students2Science: Non-Profit Organization	6-3	In-Person
05/29/2025	Students2Science V-Lab (Session 9) - 10:10am	Ms. Fartura and Mr. Posten	Mineral Math V-Lab conducted by Students2Science: Non-Profit Organization	5-1	In-Person
05/29/2025	Students2Science V-Lab (Session 10) - 2:00pm	Ms. Fartura and Mr. Posten	Mineral Math V-Lab conducted by Students2Science: Non-Profit Organization	5-3	In-Person

05/30/2025	Students2Science V-Lab (Session 11) - 8:40am	Ms. Fartura and Mr. Anderson	Mineral Math V-Lab conducted by Students2Science: Non-Profit Organization	4-2	In-Person
05/30/2025	Students2Science V-Lab (Session 12) - 10:20am	Ms. Fartura and Mr. Posten	Mineral Math V-Lab conducted by Students2Science: Non-Profit Organization	6-1	In-Person
05/30/2025	Students2Science V-Lab (Session 13) - 11:30am	Ms. Fartura and Mr. Anderson	Mineral Math V-Lab conducted by Students2Science: Non-Profit Organization	4-1	In-Person
05/302/2025	Students2Science V-Lab (Session 14) - 1:20pm	Ms. Fartura and Mr. Posten (In Classroom)	Mineral Math V-Lab conducted by Students2Science: Non-Profit Organization	5-2	In-Person
05/30/2025	Students2Science V-Lab (Session 14) - 1:20pm	Ms. Fartura and Mr. Anderson	Mineral Math V-Lab conducted by Students2Science: Non-Profit Organization	4-3	In-Person
06/05/2025	Students2Science V-Lab (Session 15) - 10:20am	Ms. Fartura and Mr. Posten	Natural Selection V-Lab conducted by Students2Science: Non-Profit Organization	5-1	In-Person
06/12/2025	Students2Science V-Lab (Session 16) - 10:20am	Ms. Fartura and Mr. Posten	Selective Breeding V-Lab conducted by Students2Science: Non-Profit Organization	5-1	In-Person
06/12/2025	Students2Science V-Lab (Session 17) - 12:20pm	Ms. Fartura and Mr. Posten	Selective Breeding V-Lab conducted by Students2Science: Non-Profit Organization	5-2	In-Person
06/12/2025	Students2Science V-Lab (Session 18) - 2:00pm	Ms. Fartura and Mr. Posten	Selective Breeding V-Lab conducted by Students2Science: Non-Profit Organization	5-3	In-Person
06/13/2025	Students2Science V-Lab (Session 19) - 8:35am	Ms. Fartura and Mr. Anderson	Shaking it Up! V-Lab conducted by Students2Science: Non-Profit Organization	4-2	In-Person

Date	Student/ Parent/ Community Event	Coordinator	Description Summarize what is this and how does it impact students.	Grades Permitted	Participated
10/08/2024	Math Family Engagement Night	Ms. Gangala, Mr. Mignogni, Mr. Chodes, Mr. Kreiger and Ms. Fartura		K-8	In-Person
11/27/2024	Multiplication Contest	Mr. Clarke, Mr. A Quile, and Ms. Gabriele	3rd and 4th graders competed in a Multiplication Madness math competition where students competed in the grade level testing their multiplication skills.	3rd-4th	In-Person

