



Principle Academy Charter School Annual Report 2025/2026

A copy of this Annual Report was provided to the parties listed below

Dr. La'Quetta S. Small, Superintendent
Atlantic City School District
1300 Atlantic Avenue, 5th Floor
Atlantic City, New Jersey 08401

Dr. Felicia Hyman-Medley, Superintendent
Pleasantville Public School District
801 Mill Road
Pleasantville, New Jersey 08232

Dr. Kimberly Gruccio, Superintendent
Egg Harbor Township School District
13 Swift Drive
Egg Harbor Township, New Jersey, 08234

Principle Academy Charter
6718 E Black Horse Pike
Egg Harbor Township, NJ 08234

July 30, 2026

New Jersey Department of Education, Office of Charter and Renaissance Schools
Annual Report Template
Updated April 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	Principle Academy Charter
Grade level(s) to be served in 2026-2027	Kindergarten through 6th
Projected enrollment for 2026-2027	440
2025-2026 Total enrollment as of June 30, 2026	410
2025-2026 Students with disabilities (SWD) enrollment as of June 30, 2026	52
2025-2026 Multilingual learners (ML) enrollment as of June 30, 2026	59
Current waiting list for 2026-2027 by grade level <i>Pursuant to N.J.A.C. 6A:11-4.6(a)2</i>	K - 0 1 - 1 2 - 6 3 - 17 4 - 11 5 - 17 6 - 10
Waitlist within the district/region of residence	56
Waitlist of non-resident district/region of residence (Organize by district/region)	Absecon - 2 Egg Harbor City - 1 Northfield - 1 Franklinville - 1 Little Egg Harbor Township - 1
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	https://principleacademycharter.org/
Name of board president	Dirk DaCosta

Board president's email address (Embed link to board president's email address on charter school website)	dirkdacosta@principleacademycharter.org
Board president's direct phone number (Do not include charter school number)	(609) 742-7325
Name of school leader (Include the preferred point of contact for official communications)	Peter Caporilli, Ed.D.
School leader's email address	petercaporilli@principleacademycharter.org
School leader's direct office phone number and/or extension	(609) 498-6350 ext. 1019
Title IX McKinney-Vento District Homeless Liaison's name and email address	Jennifer Manno jennifermanno@principleacademycharter.org
School Safety Specialist's name and email address	Antwone Snead antwonesnead@principleacademycharter.org
School Threat Assessment Team Members' names and email addresses	Peter Caporilli, Ed.D. petercaporilli@principleacademycharter.org Ethel Lippman, Ed.D. elippman@principleacademycharter.org Robert Shappell robertshappell@principleacademycharter.org Shanta Green shantagreen@principleacademycharter.org Antwone Snead antwonesnead@principleacademycharter.org Marcus Phillips marcusphillips@principleacademycharter.org Jennifer Manno jennifermanno@principleacademycharter.org Kiara Vance kiaravance@principleacademycharter.org
Harassment, Intimidation and Bullying (HIB) Coordinator's name and email address	Robert Shappell robertshappell@principleacademycharter.org
Name of School Business Administrator (SBA)	Michael Falkowski
SBA email address	mfalkowski@sboffice.com
SBA phone number	(732) 631-4009
Name of District Testing Coordinator (DTC)	Shanta Green
DTC email address	shantagreen@principleacademycharter.org

DTC phone number	609-498-6350 ext. 1013
Name of anticipated SY 2026-2027 Student Placement Liaison (SPL)	Camille Nurse
SPL email address	cnurse@principleacademycharter.org
SPL phone number	(609) 498-6350 ext. 1972

School Site Information

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

Table 2: School Site Information

Site name	Principle Academy Charter
Year site opened	2017
Grade level(s) served at this site in 2025-2026	Kindergarten through 6th
Grade level(s) to be served at this site in 2026-2027	Kindergarten through 6th
Site street address	6718 E Black Horse Pike, Suite 16
Site city	Egg Harbor Township
Site zip	08234
Site lead or primary contact's name	Peter Caporilli, Ed.D.
Site lead or primary contact's office phone number and extension	(609) 498-6350 ext. 1019
Site lead's email address	petercaporilli@principleacademycharter.org

Organizational Performance Areas

Education Program and Capacity

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

1.1 Mission and Key Design Elements

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

The students attending Principle Academy Charter (PAC) will show mastery of a standards-driven, global, college-preparatory curriculum, delivered through proven, research-based instruction. Students will develop positive values and social behaviors through a nurturing school climate.

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

1. **Clear goals, culture of high expectations, and strong accountability for performance:** Goals and expectations are clearly articulated to and supported by the PAC staff, students and parents. Stakeholders across all levels of the school are held accountable for high student performance. The PAC community focuses on successful outcomes through constant measurement of academic, attendance, behavior and participation metrics. In addition to signing the Student/Parent Handbook, parents and students were expected to acknowledge and sign a Parent NJSLA Pledge which articulates preparedness expectations and reinforces responsibility and the necessary steps which lead to academic success.
2. **Data-Driven Culture:** PAC employs a data-driven educational approach in which data is utilized to drive high expectations, focus on accountability and measure performance. Performance data is gathered and analyzed school-wide and by subgroup, including (1) performance by grade level; (2) by individual classrooms; (3) at the student level; and 4) at specific subgroup levels, such as special education, 504 and ML students. Ultimately, our model produces actionable data that teachers use to address individual learning needs in the moment and over the course of the year.
3. **Community Based Activities:** PAC introduces our students to a wide variety of academic and co-curricular community-based activities to help build positive values, individual skills and social awareness. See Table 15: Community Involvement with Community Institutions
4. **Weekly Assessments Drive Intervention Strategies:** At PAC, weekly assessments (both curriculum-based and short formative snapshots) drive classroom instruction, professional development, intervention and enrichment to improve student performance. We utilize various intervention strategies such as instructional coaching, Accelerated Learning and Multi-Tiered Support Systems (MTSS) to improve student achievement.
5. **Research-based Effective Instructional Methods:** PAC teachers implement research-based instructional methods in the classroom. Teachers receive job-embedded professional development in the areas of instructional delivery and classroom management.
Research-Based Effective Instructional Methods include:
 - a. **Accelerated Learning:** Based upon the NJDOE guidelines regarding accelerated learning and extended learning opportunities, PAC continued to implement a structured Accelerated Learning (A.L.) program during the 2025-2026 school year. Extended learning opportunities were embedded in the master schedule, allowing teachers to target ELA or Math instruction based on student needs and supported by two Accelerated Learning faculty. Student ability and growth toward mastery of state grade level standards were measured through

benchmarks and curricular assessments. Longitudinal student data profiles were maintained using LinkIt! to measure academic progress.

- b. **Differentiated instruction:** By using assessment data to inform the design and implementation of centers and small group instruction, teachers at PAC are able to effectively differentiate instruction to meet the diverse needs of their students. Student groupings are dynamic, with teachers making continuous adjustments based upon each student's unique strengths, needs, and interests. During the class period, teachers use a variety of tools to informally gauge student understanding such as thumbs up/thumbs down; think, pair, share, and show me. Data from these formative assessments helps teachers determine if reteaches, focused small group instruction or individual support is needed. Paraprofessionals assist teachers to increase instructional capacity during small group time at centers stations or areas within the classroom.
- c. **Positive Behavioral Interventions and Supports:** PAC uses innovative strategies to reinforce positive behavior and academic achievement. Recognition and rewards motivate students to improve school performance. PAC's strategies are based upon NJPBSIS.

