



Charter Annual Report

August 3, 2026

Introduction

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

Annual Report Submission Guidelines

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 2025-2026 Report

The annual report must be submitted via Homeroom as a Word document titled "Annual Report 2026." To submit the report, upload it to the subfolder "Annual Report 2026" 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 conventions](#) found at the end of the document and then uploaded to the "Annual Report 2026" 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 Monday, August 3, 2026. 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, 2026.

Annual Report Questions

Basic Information about the School

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

Table 1: Basic Information

Name of charter school	Marion P. Thomas Charter School
Grade level(s) to be served in 2026-2027	Prekindergarten to 12th grade
Projected enrollment for 2026-2027	1,175
2025-2026 Total enrollment as of June 30, 2026	1,237
2025-2026 Students with disabilities (SWD) enrollment as of June 30, 2026	125
2025-2026 Multilingual learners (ML) enrollment as of June 30, 2026	66
Current waiting list for 2026-2027 by grade level <i>Pursuant to N.J.A.C. 6A:11-4.6(a)2</i>	Grades PK-8: 106 Grade 9: 20 Grades 10-12: 144
Waitlist within the district/region of residence	202
Waitlist of non-resident district/region of residence (Organize by district/region)	68
Website address Homepage must include: FY27 Board Approved Budget Board Meeting Notices Annual Reports A list of all current voting Board of Trustees Members A list of all facilities operated by the charter school including each physical address	www.mptcs.org
Name of board president	Briana Gilchrist
Board president's email address (Embed link to board president's email address on charter school website)	bgilchrist@mptcs.org
Board president's direct phone number (Do not include charter school number)	973-508-2750
Name of school leader (Include the preferred point of contact for official communications)	Angela Mincy

School leader's email address	amincy@mptcs.org
School leader's direct office phone number and/or extension	(973) 621-0060 ext. 1074
Title IX McKinney-Vento District Homeless Liaison's name and email address	Michelle Griffin - mgriffin@mptcs.org
School Safety Specialist's name and email address	Anthony Williams awilliams@mptcs.org
School Threat Assessment Team Members' names and email addresses	Anthony Williams - awilliams@mptcs.org Pia Moore - pmoore@mptcs.org Vanessa Jean-Louis - vjeanlouis@mptcs.org Pramod Shankar- pshankar@mptcs.org Christopher Abbaleo- cabbaleo@mptcs.org
Harassment, Intimidation and Bullying (HIB) Coordinator's name and email address	Anthony Williams - awilliams@mptcs.org
Name of School Business Administrator (SBA)	Rick Pressler
SBA email address	rpressler@mptcs.org
SBA phone number	973-621-0060
Name of District Testing Coordinator (DTC)	Pramod Shankar
DTC email address	pshankar@mptcs.org
DTC phone number	973-621-0060 EXT 5004
Name of anticipated SY 2026-2027 Student Placement Liaison (SPL)	Brittany Black
SPL email address	bblack@mptcs.org
SPL phone number	973-621-0060 EXT 2016

School Site Information

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

Site name	MPTCS PAC Academy
Year site opened	2017
Grade level(s) served at this site in 2025-2026	PreK to 8th Grade
Grade level(s) to be served at this site in 2026-2027	PreK to 8th Grade
Site street address	28 Burnet Street

Site city	Newark
Site zip	07102
Site lead or primary contact's name	Ms. Shimeica Maxwell, Principal
Site lead or primary contact's office phone number and extension	973.621.0060, ext. 1003
Site lead's email address	smaxwell@mptcs.org

Site name	MPTCS Sankofa Academy
Year site opened	2024
Grade level(s) served at this site in 2025-2026	PK-2nd Grade
Grade level(s) to be served at this site in 2026-2027	PK-3rd Grade
Site street address	88-108 Shipman Street
Site city	Newark
Site zip	07102
Site lead or primary contact's name	Ms. Fatara Hutchins, Principal
Site lead or primary contact's office phone number and extension	973.621.0060, ext. 1074
Site lead's email address	fhutchins@mptcs.org

Site name	Marion P. Thomas Charter High School
Year site opened	2015
Grade level(s) served at this site in 2025-2026	9th to 12th Grade
Grade level(s) to be served at this site in 2026-2027	9th to 12th Grade
Site street address	125 Sussex Avenue
Site city	Newark
Site zip	07102
Site lead or primary contact's name	Chanelle Wolfe, Interim Principal
Site lead or primary contact's office phone number and extension	973.621.0060, ext. 2216
Site lead's email address	cwolfe@mptcs.org

Site name	MPTCS STEAM Academy
Year site opened	2005
Grade level(s) served at this site in 2025-2026	PreK to 8th Grade
Grade level(s) to be served at this site in 2026-2027	PreK to 8th Grade
Site street address	370 South 7th Street
Site city	Newark
Site zip	07103
Site lead or primary contact's name	Mr. Erick Silvestre, Principal

Site lead or primary contact's office phone number and extension	973.621.0060, ext. 2244
Site lead's email address	esilvestre@mptcs.org

Organizational Performance Areas

Education Program and Capacity

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

1 Mission and Key Design Elements

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

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

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

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

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

(1) Embodying Newark Excellence

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

experiences that allow them to make the following: connections to their learning for enduring understandings, sound behavioral and life choices, and changes to the school and extended community.

