

**Uncommon Schools Camden Prep**

1575 Mt Ephraim Ave  
Camden, NJ 08104

Tom Weishaupt, Principal



**New Jersey Department of Education,  
Office of Charter and Renaissance Schools**

**ANNUAL REPORT: 2022–23 (Year 9)**

August 1, 2023

SUBMITTED TO:

**ANGELICA ALLEN-McMILLAN**, COMMISSIONER, NEW JERSEY DEPARTMENT OF EDUCATION  
**CARMEN G. RODRIGUEZ, EdS**, EXECUTIVE COUNTY SUPERINTENDENT, CAMDEN COUNTY  
**KATRINA MCCOMBS**, STATE DISTRICT SUPERINTENDENT, CAMDEN CITY PUBLIC SCHOOLS

## Annual Report Questions

### Basic Information about the School

Fill in the requested information in below.

**Table 1: Basic Information**

Basic Information	
Name of renaissance school project	Uncommon Schools Camden Prep
Grade level(s) to be served in 2023-2024	K-12
2022-2023 enrollment (as of June 30, 2023)	1185
Projected enrollment for 2023-2024	1,292
Current waiting list for 2023-2024 by grade level <i>Pursuant to N.J.A.C. 6A:11-4.6(a)2</i>	0
Waitlist within the district/region of residence	0
Waitlist of non-resident district/region of residence	N/A
Website address	<a href="http://camdenprep.uncommonschoools.org/">http://camdenprep.uncommonschoools.org/</a>
Name of board president	Natalie Aronson Cooper
Board president email address	nataliearonson@gmail.com
Board president phone number	(610) 220 -5518
Name of renaissance school project lead	Victoria Glover
School lead email address	victoria.glover@uncommonschoools.org
School lead phone number	(609)-410-8037
Name of School Business Administrator (SBA)	Olugbenga Olabintan
SBA email address	oolabintan@aol.com
SBA phone number	(201) 230 - 7518

### School Site Information

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

**Table 2: School Site**

<b>School Site Information</b>	
Site name	Camden Prep Copewood Elementary School
Year site opened	2017
Grade level(s) served at this site in 2022-2023	K - 4
Grade level(s) to be served at this site in 2022-2023	K - 4
Site street address	1650 Copewood Street
Site city	Camden
Site zip	08103
Site phone number	856-605-5520
Site lead or primary contact's name	Sunita Yadavalli
Site lead or primary contact cell phone number	609-705-6858
Site lead's email address	sunita.yadavalli@camden-prep.org

<b>School Site Information</b>	
Site name	Camden Prep Mt. Ephraim Elementary School
Year site opened	2014
Grade level(s) served at this site in 2022-2023	K - 4
Grade level(s) to be served at this site in 2022-2023	K - 4
Site street address	1575 Mt. Ephraim Avenue
Site city	Camden
Site zip	08104
Site phone number	856-379-4488
Site lead or primary contact's name	Ashwin Narla
Site lead or primary contact cell phone number	609-238-0215
Site lead's email address	ashwin.narla@camden-prep.org

<b>School Site Information</b>	
Site name	Camden Prep Copewood Middle School
Year site opened	2021
Grade level(s) served at this site in 2022-2023	5 - 6
Grade level(s) to be served at this site in 2023-2024	5 - 7
Site street address	1650 Copewood Street
Site city	Camden
Site zip	08103
Site phone number	856-605-4900

Site lead or primary contact's name	Rachel Mattison
Site lead or primary contact cell phone number	856-638-8672
Site lead's email address	rachel.mattison@camden-prep.org

<b>School Site Information</b>	
Site name	Camden Prep Mt. Ephraim Middle School
Year site opened	2016
Grade level(s) served at this site in 2022-2023	5 - 8
Grade level(s) to be served at this site in 2023-2024	5 - 8
Site street address	1575 Mt. Ephraim Avenue
Site city	Camden
Site zip	08104
Site phone number	856-605-5100
Site lead or primary contact's name	Ashley Jackson
Site lead or primary contact cell phone number	609-206-8187
Site lead's email address	ajackson@camden-prep.org

<b>School Site Information</b>	
Site name	Camden Prep High School
Year site opened	2020
Grade level(s) served at this site in 2022-2023	9 - 11
Grade level(s) to be served at this site in 2023-2024	9 - 12
Site street address	1650 Copewood Street
Site city	Camden
Site zip	08103
Site phone number	856-361-2500
Site lead or primary contact's name	Hadley Stein
	862-233-5411
Site lead's email address	hadley.stein@camden-prep.org

## **Organizational Performance Areas**

### **Education Program and Capacity**

#### **1.1 Mission**

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

The mission of Camden Prep is to prepare each student to enter, succeed in and ultimately graduate from college. The education model consists of two core pillars: a highly rigorous academic curriculum paired with a focus on strong character development.

At Camden Prep, we ensure that our students have the skills that will open the doors of opportunity and fulfill their potential. This includes a strong knowledge base, the ability to read, write, calculate, and problem-solve. Camden Prep uses data to drive instruction and ensure that each individual student is on track to meet their academic goals. Interim assessments are critical school-wide management tools that focus instruction on the specific standards and skills that students most need to learn. At each grade level, students are assessed every 4-8 weeks in key content areas. Each assessment is precisely aligned to Common Core Standards, college readiness standards, and the school's scope and sequence. The data from these interim assessments is used to inform any instructional changes needed to close gaps between where students are performing and the target academic goals, and to tailor interventions for specific students that may be struggling. In addition, Camden Prep has an extended school day and an extended school year in order to maximize the time that students spend on learning.

At Camden Prep, we believe that we must teach our students so they reach their highest potential. At the same time, we must let them know that we care deeply for them as people. Character development is the second key component of Camden Prep's education model. Camden Prep's students are taught to live by the core values of caring, courage, justice, respect and responsibility. Students have opportunities to exemplify these core values daily, for example during Community Meeting, where the school community gathers in the morning to reaffirm its community vision and the actions they can take to support the community ongoing. Performing Arts is an elective that students have at all grade levels to support them in developing the skills to communicate confidently and professionally. Camden Prep has a wide array of course offerings to help students become well-rounded individuals and to better prepare them for college life. Finally, Camden Prep creates a culture around college preparedness and readiness. Classrooms are named after universities; college banners fly on the walls and college visits are part of field trip offerings. We know all students have what it takes to go to college. We are fiercely committed to cultivating the intellectual curiosity and grit that will spur their success in the classroom and in their communities.