12/10/2024	STEM/Math Family Engagement Night	Mr. Anderson, Mr. Posten, Ms. Gangala, Mr. Mignogni, Mr. Chodes, Mr. Kreiger, Ms. Harpal, and Ms. Fartura	Winter Wonderland Theme activities (math computations and snowflake challenge)	K-8	In-Person
03/11/2025	Math Family Engagement Night	Ms. Gangala, Mr. Mignogni, Mr. Chodes, Mr. Kreiger, and Ms. Fartura	Pi-Themed activities	K-8	In-Person
03/26/2025	Multiplication Contest	Mr. Clarke, Mr. A. Quiles, and Ms. Gabriele	3rd and 4th graders competed in a March Madness math competition where students competed in the grade level testing their multiplication skills.	3rd-4th	In-Person
04/8/2025	STEM/Math Family Engagement Night	Ms. Fartura, Mr. Anderson, Mr. Posten, Ms. Gangala, Mr. Mignogni, Mr. Chodes, Mr. Kreiger, and Ms. Harpal	Recycled G'ART'bage Fair: Top students per homeroom showcase their projects to see who will take the Top 3 overall prizes in Grades 4-8.	4th - 8th grade	In-Person
05/01/2025	6th grade inventors/ 5th grade investors/ financial literacy/ Everfi	Mr. Lake	The 6th Grade students presenting their Shark Tank Presentations. The students completed the EverFi FutureSmart program and have used this program to build a business/product to mirror the TV show "Shark Tank". Mr. Lake has been teaching lessons to the 6th grade students about investing and budgeting their money. They will be included in the presentations to ask questions and invest in the 6th grade businesses.	5th-6th	128 students

Date	Student/ Parent/ Community Event	Coordinator	Description Summarize what is this and how does it impact students.	Grades Permitted	Participated
09/11/2024	September 11 Memorial Assembly	Ms. Harpal and Mr. Mignogni	The Social Studies and ELA department organize a memorial assembly. Assembly began with students singing the National Anthem. Teachers, Students and Administrators did simple readings (poems, timelines, personal stories), and videos were shown. Everyone was able to reflect in why we should remember. 9/11 and those who lost their lives.	4-8	In-Person
10/01/2024	ELA Family Engagement Night	Mrs. McCormick, Ms. Sanchez, Ms. Gonzalez, Ms. Raftery, Ms. Tadros, and Ms. Fartura	Families created a "How To" writing piece. They worked together to carve a pumpkin, while writing out the steps in order to teach someone else how to complete the process.	K-8	In-Person
12/03/2024	ELA/SEL Family Engagement Night	Mrs. McCormick, Ms. Sanchez, Ms. Gonzalez, Ms. Raftery, Ms. Tadros, Mrs. Delvalle, Mrs. Fascia, Ms. Cerami, Ms. Jones, Ms. Connolly, and Ms. Fartura	Families created meaningful experiences using the work of literature, "The Gingerbread Man." They analyzed characters, learned new vocabulary, and retold the plot of a story. Families worked together to decorate cookies, create a gingerbread man craft, and complete a retelling activity.	K-8	In-Person
03/04/2025	ELA Family Engagement Night	Mrs. McCormick, Ms. Sanchez, Ms. Gonzalez, Ms. Raftery, Ms. Tadros, and Ms. Fartura	Families participated in MLVR first ever Author's Fair. Local authors were invited to read their books and present an activity to get students and families interested to read more at home.	K-8	In-Person
04/01/2025	ELA/SEL Family Engagement Night	Mrs. McCormick, Ms. Sanchez, Ms. Gonzalez, Ms. Raftery, Ms. Tadros,	Families discussed the choices that we make during the day and how it is an important social emotional skill for students to learn. That even when we have a bad day, we can make positive	K-8	In-Person

		Mrs. Delvalle, Mrs. Fascia, Ms. Cerami, Ms. Jones, Ms. Connolly, and Ms. Fartura	changes to turn things around. Here is a quick review and The Bad Seed book activities to go along with your read aloud!		
04/10/2025	Poem in Your Pocket Day	Ms. Harpal	Schoolwide activity celebrating poetry. With displays of poets around the school, older grades visited younger grade and read their poems. Everyone carried their poems in their pocket, and requested adults or students to read their poems whenever asked throughout the day.	4th-8th	In-Person

Date	Student/ Parent/ Community Event	Coordinator	Description Summarize what is this and how does it impact students.	Grades Permitted	Participated
06/03/2025	RevolutionNJ Virtual Conference	Ms. Fartura and Mr. Mignogni	Preparing for the 2025-2027 school years as a Revolutionary School	K-8	In-Person

e) 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.