The positive reinforcement programs at PAC include:

SOAR – the SOAR pledge to promise to:

- Strive to do your best
- Own your actions
- Always work together
- Respect yourself and others

“Feathers” are a tangible positive reinforcement and are awarded virtually or physically to students who exemplify the core values in SOAR. When a student demonstrates a core value, a staff member rewards them with a feather. Students accumulate feathers and the feathers are entered into a monthly drawing (raffle) that is held at PAC in-person and via Zoom.

“PAWs” are given to students for having perfect attendance for a month.

“Presents for the Presence” is a motivating initiative to have students attend school daily. A monthly grand prize drawing (raffle) is held at PAC in-person and via Zoom.

- d. **Direct Instruction:** Lessons are delivered to students in a step-by-step structured way and involve active student participation. The use of “I Do, We Do, You Do” scaffolding provides instruction using demonstration, prompt and practice.
- e. **Standards-Driven Curriculum with Clear Student Learning Objectives (SLOs):** PAC implements a standards-driven curriculum, including clearly defined student-learning objectives that meet the NJ Performance Framework for both grade and content level requirements and are aligned with the New Jersey Student Learning Standards (NJSLS). Our curriculum is consistent with our mission to provide research-based instruction to prepare students to be productive and successful citizens.
- f. **Experiential Learning:** Teachers use activity-based, experiential learning to address individual student learning styles and multiple intelligences. Students are provided with the opportunity to participate in activities and then asked to reflect and share their experiences. Students learn to analyze information, develop solutions and apply their learning to new situations. This instructional method also fosters higher order critical thinking skills.
- g. **Independent Study:** Students work with instructional technology to address individual academic needs, while monitored by the classroom teacher. This provides students with an opportunity to become responsible for their own learning and develop self-improvement skills.

- h. **Intentional Use of Time:** PAC teachers practice consistent classroom routines that eliminate the need to constantly explain directions. Students anticipate what to do and what to expect which saves instructional time. Teachers also use grade level meetings to plan cross curricular teaching strategies like writing across the curriculum. This expands instructional time in contrast to a schedule that is broken into academic silos.
6. **Home-to-school links:** We encourage meaningful parent/guardian involvement and establish strong partnerships with a wide range of agencies that provide social, emotional, educational, and practical support for students.
7. **The PAC Family Support Specialist (FSS)** consists of individually assigned staff members on an as-needed basis who communicate with designated teachers and parents on a daily basis to assist in facilitating the home/school connection. FSS members focus on student attendance and ensure that family and student needs are being met regarding technology, resources for home studies and practice, food insecurity and many others. FSS team members are assigned to specific homerooms, so families know the person who is reaching out to them. Additionally, Spanish-speaking FSS team members provide assistance to Spanish-speaking families to give them the same opportunities for learning and parent communication. As needed, FSS team members even make home visits to drop off materials, food, and paperwork when parents are unable to travel to the school. PAC has also transported parents to meetings and outside evaluations when they do not have access to transportation.

The following key components of our educational program, coupled with the PAC Family Support Specialist (FSS) Team model, emphasize family engagement, school safety, curriculum and assessment and fiscal management to ensure students' overall success.

Key Components	
Intentional Use of Time	School-Wide Data Driven Instructional Model
Research-Based Programs	After-School Tutorial
College Preparatory Curriculum	Small Group Instruction/Student Engagement
2:1 Device Schoolwide	Intervention Programs
Positive Behavior Interventions & Support ("PBIS")	Culturally Responsive Classroom
Family Support Specialists Team (FSS)	Integrated SEL into the Master Schedule

Global Theme: Recognizing that the PAC student population is broadly diverse with multiple native languages and numerous countries of origin, our academic and community programs are designed to celebrate diversity within the context of the Principle Academy Charter experience.

- 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.

Goal	To improve grade level proficiency in LinkIt! Math scores by 20% fall to spring.																																																																														
Measure	Student academic growth in Math was measured by LinkIt! Benchmarks A and C which were administered in the fall and spring, respectively.																																																																														
Target	To increase the percentage of students on or above grade level in Math by 20% between the fall and spring administrations of the LinkIt! Benchmarks.																																																																														
Actual Outcome	The LinkIt! diagnostic shows the percentage of students who are proficient in Math. Our end of year results reflected that, overall, most of our students demonstrated high levels of growth. An integral part of these high growth levels can be attributed to successful implementation of the remedial plan, strategic staffing changes, and new curriculum. The EOY results below show the percentages of students on or above grade level in Math: <table> <tr> <th>Grade Level</th><th>Fall Number of Students Tested</th><th>Fall Number of Students On/Above Grade Level</th><th>Fall Percentage of Students On/Above Grade Level</th><th>Spring Number of Students Tested</th><th>Spring Number of Students On/Above Grade Level</th><th>Spring Percentage of Students On/Above Grade Level</th><th>Percent Increase or Decrease # Students On/Above Grade Level</th></tr> <tr> <td>K</td><td>46</td><td>16</td><td>35%</td><td>49</td><td>5</td><td>10%</td><td>-69%</td></tr> <tr> <td>1</td><td>65</td><td>5</td><td>8%</td><td>67</td><td>17</td><td>25%</td><td>240%</td></tr> <tr> <td>2</td><td>49</td><td>15</td><td>31%</td><td>49</td><td>21</td><td>43%</td><td>40%</td></tr> <tr> <td>3</td><td>67</td><td>9</td><td>13%</td><td>71</td><td>23</td><td>32%</td><td>156%</td></tr> <tr> <td>4</td><td>54</td><td>4</td><td>7%</td><td>51</td><td>16</td><td>31%</td><td>300%</td></tr> <tr> <td>5</td><td>67</td><td>9</td><td>13%</td><td>67</td><td>25</td><td>37%</td><td>178%</td></tr> <tr> <td>6</td><td>55</td><td>4</td><td>7%</td><td>56</td><td>19</td><td>34%</td><td>375%</td></tr> <tr> <td>Total</td><td>403</td><td>62</td><td>15%</td><td>410</td><td>126</td><td>31%</td><td>103%</td></tr> </table> Next Steps: During the 2026–2027 school year, our focus will be on providing significant instructional leadership to the staff. We will continue increasing student achievement by implementing high-quality small-group instruction, strengthening mathematical discourse, and providing targeted interventions based on student data. Through collaborative PLCs, daily opportunities for problem-solving, and a schoolwide emphasis on math fluency and conceptual understanding, we will ensure every student develops the confidence, skills, and critical thinking necessary to succeed as mathematicians.							Grade Level	Fall Number of Students Tested	Fall Number of Students On/Above Grade Level	Fall Percentage of Students On/Above Grade Level	Spring Number of Students Tested	Spring Number of Students On/Above Grade Level	Spring Percentage of Students On/Above Grade Level	Percent Increase or Decrease # Students On/Above Grade Level	K	46	16	35%	49	5	10%	-69%	1	65	5	8%	67	17	25%	240%	2	49	15	31%	49	21	43%	40%	3	67	9	13%	71	23	32%	156%	4	54	4	7%	51	16	31%	300%	5	67	9	13%	67	25	37%	178%	6	55	4	7%	56	19	34%	375%	Total	403	62	15%	410	126	31%	103%
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Goal	To improve grade level proficiency in LinkIt! ELA scores by 20% fall to spring.																																																																														
Measure	Student academic growth in ELA was measured by LinkIt! Benchmarks A and C which were administered in the fall and spring, respectively.																																																																														
Target	To increase the percentage of students on or above grade level in ELA by 20% between the fall and spring administrations of the LinkIt! Benchmarks.																																																																														
Actual Outcome	The LinkIt! diagnostic shows the percentage of students who are proficient in ELA. Our end of year results reflected that, overall, most of our students demonstrated high levels of growth. An integral part of these high growth levels can be attributed to the successful implementation of the remedial plan, strategic staffing changes, and new curriculum. The EOY results below show the percentages of students on or above grade level in ELA: <table border="1"> <thead> <tr> <th>Grade Level</th><th>Fall Number of Students Tested</th><th>Fall Number of Students On/Above Grade Level</th><th>Fall Percentage of Students On/Above Grade Level</th><th>Spring Number of Students Tested</th><th>Spring Number of Students On/Above Grade Level</th><th>Spring Percentage of Students On/Above Grade Level</th><th>Percent Increase or Decrease # Students On/Above Grade Level</th></tr> </thead> <tbody> <tr> <td>K</td><td>45</td><td>14</td><td>31%</td><td>49</td><td>5</td><td>10%</td><td>-64%</td></tr> <tr> <td>1</td><td>65</td><td>3</td><td>5%</td><td>67</td><td>21</td><td>31%</td><td>600%</td></tr> <tr> <td>2</td><td>50</td><td>4</td><td>8%</td><td>49</td><td>9</td><td>18%</td><td>125%</td></tr> <tr> <td>3</td><td>69</td><td>9</td><td>13%</td><td>71</td><td>17</td><td>24%</td><td>89%</td></tr> <tr> <td>4</td><td>54</td><td>1</td><td>2%</td><td>51</td><td>8</td><td>16%</td><td>700%</td></tr> <tr> <td>5</td><td>67</td><td>17</td><td>25%</td><td>67</td><td>20</td><td>30%</td><td>18%</td></tr> <tr> <td>6</td><td>57</td><td>15</td><td>26%</td><td>56</td><td>18</td><td>32%</td><td>20%</td></tr> <tr> <td>Total</td><td>407</td><td>63</td><td>16%</td><td>410</td><td>98</td><td>24%</td><td>56%</td></tr> </tbody> </table> Next steps: During the 2026–2027 school year, our focus will be on providing significant instructional leadership to the staff. The remedial plan will continue during the 2026–2027 school year through targeted small-group instruction and intervention programs, with a continued focus on phonics, phonemic awareness, fluency, comprehension, and writing to support student growth.							Grade Level	Fall Number of Students Tested	Fall Number of Students On/Above Grade Level	Fall Percentage of Students On/Above Grade Level	Spring Number of Students Tested	Spring Number of Students On/Above Grade Level	Spring Percentage of Students On/Above Grade Level	Percent Increase or Decrease # Students On/Above Grade Level	K	45	14	31%	49	5	10%	-64%	1	65	3	5%	67	21	31%	600%	2	50	4	8%	49	9	18%	125%	3	69	9	13%	71	17	24%	89%	4	54	1	2%	51	8	16%	700%	5	67	17	25%	67	20	30%	18%	6	57	15	26%	56	18	32%	20%	Total	407	63	16%	410	98	24%	56%
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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.

