



Pace Charter School of Hamilton

52 Lafayette Ave.

Hamilton, NJ 08610

Board approved - July 16, 2025

Annual Report Questions

Basic Information about the School

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

Table 1: Basic Information

Name of charter school	Pace Charter School of Hamilton
Grade level(s) to be served in 2025-2026	K - 8
Projected enrollment for 2025-2026	473
2024-2025 Total enrollment as of June 30, 2025	462
2024-2025 Students with disabilities (SWD) enrollment as of June 30, 2025	20
2024-2025 Multilingual learners (ML) enrollment as of June 30, 2025	0
Current waiting list for 2025-2026 by grade level <i>Pursuant to N.J.A.C. 6A:11-4.6(a)2</i>	K - 141 1 - 63 2 - 36 3 - 47 4 - 41 5 - 40 6 - 37 7 - 30 8 - 13
Waitlist within the district/region of residence	K - 35 1 - 17 2 - 15 3 - 15 4 - 16

	5 - 18 6 - 18 7 - 4 8 - 4
Waitlist of non-resident district/region of residence (Organize by district/region)	K – 106 (Trenton 93, Other 13) 1 – 46 (Trenton 41, Other 5) 2 -21 (Trenton 15, Other 6) 3 – 32 (Trenton 29, Other 3) 4 – 25 (Trenton 23, Other 2) 5 – 22 (Trenton 18, Other 4) 6 – 19 (Trenton 14, Other 5) 7 – 26 (Trenton 20, Other 6) 8 – 9 (Trenton 7, Other 2)
Website address	http://pacecharter.com/pcs/
Name of board president	Lakisha Williams
Board president's email address (Embed link to board president's email address on charter school website)	llwilliams@pace.charter.k12.nj.us
Board president's direct phone number (Do not include charter school number)	609-638-7750
Name of school leader (Include the preferred point of contact for official communications)	Deborah Pontoriero
School leader's email address	dpontoriero@pace.charter.k12.nj.us
School leader's direct office phone number and/or extension	609-931-0107
Title IX McKinney-Vento District Homeless Liaison's name and email address	Wendy Smith wsmith@pace.charter.k12.nj.us

School Safety Specialist's name and email address	Kyle Kudatzky kkudatzky@pace.charter.k12.nj.us
School Threat Assessment Team Members' names and email addresses	Deborah Pontoriero dpontoriero@pace.charter.k12.nj.us Wendy Smith wsmith@pace.charter.k12.nj.us Jill Drumn jdrumn@pace.charter.k12.nj.us
Harassment, Intimidation and Bullying (HIB) Coordinator's name and email address	Freddie Young Sr. fyoung@pace.charter.k12.nj.us
Name of School Business Administrator (SBA)	Donna Torres
SBA email address	dtorres@pace.charter.k12.nj.us
SBA phone number	609-599-1212
Name of District Testing Coordinator (DTC)	Jill Bond
DTC email address	jbond@pace.charter.k12.nj.us
DTC phone number	609-931-0104

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	Lower School
Year site opened	2013
Grade level(s) served at this site in 2024-2025	K - 2
Grade level(s) to be served at this site in 2025-2026	K - 2

Site street address	528 South Olden Ave.
Site city	Hamilton
Site zip	08629
Site lead or primary contact's name	Wendy Smith
Site lead or primary contact's office phone number and extension	609-508-1429
Site lead's email address	wsmith@pace.charter.k12.nj.us

Site name	Intermediate School
Year site opened	2021
Grade level(s) served at this site in 2023-2024	3 -6
Grade level(s) to be served at this site in 2024-2025	3 -6
Site street address	526 South Olden Ave.
Site city	Hamilton
Site zip	08629
Site lead or primary contact's name	Jill Drumn
Site lead or primary contact's office phone number and extension	609-931-0106

Site name	Middle School
Year site opened	2014
Grade level(s) served at this site in 2023-2024	7 - 8
Grade level(s) to be served at this site in 2024-2025	7 - 8
Site street address	52 Lafayette Ave.
Site city	Hamilton

Site zip	08610
Site lead or primary contact's name	Deborah Pontoriero
Site lead or primary contact's office phone number and extension	609-931-0107
Site lead's email address	dpontoriero@pace.charter.k12.nj.us

Organizational Performance Areas

Education Program and Capacity

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

1.1 Mission and Key Design Elements

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

The mission of *Pace Charter School of Hamilton* is to instill in students a lifelong love for learning supported by an appreciation for the use of knowledge.

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

The curriculum challenges students to compete as 21st Century learners. The class sizes are limited to 18 in grades K-6 and 15 in grades 7-8, giving the teachers the opportunity to truly know and deliver instruction at each student's individual level. The extended school day allows teachers extra time to teach core concepts, while balancing the infusion of music, art, physical education, and technology. The teachers are dedicated to growing professionally and continually seek professional development and best practices to enhance their teaching. They value collaboration and time is allocated to allow teachers this opportunity. The families are an integral component in the day-to-day happenings at the school. The school culture values parental involvement and cultivates a climate where teachers, students, and families work together to ensure the success of students.

1.2 Curriculum

- a) All charter schools are required to adopt and implement curricula aligned to the New Jersey Student Learning Standards. To affirm the charter school's commitment to this requirement, complete and submit [Appendix A](#), available at the end of this document.
- b) Pursuant to *N.J.A.C. 6A:8-3.1(a)3*, charter schools are required to make their board-approved curriculum pacing guides and citations for core instructional materials publicly available on their website. Embed the website link to these items below.

1.3 Instruction

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

Pace Charter School of Hamilton defines high quality instruction as research, evidence and standards-based instruction that is data driven, engaging, and differentiated to meet students' diverse needs.

Pace teachers engage in extensive lesson planning and formulate instructional decisions designed to assess students' prior knowledge and to challenge student thinking. Clear objectives and learning goals are established and communicated to all learners while formal and informal assessments drive daily instructional decisions. Teachers receive ongoing professional development geared to increasing pedagogical content knowledge and the successful implementation of a research and standard-based, innovative curriculum.