(2) Promoting Academic Achievement

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

(3) Nurturing Positive Climate

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

(4) Cultivating Powerful Partnerships

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

(5) Driving Toward Sustainability

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

- c) If applicable, provide information regarding the school's unique academic goals related to the school's mission using the guidelines and format below. Note: Mission-specific goals are

optional. Schools that do not have mission-specific academic goals may leave this section of the annual report blank. Further, these goals may have changed from the school's original charter application. **Not Applicable**

Guidelines

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.

[Link to Curriculum Page](#)

1.3 Instruction

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

At MPTCS, we hold every student to high expectations through a rigorous, well-rounded academic program. Our approach integrates culturally responsive teaching, social-emotional development, hands-on learning, targeted interventions, extended learning experiences, engaging electives, and meaningful parent engagement. Together, these elements prepare students for college, careers, and life beyond our walls. High-quality instruction anchors everything we do, grounded in a viable curriculum, effective teaching and learning practices, and the strategic use of assessments and data to drive growth and achieve proficiency for all students.

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

At MPTCS, our instructional practices are grounded in a shared commitment to rigor, consistency, and student growth. Teachers use explicit modeling, guided practice, and checks for understanding, while small-group instruction, differentiated learning, and real-time data-driven decision-making ensure every student's needs are met.

Students engage in structured routines that build academic skills and critical thinking, including OER writing using the RACE strategy, text annotation, and academic discussion. Common classroom practices such as Turn and Talk, Habits of Discussion, speaking in complete sentences, and Loud and Proud participation foster a culture of high expectations and engagement.

Key tools and practices support consistency across all campuses. The Blueprint for Success standardizes classroom environments and serves as both a teacher checklist and administrative monitoring tool. Lesson planning is streamlined by grade band using teacher-created exemplars, and differentiation is embedded throughout ELA and Math blocks, with additional support through i-Ready and IXL. Professional Learning Communities provide dedicated time for collaboration, data analysis, and lesson internalization. LinkIt Benchmark Assessments, aligned to the NJSLs, provide school, grade, and student-level data that allow teachers and leaders to monitor progress and respond to trends in real time.

- c) Provide the number of students, by grade level, that the school will academically retain and not promote to the next grade for the 2026-2027 school year. If applicable, indicate the number of students with an Individualized Education Plan (IEP) or a Section 504 Plan who will be academically retained for the 2026-2027 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. For each identified student, specify the justification for retention, referencing the criteria in the school's board-approved promotion/retention policy submitted as **Appendix M**.

No students were retained during the 2025-2026 school year.

- d) What support services will the school offer to academically retained students during the 2026-2027 school year? Not Applicable

1.4 Assessment

- a) The first administration of the New Jersey Student Learning Assessment–Adaptive (NJSLA-A) for ELA and mathematics will occur in the spring of 2026. Because these assessment results will not be available until fall 2026, please complete Table 4 using your school's 2023–2025 NJSLA results to reflect the proportion of students meeting or exceeding expectations in ELA and mathematics.

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

Assessment	Spring 2023	Spring 2024	Spring 2025
ELA 3	21.11%	21.13%	40.82%
ELA 4	21.11%	22.99%	24.62%
ELA 5	46.34%	30.43%	33.73%
ELA 6	29.47%	44.00%	37.50%
ELA 7	34.19%	25.27%	56.12%
ELA 8	41.49%	40.00%	36.05%
ELA 9	30.13%	47.20%	37.87%
MAT 3	9.57%	17.81%	32.00%
MAT 4	8.79%	7.69%	8.96%
MAT 5	9.76%	8.70%	20.73%
MAT 6	8.25%	14.00%	6.12%
MAT 7	6.84%	8.89%	19.39%
MAT 8	10.53%	13.39%	9.20%
Algebra I	10.26%	10.37%	11.90%
Geometry	N/A	N/A	N/A
Algebra II	N/A	N/A	N/A

Please complete Table 5 to show year-over-year trends in proportion of students who achieved proficient or advanced proficiency on the NJSLA for Science (NJSLA-S), as administered by the school, if applicable.
Note: If the results of the Spring 2026 NJSLA-S have not been released to schools by July 15, 2026, leave the Spring 2026 column blank.

Table 5: 3-Year NJSLA Science Assessment Results:

Assessment	Spring 2024	Spring 2025	Spring 2026
SCI 5	4%	5%	
SCI 8	2%	2%	
SCI 11	4%	3%	

- b) The first administration of the New Jersey Graduation Proficiency Assessment – Adaptive (NJGPA-A) for ELA and mathematics will occur in the spring of 2026. Because these assessment results will not be available until summer/fall 2026, please complete Table 6 using your school's 2023–2025 NJGPA results (if applicable) to reflect the proportion of students who are graduation-ready in ELA and mathematics.

Table 6. 3-Year NJGPA ELA and Mathematics Assessment Results

Assessment	Spring 2023	Spring 2024	Spring 2025
NJGPA-ELA	7.4%	75.0%	82.2%
NJGPA-Mathematics	8.3%	12.1%	29.9%

- c) 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).

Marion P. Thomas Charter School is committed to ensuring continuous academic growth for all students across every grade level and subgroup through a comprehensive system of data-driven instruction, equitable resource allocation, targeted interventions, and continuous progress monitoring. School leaders, teachers, Child Study Team members, counselors, interventionists, and related service providers regularly analyze academic, behavioral, attendance, and assessment data to identify student needs, inform instructional decisions, and allocate resources that promote improved student outcomes.