PAC has adopted a curriculum which is aligned with the NJSL. An overview of our curriculum is as follows:

Wonders by McGraw Hill, an evidence-based ELA program that empowers students to take an active role in learning and exploration, is aligned with the state standards and includes reading, writing, grammar and vocabulary in context. Wonders encourages students to express and assess themselves through reading, writing, higher order thinking, student discourse, and public speaking to comprehensively master the standards.

Wonders is designed to support students with diverse learning needs including those in special education and ML programs. Some of these resources include functionality for simplifying grouping for targeted instruction, small group instruction, scaffolded instruction, tier 2 support interventions, an adaptive learning system, leveled readers and digital library, a data dashboard that tracks student progress, the ability to create individualized assessments, and support to teachers through a range of professional development resources to implement these strategies.

Everyday Mathematics, also published by McGraw Hill, is a comprehensive math curriculum designed to develop a deep understanding of mathematical concepts and foster lifelong mathematical thinking skills. Everyday Mathematics emphasizes real-world problem-solving, student communication of mathematical thinking, and the appropriate use of technology. The program is research-based, field-tested, and is aligned with the state standards.

Foundations is a phonics program that systematically teaches students how to read by breaking down letters, sounds, blends and digraphs to help students develop basic reading strategies. It helps students learn which letters make what sounds and eventually how those letters form words. This program has been effectively utilized at PAC for grades K-3 since the 2020-2021 school year.

Fountas & Pinnell Independent Reading Libraries, Guided Reading, and Leveled Literacy Intervention support, monitor and improve fluency and comprehension skills.

Just Words is a phonics program that targets the reading needs of students in 4th grade and above. Just Words provides an explicit, multisensory spelling and decoding program to facilitate learning growth for students who struggle to read, despite Foundations and other reading supports

Science Dimensions is a science program that is aligned to the NJSL and encourages investigation, exploration and problem-solving.

Kids Discover is a comprehensive, multi-media social studies program that is aligned to the NJSL. The program's cross-curricular approach encourages collaboration, connection to society and understanding how we became who we are as a people through a stimulating and engaging exploration of various historical, geographical, and cultural topics.

iXL and EPIC! are instructional technology tools that provide students with practice paths for math and independent reading activities. These programs track growth and report academic progress on each individual student.

- 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.

<https://principleacademycharter.org/curriculum/>

1.3 Instruction

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

PAC has adopted the Danielson Framework for Teaching to ensure high quality instruction.

Teacher Planning and Preparation: Teachers plan together during PLC time and planning periods each week. In addition, grade level meetings for every grade level are held weekly to ensure that appropriate standards are being met for each grade level and that daily content and activities meet required grade level and subject standards. During this time, teachers also discuss the academic, behavioral and social needs of students, as well as strategies and activities to meet the needs of all students in the grade level. This planning time provides teachers with an opportunity to examine individual, class and grade level student testing data that is warehoused in LinkIt! to help plan and drive weekly instruction. Teachers are able to analyze weekly assessment data and determine levels of student mastery of grade level content standards at the individual and class levels, as well as vertically by subgroups such as special education and multilingual learners (MLs). Grade levels collaborated during PLC time to conduct instructional rounds and record instructional data. The data compiled was shared building-wide so that faculty members could observe trends in instructional practices at PAC while fostering vertical and horizontal articulation. As a team, management, administration and teachers examined specific questions that were troublesome for students and determined why students struggled with those questions and skills. From these meetings, teachers and administrators worked together to set SMART goals for individual students and review instructional outcomes.

Classroom Environment: Teachers create engaging and inviting learning spaces for all students. Teachers use learning tools including anchor charts, class expectations for success, the PAC PBIS behavior matrix, hand signals, objectives, lesson plans, and self-rating tools for learning and understanding classroom expectations and routines. Learning materials are accessible to students at all times. Teachers began the school year by communicating expectations to students to ensure a culture of respect and an appropriate learning environment for all students in the class. PAC teachers will continue to use Teach Like a Champion (TLAC) strategies with fidelity in the 2026-2027 academic year.