Curriculum materials address the needs of multiple learning styles, are culturally relevant and inclusive, and provide hands-on learning experiences that engage learners in both inquiry and problem-based learning activities. All learners have access to a rigorous curriculum, structured and implemented in a manner to guide students to meeting and exceeding state and national standards.

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

Pace's instructional practices begin with a balanced curriculum that is both current and viable, a classroom rich in resources, and students and teachers who are actively engaged in the learning process. The teachers organize and develop effective lesson objectives and instructional activities that are aligned to state standards, are relevant and challenging, are sensitive to the interests and cultural needs of students, and offer different learning modalities. Teachers reflect and collaborate regularly and work together to design and implement appropriate interventions as needed. This includes Response to Intervention.

Teachers utilize a variety of instructional practices to differentiate instruction for their students. Scaffolding instruction optimizes learning and promotes independence as the teacher models the lesson, provides guided and peer practice, and finally provides students with the opportunity to independently practice and apply new knowledge. Teachers communicate clearly and ask questions to develop problem-solving and critical thinking skills, while assessing student understanding. Multiple response strategies, help to enhance the level of student engagement; thus, increasing student performance in the classroom. Students are given immediate and specific feedback and praise to motivate, engage, and prompt them to learn and achieve. Classrooms are designed with small teacher to student ratios and provide a safe and respectful climate where students are encouraged to engage in class discussions, take educational risks and reach their highest potential.

All students are held to high academic expectations and are supported in their development to become lifelong learners.

- c) If applicable, please describe the school's policies regarding instruction for students who were required to quarantine during the 2024-2025 school year.

While students were required to quarantine, Pace staff utilized the Seesaw and Google Classroom learning management systems to push out assignments to students. Check-ins with teachers were provided as needed for students who required additional assistance.

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

Pace Charter School of Hamilton retained 1 student in the 5th grade for the 2024-2025 school year. The student failed to make adequate progress and was retained based on the board policy of the student having fewer than 160 days of attendance.

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

Not Applicable.

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

In the 2025-2026 school year Pace will continue to provide academic support during the school day as well as after school tutoring to struggling students. Attendance will be monitored and strictly enforced. Additionally, the school will assess and provide community resources to address any outside factors that might be impacting the students' academic progress.

1.4 Assessment

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

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

Assessment	Spring 2023	Spring 2024	Spring 2025
ELA 3	57%	56%	60%
ELA 4	76%	67%	57%
ELA 5	60%	64%	74%
ELA 6	81%	73%	88%
ELA 7	90%	79%	63%
ELA 8	71%	71%	88%
MAT 3	48%	54%	57%
MAT 4	53%	67%	45%
MAT 5	36%	64%	46%
MAT 6	37%	46%	51%
MAT 7	27%	40%	44%
MAT 8	4%	34%	39%
Algebra I	54%	58%	71%

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

Assessment	Spring 2023	Spring 2024	Spring 2025
SCI 5	22%	25%	Not available at time of submission
SCI 8	5%	2%	Not available at time of submission

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

Pace Charter School of Hamilton remains committed to addressing learning loss and ensuring that all students make continuous academic progress across all grade levels and subjects. Pace have implemented a multi-tiered system of support tailored to meet the needs of a diverse student population, including those eligible for free and

reduced-price lunch, Multilingual Learners, students with disabilities, and various racial and ethnic groups.

Targeted Staffing and Instructional Support:

Last year, Pace expanded the instructional staff by hiring additional support and supplementary teachers. These educators work closely with classroom teachers throughout the school day to deliver targeted reading and math interventions, particularly in grades where gaps have been identified. Support staff also provide small group and individualized instruction to students in need of additional academic help.

Response to Intervention (RTI):

The RTI framework continues to be a central tool in identifying and supporting students performing in the bottom 20% of their grade level. Students are assessed in the fall, and those who demonstrate learning loss—either from summer slide or ongoing academic delays—are placed in intervention groups. Their progress is closely monitored and adjusted as needed, with regular team meetings between classroom teachers, support staff, and administrators to evaluate and refine instructional plans.

Special Education Services:

The special education team continues to deliver services aligned with each student's Individualized Education Program (IEP). In addition to ensuring that students with disabilities are making measurable academic progress, Pace also focus on IEP goal attainment. Case managers work collaboratively with general education teachers to provide inclusion support, co-teaching models, and differentiated instruction to meet students' unique learning needs.

Equity and Subgroup Progress Monitoring:

To ensure equity across racial and ethnic groups and economically disadvantaged students, Pace has implemented a system of disaggregated data analysis by subgroup. Grade-level and instructional leadership teams review performance data quarterly to identify trends, address disparities, and implement action plans where needed. This ensures that no group of students is overlooked and that all learners have access to the interventions and supports they need to succeed.

Looking Ahead:

In the upcoming school year, Pace will continue to refine the RTI process, deepen data-informed instruction, and expand professional development opportunities for teachers around differentiated instruction and culturally responsive teaching. The ongoing goal is to ensure every student is supported in making measurable progress

in core academic areas, with special attention given to the needs of historically underserved populations.

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

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

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

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

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

Time of School year	Date of administration	Name of assessment	Grade(s) administered	Are assessments solely charter created, vendor created, or a combination of charter and vendor created?
Beginning	September	NWEA MAP	2-8	Vendor
	September - October	DRA	K-2	Vendor
	September - October	Dolch Word List	K-2	Vendor
	September - October	Savaas MyView Baseline	K-2	Vendor
	September - October	Wilson Foundations	K-3	Vendor

	September	HMH Into Literature Assessments	5-8	Vendor
Mid	February - March	NWEA MAP	2-8	Vendor
	February	DRA	K-2	Vendor
	February	Dolch Word List	K-2	Vendor
	February	Wilson Foundations	K-3	Vendor
	February	HMH Into Literature Assessments	5-8	Vendor
End	May - June	NWEA MAP	2	Vendor
	May - June	DRA	K-2	Vendor
	May - June	Dolch Word List	K-2	Vendor
	May - June	Wilson Foundations	K-3	Vendor
	May - June	HMH Into Literature Assessments	5-8	Vendor

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

Time of School year	Date of administration	Name of assessment	Grade(s) administered	Are assessments solely charter created, vendor created, or a combination of charter and vendor created?
Beginning	September	NWEA MAP	2-8	Vendor
	September - October	HMH Into Math	K-8	Vendor
	September	Math Fact Fluency	2-6	Combination
Mid	February - March	NWEA MAP	2	Vendor
	February	HMH Into Math	K-8	Vendor

	February	Math Fact Fluency	2-6	Combination
End	May - June	NWEA MAP	2	Vendor
	May - June	HMH Into Math	K-8	Vendor
	May - June	Math Fact Fluency	2-6	Combination

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

Pace Charter School of Hamilton follows a collaborative, data-informed process to select local benchmark assessments that are valid, reliable, and aligned to both the New Jersey Student Learning Standards (NJSLS) and the school's adopted curricula.