The district provides differentiated supports through its Multi-Tiered System of Supports (MTSS) and Student Support Team (SST) processes to address the diverse needs of students, including those experiencing economic disadvantage, multilingual Learners, and students with disabilities. These supports include evidence-based interventions, small-group instruction, tutoring, counseling, social-emotional learning, inclusive instructional practices, assistive technology, related services, and coordinated family and community partnerships. Beginning in 2026–2027, MPTCS will continue implementing High-Intensity ESL programming, expand Sheltered Instruction practices, and provide professional learning to strengthen language acquisition and equitable access to grade-level instruction.

To improve outcomes among all racial, ethnic, and student subgroups, MPTCS routinely disaggregates academic and behavioral data to identify achievement trends and address opportunity gaps. The district ensures equitable access to rigorous coursework, interventions, enrichment opportunities, and student support services while strengthening culturally responsive teaching, restorative practices, trauma-informed approaches, Universal Design for Learning (UDL), and differentiated instruction through ongoing professional development.

MPTCS will continue to strengthen instructional quality through collaborative planning, evidence-based instructional practices, regular progress monitoring, and the use of instructional data dashboards to evaluate student growth and intervention effectiveness. Student Support Teams and Child Study Teams meet regularly to review student progress and adjust supports as needed, while ongoing family engagement and collaboration with community partners ensure students receive the academic, behavioral, and social-emotional supports necessary to succeed in college, careers, and lifelong learning.

- d) In table 7, 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 2025-2026 school year.

Table 7: 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	69	69
DLM-ELA	0	0
DLM-Math	0	0
DLM-Science	0	0

- e) In table 8 and table 9, if applicable, provide information on the local benchmark assessments administered for ELA and Math during the 2025-2026 school year. Local benchmark assessment results may be submitted as **Appendix O**.

Table 8: ELA Local Benchmark Assessments Information for the 2025-2026 School Year

Time of School year	Date of administration	Name of assessment	Grade(s) administered	Are assessments solely charter created, vendor created, or a combination of charter and vendor created?
Beginning	10/7/2025	Linkit ELA	K-11	Vendor Created
Mid	2/23/2026	Linkit ELA	K-11	Vendor Created
End	6/3/2026	Linkit ELA	K-11	Vendor Created

Table 9: Math Local Benchmark Assessments Information for the 2025-2026 School Year

Time of School year	Date of administration	Name of assessment	Grade(s) administered	Are assessments solely charter created, vendor created, or combination of charter and vendor created?
Beginning	10/8/2025	Linkit Math	K-11	Vendor Created
Mid	2/24/2026	Linkit Math	K-11	Vendor Created
End	6/2/2026	Linkit Math	K-11	Vendor Created

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

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

Currently, LinkIt! Benchmarks serve as our primary local assessment. Designed to mirror the NJSLA with high-quality item banks and customizable to our pacing guides, these benchmarks are administered three times annually (fall, winter, spring) and are deeply embedded within our instructional cycle. Their direct alignment with the NJSL and support for standards-based grading ensures that assessment data reflects what students are expected to know and be able to do at each grade level. Teachers receive targeted professional development on data analysis protocols, ensuring LinkIt! results directly inform small-group planning, reteaching, and intervention strategies. This intentional alignment of assessments, standards, and curriculum enables our school to maintain a coherent and effective system for monitoring student learning and driving instructional decisions.

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

This section cannot be completed at this time as the NJDOE has not released the Spring 2026 NJSLA administration results.

- h) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2025-2026 school year. If any of the identified assessments were partially or fully created by a vendor, please cite the vendor's full name.

2025-2026 Assessment Inventory				
ELA	K-3	Diagnostic	iReady Diagnostic and Literacy Tasks	Curriculum Associates
ELA and Math	K-8	Diagnostic	iReady Diagnostic	Curriculum Associates
Science	4-12	Diagnostic	IXL Diagnostic	IXL
ELA, Math, and Science	K-11	Summative	Linkit! Benchmark	Linkit!
ELA	K-8	Formative	Module Assessments	EL Education
ELA	K-8	Formative	High Frequency Word Screeners, Running Records, Writing Task	MPTCS Created
Math	K-8	Formative	Module Assessments	HMH
Math	K-8	Formative	Exit Tickets, Fluency Checks	MPTCS Created
Science	K-8	Formative	Performance Tasks, Projects, Interim Assessments	MPTCS Created
Social Studies	K-8	Formative	Performance Tasks, Projects, Interim Assessments	MPTCS Created

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

Throughout the 2025–2026 school year, we strategically used assessment results across all subjects, including ELA, Math, Science, and Social Studies, to strengthen instructional effectiveness and accelerate student learning. Teachers consistently leveraged formative assessments such as Module Assessments, High Frequency Word Screeners, Running Records, Writing Tasks, exit tickets, and fluency checks to monitor progress within units, gauge student understanding, and guide immediate instructional adjustments. These tools supported responsive teaching by informing pacing decisions, flexible grouping, differentiation strategies, and targeted support for foundational skills. This cohesive approach to formative assessment

fostered stronger standards-based grading practices, ensuring that feedback and progress monitoring were consistently tied to grade-level expectations.

In grades K-3, a universal screener administered twice per year played a critical role in supporting foundational literacy. Screener results allowed teachers and instructional leaders to identify students at risk for reading difficulties early, inform small-group reading instruction, and ensure timely interventions were in place before gaps widened. This data was used alongside Running Records and fluency checks to build a complete picture of each student's literacy development and adjust instructional support accordingly.