Instruction: PAC teachers use best practices for instructional delivery, including “I Do, We Do, You Do” scaffolding and release, stating and posting learning objectives, and implementing student self-rating systems. Instructional strategies include hands-on activities, student repetition of practice for skills acquisition, technology integration, movement activities in the classroom, and a focus on student engagement. Classroom exit tickets and curriculum assessments in conjunction with student practice are utilized digitally and on paper to monitor skills acquisition and progress toward meeting grade level standards. Students develop autonomy by maintaining their own progress monitoring documents to assist with goal setting and give teachers a target discussion point when conferencing with students. Students are required to SLANT (ready position) during transitions and at the start of instruction. Teachers are trained to implement TLAC classroom management and engagement techniques. PAC addresses students’ social-emotional needs (SEL) with SEL time integrated into the master schedule, the deliberate use of SEL check-in and check-out, and counseling support provided by a full-time social worker.

Accelerated Learning Blocks: Based upon the NJDOE guidelines regarding accelerated learning, PAC continued to implement a structured Accelerated Learning Program during the 2025-2026 school year, with accelerated learning blocks built into the master schedule in order to address Math or ELA and supported by two Accelerated Learning faculty. During AL blocks, fundamentals such as writing, phonics, phonemic awareness, and fact fluency are addressed. Accelerated Learning teachers also create and analyze weekly LinkIt! progress monitoring assessments to focus on grade level skills and whole or small group reteaches, as needed. For students who are far behind, individual SMART goals are created through the I&RS program. Students were provided with structured small group instruction for intentional focus on targeted skills, as scheduled.

Student Engagement: PAC uses digital apps and platforms to facilitate student engagement. Tools such as iXL, BrainPop, Kahoot, Gimkit, and Blooket allow teachers to track student growth and participation. Many of the apps and platforms generate student progress reports and growth charts which enable teachers to monitor and track progress through data analysis while engaging students in gamified learning. Use of GoGuardian helps teachers maintain student engagement and facilitate assistance to students, ultimately leading to more time on task. PAC also engages students through academic enrichment opportunities such as the annual Spelling Bee, which promotes vocabulary development and academic excellence.

Professional Responsibilities: PAC maintains a schedule of daily planning as well as weekly grade level meetings and PLCs. Consistent with the data-driven culture at PAC, teachers attend grade level meetings prepared with information such as student grades, standards being taught, pacing, and testing item analysis. Results of weekly standards-based assessments that help gauge student understanding of specific skills taught each week are analyzed. By including this level of assessment tracking, teachers are able to provide specific student instruction on individual levels (whole group reteaches, small group focused instruction, 1:1 teacher assistance, buddy teaching, etc.) Teachers record grades into PowerSchool, PAC's student information system and follow the PAC norm of documenting any communications with parents. PAC administration tracks these items to ensure that they are completed with fidelity and timeliness. By providing parents the flexibility to attend conferences in person or via Zoom, PAC maintains a high level of parent participation in conferences and events.

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

The following are common instructional practices for teachers at PAC:

Review of prior lesson to build on current lesson: Scaffolding is maintained through review of the previous lesson prior to the delivery of the objective for the new day's lesson. Teachers use a general short review to facilitate both recall and initial discussion with students. Teachers review prior lesson exit tickets as a strategy to open each lesson with a Do Now or POTD (Problem of the Day).

Kid friendly standards/objectives ('I can' statement): The New Jersey Student Learning Standards for the lessons are posted each day on lesson plans and on classroom doors. In addition, they are displayed in the classroom in "kid friendly" terms, often as a lesson objective for the day or as a "students will be able to..." statement. The use by teachers of positive affirmations such as "I can" statements also assist students in tracking their progress and celebrating individual growth.

Introduction/Hook/Discussion: Teachers use a "hook" or discussion technique such as making connections to provide students with a general understanding about a topic and help to build interest before getting to the central topic of the lesson. This enables teachers to use student interest and

connections to build on students' basic understanding of a concept to create relevance for the student. This helps students understand concepts like how, why, when, etc.

Guided Instruction/Student Discourse: Teachers design engaging, scaffolded instruction using the “I Do, We Do, You Do” demonstration, prompt and practice method. This allows teachers to gauge where each student is functioning while modeling and asking questions prior to assigning independent work. Student to student and student to teacher discourse is encouraged and student collaboration is fostered for problem solving, resulting in the development of higher order thinking skills.

Differentiated Centers and Small Group Instruction: By using assessment data to inform the design and implementation of centers and small group instruction, teachers are able to effectively differentiate instruction to meet the diverse needs of their students. This targeted approach not only enhances student learning but also promotes engagement and mastery of content across varying levels of readiness and ability. During the class period, teachers use a variety of tools to informally gauge student understanding such as thumbs up/thumbs down; think, pair, share, and show me. Data from these assessments helps teachers determine if reteaches, focused small group instruction or individual support is needed. Data-driven student groupings are dynamic, with teachers making continuous adjustments based upon each student's unique strengths, needs, and interests. Paraprofessionals assist teachers to increase instructional capacity during small group time at centers stations or areas within the classroom.

Wrap-Up/Exit Ticket/Non-Verbal Cues: Teachers use wrap-up/exit tickets as formative assessments to discern student understanding and academic needs. Exit tickets create opportunities for better long-term recall of learned information, while providing teachers with a quick snapshot of which students have grasped the material(s) to determine whether a whole class reteach or a small group revisit is necessary. Teachers use digital methods including Google Forms, Kahoot and Blooket as informal exit ticket assessments. The use of both paper/pencil and digital assessments helps teachers to measure student understanding and exposes students to digital assessments as preparation for benchmarks and NJSLA testing in the upper grades.

LinkIt! Assessments: Teachers deliver short weekly standards-based LinkIt! assessments that allow students and teachers to gauge understanding of a concept or skill taught that week and help familiarize students with online testing formats similar to NJSLA.

The following elements are present in every PAC classroom:

- Hand signal charts posted
- Student work (exemplars) posted
- Instructional objectives posted
- Anchor charts reflecting on prior knowledge and current skills posted
- S.O.A.R. sign with classroom expectations posted
- An ActivPanel, a document camera, and 1 to 1 student Chromebook ratio

- 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**.

PAC had zero retentions for the 2025-2026 school year.

- d) What support services will the school offer to academically retained students during the 2026-2027 school year?

N/A

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 3: 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	10	19.7	16
ELA 4	16.4	25	42
ELA 5	10	22.7	40
ELA 6	29.5	26	40
ELA 7	n/a	n/a	n/a
ELA 8	n/a	n/a	n/a
ELA 9	n/a	n/a	n/a
MAT 3	10.7	23.9	11
MAT 4	13	23	34
MAT 5	8.7	10.9	34
MAT 6	5.8	13.8	27
MAT 7	n/a	n/a	n/a
MAT 8	n/a	n/a	n/a
Algebra I	n/a	n/a	n/a
Geometry	n/a	n/a	n/a
Algebra II	n/a	n/a	n/a

2023 - 2025 Cohort Analysis

A cohort analysis of 2023 to 2025 NJSLA results revealed the following trends:

- In ELA, PAC observed significant growth across cohorts. The group of students who were in 3rd grade in 2023 increased from 10% meeting or exceeding expectations to 40% by the end of 5th grade in 2025, an increase of 300%. Students in the 4th grade cohort in 2023, moved from 16.4% to 40% meeting or exceeding expectations by 6th grade in 2025, an increase of 144%.
- In Math, PAC also observed significant growth across cohorts. The group of students who were in 3rd grade in 2023 increased from 10.7% meeting or exceeding expectations to 34% by the end of 5th grade in 2025, an increase of 218%. The same students in the 4th grade cohort in 2023, moved from 13% to 27% meeting or exceeding expectations by 6th grade in 2025, an increase of 108%.