The process is led by the administrative team in coordination with instructional coaches and grade-level teacher leaders. During curriculum planning meetings held annually in the spring and summer, school leadership reviews current assessment tools, student achievement data, teacher feedback, and curricular goals to determine the most appropriate benchmark assessments for the upcoming school year.

The selected benchmark assessments—including NWEA MAP, DRA, Wilson Foundations, Savaas MyView, HMH Into Literature, HMH Into Math, and Dolch Word Lists—were chosen for the following reasons:

- **Standards Alignment:** Each assessment is aligned with the NJSLS for ELA and Math. For example, NWEA MAP uses a standards-based framework to measure student proficiency in key areas of the NJSLS, and the Savaas My View, HMH Into Literature and Into Math assessments are directly connected to the content and skills outlined in the NJSLS and embedded in the curriculum.
- **Curricular Integration:** The school's adopted ELA and Math programs—Savaas My View, HMH Into Literature, and HMH Into Math—include internal benchmark assessments that are designed to measure student understanding of skills explicitly taught within those programs. Using assessments from the same vendor ensures coherence between instruction and assessment.
- **Diagnostic and Instructional Value:** Tools such as NWEA MAP and DRA provide detailed diagnostic reports that inform instructional groupings, interventions, and enrichment. Teachers use this data to adjust pacing and provide targeted instruction based on individual student needs.

- **Developmentally Appropriate Tools:** For younger students, foundational assessments such as Wilson Foundations and Dolch Word Lists are used to assess phonemic awareness, decoding, and sight word fluency—critical components of early literacy development that align with NJSLS expectations for foundational reading.

Assessment decisions are reviewed annually to ensure they continue to meet the needs of students and staff while maintaining alignment with state standards and the school's curriculum goals.

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

Pace Charter School of Hamilton regularly compares student performance on local benchmark assessments (NWEA MAP, administered in Fall and Winter) with state-level standardized assessments (NJSLA, administered in Spring). These comparisons provide insight into how well benchmark assessments predict performance on NJSLA and help identify instructional gaps.

ELA Results Overview

Assessment	NWEA MAP Fall	NWEA MAP Winter	Spring 2025
ELA 3	52%	54%	60%
ELA 4	59%	60%	57%
ELA 5	65%	65%	74%
ELA 6	70%	75%	88%
ELA 7	37%	50%	63%
ELA 8	63%	66%	88%

Observations:

- In **Grades 3, 5, 6, and 8**, NJSLA scores were **higher** than both fall and winter MAP benchmarks, suggesting strong growth and effective instructional impact throughout the year.
- **Grade 4** showed consistent MAP performance (59–60%) but a **slight dip** on NJSLA (57%), which may be due to test format differences or pacing mismatches between instruction and assessment readiness.

- **Grade 7** displayed a significant increase from **37% (Fall)** to **63% (NJSLA)**—a **26-point gain**—indicating substantial mid-year improvement possibly not fully captured in the winter MAP data.

Math Results Overview

Assessment	NWEA MAP Fall	NWEA MAP Winter	Spring 2025
MAT 3	37%	66%	57%
MAT 4	50%	61%	45%
MAT 5	50%	62%	46%
MAT 6	44%	81%	51%
MAT 7	32%	57%	44%
MAT 8	8%	67%	39%
Algebra I	81%	100%	71%

Observations:

- In Grades 4–8, NJSLA Math results were consistently lower than Winter MAP scores. For example:
 - Math 6: 81% (Winter MAP) vs. 51% (NJSLA) – a 30-point disparity
 - Math 8: 67% (Winter MAP) vs. 39% (NJSLA) – a 28-point disparity
- This trend suggests that while students may show conceptual understanding in adaptive, untimed benchmark environments, they may struggle with NJSLA's rigor, multi-step problem-solving, or test-taking stamina.
- Grade 3 Math also showed a reverse trend: Winter MAP was 66%, but NJSLA was 57%, a 9-point drop, indicating a potential mismatch in skill application or test format readiness.

- Algebra I had strong MAP performance (81%–100%), but NJSLA was lower at 71%. Although still solid, this suggests a need to ensure alignment between Algebra benchmarks and NJSLA item types or domains.

Summary Of Notable Disparities

- ELA performance shows general alignment between benchmark and NJSLA results, with NJSLA often exceeding winter MAP results, especially in Grades 5, 6, and 8.
- Math shows greater disparities, particularly in Grades 4–8, where NJSLA scores lag behind strong winter MAP performance. This may be due to:
 - Differences in test format and timing
 - Lack of test-taking strategies
 - Instructional pacing not fully aligning with NJSLA depth of knowledge levels
- Benchmark assessments are predictive, but should be supplemented with state-aligned practice, particularly in math.

Overall, ELA performance shows general alignment between benchmark assessments and NJSLA results, with NJSLA scores often exceeding winter MAP results, particularly in Grades 5, 6, and 8. This suggests that instruction in these grades is effectively preparing students for state-level assessments. In contrast, math results reveal more significant disparities, especially in Grades 4 through 8, where NJSLA proficiency rates lag behind stronger winter MAP performance. These differences may be attributed to variations in test format and timing, limited exposure to rigorous multi-step problem-solving, and instructional pacing that may not fully align with the depth of knowledge required by the NJSLA. While benchmark assessments like NWEA MAP are useful for measuring progress, they should be supplemented with state-aligned practice and assessment tools—particularly in math—to better prepare students for the demands of statewide testing.