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

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

At MPTCS, assessment results were shared with all stakeholders through a structured, multi-tiered communication approach designed to promote transparency and shared accountability.

Families received assessment data through parent-teacher conferences, report cards, and individualized reports from platforms such as i-Ready and LinkIt!. Teachers used visuals and accessible language to explain benchmark and diagnostic results, highlighting student progress, areas of need, and suggested next steps for home support. Family workshops provided additional opportunities to deepen parent understanding of how assessments guide instruction and how they can reinforce learning at home.

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

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

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

1.5 Organizational Capacity - School Leadership/Administration

- a) Fill in the requested information in Table 10 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 10: School Leadership/Administration Information

Administrator Name	Title	Employment Status (Employed by School/Contracted Provider)	Start Date	Annual Salary/Contract Fee (2025-2026)
Angela Mincy	Superintendent	Employed by the School	July 2021	\$201,097
Christopher Abbaleo	Assistant Superintendent	Employed by the School	July 2021	\$170,000
Joshua Solow (July - Feb) Brian Falkowski (Feb-June)	School Business Administrator	Contracted Provider	Nov 2021	\$15,479/month
Erick Silvestre	Principal - STEAM	Employed by the School	June 2023	\$140,675.34
Talia Snipes	Principal - High School	Employed by the School	June 2023	\$140,675.34
Fatara Hutchins	Principal- Sankofa	Employed by the School	June 2024	\$140,675.34
Shimeica Maxwell	PAC - Co-Leader (Upper)	Employed by the School	July 2024	\$130,000
Mandisa Brudey	PAC - Co-Leader (Lower)	Employed by the School	July 2024	\$145,000

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 11 below regarding the learning environment at the school.

Table 11: School Culture and Climate Learning Environment

Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	92.55%
Elementary School Attendance Rate (grades K-5)	93.12%
Middle School Attendance Rate (grades 6-8)	93.46%
High School Attendance Rate (grades 9-12)	92.54%
Student to Certified Teacher Ratio	17:1

- b) Fill in the requested information in Table 12 below, regarding the professional environment at the school.

Table 12 School Culture and Climate Professional Environment

Teacher Retention Rate between July 1, 2025, to July 1, 2026	86%
Total Staff Retention Rate from July 1, 2025, to July 1, 2026	89%
Frequency of teacher surveys and date of last survey conducted	Annually, May 2026
Percent of teachers who completed the most recent survey	70%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment on the most recent survey	73%

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

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

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

1- Strong collegial relationships, 2- Accessible, trusted school-based leadership, 3- Commitment to mission and a sense of belonging.

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

1- Organizational communication, 2- Career growth & recognition, 3- Creating more consistent policies and procedures regarding student discipline.

f) Fill in the requested information below regarding the school's discipline environment in 2025-2026.

Table 13: Discipline Environment 2025-2026

Grade Level	Number of students enrolled as of Oct. 15, 2025	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	68	0	0	0
1	84	0	0	0
2	77	0	0	0
3	57	0	0	0
4	59	0	0	0
5	64	0	0	0
6	82	2	0	0
7	86	4	0	0
8	91	4	0	0
9	129	40	0	0
10	145	19	0	0
11	124	7	0	0
12	101	4	0	0
Total	1167	80	0	0

g) 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 2025-2026 school year.

During the 2025-2026 school year, a total of 6 special education students received an out-of-school suspension.

- h) If the suspensions and expulsions in 2025-2026 increased or decreased by ten percentage points or more than those in 2024-2025, please describe the reasons for the change.

There was a greater than 9% decrease in out-of-school suspensions during the 2025–2026 school year compared to 2024–2025. This reduction can be attributed to the school's increased emphasis on restorative practices when addressing student disciplinary infractions, coupled with the full implementation of our Social-Emotional Learning (SEL) curriculum.

The SEL curriculum provided universal instruction to students across all grade levels, helping to build social-emotional competencies, strengthen relationships, and promote positive student behavior. In addition to universal instruction, targeted and intensive tiered supports were provided based on student subgroup data and individual student needs. Together, these proactive interventions contributed to improved student behavior, reduced reliance on exclusionary discipline practices, and a decrease in out-of-school suspensions.

- i) 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.

See Appendix A

- j) Pursuant to *N.J.S.A. 18A:17-46*, each charter school must post its Department-issued 2024-2025 HIB Grade Report to the school website. Please provide the link to the school's report below.

<https://resources.finalsite.net/images/v1777405716/mptcsorg/wvk8tppxxlzb0khl7cm/2024-2025DistrictandSchoolGradeReport.pdf>

2.2. Family and Community Engagement

a) Fill in the requested information in Table 14 below regarding family involvement and satisfaction.

Table 14: Family Involvement and Satisfaction

Number of parents or guardians currently serving on the school's board out of the total number of board members	0/9
Frequency of parent/guardian surveys	Twice a year
Dates of parent/guardian survey conducted in the 2025-2026 school year	Parent Partnership & Needs Assessment Survey - 9/17/25 - 10/6/25 Elementary & High School Year-End Anonymous Parent Survey - 6/4/26 - 6/17/26
Percent of parents/guardians who completed the most recent survey (consider one survey per household)	25%
Percent of parents/guardians who expressed satisfaction with the overall school environment on the most recent survey	86%

- b) What actions did the charter school take to ensure that parents completed the culture and climate surveys, and what specific expectations does the charter school have regarding parent participation in these surveys?
- MPTCS used a variety of platforms and methods to encourage parents to complete the parent school survey, including:
 - Phone blast reminders
 - Text messages
 - Email
 - Class Dojo announcements
 - Posters displayed in school facilities with QR code (linked to survey)
 - MPTCS strives to capture transparent feedback from parents to help inform planning for the next school year. This goal is expressed in emails to families and articulated at parent events.
 - What were the three main positive aspects identified by parents/guardians in the latest survey?
 - 87.4% of High School survey respondents believe MPTCS prepares students for college, careers and future success.