This school year, events were school-led with parent assistance/participation. Parents did not conduct any activities on their own. This is predominately due to parent work schedules and concern over the issue regarding immigration (ICE).

f) 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.
Saint Vincent's Academy	8th grade girls met with Saint Vincent's Academy. Representatives from the high school met with MLVRCS students. Students learned about the high school, application process, extracurricular offered, and were able to ask questions about the high school.	Approximately 2010	8th grade girls were invited to attend the presentation. 8th grade teachers, Ms. Galarza, and Ms. Heyward attended. Students received brochures and information packets about the high school.
Seton Hall Preparatory School	8th grade boys met with Seton Hall Prep. Representatives from the high school met with MLVRCS students. Students learned about the high school, application process, extracurricular offered, and were able to ask questions about the high school.	Approximately 2010	8th grade boys were invited to attend the presentation. 8th grade teachers, Ms. Galarza, and Ms. Heyward attended. Students received brochures and information packets about the high school.
St Benedict's Preparatory School	All 8th grade students met with St. Benedict's Preparatory School. Representatives from the high school met with MLVRCS students. Students learned about the high school, application process, extracurriculars offered, and were able to ask questions about the high school.	Approximately 2010	All 8th grade students were invited to attend the presentation. 8th grade teachers, Ms. Galarza, and Ms. Heyward attended. Students received brochures and information packets about the high school.
Essex County Schools of Technology	All 8th grade students met with Newark Tech, Payne Tech, and West Caldwell Tech.	Approximately 2010	All 8th grade students were invited to attend the presentation. 8th grade teachers, Ms. Galarza,

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.
	Representatives from the high schools met with MLVRCS students. Students learned about the high schools, application process, extracurriculars offered, and were able to ask questions about the high schools.		and Ms. Heyward attended. Students received brochures and information packets about the high school.
Oratory Preparatory High School	8th grade boys met with Oratory Preparatory High School. Representatives from the high school met with MLVRCS students. Students learned about the high school, application process, extracurricular offered, and were able to ask questions about the high school.	Approximately 2010	8th grade boys were invited to attend the presentation. 8th grade teachers, Ms. Galarza, and Ms. Heyward attended. Students received brochures and information packets about the high school.
Immaculate Conception High School	8th grade girls met with Immaculate Conception High School. Representatives from the high school met with MLVRCS students. Students learned about the high school, application process, extracurricular offered, and were able to ask questions about the high school.	Approximately 2010	8th grade girls were invited to attend the presentation. 8th grade teachers, Ms. Galarza, and Ms. Heyward attended. Students received brochures and information packets about the high school.
Newark School of Fashion and Design	All 8th grade students met with Newark School of Fashion and Design. Representatives from the high school met with MLVRCS students. Students learned about the high school,	2021	All 8th grade students were invited to attend the presentation. 8th grade teachers, Ms. Galarza, and Ms. Heyward attended. Students received brochures and

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.
	application process, extracurricular offered, and were able to ask questions about the high school.		information packets about the high school.
Newark School of Architecture and Interior Design	N/A Not opened yet	N/A Not opened yet	N/A Not opened yet
Montclair State University and Seton Hall University Interns	Interns from MSU and SHU worked alongside Ms. Galarza and assisted with planning events, diffusing crisis, filing paperwork, attending and documenting parent and student meetings, counseling students, and performing tasks in the SW office.	Approximately 2000	Interns assisted with students of all grades
Saint Vincent's Academy - Senior Students In-Community Program	Student from Saint Vincent's Academy completed her Students In-Community Program Hours by providing assistance to Kindergarten teachers/classrooms throughout the 2024-2025 academic year	Approximately 2010	Kindergarten Students
Caldwell University - Student Classroom Observation	A Caldwell University Student - also a former MLVRCS student - completed 9 hours of classroom observation	2024	Caldwell University Student observed Kindergarten and Middle School students
NJ SEEDS Scholars	NJ SEEDS representatives spoke with 4th, 5th, and 7th grade students who score well academically about receiving scholarships and additional resources to assist with private	Approximately 2006 - 2007	40 students from 4th, 5th, and 7th grade were invited to attend to the presentation. Ms. Heyward and Ms. Galarza attended. Students received brochures and