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

English Language Arts

Kindergarten		
DIBELS (Dynamic Indicators of Basic Early Literacy Skills)	Diagnostic	<i>University of Oregon</i>
DRA Developmental Reading Assessment	Diagnostic	Pearson
Dolch Word List	Diagnostic	<i>Dr. Edward Dolch (Public Domain Tool)</i>
Wilson Foundations	Diagnostic	<i>Wilson Language Training</i>
Wilson Foundations Unit Checks – <i>Wilson Language Training</i>	Formative	<i>Wilson Language Training</i>
Dolch Word Recognition Checks	Formative	<i>Dr. Edward Dolch (Public Domain Tool)</i>
Exit Tickets (Self Evaluations)	Formative	
Writing Samples (myView prompts)	Formative	<i>Savvas Learning Company</i>
myView Assessments	Summative	<i>Savvas Learning Company</i>
DRA	Summative	<i>Pearson</i>
Assessment Portfolios	Summative	
Writing Assessment	Summative	<i>Savvas Learning Company</i>
Grades 1-2		
DRA Developmental Reading Assessment	Diagnostic	Pearson
Dolch Word List	Diagnostic	<i>Dr. Edward Dolch (Public Domain Tool)</i>
Wilson Foundations	Diagnostic	<i>Wilson Language Training</i>

NWEA MAP Growth (Reading) <i>2nd GRADE ONLY</i>	Diagnostic	<i>NWEA (Northwest Evaluation Association)</i>
Easy CBM Fluency	Diagnostic	<i>University of Oregon</i>
Exit Tickets	Formative	
Wilson Foundations Unit Tests	Formative	<i>Wilson Language Training</i>
Writing Samples (myView)	Formative	<i>Savvas Learning Company</i>
myView Assessments	Summative	<i>Savvas Learning Company</i>
DRA	Summative	<i>Pearson</i>
Easy CBM	Summative	<i>University of Oregon</i>
NWEA MAP Growth (Reading) <i>2nd GRADE ONLY</i>	Summative	<i>NWEA (Northwest Evaluation Association)</i>
Assessment Portfolios	Summative	
Writing Assessment	Summative	<i>Savvas Learning Company</i>
Grades 3–4		
NWEA MAP Growth (Reading)	Diagnostic	<i>NWEA (Northwest Evaluation Association)</i>
DRA Developmental Reading Assessment	Diagnostic	<i>Pearson</i>
Easy CBM	Diagnostic	<i>University of Oregon</i>
myView Assessemnts	Formative	<i>Savvas Learning Company</i>
Novel-Based - Quizzes	Formative	
Writing Prompts and Rubrics (myView)	Formative	<i>Savvas Learning Company</i>
Exit Tickets	Formative	
NWEA MAP (Spring)	Summative	<i>NWEA (Northwest Evaluation Association)</i>
Writing Assessment	Summative	<i>Savvas Learning Company</i>

DRA Developmental Reading Assessment	Summative	<i>Pearson</i>
Assessment Portfolios	Summative	
Grades 5–8		
NWEA MAP Growth (Reading)	Diagnostic	<i>NWEA (Northwest Evaluation Association)</i>
HMH Into Literature Assessments	Formative	<i>Houghton Mifflin Harcourt</i>
Novel-Based Quizzes	Formative	
Writing Prompts	Formative	<i>Houghton Mifflin Harcourt</i>
Exit Tickets	Formative	
NWEA MAP (Spring)	Summative	<i>NWEA (Northwest Evaluation Association)</i>
HMH Into Literature End-of-Unit Assessments	Summative	<i>Houghton Mifflin Harcourt</i>
Writing Assessment	Summative	<i>Houghton Mifflin Harcourt</i>
Assessment Portfolios	Summative	

Mathematics

Kindergarten		
Teacher Designed Math Screeners	Diagnostic	
Into Math Benchmarks	Diagnostic	<i>Houghton Mifflin Harcourt</i>
Into Math Unit Assessments	Formative	<i>Houghton Mifflin Harcourt</i>
Exit Tickets		
Into Math Benchmark Assessments	Summative	<i>Houghton Mifflin Harcourt</i>

Assessment Portfolios		
Grades 1-2		
Into Math Benchmarks	Diagnostic	<i>Houghton Mifflin Harcourt</i>
NWEA MAP Growth <i>2nd GRADE ONLY</i>	Diagnostic	<i>NWEA (Northwest Evaluation Association)</i>
Into Math Unit Assessments	Formative	<i>Houghton Mifflin Harcourt</i>
Math Fact Fluency Quizzes	Formative	
Exit Tickets	Formative	
Into Math Benchmark Assessments	Summative	<i>Houghton Mifflin Harcourt</i>
NWEA MAP <i>2nd GRADE ONLY</i>	Summative	<i>NWEA (Northwest Evaluation Association)</i>
Assessment Portfolios	Summative	
Grades 3-8		
NWEA MAP Growth	Diagnostic	<i>NWEA (Northwest Evaluation Association)</i>
Into Math Unit Assessments	Formative	<i>Houghton Mifflin Harcourt</i>
Math Fact Fluency Quizzes	Formative	
Exit Tickets	Formative	
Quizzes	Formative	
NWEA MAP	Summative	<i>NWEA (Northwest Evaluation Association)</i>
Into Math Benchmark Assessments	Summative	<i>Houghton Mifflin Harcourt</i>
Cumulative Unit Tests	Summative	
Assessment Portfolios	Summative	

Science

Grades K-8		
Prior Knowledge Surveys or Pre-tests	Diagnostic	<i>Teacher Created</i>
Unit Quizzes and Hands-On Lab Checks	Formative	<i>Teacher-created and aligned to NJSL-S</i>
Exit Tickets	Formative	
End of Unit Assessments	Summative	<i>Teacher-created and curriculum-aligned</i>
Assessment Portfolios	Summative	

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

Pace Charter School of Hamilton utilizes a wide range of high-quality assessments - including diagnostic, formative, summative, and benchmark tools - to gather comprehensive data that informs both teaching and learning. These assessments, including vendor-developed tools such as NWEA MAP, Savaas MyView, HMH Into Math and Into Literature, DRA, Wilson Foundations, and Easy CBM, are strategically administered throughout the school year to support continuous progress monitoring and responsive instruction.