**b) Provide a brief description of the school's key design elements.**

Camden Prep's key design elements have been modeled after the 20+ years of success of our partners at Camden Prep and are supported by an internationally recognized instructional leadership model (Leverage Leadership) designed by Camden Prep's instructional leaders. Instructional leaders drive quality from seven levers:

- i. Data-driven instruction
- ii. Observation & feedback
- iii. Planning (curriculum, unit and lesson planning)
- iv. Professional Development
- v. Student Culture
- vi. Adult Culture
- vii. Managing leadership teams

This instructional leadership model has been ground-breaking nationally and internationally. Four books have been published by Camden Prep leaders (Leverage Leadership, Driven by Data, Great Habits, Great Readers, and Get Better Faster: A Guide to Developing Rookie Teachers in the First 90 Days, Love and Literacy, Make History: A Practical Guide to Middle and High School History Instruction). These have resulted in over a quarter-million copies sold, 15,000+ participants in international workshops, and schools in fifteen different cities becoming the highest-achieving or highest gaining schools in their cities while using this leadership model in over thirteen major urban districts across the country including: Baltimore, Chicago, D.C., Memphis, Milwaukee, Minneapolis, New Orleans, New York City, Newark, New Orleans, Oakland, Ogden, Rochester, Salt Lake City,

and Sacramento. The models have also been shared throughout the world in countries such as Holland, South Africa, and the Dominican Republic.

Camden Prep has built itself around consistently identifying innovative best practices and then codifying them to replicate across all schools and classrooms. In addition to the overall leadership model, Camden Prep's innovations include:

- c) K-4 Reading & Math models: Heavily detailed in the book Great Habits, Great Readers, our reading model is built on small group reading instruction built around rigorous texts and adept teaching questioning to get students to do the thinking. Math heavily focuses on conceptual understanding via guided discourse by the teacher.
- d) High School Instructional Lesson Types: A large factor in our HS success is the creation of HS instructional lesson types to bridge the gap from K-8 instruction to college. These lesson types prepare students for a college-like environment while also learning college-level material. The lesson types are:
  - a. College Lecture: training students how to take notes during a lecture, ask the “professor” (their teacher) critical questions, and study together from their notes
  - b. Guided & Student-led Seminar: preparing students for the small class college seminars by teaching them how to argue effectively, cite evidence and write quality essays
  - c. Inquiry lessons: learning History/Science through lab experiments, analysis of primary/secondary source documents, etc.
  - d. Guided Practice: a continuation of the basic lesson model that is used K-12 as a bridge from their K-8 experience
- e) After School Enrichment Program: Both in and out of the classroom, Camden Prep has developed a wide array of offerings to help students become well-rounded individuals. At the elementary school level, a variety of after school and after care programs are offered to support student enrichment. Middle and high schools also offer basketball, in addition to non-athletic programs such as dance, step, and student leadership groups. Opportunities for performing arts are available at all grade levels to support students in developing the skills to present themselves confidently and professionally in front of audiences.
- f) If applicable, provide information regarding the school's unique academic goals related to the school's mission using the guidelines and format below. Note: Mission-specific goals are optional. Schools that do not have mission-specific academic goals may leave this section of the annual report blank. Further, these goals may have changed from the school's original charter application.

Not applicable.

## 1.2 Curriculum

- a) All charter schools are required to adopt and implement curriculum 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.

## 1.3 Instruction

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

High quality instruction at Camden Prep is rigorous, engaging, and responsive to student learning. Camden Prep has created and maintains a culture of high quality learning for all of its students by developing a rigorous curriculum, offering a longer school day and extended school year, hiring a committed and talented staff, and

effectively implementing data-driven instruction. A variety of lesson types are designed in order to ensure content is being delivered in the most effective format. Some of our lesson types include inquiry-based lessons, student-led seminars, direct instruction and close reading lessons. Lessons include 4 main components: Launch, Monitor, Discuss, and Stamp. In the Launch portion of the lesson, teachers activate prior knowledge, provide students with a challenge, identify the task & name the parameters. In the Monitor section, teachers collect data and prompt students based on their written responses. After identifying trends, teachers facilitate a whole-class discussion to close gaps in student understanding. Finally, this understanding is “Stamped” through a conceptual statement or an additional round of independent practice. Throughout each lesson component, teachers employ engagement techniques such as Turn & Talks, partner work, small-group discussions, and hand gestures to maintain student engagement.

Camden Prep teachers are at the core of high-quality instruction. For Camden Prep to maximize the learning our students can receive, it’s critically important that our school focus on making teachers better faster through a data-driven and structured observation and feedback model. Camden Prep’s school leaders provide observation and feedback to teachers and staff frequently, consistently, and focused on bite-sized goals. At Camden Prep, instructional leaders provide teachers with multiple chances to practice before implementing lessons and techniques in the classroom. Additionally, a variety of lesson types are designed in order to ensure content is being delivered in the most effective format. Finally, Camden Prep teachers use rigorous assessments to drive great teaching, and they do deep analyses of interim assessment results to make in-course corrections that are responsive to student learning.

**b) Provide a brief description of the school’s instructional practices.**

This past school year, Camden Prep remained aligned with the network of Uncommon Schools’ core curriculum. Like all Uncommon Schools, Camden Prep uses the same, Common Core-aligned assessments in the network. Camden Prep’s curriculum will continue to differentiate the shared lesson plans to target the specific needs of Camden Prep students. This means that there may be additional interventions added to lesson plans that include more opportunities for students to read and respond to text in language arts and charts for discussion in mathematics.