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.
	school funding and future careers.		information packets about the high school.
Wight Foundation	Wight Foundation representatives spoke with 7th grade students score well academically about receiving scholarships and additional resources to assist with private school funding and future careers.	Approximately 2006 - 2007	13 students from 7th grade were invited attend to the presentation. Ms. Heyward and Ms. Galarza attended. Students received brochures and information packets about the high school.
Newark School of Fashion and Design	Students from Newark School of Fashion & Design met with the 8-1 homeroom to discuss mental health and high school readiness	2021	25 students in the 8-1 homeroom attended this presentation and received mental health and high school readiness handouts

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.
Archdiocese of Newark	This community institution participated in the MLVRCS turkey drive by making a turkey donation to the students and families of MLVRCS	2008	26 turkeys were donated and distributed to MLVRCS students and families
St. James Social Service Corporation	This community institution participated in the MLVRCS turkey drive by making a turkey donation to the students and families of MLVRCS	2024	25 turkeys were donated and distributed to MLVRCS students and families
East Orange Shoprite	This community institution participated in the MLVRCS turkey	2024	$50 of food was purchased by Ms. Galarza and distributed

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.
	drive by making a $50 gift card donation to the students and families of MLVRCS		to MLVRCS students' families
Councilman at Large Luis A. Quintana	Councilman Quintana participated in the MLVRCS turkey drive by making a turkey donation to the students and families of MLVRCS	1999	10 turkeys were donated and distributed to MLVRCS students and families
Councilman at Large Louise Scott Rountree	Councilman Rountree participated in the MLVRCS turkey drive by making a turkey donation to the students and families of MLVRCS	2024	10 turkeys were donated and distributed to MLVRCS students and families
Office of Newark North Ward Councilman Ramos	The office of the Newark North Ward Councilman Anibal Ramos participated in the MLVRCS turkey drive by making a turkey donation to the students and families of MLVRCS	1999	5 turkeys were donated and distributed to MLVRCS students and families
Councilman at Large Lawrence Crump	Councilman Crump participated in the MLVRCS turkey drive by making a turkey donation to the students and families of MLVRCS	2024	5 turkeys were donated and distributed to MLVRCS students and families
Box out Bullying	Students and parents attended a Bullying Presentation by Box Out Bullying to learn about the effects of	2024	5th-8th grade students and 27 parents attended the presentation. Ms. Heyward, Ms. Galarza, and homeroom teachers

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.
	bullying, how to identify bullying vs. normal conflict, internet safety, and what it means to be a bystander.		attended. Parents and students received brochures and information packets on anti-bullying and internet safety.
Tigger Stavola Foundation - Anti Vaping Assembly	Students and parents attended an Anti-Vaping assembly to learn about the dangers of vaping, peer pressure, and healthy coping skills	2024	6th-8th grade students and 10 parents attended the presentation. Ms. Heyward, Ms. Galarza, and homeroom teachers attended. Parents and students received brochures and information packets on anti-vaping.

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

  The educational and community partnerships provide students with access to high-quality educational opportunities, promoting college and career readiness, and fostering strong community engagement.

  Educational partnerships with a wide range of high schools expose 8th grade students to a range of secondary school options, helping them make informed decisions about their academic futures. These partnerships emphasize academic achievement, application preparedness and responsibility, and opportunities for extracurricular involvement.

  Community partnerships, including those with local officials, nonprofits, and foundations, support students' social-emotional well-being and address family needs. Events like the turkey drive and assemblies on bullying and vaping demonstrate a commitment to healthy child development and a supportive school community.

  Together, these partnerships promote academic excellence, student development, and the importance of healthy minds and bodies.

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	5-13
Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as **Appendix B**)	June 11, 2025
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**)	June 11, 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.

For the 2024-2025 school year, the board consisted of 10 voting members, 1 student member (non-voting), and 2 ex-officio members (non-voting administration).

Recruitment of Board Members

When in search of board members, the board will inform the community of a vacancy. Also, members of the community will contact our board president or administration inquiring if we are in search of members. When this occurs, the executive secretary will document their information and contact them as positions open to inquire if they are still interested. Prospective members must provide a resume and be interviewed by the board to determine if they have skills that will assist the board in oversight (i.e. finance background, legal background, educational background, parent, etc.).