Assessment results are used to adjust curriculum pacing, identify targeted interventions and enrichment opportunities, and differentiate instruction across classrooms. Real-time feedback from tools such as exit tickets, fluency checks, and digital platforms provides immediate insights into individual and class-level strengths and areas for growth. Diagnostic assessments like NWEA MAP, Savaas, and HMH Assessments offer predictive data and detailed skill breakdowns, which teachers use to group students effectively, modify instruction, and implement Response to Intervention (RTI) strategies.

Assessment data also support goal setting for both students and educators. Teachers use these data points to establish individualized learning targets and track progress throughout the year. Writing assessments and portfolios, for example, allow educators to monitor growth over time, fine-tune instruction, and address gaps in foundational writing and literacy skills.

To ensure data drives instructional improvement, the school conducts regular grade-level and content-specific data meetings. During these sessions, facilitated by instructional leaders, teachers analyze assessment results, identify performance trends, and collaborate on action plans for reteaching, enrichment, or intervention. In

addition, cross-grade-level articulation meetings are held each trimester to promote vertical alignment and share effective practices. These sessions allow teachers to reflect on student learning outcomes, evaluate curricular strengths and weaknesses, and refine instructional strategies.

Overall, Pace Charter School of Hamilton takes a systematic and intentional approach to using assessment data. These efforts guide both daily classroom decisions and long-term school improvement initiatives, all with the goal of raising proficiency levels, accelerating student growth, and ensuring every learner reaches their fullest academic potential.

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

At Pace Charter School of Hamilton, assessment results are shared with stakeholders in a clear, timely, and purposeful manner to support transparency, accountability, and student growth.

The administration regularly reviews all assessment data, including benchmark, diagnostic, and summative scores, and shares findings with the Board of Trustees through data presentations and written reports. These updates include trends, subgroup performance, and progress toward schoolwide academic goals.

Parents and families receive individual student reports for assessments such as NWEA MAP, HMH Assessments, DRA, and state testing. Reports are distributed during parent-teacher conferences, through mailings, or sent home with students. Conferences provide an opportunity to discuss results in-depth, explain strengths and areas for growth, and review instructional plans. For students receiving intervention services, more frequent updates are provided, and additional meetings may be scheduled to review progress.

Students engage directly with their data as part of the school's commitment to developing self-aware, goal-oriented learners. All students in Grades K–8 participate in individual conferences with teachers and/or school leaders to review their assessment results, set academic goals, and track their growth over time. Student reflection tools, data trackers, and portfolios are used to encourage ownership of learning.

The school leadership team, including instructional coaches and content coordinators, uses assessment data in collaboration with teachers to monitor classroom effectiveness and ensure that curriculum pacing and differentiation are responsive to student needs.

Overall, this multi-level approach ensures that all stakeholders—administrators, board members, teachers, parents, and students—are informed and actively involved in the academic progress of every child.

1.5 Organizational Capacity - School Leadership/Administration

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

Table 9: School Leadership/Administration Information

Administrator Name	Title	Employment Status (Employed by School/Contracted Provider)	Start Date	Annual Salary/ Contract Fee (2024-2025)
Deborah Pontoriero	Chief School Administrator	Employed by School	September 1999	250,000
Wendy Smith	Principal Lower	Employed by School	September 1999	158,896
Jill Drumn	Principal Intermediate	Employed by School	September 2007	120,000
Donna Torres	School Business Administrator (PT)	Contracted Provider	July 2022	54,000

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 10 below regarding the learning environment at the school.

Table 10: School Culture and Climate Learning Environment

Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	95%
Elementary School Attendance Rate (grades K-5)	95%
Middle School Attendance Rate (grades 6-8)	95%
High School Attendance Rate (grades 9-12)	N/A
Student to Certified Teacher Ratio	K-6 – 18:1 7-8 – 15:1

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

Table 11: School Culture and Climate Professional Environment

Teacher Retention Rate between July 1, 2024, to July 1, 2025	95%
Total Staff Retention Rate from July 1, 2024, to July 1, 2025	96%
Frequency of teacher surveys and date of last survey conducted	Annually, in June
Percent of teachers who completed the most recent survey	100%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment on the most recent survey	97%

- 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 ensure that all staff complete the culture and climate survey PACE communicates clear instructions, assure them of the confidentiality of their responses, and emphasize the importance of the data that will be collected to implement improvement. Additionally, time is set aside for staff members to complete the survey aside from their regular duties so that it is not something additional being added to their workload.

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

- Strong collaboration and teamwork
- Supportive school leaders
- Positive student-teacher relationships

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

- Balancing the instructional demands
- Additional resources for students with special needs
- Finding relevant professional development outside of the district

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

Table 12: Discipline Environment 2024-2025

Grade Level	Number of students enrolled as of Oct. 15, 2024	Number of students receiving an out-of-school suspension (unique count)	Number of students receiving an in-school suspension (unique count)	Number of students expelled
K	54	0	0	0
1	54	0	0	0
2	54	0	0	0
3	54	0	0	0
4	54	0	0	0

Grade Level	Number of students enrolled as of Oct. 15, 2024	Number of students receiving an out-of-school suspension (unique count)	Number of students receiving an in-school suspension (unique count)	Number of students expelled
5	54	0	0	0
6	54	0	0	0
7	42	0	0	0
8	43	0	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 2024-2025 school year.

Not Applicable.

- h) If the suspensions and expulsions in 2024-2025 increased or decreased by ten percentage points or more than those in 2023-2024, please describe the reasons for the change.

Not Applicable.

- 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 2023-2024 HIB Grade Report to the school website. Please provide the link to the school's report below.