- ii. 91 % of PreK-8th grade parent survey respondents agree that teachers provide their child(ren) with the support needed to succeed academically.
 - iii. 89% of all survey respondents agree that family events and workshops are useful and engaging.
- c) What were the three main challenges identified by parents/guardians in the latest survey?
 - i. Survey respondents expressed a disinterest in serving as Parent Ambassadors (serving as representatives/volunteers at school-based and community events).
 - ii. Parents expressed a lack of awareness regarding the newly formed Family Engagement Council (a parent organization).
 - iii. Parents expressed wanting to receive more timely and clear communication from schools.
- d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2025-2026 school year and how those events were offered, i.e., in-person, virtually, hybrid, etc.
 - *Hispanic Heritage Showcase
 - *Black History Showcase
 - *Black History Art Gallery
 - *Breast Cancer Walk
 - *Fall Festival (alternative to Halloween)
 - *Tiger Time Family Movie Night
 - *Read Across America Week (Parent Readers)
 - *Spring Showcase (Student Talent Showcase)
 - *Community STEM Night (STEM activities for parents/students)
 - *Family Reunion (end of year gathering with families/students)
 - *Superintendent Meet & Greet (with Family Engagement Council Parent Leaders)
 - *Parent Teacher Conferences
 - **Parent University Workshop Series
 - Stronger Conversations, Stronger Connections Part 1 & 2
 - Learn, Play & Grow Session
 - Early Childhood Advisory Council Meetings
 - */Monthly Principal Meetings
 - *Parent Awards (awards/certificates presented to outstanding Parents)
 - *Toast to the Yes and Accepted Students Day (Welcome celebration for new families and students)
 - *Open Houses (Introductory programs for families interested in enrolling)
 - *Mother's Day Events (Muffins with Moms, Pearls for Mom, High Tea with Mom)
 - *Father's Day Events (Dad BBQ and Games)
 - */NJSLA Parent Info Session
 - */Curriculum Night (to discuss curriculum)
 - *Annual Blood Drive
 - *Comprehensive Local Needs Assessment (Parent participation in culinary planning session)

- *Senior Awards & National Honor Society Event *In-Person Event;
- *Annual Blood Drive **Virtual Event; */Hybrid Event
- *FAFSA Parent/Student Workshops

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.

- i. Parents established the Family Engagement Council, a newly formed parent organization to spearhead parent-focused activities and to support parent engagement
- ii. Bi-monthly meetings
- iii. Supported Teacher Appreciation Week
- iv. Met with the Superintendent to strategize around parent engagement for Spring 2026 and 2026-2027 School Year.
- v. Early Childhood Advisory Council, includes parents of children in PreK to 3rd grade. Meets and plans to support Early Childhood initiatives.

f) Fill in the requested information in Tables 15 and 16 below regarding community involvement. Add or delete rows as necessary.

Table 15: 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.
Kean University	Kean Scholars Academy - dual enrollment program provides college credits and on-campus experiences for participating students.	2022	3 students 1 staff liaison Virtual classes On-campus classes Saturday workshops 8 hours per week
New Jersey Institute of Technology (NJIT)	NJIT students supported our learners with math tutoring and hands-on robotics workshops, building skills in problem-solving, coding, and teamwork.	2023	STEAM students in grades 4th-8th HS students in grades 9th-11th
PRISM - Montclair State University Professional Development	Teachers participated in Montclair State's PRISM professional development program, receiving training in science instruction, hands-on learning strategies, and curriculum aligned to New Jersey standards.	2023	Science and computer science teachers in grades K-12.
Hudson County Community College (HCCC)	MPTCHS partnered with HCCC for a dual enrollment opportunity to bolster our culinary arts program. Students were enrolled in two courses throughout the school year.	2022	31 students 2 staff members 5 hours per week
Essex County College	Newly established partnership allows MPTCS students to earn an associate's degree while attending HS.	2026	18 students 4 staff members