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

N/A

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

e) What were the board's three main strengths identified in the latest board self-evaluation?
The board members identified the following:
- Communication between board members.
- Communication with school administration.
- Attendance at board meetings.

f) What were the board's three main challenges identified in the latest board self-evaluation?
The board members identified the following:
- While meeting attendance is good, they would like to see more members attend extra-curricular events.
- Parent members- the would like to see 1 more parent member.

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
Carmen M. Baez	08/31/25	08/30/26	16	Chairperson	cbaez@mlvrcs.org	8/2011	07/2025
Marta Nieves	08/31/25	08/30/26	6	Vice-Chairperson	mnieves@mlvrcs.org	3/2019	07/2025
Carmen Lebron	08/31/25	08/30/26	9	Treasurer	clebron@mlvrcs.org	11/20216	07/2025
Carmen Camacho	08/31/25	08/30/26	4	Trustee	cperez@mlvrcs.org	2/2022	07/2025
Maria Camacho	08/31/25	08/30/26	16	Trustee	mcamacho@mlvrcs.org	9/2011	07/2025
Migdalia Concepcion	08/31/25	08/30/26	11	Trustee	Mconcepcion1@mlvrcs.org	9/2011	07/2025
Vincent Cozzarelli	08/31/25	08/30/26	3	Trustee	vcozzarelli@mlvrcs.org	12/2022	07/2025
Daisy Herrera	08/31/25	08/30/26	2	Trustee	dherrera@mlvrcs.org	10/2023	07/2025
Jesus Padilla	08/31/25	08/30/26	1	Trustee/Parent	jpadilla@mlvrcs.org	09/2024	07/2025

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
Margarita Valentin	08/31/25	08/30/26	2	Trustee	mvalentin@mlvrcs.org	02/2024	07/2025

- Please note all terms are 1 year

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.mlvrcs.org/apps/pages/index.jsp?uREC_ID=963573&type=d&pREC_ID=1366354

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.

May 2025. June 2025 will be posted once approved in the August 2025 meeting.

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	08/24/2023
Date the application for school year 2024-2025 was due back to the school from parents/guardians	06/01/2024
Date and location of the lottery for seats in school year 2024-2025	02/19/2025 381 Woodside Ave. Newark, NJ 07104

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.mlvrcs.schoolmint.net , English Application

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.

- www.mlvrcs.schoolmint.net
- www.mlvrcs.org
- In Person, in the main office

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.

- English and Spanish
- We do not participate in either the Newark or Camden enrollment process.

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.

- Banner outside of school
- Flyer sent home to families and posted on Class dojo
- Brochures sent to pre schools
- Staff went in the community and gave brochures to store owners
- Advertising on the main page of the website
- Local newspaper

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.

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	5	6	62
1	6	4	64
2	7	2	64
3	7	4	64

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
4	6	3	64
5	4	3	66
6	11	6	61
7	5	4	65
8	7	3	64
9	N/A	N/A	N/A
10	N/A	N/A	N/A
11	N/A	N/A	N/A
12	N/A	N/A	N/A

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

Primary Causes of Student Attrition – 2024–2025 School Year

During the 2024–2025 school year, the charter school experienced student attrition due to a combination of external and personal factors that affected individual families. While overall enrollment remained relatively stable, the primary causes of attrition included the following:

- **Residential Relocation:** A significant portion of student withdrawals was attributed to families relocating out of the district or out of state, often due to changes in employment, housing affordability, or the need to be closer to extended family.
- **Enrollment in Specialized Programs:** Some students left the charter school to enroll in specialized district or magnet programs that offered academic pathways or extracurricular opportunities not available at the charter school.
- **Family Preferences:** A small number of families withdrew their children based on personal preferences related to curriculum models, instructional approaches, or school culture.

The school monitored attrition trends through exit surveys and parent interviews to better understand the underlying reasons and to inform future retention strategies. The leadership team remained committed to enhancing wraparound services, expanding program offerings, and improving communication in an effort to address family needs and reduce future attrition.