2023 - 2025 Grade Level Analysis

A 3-Year grade-level analysis of the NJSLA ELA and Math Assessment Results revealed the following trends:

- In ELA, 3rd grade increased from 10% to 16% meeting or exceeding, 4th grade increased from 16.4% to 42% meeting or exceeding, 5th grade increased from 10% to 40%, and 6th grade increased from 29% to 40%. That's an average of a 109% increase in the percentage of students who met or exceeded expectations for these grade spans on NJSLA from the 2022/23 school year to the 2024/25 school year.
 - In Math, 3rd grade increased from 10.7% to 11%, 4th grade increased from 13% to 34% meeting or exceeding, 5th grade increased from 8.7% to 34%, and 6th grade increased from 5.8% to 27%. That's an average of a 177% increase in the percentage of students who met or exceeded expectations for these grade levels on NJSLA from the 2022/23 school year to the 2024/25 school year.
- b) 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 4: 3-Year NJSLA Science Assessment Results:

Assessment	Spring 2024	Spring 2025	Spring 2026
SCI 5	8.5%	13.6%	
SCI 8	N/A	N/A	
SCI 11	N/A	N/A	

- c) 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 5. 3-Year NJGPA ELA and Mathematics Assessment Results

Assessment	Spring 2024	Spring 2025	Spring 2026
NJGPA-ELA	N/A	N/A	N/A
NJGPA-Mathematics	N/A	N/A	N/A

- d) 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).

Principle Academy Charter has taken the following actions to ensure progress by grade level:

- The student to faculty ratio was advantageous at about 10 to 1.
- Use of LinkIt! data warehousing and fingertip reports facilitated creation of individualized student learning plans to close the achievement gap.
- Driven by the school’s remedial plan, PAC made targeted investments in professional development. This training equipped teachers to execute differentiated centers and guided reading that was informed by student data while gaining strategies to foster student engagement and discourse.
- Students followed the “I Do, We Do, You Do” scaffolding and release model to help close the achievement/opportunity gap.
- Student data was analyzed and disaggregated by subgroup and item analysis was completed at weekly grade level meetings. This information guided the interventions and re-teaching that would occur the following week.

Principle Academy Charter has taken the following actions to ensure progress by subgroup:

- ML and special education services were fully implemented.
- Special education teachers provided services using the consultative model to support students with disabilities in general education settings.
- To facilitate parent participation in conferences and meetings, parents were provided with an opportunity to engage in person or via Zoom. By offering the flexibility of a virtual meeting option, PAC increased outreach and participation for both ML and special education families. In addition, translation services through AMN Language were available for parents who were not native English or Spanish speakers.
- Paraprofessionals received the instructional training that was provided to faculty to enable them to support ML and special education students during small group sessions, as needed. Two paraprofessionals were assigned to the ML department. Paraprofessionals also served as members of the FSS Team to further increase stakeholder communication.
- The I&RS team met regularly to focus on learning loss and students who were struggling in the classroom, whether academic, behavioral or health related. The team was made up of the Accelerated Learning teachers, the referring teacher and an administrator; ML and special education staff were utilized as needed throughout the process. The use of LinkIt! Intervention Manager helped the team to organize students into intervention tiers, plan and manage personalized and group interventions, monitor student progress, and use real-time data insights

to drive instructional decisions. Focused SMART goals were utilized in developing plans for student growth. The use of the accelerated learning teachers to provide push-in and pull-out services increased the ability to track progress in multiple settings (whole group, small group, 1:1, etc.).

- e) 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 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	58	58
DLM-ELA	1	1
DLM-Math	1	1
DLM-Science	0	0

- f) 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 7: 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	9/10/25	LinkIt! Benchmark A	K-6	Vendor created
Mid	1/12/26	LinkIt! Benchmark B	K-6	Vendor created
End	6/1/26	LinkIt! Benchmark C	K-6	Vendor created

Table 8: 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	9/10/25	LinkIt! Benchmark A	K-6	Vendor created
Mid	1/12/26	LinkIt! Benchmark B	K-6	Vendor created
End	6/1/26	LinkIt! Benchmark C	K-6	Vendor created

- g) 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.

PAC management, administration and instructional faculty work collaboratively to investigate and select locally administered assessments and curricula.

All school stakeholders are included in this process through Title I meetings that are held throughout the school year. During the selection process, data analysis and discussions from weekly grade level meetings inform this decision-making. Suggested options are piloted and results are reviewed to confirm that the assessments and curricula align with school-wide goals.

Once the formative, summative and diagnostic assessments have been piloted, selected and Board-approved, staff members are trained in their use through ongoing professional development throughout the year.

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

Our 2025 local LinkIt! Benchmark C scores showed positive growth and overall good performance. However, there was a variation in alignment between the 2025 Benchmark C scores and 2025 NJSLA scores. The comparison suggests that the vendor-provided assessments were not completely reflective of the NJSLA scores. The benchmark is helping to prepare students for the NJSLA - which is one of our goals - but fine-tuning may be needed to better align expectations.

When the 2026 NJSLA scores are released in the Fall, we will compare 2026 NJSLA scores with the 2026 LinkIt! Benchmark C scores.

DATA COMPARISON 2025 NJSLA VS. 2025 LinkIt! Benchmark C % Students Meet or Exceeds

Grade Level / Assessment	2025 NJSLA	2025 LinkIt! C
Gr. 3 / ELA	16%	4%
Gr. 4 / ELA	42%	32%
Gr. 5 / ELA	40%	24%
Gr. 6 / ELA	40%	42%
Gr. 3 / Math	11%	20%
Gr. 4 / Math	34%	32%
Gr. 5 / Math	34%	34%
Gr. 6 / Math	27%	24%

- i) 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.