Table 16: 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.
MD FAME	MD FAME provided career day style experiences for 6th grade students featuring doctors and surgeons who shared their journey in the medical field. At the start of the year, students completed a survey to gauge interest in medical careers, with a focus on encouraging students of color to explore pathways in medicine, where they are historically underrepresented.	2023	6th grade students at PAC & STEAM
S2S	Students in grades 5th - 12th participated in the Students 2 Science program which included virtual labs (V-Labs) and visits to a professional lab for STEM Career Day. Students engaged in hands-on experiments and learned directly from scientists working in the field.	2022	5th - 12th grade students at PAC, STEAM & HS
Army Educational Outreach Program (AEOP)	Middle school students participated in AEOP's Junior Solar Sprint Challenge, designing, building, and racing solar-powered cars while learning about the engineering and design process, renewable energy and teamwork.	2025	12 students in 8th grade from STEAM
New Jersey School of Conservation (NJSOC)	Students in grade 5 participated in hands-on field experiences at the NJSOC located in Stokes State Forest to learn more about themselves and their environment.	2024	5th graders at PAC & STEAM
Bristol Myers Squibb BOLD ACES	The BOLD ACES mentorship program at Bristol Myers Squibb (BMS) promotes the study of STEM courses and the pursuit of STEM-related careers for students from historically underserved communities.	2024	9th-12th grade students
CARE 4 Kids/Careportal	Partnership between CARE4Kids and the School to distribute Hygiene CARE Pouches to students identified as benefiting from additional hygiene resources. The initiative aims to enhance the health, well-being, and dignity of participating. It also provides food and other resources to MPTCS families in need.	2025	Provided hygiene/dental bags to over 250 students.
Liberty Science Center (LSC)	The Liberty Science Center partnership brings science to life for scholars. Throughout the year, LSC pushes into schools and classrooms to present a variety of science-focused engaging workshops and classroom activities. Additionally, students participate in field trips to LSC.	2023	All students in PreK-12th
AmeriCorps	AmeriCorps educators supported 5th grade students by delivering New Jersey's food waste and climate change curriculum, helping them explore environmental science, sustainability, and local climate impacts through interactive lessons.	2024	5th grade students at PAC & STEAM
2nd Floor	2NDFLOOR is confidential and anonymous but we are required by law to report hurting yourself/others or	2025	Counseling staff make the resource available daily to

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.
	abuse to the appropriate authorities. Provides training to staff and professional development and informational materials to school stakeholders		students. There are posters in the schools and the monthly student support newsletter highlights the partnership/resource.

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

Educational and community partnerships play a vital role in advancing the school's mission by expanding students' access to meaningful learning opportunities, resources, and support services. Collaborations with colleges, universities, and educational organizations enhance academic programming while providing students with opportunities to earn college credits, helping to reduce the potential financial burden of higher education.

Partnerships with social service agencies and community-based organizations enrich the student experience through mentoring, community service, and character development initiatives that foster civic responsibility and personal growth.

By cultivating strong relationships with community stakeholders, the school remains responsive to the needs and aspirations of Newark and the surrounding communities. These mutually beneficial partnerships strengthen the educational experience while ensuring that student success contributes to the continued growth, vitality, and well-being of the communities the school serves.

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 17 below regarding board governance.

Table 17: Board Governance

Number of board members required by the charter school's bylaws	5 minimum, 15 maximum
Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as Appendix B)	June 16, 2026
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 17, 2026
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 2026-2027 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.

The Board actively recruits prospective trustees whose professional expertise aligns with the Board's standing committees, the strategic priorities of the District, and the mission and vision of Marion P. Thomas Charter School. Recruitment efforts focus on identifying individuals with subject matter expertise in areas such as education, finance, governance, legal affairs, human resources, operations, facilities, community engagement, and workforce development.

The Board leverages the professional networks of current trustees, school stakeholders, alumni, community partners, and business leaders to identify qualified candidates who not only bring relevant expertise but also demonstrate a commitment to the success of MPTCS students and families. Priority is given to candidates who can strengthen Board governance, contribute strategic insight, cultivate meaningful partnerships, and advance the long-term goals and mission of the School.

- c) List the amendments to bylaws that the board adopted during the 2025-2026 school year.

2026-5-14-1A: Revision of Board Officer Titles and Descriptions

- d) List the critical policies adopted by the board during the 2025-2026 school year.

2026-5-26-D: Approval of the Significant Incident Policy

2026-6-22-P: Establish a Safety Review Req. for Large Gatherings for Onsite Events

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

The Board's three primary strengths identified through the 2026 Board Self-Evaluation were its unwavering commitment to student success and the Marion P. Thomas Charter School community, the diverse expertise and professional experience represented among its members, and its collaborative approach to governance. Trustees consistently demonstrated dedication, passion, and service in advancing the District's mission and goals while leveraging their collective knowledge and diverse perspectives to support informed decision-making. The Board also recognized its strong commitment to accountability, financial stewardship, continuous improvement, and maintaining a student-centered focus in its governance practices.

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

The Board's three primary challenges identified through the 2026 Board Self-Evaluation were strengthening governance oversight, accountability, and execution; enhancing policy development and governance knowledge; and improving strategic leadership and stakeholder engagement. Trustees recognized opportunities to adopt a more proactive approach to governance through stronger oversight, agenda planning, task management, monitoring of action items, and accountability measures. The Board also identified the need for continued professional development related to governance best practices, Board authority, applicable statutes and regulations, policy development, and the distinction between governance and administration. Additionally, members emphasized the importance of strengthening strategic planning, data-informed decision-making, communication with school leadership, climate and culture oversight, and stakeholder engagement to further enhance the Board's effectiveness and support improved outcomes for students and families.