In the spirit of continuous improvement, Camden Prep staff recognizes that the school must always seek out ways to better educate students. The bedrocks of strong instruction are the powerful tools of data-driven instruction and curriculum planning, along with rigorous execution of lessons and positive classroom culture. Camden Prep believes that above all else, great teaching drives student learning. This begins with the annual revision of Camden Prep’s curricula and interim assessments (given at 6-8 week intervals) in all grades in an effort to guarantee alignment to New Jersey State Standards and the Common Core as well as SAT and Advance Placement testing. School leaders work relentlessly to ensure alignment between the interim assessments and the curriculum. Staff members are charged each year with creating updated curriculum maps and plans which align the standards and objectives with rigorous activities and assessment items. This process will continue with the development of strategies to: 1) gauge student understanding and mastery, 2) analyze the results of interim assessments, and 3) ensure the students’ mastery of content moving forward. Each curriculum and assessment revision is accompanied by rigorous analysis and workshops designed to meet teachers’ professional needs. Instructional leaders will continue to analyze assessment results to ensure that we are designing strong professional development sessions that meet the needs of our students.

Camden Prep is committed to helping students become well-rounded individuals and to better prepare them for college and life. Students at all levels participate in performing arts to support them in developing the skills to present themselves confidently and professionally in front of audiences. Camden Prep creates a culture around college preparedness and readiness with classrooms named after universities and hallways lined with college banners.

**c) Describe how the school has made efforts to address learning loss related to the Covid-19 public health emergency. What areas of strength and areas of opportunity remain?**

Camden Prep returned to in-person instruction for the 22-23 school year. To further engage students in-person, Camden Prep implemented a robust in-person Summer School program for middle and high school students. The Summer School program was targeted towards students that needed additional support to ensure they were prepared for the 22-23 school year. This summer school program is being offered again for the summer before the 23-24 school year. Elementary school students were provided with remedial literacy instruction throughout the year in response to STEP assessments and teachers met with families to provide additional academic resources during quarterly report card meetings.

- d) Please describe the school's policies regarding instruction for students who were required to quarantine during the 2022-2023 school year.

When students had to quarantine due to COVID, they were provided with materials based on the classwork taking place at the time. When students returned from quarantine, teachers used targeted instruction through small groups or individualized learning to remediate and accelerate learning from time missed in class. For students who had a medical accommodation or longer-term quarantine, they were able to access class via zoom/video instruction and/or home instruction.

- b) Provide the number and grade levels of any students that the school retained from progressing to the next grade in the 2022-2023 school year. What support will the school provide in the 2023-2024 school year?

Grade	Qty Confirmed Being Retained
K	3
1	2
2	1
3	4
4	2
5	4
6	3
7	2
8	5
9	11*
10	2*
11	1*



*\*Additional scholars that are at risk of being retained are currently attending summer school. Their retention status will be confirmed when summer school concludes.*

Students who were retained from progressing to the next grade in the 2022-2023 school year will be provided tutoring and small group instruction with frequent progress monitoring throughout the 2023-2024 school year to ensure that teachers can tailor instruction to meet their specific needs. Additionally, we work closely with parents to ensure the student feels confident in the new classroom.

#### 1.4 Assessment

- a) The Department is requesting data from local benchmark assessments administered during the 2022-2023 school year for the purpose of determining student achievement. Fill in the following local benchmark assessment data by percentage of students below, on, or above grade level, with “grade level” referencing the charter school’s expectations of student mastery of the New Jersey Student Learning Standards (NJSLS). Please include end of year assessment results by percentage of students below, on, or above grade level for local assessments administered by the school.
- b) New Jersey Student Learning Assessments (NJSLA) resumed in the 2021-2022 school year. In table 5, fill in the table to show year over year trends in proportion of students meeting or exceeding grade-level expectations (“proficiency rate”) on all NJSLA administered by the school. Note: If 2022-2023 NJSLA results have not been released to schools by July 15, 2023, then leave the 2022-2023 column blank.

b) In addition to the Start Strong Assessment Fall 2021 Assessment data, the Department is requesting data from local benchmark assessments administered during the 2022-2023 school year for the purpose of determining student achievement. Fill in the following local benchmark assessment data by percentage of students below, on, or above grade level, with “grade level” referencing the charter school’s expectations of student mastery of the New Jersey Student Learning Standards (NJSLS). Please include end of year assessment results by percentage of students below, on, or above grade level for local assessments administered by the school.

**Table 4: Proficiency Rates on Local Assessments (% of Students) —Fall Diagnostic Assessment 2022**

<b>Table 4: Proficiency Rates on Local Assessments (% of Students) —Fall Diagnostic Assessment 2022</b>			
<b>Assessment</b>	<b>Below (%)</b>	<b>On (%)</b>	<b>Above (%)</b>
ELA K (STEP)	50%	37%	13%
ELA 1 (STEP)	58%	27%	15%
ELA 2 (STEP)	68%	16%	15%
ELA 3 (STEP)	80%	10%	10%

ELA 4 (STEP)	85%	1%	14%
ELA 5	83%	17%	1%
ELA 6	90%	10%	0%
ELA 7	72%	25%	3%
ELA 8	74%	20%	6%
ELA 9	61%	37%	2%
ELA 10	30%	52%	17%
ELA 11	75%	19%	6%
ELA 12	N/A	N/A	N/A
MAT K	11%	13%	76%
MAT 1	16%	15%	68%
MAT 2	36%	19%	45%
MAT 3	57%	38%	6%
MAT 4	88%	11%	1%
MAT 5	95%	3%	2%
MAT 6	87%	12%	1%
MAT 7	92%	4%	4%
MAT 8	88%	6%	6%
Algebra I	85%	9%	7%
Geometry	97%	3%	0%
Algebra II	92%	8%	0%

**Table 4b: Proficiency Rates on Local Assessments (% of Students) —End of Year Summative Assessment 2023**

Assessment	Below (%)	On (%)	Above (%)
ELA K (STEP)	45%	39%	15%
ELA 1 (STEP)	67%	19%	15%
ELA 2 (STEP)	93%	5%	2%
ELA 3 (STEP)	86%	6%	8%
ELA 4 (STEP)	90%	8%	1%
ELA 5	86%	12%	2%
ELA 6	78%	22%	0%