Grade Span	Summative ELA	Diagnostic ELA	Formative ELA	Summative Math	Diagnostic Math	Formative Math
K	Wonders unit tests, Foundations unit tests, LinkIt!, F&P	DIBELS, LinkIt! Benchmarks, F&P	Wonders unit tests, Foundations unit tests, LinkIt!, F&P	Everyday Math unit tests, LinkIt! Benchmarks	LinkIt! Benchmarks	Everyday Math Tests, LinkIt!, iXL
1	Wonders unit tests, Foundations unit tests, LinkIt!, F&P	DIBELS, LinkIt! Benchmarks, F&P	Wonders unit tests, Foundations unit tests, LinkIt!, F&P	Everyday Math unit tests, LinkIt! Benchmarks	LinkIt! Benchmarks	Everyday Math Tests, LinkIt!, iXL
2	Wonders unit tests, Foundations unit tests, LinkIt!, F&P	DIBELS, LinkIt! Benchmarks, F&P	Wonders unit tests, Foundations unit tests, LinkIt!, F&P	Everyday Math unit tests, LinkIt! Benchmarks	LinkIt! Benchmarks	Everyday Math Tests, LinkIt!, iXL
3	Wonders unit tests, Foundations unit tests, LinkIt!, F&P	DIBELS, LinkIt! Benchmarks, F&P	Wonders unit tests, Foundations unit tests, LinkIt!, F&P	Everyday Math unit tests, LinkIt! Benchmarks	LinkIt! Benchmarks	Everyday Math Tests, LinkIt!, iXL
4	Wonders unit tests, LinkIt!, F&P	LinkIt! Benchmarks, F&P	Wonders unit tests, LinkIt!, F&P	Everyday Math unit tests, LinkIt! Benchmarks	LinkIt! Benchmarks	Everyday Math Tests, LinkIt!, iXL
5	Wonders unit tests, LinkIt!, F&P	LinkIt! Benchmarks, F&P	Wonders unit tests, LinkIt!, F&P	Everyday Math unit tests, LinkIt! Benchmarks	LinkIt! Benchmarks	Everyday Math Tests, LinkIt!, iXL
6	Wonders unit tests, LinkIt!, F&P	LinkIt! Benchmarks, F&P	Wonders unit tests, LinkIt!, F&P	Everyday Math unit tests, LinkIt! Benchmarks	LinkIt! Benchmarks	Everyday Math Tests, LinkIt!, iXL

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

The results of these assessments were reviewed by management, administration and teachers weekly at grade level meetings/PLCs (Professional Learning Community Meetings). Intervention teachers, ML and special education teachers were also in attendance or had access to the assessment results. At these meetings, data was analyzed from all district formative, summative, and diagnostic assessments.

Item analysis was regularly performed in grade level meetings and root causes for data outliers were identified. If a test discrepancy was found, it was remediated for the next testing cycle. When valid student data trends were identified, these informed the re-teaching of concepts in a particular section and/or grade level. All grade levels followed curriculum pacing guides aligned with New Jersey Student Learning Standards. Pacing was adjusted to meet additional time necessary to ensure mastery of key concepts when one, two or three sections needed to be retaught.

The assessment data was also used to make placement decisions for students entering and exiting the I&RS process. At the classroom level, teachers used their data to develop instructional groupings and strategies and develop differentiated centers throughout the instructional day. The district reviewed leading and lagging data sources at School Leadership Team meetings (SLT).

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

PAC utilized multiple methods to deliver assessment result information to stakeholders. Student data was presented to Board members, families and the public at regularly scheduled board meetings. Additionally, school-wide assessment information was provided at Title I meetings and PTC (Parent Teacher Connection) meetings.

Student academic information was also made available to parents real-time in the PowerSchool Parent Portal and report cards were distributed to all students quarterly. Individual student information was reported twice a year during parent teacher conferences.

Special education students had additional reporting through progress reports, annual reviews and scheduled IEP meetings where parents also received standardized testing information specific to their child/ren.

Finally, as delineated in the NJDOE correspondence, PAC followed the protocol for mailing specific student reports to families in a timely manner upon their release.

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 9: School Leadership/Administration Information

Administrator Name	Title	Employment Status (Employed by School/Contracted Provider)	Start Date	Annual Salary/ Contract Fee (2025-2026)
Peter Caporilli, Ed.D.	Founder & CEO	Contracted Provider	February 15, 2019	(see attached contract)
Ethel Lippman, Ed.D.	Chief Academic Officer	Contracted Provider	February 15, 2019	(see attached contract)
Mr. Robert Shappell	School Director	Employed by School	June 5, 2025	\$165,000
Mrs. Shanta Green	Assistant School Director	Employed by School	August 23, 2022	\$133,455

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 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)	93.4%
Elementary School Attendance Rate (grades K-5)	93.36%
Middle School Attendance Rate (grades 6-8)	93.63%
High School Attendance Rate (grades 9-12)	n/a
Student to Certified Teacher Ratio	10 to 1

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

Table 11 School Culture and Climate Professional Environment

Teacher Retention Rate between July 1, 2025, to July 1, 2026	80%
Total Staff Retention Rate from July 1, 2025, to July 1, 2026	69%
Frequency of teacher surveys and date of last survey conducted	Surveys are administered regularly to gather teacher feedback. In the 2025-26 school year, surveys were conducted in March and May. The most recent survey was conducted in May 2026.
Percent of teachers who completed the most recent survey	73%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment on the most recent survey	90% Survey question: "School administrators treat me like a professional." 28% strongly agree, 62% agree.

- 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?

To help ensure teacher participation in the voluntary culture and climate surveys, school leadership actively encouraged involvement by communicating the value of staff feedback in shaping school decisions. Dedicated time for survey completion was provided during staff meetings, email reminders were sent, and confidentiality was assured to help promote honest input.

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

1. Academic Expectations

Survey question:

"Our school's leaders expect staff members to hold all students to high academic standards."

48% strongly agree, 52% agree.

2. Student Relationships

Survey question:

"Teachers at this school build strong relationships with students."

66% strongly agree, 31% agree.

3. Student Safety

Survey question:

"Students are safe at this school."

59% strongly agree, 41% agree.

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

1. Parent Communication

Survey question:

"Parents know what is going on in this school."

17% disagree, 3% strongly disagree.

2. Parent Involvement

Survey question:

"Parents are actively involved with the school."

48% disagree, 10% strongly disagree.

3. Parent Expectations

Survey question:

"Parents are aware of what is expected of their child at this school."

17% disagree, 0% strongly disagree.

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

Table 12: 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	48	0	0	0
1	66	0	0	0
2	49	1	0	0
3	71	3	0	0
4	54	0	1	0
5	67	6	5	0
6	56	5	3	0
7	n/a	n/a	n/a	n/a
8	n/a	n/a	n/a	n/a
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
Total	411	15	9	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.

Grade Level	Number of students with IEPs receiving an out-of-school suspension (unique count)	Number of students with IEPs receiving an in-school suspension (unique count)	Number of students with Section 504 Plans receiving an out-of-school suspension (unique count)	Number of students with Section 504 Plans receiving an in-school suspension (unique count)
3	1	0	0	0
4	0	0	0	0
5	2	2	0	0
6	3	2	0	0

- 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.

Principle Academy Charter demonstrated measurable progress in reducing the use of out-of-school suspensions during the 2025–2026 school year. Out-of-school suspensions decreased from 37 students to 15 students, representing a 59.5% reduction. While in-school suspensions increased from 5 students to 9 students, this reflects the school's focus on keeping students in school whenever possible while maintaining high behavioral expectations and maximizing opportunities for academic growth. Through consistent implementation of SOAR expectations, restorative practices, early intervention, and strong partnerships with families, the school prioritized accountability while minimizing lost instructional time. School leaders regularly reviewed discipline data to identify trends, provide targeted supports, and ensure consistent responses to student behavior. The school will continue strengthening its I&RS and behavior intervention practices to further reduce disciplinary incidents while supporting both student achievement and positive school climate.

- 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.
- 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://bit.ly/PAC_2024-2025_HIB_Grade_Report

2.2. Family and Community Engagement

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

Table 13: Family Involvement and Satisfaction

Number of parents or guardians currently serving on the school's board out of the total number of board members	0 out of 4
Frequency of parent/guardian surveys	Once annually
Dates of parent/guardian survey conducted in the 2025-2026 school year	June 2026
Percent of parents/guardians who completed the most recent survey (consider one survey per household)	20%
Percent of parents/guardians who expressed satisfaction with the overall school environment on the most recent survey	91.3% Survey question: "PAC delivers an effective learning experience." 61.7% strongly agree, 29.6% agree

- 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?