3.2 Board Compliance

- a) Fill in the requested information in Table 18 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 18: Board of Trustee Information

Name	Start Date	Term Expiration Date	Number of Terms Served	Role on Board	State and District of Residence	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
Briana Gilchrist	7/1/2018	5/31/2030	2	Chair	Hyattsville, MD	bgilchrist@mp tcs.org	7/22/2022	I: 6/20/2019 II: 4/27/2020 III: 7/15/2022 IV: 10/30/2025
Julio Valdivieso	3/1/2021	6/23/2029	1	Vice Chair	Union City, NJ	jvaldivieso@m ptcs.org	7/26/2022	I: 6/14/2021 II: 7/21/2023 III: 7/23/2024 IV: 7/23/2024
Allan Boomer	5/24/2021	6/23/2029	1	Treasurer/ Finance Officer	Somerset, NJ	aboomer@mp tcs.org	4/01/2022	I: 6/14/2022 II: 8/13/2024 III: 7/28/2024 IV: 10/30/2025
Vincent Rouse	6/25/2018	5/31/2030	2	Voting Member	Middlesex, NJ	vrouse@mptc s.org	3/16/2016	I: 5/15/2018 II: 1/1/2013 III: 6/27/2019 IV: 10/30/2025
Toni Ince	6/26/2024	6/23/2030	1	Voting Member	Irvington, NJ	tince@mptcs. org	10/21 2022	I: 9/23/2023 II: 7/21/2024 III: 7/28/2025 IV: NJSBA Update Pending
Princess Towe	1/25/2021	6/23/2029	1	Voting Member	Hillside, NJ	ptowe@mptcs .org	3/09/2021	I: 3/10/2022 II: 7/22/2024 III: 7/21/2024 IV: 7/26/2024

Name	Start Date	Term Expiration Date	Number of Terms Served	Role on Board	State and District of Residence	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
Daryl Stewart	6/23/2025	5/23/2029	--	Voting Member	Newark, NJ	dstewart@mp tcs.org	12/24/ 2025	I: 7/29/2025 II: 6/21/2026
Anthony Covington	2/26/2026	5/31/2030	--	Voting Member	Bordentown, NJ	acovington@ mptcs.org	3/31/ 2026	I: 6/20/2026
Kristine Baffo	2/26/2026	5/31/2030	--	Voting Member	Jersey City, NJ	kbaffo@mptcs .org	4/07/ 2026	I: 6/11/2026
Andre L. Speight	6/22/2026	5/31/2030	--	Voting Member	Newark, NJ	alspeight@mp tcs.org	In-Prog ress	In-Progress

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

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

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

April 20, 2026 Regular MPTCS BOT Meeting Minutes

- d) Pursuant to *N.J.S.A. 18A:12-1.3*, all school districts and charter schools serving grades 9-12 must include at least one nonvoting student representative on the board of trustees. Please indicate the number of nonvoting high school board of trustees members that served in the 2025-2026 school year.

O. Slated for 26-27 School Year.

- e) 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.
- f) Provide the number of grievances presented to the board in the 2025-2026 school year. **None**
- g) Provide a link to the charter school website's homepage where the following are posted:
 - [FY27 Board Approved Budget](#)
 - [Board Meeting Notices](#)
 - [Annual Reports](#)
 - [A list of all current voting Board of Trustees Members](#)
 - [A list of all facilities operated by the charter school including each physical address](#)
- h) As **Appendix P**, please provide a list of the current voting members of the charter school's board of trustees. Include their names, primary addresses, and the address to their current place of employment, if applicable.

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 19 below regarding the timeline of the school's application process for prospective students for school year 2025-2026.

Table 19: School Year 2025-2026 Application Process Timeline

Date the application for school year 2025-2026 was made available to interested parties	November 2, 2024
Date the application for school year 2025-2026 was due to the school from parents/guardians	<i>Rolling Basis</i>
Date and location of the lottery for seats in school year 2025-2026	MPTCS participated in the Newark Common App enrollment system during the 25-26 SY.

- b) Provide the URL to the school's application for prospective students for school year 2026-2027. As **Appendix G**, provide pdf copies of the 2025-2026 and 2026-2027 initial application in as many languages as available.

www.newarkcommonapp.org

- c) List all venues where, prior to the lottery, interested parties could access the school's application for prospective students for school year 2025-2026 and school year 2026-2027.

MPTCS participated in the Newark Common App enrollment system. The application was available online to all interested families and students.

- d) List all languages in which the application is made available. If the school participates in Newark or Camden's enrollment process, please state that below.

The application is available in English, Spanish, Haitian Creole, and Portuguese.

- e) List all ways in which the school advertised that applications for prospective students for school year 2025-2026 and school year 2026-2027 were available prior to the enrollment lottery.

- a. Social media advertisements were featured on Facebook and Instagram.
- b. Canvassing (palm cards and door hangers were placed in targeted neighborhood stores and homes in Newark, East Orange and Irvington)
- c. Info sessions and presentations were conducted at local preschools.
- d. Hosted tables at various community events.
- e. Participated in the Newark Common App School Fairs.
- f. Advertising was featured on NJ Transit buses and light rail stations traveling throughout Newark, East Orange, and Irvington.

- f) Fill in the requested information in Table 19 below regarding student enrollment and attrition rates by grade level in 2025-2026.

- g) Explain the school's enrollment backfilling policy, then, as **Appendix H**, include the school's board-approved policy.

When all available spaces at MPTCS are filled, two waiting lists will be kept - a district of residence waiting list and a non-resident waiting list. Each list shall be composed of applicants selected by weighted lottery and listed in the order in which the name was drawn. As space becomes available, students will be contacted and offered admission in the order in which their names appear on the list. Students from the district of residence and siblings of existing students shall be prioritized. Seats will continue to be filled accordingly in order to maintain maximum enrollment.