<https://www.pacecharter.com/pcs/State%20Quick%20Links/HIB%20Information%20and%20Grade/>

2.2. Family and Community Engagement

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

Table 3: Family Involvement and Satisfaction

Number of parents or guardians currently serving on the school's board out of the total number of board members	1/6
Frequency of parent/guardian surveys	Annually
Date of last parent/guardian survey conducted	May 2025
Percent of parents/guardians who completed the most recent survey (consider one survey per household)	91%
Percent of parents/guardians who expressed satisfaction with the overall school environment on the most recent survey	94%

- 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 ensure that parents complete the culture and climate survey Pace communicates clear instructions, assure them of the confidentiality of their responses, and emphasize the importance of the data that will be collected to implement improvement.

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

- Exceptional and caring teachers
- Positive student-teacher relationships
- Monthly Newsletters to keep parents up to date on school happenings

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

- Resources for challenging and supporting students
- Additional programs to support emotional development and mental health
- Limited extra-curricular activities

e) List and briefly describe the major activities or events the school offered to parents/guardians during the 2024-2025 school year and how those events were offered, i.e., in-person, virtually, hybrid, etc.

- End of Summer Meet and Greet - students and their parents are invited to see their classrooms for the new school year, meet their teacher and new classmates, grant partners provide new backpacks and school supplies that students receive at this time
- Back to School Night - parents are invited to come and learn more about what their child's school day looks like
- Parent Teacher Conferences
- Trunk or Treat
- Thankful Breakfast - breakfast is provided to all students
- Book Fair - held in the Fall and Spring of the school year
- High School Information Night
- Cookies and Cocoa with Santa
- March Madness
- Spring Concert (3-6)
- Pretzels with Parents
- Talent Show
- Pastries With Parents
- Science Fair
- Art Show
- Math Night
- Color Run
- Fun Day/End of Year Picnics
- 8th Grade Graduation Ceremony

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.

- Monthly PTO Meetings
- Classroom Parties
- Room Parents
- Pizza Kit Fundraiser
- Field Day (with PE Teacher)
- Santa's Secret Shop
- Movie Ticket Fundraiser
- Dinner Nights
- Teacher/Staff Appreciation
- Pasta Night

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

Table 14: Community Involvement with Education Institutions

Partnering Organization	Description of the Partnership	Year Partnership was Established	Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.
College of NJ	Site for Student Teachers Hosting junior and senior practicum students in the Fall semester. Fall and Spring Semester host site.	SY 2013-2014	Number of Staff Involved: 10 Number of Students Involved: varies
Rochkind-Wagner Foundation	The Rochkind-Wagner Foundation provides support for enhancing the teaching of math in grades k-5 at two charter schools in new jersey. Each of the charter schools supported has a high minority student population a large percentage of whom come from economically challenged families.	SY 2021- 2022	Number of Staff Involved: 18 Number of Students Involved: 324

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.
Essendent	Annually Provide backpacks for students, donate Holiday gifts, cash donation to purchase classroom supplies.	SY 2015-2016	Number of Staff Involved: 25 Staff members Number of Students Involved: ALL
Hi-Tops	Provided training on: LGBTQ for 7/8 Sex Ed Basics 7/8	SY 2017-2018	Number of Staff Involved: 12 Number of Students: 135
HISPA	Members of the Hispanic community would give a virtual presentation to the students about their lives and careers. The presentations were meant to be inspiring for the kids and show the success of the Hispanic community. Pace had 6 presentations throughout the spring.	SY 2022-2023	Number of Staff Involved: 12 Number of Students: 135
Beautiful Me	Beautiful Me is an educational self-esteem program for females of all ages! Females from 5	SY 2019-2020	Number of Staff Involved: 3 Number of Students: 67

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.
	through 15 years old learn how to think about themselves with confidence and greater insight. The Beautiful Me program is divided into 3 parts, and can be performed in (3) one-hour sessions or during the course of a two-and-a-half-hour workshop.		
Safety Town	Safety Town is a program offered by the local police department. It provides the students an opportunity to learn about and visit the local police department, learn about pedestrian and bicycle safety at safety town, and hear a story and learn about the resources available to them at the local library.	SY 2000-2001	Number of Staff Involved: 3 Number of Students: 54
L.E.A.D. - Law Enforcement Against Drugs	L.E.A.D. is a program offered to the sixth graders from the local police department. Police officers from the Hamilton Township Police Department visited the sixth graders to	SY 2020-2021	Number of Staff Involved: 3 Number of Students: 45

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.
	educate them on drug and alcohol safety.		
Hamilton Township Police Department Internet Safety	An officer from the local police department visited to teach the fourth graders about internet safety, covering topics such as protecting private information, cyberbullying, and avoiding conversations with strangers online.	SY 2020-2021	Number of Staff Involved: 3 Number of Students: 54
Fresh Fruit and Vegetable Food Program	This program offers the students the opportunity to try new fruits and vegetables each week, along with education on the importance of nutrition. This program has enabled the students to try new produce that they might not have had the chance to experience otherwise.	SY 2022-2023	Number of Staff Involved: 21 Number of Students: 369
Hamilton Township Public Library	A librarian from the local library visits the third grade classrooms monthly to enable students to check out books to read. Each student is	SY 2022-2023	Number of Staff Involved: 3 Number of Students: 54

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.
	given the opportunity to obtain a library card to visit the library with their families.		
Shine and Inspire, Inc.	Shine and Inspire, Inc. has a mission to enhance the quality of life for Mercer County, New Jersey residents through the charitable gifts of local businesses and members of the community. They have provided donations to help students who may be in need of: personal hygiene products, school supplies, non-perishable snacks, and clothing items.	SY 2023-2024	Number of staff involved: 4 Number of Students: ALL
Kidsbridge: Anti-Bullying & Upstander program for 3rd Grade	This program offers 4 sessions with 3 <i>coaches</i> who work with small groups of students in a classroom setting. Through games and role play, they explore practical, actionable strategies for dealing	SY 2024-2025	Number of Staff Involved: 5 Number of Students: 54