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	233 Woodside Ave.
Site address	233 Woodside Ave. Newark, NJ 07104
Facility lease information	
Landlord name	Our Lady of Good Counsel Parish
Lease commencement date	September 1, 2023
Lease termination date	August 31, 2028
2025-2026 annual lease cost	$46,042.36
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	243 Woodside Ave.
Site address	243 Woodside Ave. Newark, NJ 07104
Facility lease information	
Landlord name	Our Lady of Good Counsel Parish
Lease commencement date	September 1, 2023
Lease termination date	August 31, 2028
2025-2026 annual lease cost	$450,431.14
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	381 Woodside Ave.
Site address	381 Woodside Ave. Newark, NJ 07104
Facility lease information	
Landlord name	Our Lady of Good Counsel Parish
Lease commencement date	September 1, 2023
Lease termination date	August 31, 2028
2025-2026 annual lease cost	$122,699.06
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	18 Heller Parkway
Site address	18 Heller Parkway Newark, NJ 07104
Facility lease information	
Landlord name	Our Lady of Good Counsel Parish

Lease commencement date	September 1, 2023
Lease termination date	August 31, 2028
2025-2026 annual lease cost	$321, 530.72
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	Church basement annex
Site address	654 Summer Ave. Newark, NJ 07104
Facility lease information	
Landlord name	Our Lady of Good Counsel Parish
Lease commencement date	September 1, 2023
Lease termination date	August 31, 2028
2025-2026 annual lease cost	$5,117.96
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

Table 21: School Site Facility Information Lease Summary

Total number of leased facilities	5
Total annual cost of all leases	$945,821.24
Total lease amount budgeted for 2025-2026	$946, 088

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

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.

Educator Evaluation System Description: 2024–2025 School Year

The evaluation system is grounded in the **Danielson Framework for Teaching**, a research-based tool that emphasizes effective planning and preparation, classroom environment, instructional delivery, and professional responsibilities.

Teacher Evaluation Requirements:

- **Tenured Teachers**: Tenured teachers are observed **at least two times per year**, with each observation lasting a **minimum of one class period**. Each observation is followed by a post-observation conference where written feedback is provided and discussed. Announced observations also include a pre-observation conference.
- **Non-Tenured Teachers**: Non-tenured teachers are observed **at least three times per year**, with each observation lasting a **minimum of one class period**. Each observation is followed by a post-observation conference where written feedback is provided and discussed. Announced observations also include a pre-observation conference.

All formal observations for both tenured and non-tenured teachers are conducted by certified administrators who are trained in the implementation and scoring of the Danielson Framework.

Administrator Evaluation Requirements:

- **Tenured Administrators**: Tenured administrators are evaluated **at least once per year**, with performance reviews based on a combination of leadership practice (using the NJPEPL evaluation or the Danielson rubric) and observational data.

- **Non-Tenured Administrators**: Non-tenured administrators are evaluated **at least twice per year** with performance reviews based on a combination of leadership practice (using the NJPEPL or the Danielson rubric) and observational data.

The evaluation process is collaborative and reflective, with the goal of fostering professional growth and aligning educator effectiveness with schoolwide improvement priorities. The system ensures transparency, fairness, and alignment with New Jersey state requirements for educator accountability.

a) 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.

   The School Leader Evaluation utilizes an in-house evaluation tool. The school leader evaluation is completed annually by the board of trustees for the Lead Person/Executive Director and the School Business Administrator.

b) 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.

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	File Naming Convention
Appendix N	Appendix N Graduation Policy
Appendix O	Appendix M 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.