To encourage parent completion of our culture and climate survey, we provided the survey in English and Spanish digitally via a confidential Google Form. We emailed families and sent text messages, shared the survey link on Class Dojo, and displayed a QR code on the information screen in our lobby.

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

1. Learning Priority

Survey question:

"Learning is a high priority at this school."

67% strongly agree, 23% agree.

2. Diversity, Equity and Inclusion

Survey question:

"The administrators, teachers and students at our school are committed to diversity, equity and inclusion."

59% strongly agree, 30% agree.

3. Safety

Survey question:

"The school administration, faculty and staff provide a safe environment for learning."

68% strongly agree, 23% agree.

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

1. Parent Involvement Opportunities

Survey question:

“The School provides sufficient opportunities for parent/guardian involvement.”

7% strongly disagree, 3% disagree.

2. Communication with Parents

Survey question:

“Teachers and professional staff regularly communicate with the parent/guardian of the student.”

9% strongly disagree, 1% disagree.

3. Student Discipline

Survey question:

“School administrators are effective in managing incidents of harassment, intimidation and bullying.”

10% strongly disagree, 0% disagree.

e) 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.

- The Annual Family BBQ/Orientation was held with food, music, activities. (In-person)
- Back to School night was held with food, music, and activities. (In-person)
- Regularly scheduled Parent/Teacher Connection meetings were held. (In-person, Virtually)
- Parent/Teacher Conferences were held in the Fall and the Spring. (In-person, Virtually)
- The Scholastic Book Fair was held in the Fall, Winter, and Spring with extended hours for families to shop with students during Parent/Teacher conference weeks. (In-person, Virtually)
- Technology training for parents/guardians was offered as needed. Access to a technology resource center was offered through a dedicated email address (PACHelpDesk@principleac.org) and technical staff provided assistance at PAC daily. (In-person, Virtually)
- Information sessions and question/answer opportunities were provided in English and Spanish for current and prospective PAC families, as needed. (In-person, Virtually)
- Kindergarten orientation was held prior to the start of the school year. (In-person)
- PAC hosted a ‘Trunk or Treat’ event with activities and refreshments for students and families. (In-person)
- Thanksgiving food drive in which 26 turkeys, along with baskets of food, were distributed to PAC families (In-person)
- Family Support Specialist staff provided an extra layer of support to PAC families in need of assistance through direct contact and as a conduit to resource information. (Virtually, by phone, In-person)
- Parents and staff worked together on the Holiday Giving Tree program to ensure that PAC students in 104 families received holiday gifts. (In-person)
- A week-long Read Across America celebration included “Wear a shirt with a positive message”, “Dress like your favorite book character”, “Celebrate Diversity”, and “Cozy up, wear PJ’s and bring your favorite book” events. (In-person)
- PAC celebrated Hispanic Heritage, Black History, Women’s History and Asian American & Pacific Islander Heritage months. Events included performances by Winceyco celebrating Hispanic Heritage

and Black History, a Black History Month Showcase for families and students celebrating *The Art of Black Excellence*, as well as dress up events for students. (In-person)

- PAC hosted Dr. Jay Banks who provided students and families with information on the behavior management and anti-bullying strategies featured in his “I Am Unafraid” anti-bullying program. (In-person for students, Virtually for families)
- NJSLA pep rally events for students and families were hosted after school at PAC (In-person)
- PAC students celebrated the important adults in their lives through our *Donuts with Grownups* events, providing families with the opportunity to enjoy breakfast together while strengthening school-home connections. (In-person)
- PAC hosted families for performances by the Chorus, Cheer, Dance and Drama Clubs to showcase the skills that students had gained through participation in these activities. (In-person)
- Graduation ceremonies were held for Kindergarten and 6th grade students at the Atlantic City Convention Center. Students received caps and gowns and families were encouraged to attend. Family members who were not able to attend in-person were able to watch the ceremony via Zoom. (In-person, Virtually)
- PAC facilitated a series of “Parenting Partners” support sessions for families and students utilizing Family Leadership Inc resources to help empower families to better support student achievement through enhanced communication skills. (In-person)

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

- Parents/guardians served as lead volunteers at PAC field trips throughout the year. (In-person)
- Parents/guardians served as lead volunteers at grade level dances. (In-person)
- Parents/guardians decorated their vehicles and were actively engaged as members/participants in the Halloween ‘Trunk or Treat’ event. (In-person)
- Parents/guardians were key participants in the Thanksgiving Food Drive, in which parent/guardian volunteers donated food and assembled baskets, and the Holiday Giving Drive campaign, for which parent/guardian volunteers donated gifts. (In-person).
- Parents/guardians were actively engaged as members/participants in Title 1 Committee meetings (In-person, Virtually)
- Parents/guardians were actively engaged as members/participants in the Bilingual Advisory Committee meetings (Virtually)
- Parents/guardians were actively engaged as members/participants in Parent Teacher Connection meetings, which provided a forum for parents and staff to discuss parent, curriculum and school activities and programming updates. (Virtually)

- g) Fill in the requested information in Tables 15 and 16 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.
Stockton University	Community Resource Partner	2015	Staff attended professional development through SRI/ETTC. Students attended a performance by the Bay Atlantic Symphony at Stockton's Performing Arts Center.

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.
Schultz-Hill Foundation	Student Arts Education Program	2015	The Schultz-Hill Foundation partnered with Stockton University to host students at the Performing Arts Center for a Bay Atlantic Symphony performance followed by a Q&A session with the music director.
Egg Harbor Township Police Department	Egg Harbor Township Police Department Adopt-A-Cop (AAC) program	2022	The Egg Harbor Township Police Department worked with PAC PhysEd teachers to help build trust between 5th grade students and police officers and help to guide students to make positive choices in life.

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.
Midtown Community Development Corporation	Community Resource Events at Browns Park in Atlantic City	2024	Staff participated to connect with the Midtown community to provide families with access to resources and services.
Southern New Jersey Family Medical Centers	SJMFC provides a Dental Health partnership and offers students discounted medical office visits, immunizations, and assistance with medical care.	2022	SJFMC affiliates led Dental Health Presentations for all grades to educate students about dental health, giving every student a complimentary toothbrush and dental floss.
Community Food Bank of NJ	CFBNJ provides fresh produce and dry good boxes for families in need.	2025	CFBNJ delivered fresh produce and dry goods boxes twice per month and PAC staff facilitated distribution to families in need.
Atlantic County Utilities Authority	The ACUA provides the community with environmental education through its annual Earth Day Festival at its Environmental Park in EHT.	2026	Staff participated in ACUA's Earth Day Festival, offering a hands-on, eco-friendly craft for children.
Bright & Beautiful Therapy Dogs	Boomer the therapy dog visited PAC weekly	2025	Boomer provided students with motivation and support as they practiced reading aloud each week.

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

The PAC mission and goals are advanced by our educational and community partnerships, specifically through programs designed for college-readiness with Stockton University activities, campus visitation and instructional programming. Participation in community programs provided by organizations such as the Schultz-Hill Foundation provide PAC students with exposure to positive values and social behaviors, reinforcing the nurturing school climate at PAC.