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.
	with bullying and cyberbullying.		
YMCA: 4th Grade Swim Lessons	This program offered a 6 week swim course for students. Students participated in swimming activities and learned about pool safety.	SY 2024-2025	Number of Staff Involved: 5 Number of Students: 54
Confident Kids Program – 2 nd Grade	Confident Kids encourages positive character development and is designed to help students develop self-worth and emotional intelligence. Through interactive, literature-based lessons, students explore mixed emotions, empathy, decision-making, belonging, and coping strategies. The program reinforces social skills and helps children embrace their individuality while fostering positive interactions with others.	SY 2024-2025	Number of Staff: 3 Number of Students: 54

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

Educational and community partnerships at Pace Charter School of Hamilton play a vital role in advancing the school's mission by enriching students' learning experiences beyond the classroom. These partnerships provide students with real-world applications of knowledge, fostering a deeper appreciation for learning and its relevance in everyday life. Collaborations with local organizations, businesses, and educational institutions offer mentorship opportunities, cultural experiences, and hands-on learning activities that inspire curiosity and support academic growth. By connecting students with the broader community, these partnerships help cultivate a lifelong love for learning and reinforce the value of knowledge in contributing meaningfully to society.

Board Governance

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

3.1 Board Capacity

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

Table 16: Board Governance

Number of board members required by the charter school's bylaws	5
Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as Appendix B)	May 2025
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as Appendix C) (If the SBA receives a written evaluation, please include a copy of the tool as Appendix C)	May 2025
If applicable, date of the latest evaluation of the charter school's contracted education service provider (ESP) such as a charter management organization (CMO) or education management organization (EMO) (Include a copy of the board's evaluation tool for this contracted organization as Appendix D and as Appendix E , provide a signed and dated CMO or EMO contract with the ESP's EIN number and current business address for the 2025-2026 school year.)	N/A

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

The current number of board members meets the minimum required by the charter school bylaws.

Board Recruitment Strategies to Ensure Bylaws Compliance

To maintain compliance with its bylaws regarding board composition, the Pace Charter School Board of Trustees implements a proactive and strategic approach to trustee recruitment. This includes but is not limited to:

- **Targeted Outreach:** Actively engaging community leaders, parents, and professionals whose backgrounds align with the board's diversity, skillset, and representation goals as outlined in the bylaws.
- **Public Posting of Openings:** Ensuring all board vacancies are publicly posted through the school's website, community bulletins, and local networks to promote transparency and broaden the applicant pool.
- **Structured Interview Process:** Utilizing a formalized interview and vetting process to evaluate potential trustees based on qualifications, commitment to the school's mission, and ability to contribute to effective governance.
- **Board Development Committee Oversight:** Leveraging the Board Development or Governance Committee to regularly review bylaws requirements, assess board composition, and guide the recruitment pipeline accordingly.

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

There were no amendments to the bylaws during the 2024-2025 school year.

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

1112.4 Spectator Code of Conduct

3220, 3230 State and Federal Funds

3570 District Records

9200 Orientation and Board Member Training

6142.11 Artificial Intelligence

3220/3230 State Funds/Federal Funds

5141.21 Administering Medication

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

- **Vested Board Panel with 100% Attendance and Continuity of Membership:** All board members consistently attend meetings, demonstrating high engagement, commitment, and accountability. The majority of board members have served for more than 10 years, contributing to institutional memory, stability, and informed decision-making
- **Collaborative Decision Making:** The board works well together and respects differing perspectives while maintaining a student-focused approach. The board maintains clear priorities and aligns its decisions with the district's strategic goals.
- **Strong Relationship with Superintendent:** There is clear communication and trust between the board and the Chief School Administrator supporting effective governance.

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

- **Enhance Communication and Engagement with the Broader Community** Strengthen efforts to clearly communicate board initiatives and proactively engage families, staff, and community members—especially around sensitive issues such as curriculum, budgeting, and school policy. With community trust and transparency at stake, consistent and responsive communication is an essential part of effective board leadership.
- **Increased Politicization of School Governance** Over the past year, the board has faced heightened political pressure related to curriculum content, equity initiatives, and state-mandated health standards. These issues have sparked increased public scrutiny, making it more challenging to maintain a focus on student outcomes and district goals. The politicization of education has, at times, strained the board's ability to foster civil discourse, support staff, and make policy decisions based solely on educational best practices.
- **Raising Student Achievement in Math and English Language Arts (ELA)** is an ongoing challenge of improving student outcomes in core academic areas, particularly in Math and ELA. Despite targeted interventions and curriculum adjustments, recent assessment data continues to reflect gaps in student proficiency and overall academic growth. The board recognizes the need to more effectively monitor student progress, support evidence-based instructional practices, and ensure that strategic decisions are directly aligned with improving academic achievement. Closing these achievement gaps—especially in the wake of pandemic-related learning disruptions—remains a top priority.

3.2 Board Compliance

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

Table 17: Board of Trustee Information

Name	Start Date	Term Expiration Date	Number of Terms Served	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
Lakisha Williams	9/1/11	8/2026	7	President	lwilliams@pace.charter.k12.nj.us	3/2016	Gov 1 1/2013 Gov 2 10/2016 Gov 3 8/2018 Gov 4 7/2021
Norma Villanueva	9/1/12	9/2027	7	Community Rep	nvillanueva@pace.charter.k12.nj.us	3/2016	Gov 1 1/2013 Gov 2 11/2015 Gov 3 10/2016 Gov 4 7/2021
Tameko Webster	1/1/20	12/2026	3	Community Rep	twebster@pace.charter.k12.nj.us	10/2019	Gov 1 7/2021

Name	Start Date	Term Expiration Date	Number of Terms Served	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
							Gov 2 12/2021 Gov 3 7/2023 Gov 4 4/2024
Tamara Childs	10/1/16	9/2027	4	Secretary	tchilds@pace.charter.k12.nj.us	12/2016	Gov 1 11/2017 Gov 2 6/2019 Gov 3 6/2019 Gov 4 4/2020
Tamara Powell	1/2024	1/2027	1	Community Rep	tpowell@pace.charter.k12.nj.us	1/2024	Gov 1 6/2024
Zenaida Sanchez	10/2024	10/2025	1	Parent Rep	zsanchez@pace.charter.k12.nj.us	11/2024	

- 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.pacecharter.com/pcs/Board%20of%20Trustees/Board%20Meeting%20Minutes/>

- 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.