ELA 7	74%	17%	9%
ELA 8	54%	35%	10%
ELA 9	51%	36%	13%
ELA 10	46%	42%	13%
ELA 11	56%	41%	3%
ELA 12	N/A	N/A	N/A
MAT K	9%	11%	80%
MAT 1	20%	8%	71%
MAT 2	36%	21%	43%
MAT 3	61%	28%	11%
MAT 4	83%	15%	2%
MAT 5	87%	10%	3%
MAT 6	81%	14%	6%
MAT 7	90%	6%	3%
MAT 8	82%	15%	3%
Algebra I	96%	4%	0%
Geometry	95%	5%	0%
Algebra II	92%	4%	4%

c) Identify the type of assessments used for interim assessment data:

Assessment Type (interim assessment)	✓ or X
Solely renaissance school project created	X
Vendor and renaissance school project created	
Combination of solely renaissance school project and vendor and charter created	

d) Identify the type of assessments used for end of year assessment results:

Assessment Type (end of year assessment)	✓ or X
Solely renaissance school project created	X
Vendor and renaissance school project created	

Combination of solely renaissance school project and vendor and charter created	
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**Table 5: Proficiency Rates on NJSLA Assessments**

<b>NJSLA Assessment</b>	<b>2021-2022 Percentage of students who met or exceeded expectations</b>	<b>2022-2023 Percentage of students who met or exceeded expectations</b>
<b>ELA 3</b>	15%	25%
<b>ELA 4</b>	25%	33%
<b>ELA 5</b>	23%	27%
<b>ELA 6</b>	22%	32%
<b>ELA 7</b>	47%	37%
<b>ELA 8</b>	27%	49%
<b>ELA 9</b>	20%	24%
<b>ELA 10</b>	N/A	N/A
<b>MAT 3</b>	17%	26%
<b>MAT 4</b>	21%	24%
<b>MAT 5</b>	1%	17%
<b>MAT 6</b>	8%	7%
<b>MAT 7</b>	15%	12%
<b>MAT 8</b>	8%	N/A
<b>Algebra I</b>	8%	5%
<b>Geometry</b>	N/A	0%
<b>Algebra II</b>	N/A	0%

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

Prior to 20-21, Camden Prep continued to see high proficiency rates on the state assessment based on our maximization of instructional time. Our Copewood and Mt. Ephraim Elementary Schools build toward proficiency by introducing critical learning strategies in Kindergarten and then layering in additional complexity

each year. Camden Prep Middle Schools continue to adapt our fifth through eighth grade curriculum to best suit incoming fifth grade cohorts from both internal and external elementary schools. Prior to the pandemic, these shifts had led to increasing proficiency on statewide assessments from fifth through eighth grade. Camden Prep High School students are extremely well-prepared for college-level work due to our college preparatory focus and rigorous coursework in all subject areas. We have taken note of the low assessment scores in 22-23, which can be largely attributed to the ongoing pandemic.

For the 22-23 school year, Camden Prep returned to an in-person learning model for our students and will do the same in the school year 2023-2024. For our Elementary Schools, we will largely build upon our pre-COVID academic model and make enhancements based on data, research, teacher training and development, and leader observation and feedback. Camden Prep will also respond to the data by tweaking the instructional blocks, building in data response blocks, and consistently infusing technology into our classrooms.

For our Middle Schools, we are supplementing our instructional model with small instruction in the following grades and subjects: 5-6 Guided Reading, 5-8 Math built-in differentiation, and 7-8 built-in remediation.

Free and Reduced-Price Lunch Students

94% of the students at Camden Prep are classified as economically disadvantaged. On previous state assessments there has not been a significant difference between economically disadvantaged students and the schoolwide average.

ELL Students

Camden Prep has a 7% has a small , but growing, population of English Language Learners. These students were prioritized for in-person learning in 22-23 and will continue to receive additional support from our ELL-specific teachers. Camden Prep has a regional expert to provide coaching and support to teachers and has an additional regional role posted to enhance the learning experience of our English Language Learners.

Students with Disabilities

Camden Prep’s supplemental and replacement instructional model is designed to provide a skill-appropriate rigorous education for students with a range of learning ability. Students with disabilities, which make up 16% of the student population, were prioritized in 22-23 and will continue to receive all program specific needs as well as additional support from our Special Education Department and Social Work teams to accelerate learning and provide equitable access to curriculum and programming. Camden Prep has a Regional Director of Special Education to assist all schools in executing a vision that supports all learning abilities as well as individual campus Special Education teams inclusive of a campus-based special education coordinator to lead programs, staff, students, and families at each school.

Racial/Ethnic Groups

Camden Prep has a student population that consists of 74% African American, 25% Hispanic and 1% identify as other . On previous state assessments there has not been a significant difference between students of different racial/ethnic groups and the schoolwide average

f) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2022-2023 year.

c)

Elementary School	Middle School	High School
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<ul style="list-style-type: none"> <li>● Interim Assessments (Math and ELA)</li> <li>● STEP Assessment (Literacy)</li> <li>● Bi Weekly Power Practice Quizzes (3rd and 4th Grade)</li> <li>● Start Strong</li> <li>● NJSLA</li> </ul>	<ul style="list-style-type: none"> <li>● Interim Assessments (All subjects)</li> <li>● mCLASS Reading Assessment (5th and 6th Grade)</li> <li>● Math Weekly Power Practice Quizzes (All Grades)</li> <li>● Final Performance Task (All Grades and Subjects)</li> <li>● Start Strong</li> <li>● NJSLA</li> </ul>	<ul style="list-style-type: none"> <li>● Interim Assessments (All subjects)</li> <li>● PSAT</li> <li>● Internal SAT Diagnostics</li> <li>● SAT</li> <li>● AP</li> <li>● Start Strong</li> <li>● NJGPA</li> <li>● NJSLA</li> </ul>
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g) Describe how results from the assessments listed above were used to improve instructional effectiveness and student learning.