Table 20: Student Enrollment and Attrition

Grade Level	Number of student withdrawals (for any reason) during the 2025-2026 school year	Number of students enrolled after the first day of school year 2025-2026	Number of students enrolled in school year 2025-2026 who continued enrollment in school year 2026-2027
K	3	7	60

Grade Level	Number of student withdrawals (for any reason) during the 2025-2026 school year	Number of students enrolled after the first day of school year 2025-2026	Number of students enrolled in school year 2025-2026 who continued enrollment in school year 2026-2027
1	12	10	69
2	10	7	75
3	7	4	74
4	1	5	51
5	2	6	59
6	6	11	63
7	7	0	78
8	3	4	80
9	9	23	90
10	9	1	132
11	5	0	141
12	3	0	121
We are currently in the middle of our enrollment cycle. Final retention numbers will be shared once released by Newark Common App.			

- b) If applicable, please identify and/or explain the primary causes of student attrition during the 2025-2026 school year.

During the 2025-2026 school year, student attrition was influenced by a variety of factors, many of which reflect broader demographic and economic shifts impacting families. The primary cause of attrition during the school year continues to be family relocation.

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 21 below and fill it out for each school site if the school has more than one site.

Table 21: School Site Facility Information

Site name	Marion P. Thomas Charter High School
Site address	125 Sussex Avenue, Newark, NJ 07103
Facility lease information	125 Sussex Avenue, Newark NJ
Landlord name	Friends of Marion P. Thomas Charter School
Lease commencement date	July 1, 2019
Lease termination date	June 30, 2026
2025-2026 annual lease cost	\$1,446,838.92
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2025	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A
If the facility is shared with any other entity, please identify the entity. Describe the shared areas and detail the days and time when these shared areas are used by the other entity.	N/A

Site name	Marion P. Thomas Charter School STEAM Academy
Site address	370 South 7th Street, Newark, NJ
Facility lease information	370 South 7th Street, Newark, NJ
Landlord name	Friends of Marion P. Thomas Charter School
Lease commencement date	May 15, 2014
Lease termination date	June 30, 2029
2025-2026 annual lease cost	\$816,000.00
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2025	N/A
Latest date of appraisal	N/A

Appraised value of property	N/A
If the facility is shared with any other entity, please identify the entity. Describe the shared areas and detail the days and time when these shared areas are used by the other entity.	N/A

Site name	Marion P. Thomas Charter School PAC Academy
Site address	28 Burnet Street, Newark, NJ
Facility lease information	28 Burnet Street, Newark, NJ
Landlord name	Friends of Marion P. Thomas Charter School
Lease commencement date	September 25, 2018
Lease termination date	June 30, 2050
2025-2026 annual lease cost	\$852,390.12
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2025	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A
If the facility is shared with any other entity, please identify the entity. Describe the shared areas and detail the days and time when these shared areas are used by the other entity.	N/A

Site name	Marion P. Thomas Charter School Sankofa Campus
Site address	88-108 Shipman Street, Newark, NJ
Facility lease information	88-108 Shipman Street, Newark, NJ
Landlord name	Friends of Marion P. Thomas Charter School
Lease commencement date	September 25, 2018
Lease termination date	June 30, 2050
2025-2026 annual lease cost	\$426,195.00
Facility mortgage/bond information	N/A

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

Table 22: School Site Facility Information Lease Summary

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

Table 23: 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. Multi-year leases should still be submitted in this appendix annually.

5.3 Other Compliance

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

Marion P. Thomas Charter School's educator evaluation system is built to support professional growth, strengthen instructional practice, and meet the requirements of N.J.A.C. 6A:11-6.2. At its core is the Comprehensive Framework for Teaching and Learning, which assesses educator performance across four competencies: Lesson Planning, Structure, and Content Knowledge; Teaching Strategy and Execution; Culture of Achievement and Community; and Formative Assessment, Feedback, and Progress. Taken together, these competencies capture an educator's ability to plan rigorous instruction, engage students in meaningful learning, foster a positive classroom environment, and use assessment data to drive student achievement.

The evaluation process itself unfolds through formal observations, post-observation conferences, professional goal setting, and an annual summative evaluation. State requirements shape the observation schedule: non-tenured teachers receive three formal 45-minute observations, while tenured teachers receive two; non-tenured administrators—principals and vice principals—receive three observations of at least 20 minutes each, while their tenured counterparts receive two. Based on these results, educators rated Effective or Highly Effective go on to develop an Individualized Professional Development Plan (IPDP), setting goals for continued growth. Those rated Partially Effective or Ineffective instead complete a Corrective Action Plan (CAP), which identifies targeted improvement goals along with the supports and progress monitoring needed to meet them. Educators on a CAP also receive one additional observation, as required by state regulations.

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

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

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

- c) As **Appendix J**, provide the board resolution approving the teacher and school leader evaluation systems along with the charter school's District Mentoring Plan mandated by *N.J.A.C. 6A:9C-4.4* and *N.J.A.C. 6A:9C-5.3*

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



Table 24: 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 NOT APPLICABLE
Appendix E	Appendix E Annual CMO or EMO contract, signed and dated with EIN number, if applicable NOT 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 and District Mentoring Plan
Appendix K	Appendix K 2026 – 2027 School Calendar
Appendix L	Appendix L Organizational Chart
Appendix M	Appendix M Promotion/Retention Policy
Appendix N	Appendix N Graduation Policy
Appendix O	Appendix O Local Benchmark Assessment Results
Appendix P	Appendix P Current Board of Trustees Member Information

Each appendix must be submitted as a separate Word or PDF file to the Homeroom folder “Annual Report 2026.” Save each appendix by the file naming convention provided in the second column of the above table.