June 2025

- d) Pursuant to *N.J.S.A. 18A:36A-15, Complaints to board of trustees*, please provide as **Appendix F** the current board policy for the establishment of the grievance committee. Please embed the link to the policy on the charter school's website.
- e) Provide the number of grievances presented to the board in the 2024-2025 school year.

There were no grievances presented to the board in the 2024-2025 school year.

Access and Equity

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

4.1 Access and Equity

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

Table 18: School Year 2024-2025 Application Process Timeline

Date the application for school year 2024-2025 was made available to interested parties	December 1, 2024
Date the application for school year 2024-2025 was due back to the school from parents/guardians	January 8, 2025
Date and location of the lottery for seats in school year 2024-2025	January 10, 2025 528 South Olden Ave.

- b) Provide the URL to the school's application for prospective students for school year 2025-2026. As **Appendix G**, provide copies of the 2024-2025 and 2025-2026 initial application in as many languages as available.

<https://form.jotform.com/243224087948161>

- c) List all venues where, prior to the lottery, interested parties could access the school's application for prospective students for school year 2024-2025 and school year 2025-2026.

Website and each of the school's three locations.

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

English and Spanish (translator also part of website for multiple other languages)

- e) List all ways in which the school advertised that applications for prospective students for school year 2024-2025 and school year 2025-2026 were available prior to the enrollment lottery.

School website, school Facebook page, notices sent to local preschool programs, school newsletter and word of mouth.

- f) Fill in the requested information in Table 19 below regarding student enrollment and attrition rates by grade level in 2024-2025.
- g) Explain the school's enrollment backfilling policy, then, as **Appendix H**, include the school's board-approved policy.

Throughout the school year when an opening occurs, applicants from the school's waiting list will be contacted to fill any open seats that may come available in grades K-8.

Table 19: Student Enrollment and Attrition

Grade Level	Number of student withdrawals (for any reason) during the school year	Number of students enrolled after the first day of school year 2024-2025	Number of students enrolled in school year 2024-2025 who continued enrollment in school year 2025-2026
K	0	0	54
1	3	3	51
2	0	0	54
3	0	0	54
4	1	1	53
5	1	1	53
6	0	0	54
7	0	0	42
8	0	0	0

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

The primary cause of student attrition is students relocating out of district.

Compliance

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

5.2 Office of Charter and Renaissance School Compliance

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

Table 20: School Site Facility Information

Site name	Pace Charter School of Hamilton - Lower School
Site address	528 South Olden Ave
Facility lease information	N/A
Landlord name	Diocese of Trenton
Lease commencement date	6/1/2018
Lease termination date	5/30/2028
2025-2026 annual lease cost	\$137,245.68
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	Pace Charter School of Hamilton - Intermediate School
Site address	526 South Olden Ave
Facility lease information	N/A
Landlord name	Diocese of Trenton
Lease commencement date	8/1/2021
Lease termination date	7/30/2026
2024-2025 annual lease cost	\$371,745
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2024	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	Pace Charter School of Hamilton – Middle School
Site address	52 Lafayette Ave
Facility lease information	N/A
Landlord name	Diocese of Trenton
Lease commencement date	9/1/2019

Lease termination date	8/31/2024
2024-2025 annual lease cost	\$288,001.08
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2024	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	3
Total annual cost of all leases	\$796,990.76
Total lease amount budgeted for 2025-2026	\$910,000

Table 22: School Site Facility Information Mortgage/Bond Summary

Total number of mortgaged facilities	0
Total mortgage/bond amount	0
Mortgage principal budgeted for 2025-2026	0
Mortgage payment interest budgeted for 2025-2026	0

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

5.3 Other Compliance

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

The Pace Charter School of Hamilton selected the Danielson Framework for Teaching as the evidence supported observation instrument for teachers' evaluations.

Charlotte Danielson's Framework is used at Pace Charter School of Hamilton as the foundation for professional conversations among staff to enhance their skills as effective educators. It will also be used to drive professional development and ultimately assist teachers become more thoughtful practitioners.

- Formal observations take place three times per year for non-tenured staff and two times per year for tenured staff;
- Observations are at least thirty minutes in duration;
- With the exception of the unannounced observations all formal observation will be scheduled in advance;
- Pre-observation meetings are held prior to scheduled formal observation to discuss planned activities to be observed and the related practice rubric domains that are the focus of the observation;
- Post-observation meetings are held no later than one week after the formal observation and a written summary, including any suggested guidance, which is to be delivered to educator within one week of the post-observation meeting;
- Teachers also work collaboratively with the Principal to complete the end-of-the-year Summative Evaluation.

The evaluation system chosen aims to improve the effectiveness of the staff by:

- Implementing teacher practice measures that yield accurate and differentiated levels of performance;
- Providing teachers with timely, actionable, and data-driven feedback;
- Providing teachers with targeted professional development opportunities aligned to assessment and feedback to support their growth;
- Using multiple measures of performance data to inform personnel decisions.

- The ultimate goal is to increase achievement for all students by ensuring that every New Jersey student has access to a highly effective teacher.
- 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.

Pace Charter School of Hamilton Board of Trustees, has adopted the Stronge Model for Leadership as the method/tool for evaluating the principals and the NJSBA Superintendent Annual Performance Report for the Chief School Administrator.

The Stronge Model is organized around six domains covering all aspects of a principal's job performance:

- Diagnosis and Planning
- Priority Management and Communication
- Curriculum and Data
- Supervision, Evaluation, and Professional Development
- Discipline and Parent Involvement
- Management and External Relations

The system includes multiple measures for evaluating school leaders in both practice and student achievement. It is designed to give principals and other school-based administrators an end-of-the-year summative assessment of where they stand in all performance areas – and when identified, detailed guidance for improvement. The performance report identifies progress toward achievement of the district goals as well as the Superintendent's leadership skills. For these performance rubrics to be effective, ongoing dialogue, collaboration and reflection are essential.

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

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