Camden Prep uses data to drive instruction and ensure that each individual student is on track to meet their academic goals. One of the founding principles of our data-driven model is that interim assessments are critical school-wide management tools that focus instruction on the specific standards and skills that students most need to learn.

Camden Prep’s interim assessments are administered 4-6 times per year. After each interim assessment is administered, teachers and Instructional Leaders come together to evaluate this data in detail. Teachers are charged with creating a response to data plan that is reviewed by instructional leaders and instructional leaders in turn are charged with school-wide analysis and planning. This analysis provides critical information regarding the quality of instruction and learning that has occurred and informs curricular adjustments for the subsequent weeks as teachers develop new strategies to “re-teach” challenging standards not yet been mastered and extend learning where students are succeeding at high levels.

h) Describe the school’s process for selecting the locally administered assessments. Explain how they align to NJSLA and the school’s chosen curricula

At each grade level, we create quarterly interim assessments that align to NJSLA through a rigorous vetting process that includes unpacking state learning standards; review of released NJ assessment items, blueprints, and evidence statements; and analysis of previous data. Using these assessments as formative checkpoints, curriculum designers backwards plan from grade level expectations to create curricula that scaffold and develop these skills over the course of a unit. This work is complemented by regular quizzes and other formative measures so that curricula can be adjusted in real time and in response to student learning needs.

i) Compare student results on locally administered assessments with student results on statewide assessments (NJSLA). Explain any notable disparities

Overall, our student proficiency on local assessment largely reflects performance on end of year state exams (when comparing 22-23 NJSLA vs Local End of Year Summative Assessment). Our local assessments are a reflection of our highly rigorous academic curriculum which have proven to support our students in attaining the skills required to successfully meet and pass state requirements. The high rigor of our assessments prepare our students to achieve to and through college and provide invaluable insight to our teachers and curriculum designers to help in response to student learning needs.

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

Once State Assessment scores are made available, the regional team verifies the information and creates reports to share the data with high-level leadership. From there the data is passed to School Leadership who dissect the data with teachers to use in future instruction. School Ops teams send home physical test score packets to families that include their students' scores and brief summary of their results. For the 22-23 school year NJSLA scores will be sent to families in late September and board members will be provided test results during a fall board meeting.

Students and families receive interim assessment and formative assessment scores via frequent communication throughout the school year and via quarterly report cards. Board members receive updates on these exams at each board meeting.

## 1.5 Progress towards Contract Renewal

a) Pursuant to *N.J.S.A 18A:36C-10* and *N.J.A.C 6A:31-5.3*, describe how the renaissance school project has progressed towards renewal by meeting its goals and improving student achievement, absent a breach of the agreement that outlines the terms and conditions of the renaissance school project. (Please limit your response to a 1-page maximum.)

Camden Prep has made strong progress towards renewal as seen in our academic performance, fiscal viability, and organizational stability. Since opening in 2014, Camden Prep has demonstrated a track record of providing a high-quality education to our students. We will never be truly satisfied until we achieve our mission of all students going to and through college. In the meantime, we're satisfied with the annual progress our schools have made over the past few years as Camden Prep remains the highest performing school in the city. By 2019, Camden Prep increased proficiency rates by 13 times in English language arts and 15 times in math in just four years. The growth in proficiency of these same students from year to year can be attributed to teachers and leaders analyzing student work and making clear action plans to address gaps in the data on a daily, weekly and quarterly basis.

Our approach for the 22-23 school year was designed to address impact of learning loss attributed to the ongoing pandemic as well as both the academic and the social-emotional needs of our students grounded in the pillars of staff and student wellness, prioritizing reading instruction in K-6, small group instruction focused on accelerating student learning, streamlined assessment, and integrated technology. Although we are waiting for additional data to compare our recent state test scores with the state and our local district in order to fully assess all of our annual goals, we do have confidence in the impact of this work based on our interim assessments, including STEP and mClass reading data.

We are now firmly focused on the 2023-2024 school year. After nearly three years of significant and ongoing change necessary to navigate the ever dynamic impact of the pandemic, Camden Prep is making a conscious effort to minimize change and double down on the work that is leading us to have a positive impact on student achievement.

Our priorities for the 2023-2024 school year include:

- K-2 Phonics: Strengthening leader content knowledge and teacher implementation of phonics instruction.
- 5-6 Guided Reading: Building on the inaugural year of guided reading with a focus on data-responsive instruction.

- 5-8 Math: Strengthening response to data school yearstems grounded in weekly quizzes and the quality of data-responsive instruction.
- 5th Grade Science: Launching a new science curriculum grounded in NGSS standards with a focus on hands-on learning, literacy, DEI, simulations, and discourse.
- Streamlining Meeting Structures: Increasing the frequency of data meetings, grounding planning meetings in unit level thinking, and adding practice clinics for increased real-time feedback opportunities.

Our initiatives for the 2023-2024 school year include:

- Strengthening the Middle School to High School Transition: Convening a year long working group to focus on 8th grade math, scheduling, promotion criteria, and more.
- Identifying and Supporting Focus Schools: Creating guidelines that identify the highest need schools and the additional regional and network support those schools will receive to rapidly improve student achievement.

We are confident our schools will continue to provide our students with a rigorous and joyful learning environment that leads to their long-term success.

## 1.6 Organizational Capacity

Administrator Name	Title	Start Date	Annual Salary
Tom Weishaupt	Principal	01/01/2017	<b>\$137,000</b>
Susanna Tagoe	Instructional Leader	07/01/2014	<b>\$129,000</b>
Michelle Wallace	Instructional Leader	07/01/2014	<b>\$121,000</b>
Yvanna Saint-Fort	Instructional Leader	07/01/2016	<b>\$113,000</b>
school yearrena Burnam	Instructional Leader	07/01/2012	<b>\$129,000</b>

## School Culture and Climate



## 2.1 School Culture and Climate

a) Fill in the requested information in Table 7 below regarding learning environment at the school.