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 16: Board Governance

Number of board members required by the charter school's bylaws	No less than 3 No more than 5
Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as Appendix B)	May 28, 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)	May 28, 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.)	May 28, 2026

- 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.

N/A

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

N/A

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

- Approved the Danielson Framework for Teaching to evaluate teaching staff
- Approved the New Leaders Principal Evaluation Rubric to evaluate school administrators
- Approved the Board Self-Evaluation Tool
- Approve healthcare opt out stipend
- Approved the summer savings program

- Approved the employee vacation time “sell back” option for 12-month staff
- Approved the addition of a voluntary 403B option for staff
- Approved the Student/Parent Handbook
- Approved the Staff Handbook
- Approved the State Memorandum of Agreement (MOA) with Law Enforcement

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

- The Board is composed of individuals with a broad and appropriate range of expertise and experience.
- Board members understand their legal and ethical responsibilities (duty of care/loyalty, conflict of interest)
- The Board’s long-term financial planning is in coordination with the school's overall long-term plans

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

- Building of stronger partnerships with the community, business and governmental leaders.
- Promoting greater community use of school facilities.
- Enhancing Board engagement in resource development and external partnerships.

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 17: 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
Mr. Dirk DaCosta	2-8-19	6-30-29	4	President	NJ	dirkdacosta@principleacademycharter.org	7/23/19	10-21-19 7-7-21 7-19-23 7-27-24
Ms. Jeanne Eisele	11-17-18	6-9-27	3	Trustee	NJ	jeanneeisele@principleacademycharter.org	7/26/19	10-12-19 11-16-20 12-18-21 6-21-25
Mr. Gary Hill	11-17-18	6-9-27	3	Trustee	NJ	garyhill@principleacademycharter.org	1/1/19	10-13-19 11-14-20 12-18-21 6-20-25
Dr. Albert Monillas	4-30-19	6-9-27	3	Trustee	AZ	albertmonillas@principleacademycharter.org	7/26/19	10-8-19 10-8-20 6-8-23 6-17-24

- 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://principleacademycharter.org/board/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.

May 2026

- 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.

N/A

- 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

<https://principleacademycharter.org/>

- 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 18: School Year 2025-2026 Application Process Timeline

Date the application for school year 2025-2026 was made available to interested parties	October 17, 2024
Date the application for school year 2025-2026 was due to the school from parents/guardians	June 30, 2025
Date and location of the lottery for seats in school year 2025-2026	Lottery for the 2025-2026 school year was not necessary

- 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.

<https://principleacademycharter.org/enroll/>

- 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.

- Website
- In-person

- 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
- Spanish

- 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.

- Recruitment marketing materials
- Local publications
- Website
- In-person
- Zoom meetings
- Social media
- Parent network

- 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.

PAC does not have an enrollment backfilling policy. Enrollment is ongoing throughout the school year.

Table 19: 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	2	4	46
1	3	6	64
2	3	3	49
3	4	5	67
4	3	0	46
5	1	1	66
6	2	0	0 (graduated)
7	n/a	n/a	n/a
8	n/a	n/a	n/a
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

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

During the 2025-26 school year, the primary causes of student attrition were family relocations, and, in some cases, family concerns related to transportation or individual student needs. We conducted follow-up calls and exit surveys where possible to better understand each family's decision and to identify any trends that could inform future retention strategies.

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 20: School Site Facility Information

Site name	Principle Academy Charter
Site address	6718 E Black Horse Pike #16, Egg Harbor Twp
Facility lease information	On file
Landlord name	Pagano Real Estate Inc.
Lease commencement date	4/3/17
Lease termination date	6/30/29 (w/ 5 year renewable option)
2026-2027 annual lease cost	\$731,250
Facility mortgage/bond information	n/a
Purchase date	n/a
Mortgage lender/Bond Issuer(s)	n/a
Outstanding loan amount as of July 1, 2026	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	1
Total annual cost of all leases	\$731,250
Total lease amount budgeted for 2026-2027	\$731,250

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 2026-2027	n/a
Mortgage payment interest budgeted for 2026-2027	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.

The evaluation process at PAC utilizes the Danielson model for teacher evaluation, which is on the approved NJDOE list for educator evaluation tools. The Framework for Enhancing Professional Practice using the Danielson Model for Teaching Staff focuses on four domains, related components, and established rubrics. The four domains are: 1. Planning and Preparation; 2. Classroom Environment; 3. Instruction; 4. Professional Responsibilities.

- PAC teachers are evaluated a minimum of three times per year for nontenured staff and a minimum of twice per year for tenured staff. The first of these evaluations is announced. There is at least one long announced and one long unannounced or short unannounced for each teacher. Observations are conducted throughout the year and post observation conferences are held. A year-end annual summary conference is held to reflect on accomplishments and areas of growth and to share the final evaluation score.
- In cases where improvements are needed, administrators provide specific guidelines, strategies, and suggestions for growth. These recommendations are monitored and reviewed in each subsequent observation. Administrators provide brief walkthroughs, instructional rounds and formal observations which ensure a comprehensive system of teacher evaluation. PAC also uses instructional coaches and mentor teachers to effectively develop teachers' skills and practices. Administrators implement corrective action plans, as needed.

PAC administrators are evaluated using a Principal Evaluation system that consists of two primary components: 1. Principal Practice measured using approved practice instruments; 2. Student Achievement and Growth measured using data gathered from standardized instruments and the completion status of administrator goals.

- The administrator evaluation instrument that is utilized at PAC as the practice component of its evaluation rubric is the New Leaders Principal Evaluation Rubric (NJPEPL). The rubric measures the administrator’s effectiveness at strategically implementing a shared mission, vision, and core values with all school stakeholders. The instrument measures the administrator’s ability to develop and support the rigorous implementation of curriculum, instruction and assessment. Principal Practice also examines the school administrator’s ability to develop the professional capacity of all school personnel through differentiated opportunities for learning and growth. Equity and cultural responsiveness are also addressed by measuring the administrator’s commitment to ensure that each student, staff member and family member is treated fairly, respectfully and with an understanding of each individual’s cultural background. Meaningful engagement of families and community is a priority at PAC, and our evaluation instrument measures how consistently the administrator plans, implements and supports activities that lead to sustained excellence in community engagement. Finally, Principal Practice examines the administrator’s competence in consistently managing the operations of the school, including but not limited to, consistently seeking resources that promote the success of all students.
 - The second component of the evaluation instrument for administrators is the Student Achievement component. School administrators are evaluated based on metrics derived from the average of Teacher Student Growth Objectives, Administrator Goals that have been established to measure student achievement and the median of school wide (SGP) student growth percentiles which measures how much a student improves his or her state test performance from one year to the next compared to students across the state with a similar score history, to determine an overall evaluation summative rating.
 - The evaluation process begins with an annual planning and goal setting meeting. Non-tenured school administrators are evaluated at least three times per year and tenured school administrators are evaluated twice per year. Multiple measures are used to evaluate school administrators. Observations are conducted throughout the year and post observation conferences are held. A year-end annual summary conference is held to reflect on accomplishments and areas of growth and to share the final evaluation score.
- 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.

The school lead at PAC is contracted by the Board under the terms of the Management Agreement with the Management Company (EMO). The EMO evaluation tool is comprehensive and covers the elements required within the school leadership instrument used for school administrators.

- 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.