Appendix A
Assurance that the school is meeting statutory and regulatory requirements

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

Statement	Confirm Compliance (Add ✓ or X)
Instructional Providers The School shall employ or otherwise utilize in instructional positions only those individuals who are certified in accordance with the requirements applicable to other public schools, or who are otherwise qualified to teach under section *N.J.A.C.* 6A:9 *et seq.*, and applicable federal law. For the purposes of this section, "instructional positions" means classroom teachers and professional support staff.	✓
Background Checks; Fingerprinting The School shall maintain and implement procedures for conducting background checks (including a fingerprint check for a criminal record) of, and appointing on an emergency conditional basis (if applicable), all school employees and prospective employees (whether part or full time) of the School, as well as any individual who has regular access to the students enrolled in the school (including, but not limited to, employees and agents of any company or organization which is a party to a contract to provide services to the School) to the extent required by applicable law, including sections *N.J.S.A.* 18A:6-7.1, *et seq*.	✓
Educational Program The School shall implement and provide educational programs that are compliant with the New Jersey Student Learning Standards.	✓
Student Disciplinary Code The School shall maintain written rules and procedures for student discipline, including guidelines for suspension and expulsion, and shall disseminate those procedures to students and parents. Such guidelines and procedures must be consistent with applicable law including, but not limited to, requirements for due process, provision of alternative instruction and federal laws and regulations governing the discipline and placement of students with disabilities.	✓
Provision of Services The School shall provide services and accommodations to students with disabilities in accordance with any relevant polices adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 *et seq*.) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 *et seq*.) (the "ADA") and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504") and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the individualized education program ("IEP") recommended by a student's IEP team. The School shall comply with all applicable provisions of section *N.J.S.A.* 18A:46-1 *et seq.*, and section *N.J.A.C.* 6A:11-4.8 of the Regulations concerning the provision of services to students with disabilities. The School shall ensure delivery of services and accommodations to multilingual learners in alignment with all applicable federal and state laws governing language	✓

Statement	Confirm Compliance (Add ✓ or X)
instruction educational programs (LIEPs). In doing so, the school will adopt all relevant provisions of Titles I and III of the Every Student Succeeds Act (20 U.S.C. § 6301 *et seq.*) (the "ESSA"), as well as all applicable regulations promulgated pursuant to such federal laws. Compliance shall also be maintained with all applicable provisions of section *N.J.A.C.* 6A:15 *et seq.*, section *N.J.A.C.* 6A:11-4.8, sections *N.J.A.C.* 6A:7-1.7 and 6A:7-1.8, section *N.J.A.C.* 6A:8-1.3, and sections *N.J.A.C.* 6A:9-3.2, and 6A:9-3.3 of the Regulations concerning the provision of services to multilingual learners.	
Facility Location The School shall take such actions as are necessary to ensure that the Facility Agreement, licenses and certificates are valid and in force at all times that the Charter is in effect. Pursuant to *N.J.A.C.* 6A:11-2.2, actions shall include at a minimum: a new lease, mortgage or title to its facility (if the charter school has changed facilities); a valid certificate of occupancy for "E" (education) use issued by the local municipal enforcing official at *N.J.A.C.* 5:32-2 (if the charter school has changed facilities); an annual sanitary inspection report with satisfactory rating; and an annual fire inspection certificate with "Ae" (education) code life hazard use at *N.J.A.C.* 5:70-4. Current copies of requisite documents shall be maintained in the New Jersey Homeroom OCRS document repository.	✓
Public School Contract Law The School will ensure adoption of Standard Operating Procedures (SOP) pursuant to *N.J.A.C.* 6A:23-22.14, including a plan for internal controls for the accounts payable/voucher system including Public School Contract Guidelines pursuant to *N.J.S.A.* 18A:18A-1 et seq. 14. The School will also ensure that each board member and any agency, corporation, person, or entity that enters into a contract or agreement on behalf of the charter school to provide administrative, educational, or other services adhere to the provisions of the Public School Contracts Law, *N.J.S.A.*18A:18A-1 et seq.	✓

School Official/School Lead

Signature of School Official (School Lead): [signature]

Date: 7/24/2025

Print/Type Full Name: TERESA SEGARRA

Title: EXECUTIVE DIRECTOR/LEAD PERSON

Signatory Office (President, Board of Trustees)

Signature: [signature]

Date: 7/24/2025

Print/Type Full Name: CARMEN BAEZ

Title: Chairperson, Board of Trustees

Department, Office of Charter and Renaissance Schools
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