**Table 7: School Culture and Climate Learning Environment**

<b>Learning Environment(Indicators Column)</b>	
Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	85.4%
Elementary School Attendance Rate (grades K-5)	86.0%
Middle School Attendance Rate (grades 6-8)	83.7%
High School Attendance Rate (grades 9-12)	86.1%
Student - Teacher Ratio	12:1

a) Fill in the requested information in Table 8, below, regarding the professional environment at the school.

**Table 7: School Culture and Climate Learning Environment**

Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	85.81%
Elementary School Attendance Rate (grades K-5)	85.55%
Middle School Attendance Rate (grades 6-8)	85.15%
High School Attendance Rate (grades 9-12)	85.10%
Student - Teacher Ratio	12:1

b) Fill in the requested information in Table 8, below, regarding the professional environment at the school.

<b>Table 8: School Culture and Climate Professional Development</b>	
<b>Professional Environment(Indicators Column)</b>	
Teacher Retention Rate (from school year 2021-2022 to 2022-2023)	56%
Total Staff Retention Rate (from school year 2021-2022 to 2022-2023)	64%
Frequency of teacher surveys and date of last survey conducted	1-2 times a year, last conducted January 2023
Percent of teachers who submitted survey responses	77%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	46% of teachers agreed or strongly agreed with the statement "Overall, I am satisfied at my school."

The satisfaction of our teachers is of great importance. We continue to double down on leader-led professional development and individual coaching in order to optimize success.

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

School leadership: "My Principal keeps the school focused on student achievement and conveys a sense of urgency." (Avg score of 4.38 on 1-5 scale)

Operational school yearstems: "Operational school yearstems at my school run smoothly and maximize the time students spend learning" (Avg score 4.01 on 1-5 scale)

Morale: "I can bring my 'whole self' to work, given my background and identity" (Avg score 4.29 on 1-5 scale)

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

School school yearstems: Most respondents neither agreed nor disagreed with the statement "Most of the school yearstems and processes at my school support me getting my work done effectively." (Avg score 3.36 on 1-5 scale)

Compensation: Most respondents neither agreed nor disagreed with the statement "I am compensated fairly relative to the responsibilities of my position" (Avg score 3.12 on 1-5 scale)

Discipline: Most respondents neither agreed nor disagreed with the statement "I believe that the school's discipline school yearstems lead to more students engaged in learning" (Avg score 3.26 on 1-5 scale)

2 Fill in the requested information below regarding the school's discipline environment in 2022-2023. If there was a noticeable increase or decrease in suspensions and expulsions in 2022-2023 compared to 2021-2022, then please describe the reasons for the change below the table.

**Table 9: Discipline Environment 2022-2023**

Grade Level	Number of students enrolled (as of Oct. 15, 2022)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	105	0	0
1	92	7	0
2	100	7	0
3	139	10	0
4	159	19	0
5	136	54	0
6	125	45	0
7	74	34	0
8	75	29	0
9	61	36	0
10	55	22	0

11	42	12	0
12	-	-	-

## 2.2. Family and Community Engagement

a) Fill in the requested information in Table 10 below regarding family involvement and satisfaction.

<b>Table 10: Family Involvement and Satisfaction</b>	
<b>Family Involvement and Satisfaction</b>	
Number of parents/guardians currently serving on the school's board, out of the total number of board members	1 of 6
Frequency of parent/guardian surveys	1-2 times a year
Date of last parent/guardian survey conducted	June 2023
Percent of parents/guardians completing the survey (consider one survey per household)	16%
Percent of parents/guardians that expressed satisfaction with the overall school environment	81%

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

- i) Rigorous academics and high standards of teaching
- ii) Camden Prep is preparing their child for college
- iii) Their school keeps them informed and communicates effectively

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

- i) Want greater emphasis placed on their child's social and emotional development
- ii) Want a greater sense of community at their school
- iii) Parents/guardians do not always feel their feedback is valued

d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2022-2023 school year and how those events were offered, i.e., in-person, virtually, hybrid, etc.

### Academic

- Daily & weekly communications: Ongoing and regular contact between school staff and parents, including having in person supply pick-up, google classroom usage, and class dojo. Parents are also provided with the personal cell phone number for each teacher at the beginning of the school year to use at any time for additional questions and support
- Meet Your Teacher/Back to School Night: An exciting opportunity to welcome Camden Prep families back to school and mix and mingle with their child's teachers and new classmates.
- Report card nights: Three conferences throughout the school year that offer Camden Prep parents an opportunity to meet with their child's teachers and discuss academic progress
- Student Attendance support: Daily and weekly school yearstems to support high-risk families in getting their child to school each day on time (e.g., wake up phone calls, home visits, etc.)

## Family Support

- Meet Your Teacher/Back to School Night: An exciting opportunity to welcome families back to school and meet their child's teachers.
- Regional Parent Advocacy Meetings: Monthly meetings where families socialize, learn about advocacy, and participate in community service.
- November Food Drive: Highest need families are given a free food basket with non-perishables and a gift card to a local grocery store.
- Winter Coat/Toy Drive: Families gather to shop for free toys and receive free coats for their children
- Spring Clothing Drive: Families shop for free clothing for their children.

## Social Events

- Black History Month Celebrations: To celebrate Black History Month we hosted in-person performances and community circles.
- Parent Appreciation Week: Week-long celebration of parents that includes student-created gifts, school paraphernalia, and a mid-week ceremony recognizing all Camden Prep parents
- Graduation Ceremonies: We hosted Kindergarten, Fourth, and Eighth Grade Graduation Ceremonies to celebrate our scholars' achievements and growth.
- Campus-specific cultural celebrations: Students put on performances for parents showcasing academic learning via performing arts techniques. These celebrations and performances were recorded over zoom and compiled into videos that were shared with staff and families.

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

At Camden Prep our parents are our partners. Parents have daily interactions with the staff and are encouraged to visit and volunteer within the school on a regular basis. In addition to our regular daily and weekly communication, we also have parent engagement events to offer us the opportunity to get some face time with our parents. These events gives us a direct pathway to our parents in not only discussing academics, but also in building relationships and community. A combination of individual parents and parent groups work together to further the school's mission and goals through volunteer work and fundraising, including:

- Academic events: Elementary and middle school orientation, Meet Your Teacher/Back to School Night, Quarterly report card nights, and Math and literacy resource workshops
- Family support services: Annual coat and toy drive and holiday food bank; job training workshops and resources
- Social events: Fall Festival, Thanksgiving Potluck, Family Game Night, Community Easter Egg Hunt, Parent Leader Appreciation Luncheon
- Parent Appreciation Week: several activities are planned for parents throughout this dedicated week to show our appreciation of their partnership

- Parent classroom volunteers: Support student culture by serving as chaperones on field trips, organizing classroom supplies, decorating for school events, etc.
- Public speaking at community meetings: Parents prepare and share testimonials to advocate for Camden Prep goals on a local and state level
- Campus-specific cultural celebrations: student put on performances for parents showcasing academic learning via performing arts techniques
- Promotion and graduation ceremonies: parents are invited to witness their child move up to the next grade and receive awards for academics, attendance, and core values

f) Fill in the requested information in Tables 11 and 12 below regarding community involvement. Add or delete rows as necessary.

**Table 11: Community Involvement with Educational Institutions**

<b>Partnering Organization</b>	<b>Description of the Partnership</b>	<b>Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.</b>
Camden City School District	Renaissance School Partnership  Parent Resources	Partners with the Camden School District to serve the Whitman Park, Liberty Park, and Parkside communities.  Participated in citywide universal enrollment school yearstem and continued participation in citywide family engagement campaigns.  Participate in regular, citywide coalition meetings to share COVID-19 response plans and best practices.
Renaissance Partners – KIPP and Mastery	Parent Leadership	Worked with KIPP and Mastery to educate and mobilize parents around advocacy issues and share best practices for engaging parents in their children’s education.

**Table 12: Community Involvement with Community Institutions**

<b>Partnering Organization</b>	<b>Description of the Partnership</b>	<b>Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.</b>
Office of the Mayor, City	City & Neighborhood	Collaborated to host information meetings with community leaders.

of Camden	Community Initiatives	Partnered to allow community organizations to use school facilities for citywide programs.  Partnered to organize citywide vaccination clinic and educational resources.
United Neighbors of Whitman Park	Neighborhood Community Initiatives	Hosted and volunteered at community events as well as donated food to children of Whitman Park at various events.
Whitman Park Youth Development Group	Neighborhood Community Initiatives	Sponsored neighborhood sports teams, including registration fees, uniforms, transportation to games.
Center for Family Services, Acelero Learning Inc, Respond Inc., Mi Casita	Parent Workshops	Presentations to families about student enrollment and social service resources, including job readiness, financial literacy, etc.
Just4People	Family Support Services	Partnered to donate holiday toys and coats to over 300 families.
Woodland Community Development Corporation	Family Support Services	Partnered to provide social services to families, including holiday food baskets, toys, and warm coats.
Local Healthcare Providers - Rutgers Nursing	Vaccine Access and Education	Partnered to provide COVID-19 and Flu vaccines, physical exams, as well as access and resources to teachers, families and community residents.

g) Briefly describe how the educational and community partnerships established furthers the school’s mission and goals.

Camden Prep recognizes that a model for success cannot be achieved by teachers and students in the classroom alone. By establishing relationships with educational and community organizations, we can concentrate on the development of the whole child. Camden Prep has established strong relationships with educational and community organizations in Camden and they have been essential in supporting and improving student achievement. Camden Prep believes the relationship with the community is a critical component to the success of its schools. We remain dedicated to working with our community to address the diverse needs of our students.

## 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 13 below regarding board governance.

**Table 13: Board Governance**

Number of board members required by the charter school's bylaws	3
Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as <b>Appendix B</b> )	Not Applicable
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as <b>Appendix C</b> )	February 2023
If applicable, date of the latest evaluation of the charter school's contracted education service provider 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 <b>Appendix D</b> )	June 2023

- b) List the amendments to bylaws that the board adopted during the 2022-2023 school year.

Not applicable.

- c) List the critical policies adopted by the board during the 2022-2023 school year.

Not applicable.

- d) What were the main strengths of the board identified in the latest board self-evaluation?

Not applicable.

- e) What were the three main challenges identified in the latest board self-evaluation?

Not applicable.

### 3.2 Board Compliance

- a) Fill in the requested information in Table 14 below regarding the board. Add or delete rows as necessary.

**Table 14: Board of Trustee Information**

Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Training
Natalie Cooper	3/14/2022	6/30/2025	President	<a href="mailto:natalie.cooper@teachforall.org">natalie.cooper@teachforall.org</a>	8/20/2014	4/13/2023
Joseph Mangini	1/23/17	6/30/2025	Vice President	joseph.mangini@gms.com	2/28/2017	5/25/2022
Julie Jackson	8/31/14	6/30/2022	Secretary	jjackson@uncommonschoools.org	8/3/2017	Exempt
Kevin Patterson	1/31/2023	1/31/2024	Member	kevin.patterson@nfiindustries.com	1/21/2023	TBD
Cassetta Perry	9/18/17	6/30/2022	Member	Yvettejones41@gmail.com	12/21/2016	6/1/2022
Floyd White	8/15/19	6/30/2022	Member	1500sed@verizon.net	12/10/2019	5/27/2023

- a) 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://camdenprep.uncommonschoools.org/board-of-trustees/>

- b) Please provide the month and year of the latest board meeting minutes posted on the school’s website and New Jersey Homeroom Office of Charter and Renaissance Schools (OCRS) repository.

June 2023

- c) Pursuant to *N.J.S.A. 18A:36A-15*, Complaints to board of trustees, please provide as **Appendix E** the board policy for the establishment of the grievance committee.



## Access and Equity

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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 15 below regarding the timeline of the school’s application process for prospective students for school year 2022-2023.

**Table 15: School Year 2022-2023 Application Process Timeline**

Date the application for school year 2022-2023 was made available to interested parties	December 6th, 2022
Date the application for school year 2022-2023 was due back to the school from parents/guardians	February 19th, 2023
Date and location of the lottery for seats in school year 2022-2023	The lottery is conducted online by the district through OneCamden’s SchoolMint platform.

- b) Provide the URL to the school’s application for prospective students for school year 2022-2023. As **Appendix F**, provide a copy of the application in as many languages as available.

<https://www.onecamden.org/>

Camden Prep does not establish or maintain the application for prospective students. Instead, all families are required by the district to apply through the region’s school choice team’s platform, SchoolMint.

- c) List all venues where, prior to the lottery, interested parties could access the school’s application for prospective students for school year 2022-2023.

Prior to the lottery, the 2022-2023 application is only available on One Camden.

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

We participate in the Camden enrollment process that is made available in English and Spanish.

- e) List all ways in which the school advertised that applications for prospective students for school year 2022-2023 were available prior to the enrollment lottery.

Prior to the enrollment lottery, the application is advertised by a number of efforts by the Enrollment and Marketing teams. These efforts range from advertising the application internally to current students with siblings, phone banking to previous applicants, door knocking and postering, and social media advertising. Additional efforts include working with local community organizations and daycares, billboards and banners, and direct mailings to Camden residents.

- f) Fill in the requested information in Table 16 below regarding student enrollment and attrition rates by grade level in 2022-2023.

**Table 16: 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 2022-2023	Number of students retained in 2022-2023 for the 2023-2024 school year
K	16	32	3
1	28	20	2
2	31	19	1
3	33	20	4
4	30	25	2
5	32	25	4
6	41	18	3
7	33	22	2
8	24	16	5
9	32	33	11
10	9	15	2
11	11	3	1
12	16		

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

Camden Prep continually backfills open seats throughout the school year. The renaissance agreement is provided as Appendix G as it determines enrollment policies.

- b) 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.

**Compliance**

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

**Table 17: School Site Facility Information**

Site name	Copewood Campus
Facility lease information	
Landlord name	CP Haddon & Copewood, LLC
Lease commencement date	11/30/2016
Lease termination date	7/17/2024 - but has 7 automatic renewal periods, provided the Renaissance School Agreement is in place, through 11/29/2056
2022-2023 annual lease cost	\$1,149,600.00
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2023	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A

**Table 17: School Site Facility Information**

Site name	Mt. Ephraim Campus
Facility lease information	
Landlord name	CP Mt. Ephraim, LLC

Lease commencement date	7/1/2015
Lease termination date	7/17/2024 - but has 7 automatic renewal periods, provided the Renaissance School Agreement is in place, through 7/15/2055
2022-2023 annual lease cost	\$1,655,928.00
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2023	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A

**Table 18: School Site Facility Information Lease Summary**

Total number of leased facilities	3
Total annual cost of all leases	\$5,134,008.00
Total lease amount budgeted for 2023-2024	\$5,134,008.00

**Table 19: School Site Facility Information Mortgage/Bond Summary**

Total number of mortgaged facilities	N/A
Total mortgage/bond amount	N/A
Mortgage principal budgeted for 2023-2024	N/A
Mortgage payment interest budgeted for 2023-2024	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.

**5.3 Other Compliance**

- a) Provide a description of the educator evaluation school yearstem the school has implemented.

Developing our teachers through feedback and coaching ensures we are providing our students with high quality instruction. Teachers receive ongoing feedback through observation feedback and weekly data meetings. Camden

Prep uses a comprehensive teacher evaluation rubric to conduct a formal evaluation of each teacher annually. The evaluation tool uses multiple measures to evaluate teachers, including the use of best practices for classroom management and data-driven instruction, family engagement, student achievement, and professionalism.

- b) Provide a description of the school leader evaluation school yearstem that the school has implemented.

School leaders are also provided with a comprehensive annual evaluation. This evaluation measures each leader’s proficiency in a number of areas, including data-driven instruction, leading staff & student culture, and observation feedback. The evaluation includes qualitative and quantitative feedback.

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

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

## File Naming Convention

**Table 20: Appendix File Naming Convention**

Appendix	File Naming Convention
<a href="#">Appendix A</a>	Appendix A Statements of Assurance
Appendix B	Appendix B Board Self Evaluation Tool
Appendix C	Appendix C School Leader Evaluation Tool
Appendix D	Appendix D Contracted Education Service Provider Evaluation Tool, if applicable
Appendix E	Board policy for the establishment of a grievance committee
Appendix F	Appendix F Admissions Application (Language)
Appendix G	Appendix G Board policy for enrollment backfilling
Appendix H	Appendix H Board resolution approving the teacher and school leader/principal evaluation school yearstems
Appendix I	Appendix I 2023 – 2024 School Calendar
Appendix J	Appendix J Organizational Chart
Appendix K	Appendix K Promotion/Retention Policy
Appendix L	Appendix L Graduation Policy

### **Appendix A**

Each appendix must be submitted as a separate Word or .PDF file to the Homeroom folder “Annual Report 2023.” Save each appendix by the file naming convention provided in the second column of the above table.

Each appendix must be submitted as a separate Word or .PDF file to the Homeroom folder “Annual Report 2023.” Save each appendix by the file naming convention provided in the second column of the above table.

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

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

Statement	Confirm Compliance (Add ✓ or X)
<p>6A:11-2.2, actions shall include at a minimum: a new lease, mortgage or title to its facility (if the charter school has changed facilities); a valid certificate of occupancy for "E" (education) use issued by the local municipal enforcing official at <i>N.J.A.C. 5:32-2</i> (if the charter school has changed facilities); an annual sanitary inspection report with satisfactory rating; and an annual fire inspection certificate with "Ae" (education) code life hazard use at <i>N.J.A.C. 5:70-4</i>. Current copies of requisite documents shall be maintained in the New Jersey Homeroom OCRS document repository.</p>	

**Signature of School Official (School Lead):**

Date: 8/1/2023

Print Full Name: Victoria Glover

Title: Regional Senior Director, External Affairs

**Signature of Signatory Official (President, Board of Trustees):**

Date: 8/1/2023

Print Full Name: Natalie Cooper

Title: Board Chair