KIPP Cooper Norcross, A NJ Nonprofit Corporation

Annual Report
August 1, 2023

Introduction

The annual report was established in the Urban Hope Act, *N.J.S.A.* 18A:36C-1 et seq., as a way to facilitate the Commissioner's review of renaissance school projects. A renaissance school project must submit an annual report on August 1 following each full school year in which it is in operation.

Annual Report Submission Guidelines

Annual Report Submission

Per *N.J.A.C.* 6A:31-5.1(b), the renaissance school project must submit an annual report to the Commissioner and the renaissance school district. Per *N.J.S.A.* 18A:36C-10(b), the report shall be made publicly available, including on the Department of Education's website.

Submission Process for the 2022-2023 Report

The annual report must be submitted via Homeroom as a Word document titled "Annual Report 2023." To submit the report, upload it to the subfolder "Annual Report 2023" located inside the folder "Annual Report" on the renaissance school project's Homeroom site. Each Appendix must be saved as a separate Word or .PDF document using the file naming convention found at the end of this document and then uploaded to the "Annual Report 2023" subfolder on the school's Homeroom site.

Additional Submission Requirements

A copy of the report must be submitted to the renaissance school district no later than 4:15 p.m. on Tuesday, August 1, 2023.

Written Comment Period

The school district or State district superintendent(s) of the renaissance school district may submit comments regarding the annual report to the Commissioner by October 3, 2023.

Annual Report Questions

Basic Information about the School

Fill in the requested information in column 2 of Table 1 below.

Table 1: Basic Information

Name of renaissance school project	*KIPP Cooper Norcross, Inc.*
Grade level(s) to be served in 2023-2024	*K-12*
2022-2023 Total enrollment as of June 30, 2023	*2,029*
Projected enrollment for 2023-2024	*2,355*
Current waiting list for 2023-2024 *Pursuant to N.J.A.C.* 6A:31-4.5(a).	*41*
Waitlist within the district/region of residence	*33*
Waitlist of non-resident district/region of residence	*8*
Website address	*https://kippnj.org*
Name of board president	*Rahul Goyal*
Board president email address	*rgoyal8@me.com*
Board president direct phone number	*(973) 622-0905*
Name of school leader	*Ryan Hill*
School leader email address	*rhill@kippnj.org*
School leader direct phone number and extension as necessary	*(973) 622-0905*
Name of Title IX McKinney-Vento District Homeless Liaison	*Joe Hejlek*
Name of School Business Administrator (SBA)	*Steve Small*
SBA email address	*ssmall@kippnj.org*
SBA direct phone number	*(973) 622-0905*

School Site Information

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

Table 2: School Site Information

Site name	Lanning Square Primary 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 2023-2024	K-4
Site street address	525 Clinton Street
Site city	Camden
Site zip	08103
Site lead or primary contact's name	Brittany Middleton
Site lead or primary contact office phone number and extension	856-966-9600
Site lead or primary contact cell phone number	N/A
Site lead's email address	bmiddleton@kippnj.org

Site name	Lanning Square Middle School
Year site opened	2015
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	525 Clinton Street
Site city	Camden
Site zip	08103
Site lead or primary contact's name	Bridgit Cusato-Rosa
Site lead or primary contact office phone number and extension	856-966-9600
Site lead or primary contact cell phone number	N/A
Site lead's email address	busatorosa@kippnj.org

Site name	Sumner Elementary
Year site opened	2022
Grade level(s) served at this site in 2022-2023	K-2
Grade level(s) to be served at this site in 2023-2024	K-3
Site street address	1600 S. 8th Street
Site city	Camden
Site zip	08104
Site lead or primary contact's name	Ken Calemmo
Site lead or primary contact office phone number and extension	856-350-5678
Site lead or primary contact cell phone number	N/A
Site lead's email address	kcalemmo@kippnj.org

Site name	Hatch Middle School
Year site opened	2016
Grade level(s) served at this site in 2022-2023	3-8
Grade level(s) to be served at this site in 2023-2024	4-8
Site street address	1875 Park Blvd.
Site city	Camden
Site zip	08103
Site lead or primary contact's name	Travis Dempsey
Site lead or primary contact office phone number and extension	56-359-7046
Site lead or primary contact cell phone number	N/A
Site lead's email address	tdempsey@kippnj.org

Site name	KIPP 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	740 Chestnut Street
Site city	Camden
Site zip	08103
Site lead or primary contact's name	Charles Ware
Site lead or primary contact office phone number and extension	856-263-6235
Site lead or primary contact cell phone number	N/A
Site lead's email address	cware@kippnj.org

Organizational Performance Areas

Education Program and Capacity

1.1 Mission

a) Describe how the renaissance school project has progressed towards achieving the mission, goals, and objectives as included in its application to the State. (Please limit your response to a 1-page maximum.)

KIPP NJ's Vision: *One day, our nation will know Newark and Camden, NJ, as cities of world-class public education.*

KIPP NJ's Mission: *The mission of KIPP New Jersey is to create a network of schools in Newark and Camden, New Jersey, that instill in their students the desire and ability to succeed in college, in order to change the world.*

KIPP NJ's Values: *Kid focus. TEAMwork. Freedom. Fun. Improvement. Impact.*

KIPP is a national network of 200+ free, open-enrollment, college-preparatory public schools dedicated to preparing students in underserved communities for success in college and life. KIPP New Jersey is one region of KIPP's national network, currently comprised of twelve schools in Newark and five schools in Camden.

KIPP's Five Pillars
High Expectations- KIPP schools have clearly defined and measurable high expectations for academic achievement and conduct. Students, parents, teachers, and staff create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior.

Choice & Commitment- Students, their parents, and the faculty of each KIPP school choose to participate in the program. No one is assigned or forced to attend a KIPP school. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.

More Time- KIPP schools know that there are no shortcuts when it comes to success in academics and life. With an extended school day, week, and year, students have more time in the classroom to acquire the academic knowledge and skills that will prepare them for competitive high schools and colleges, as well as more opportunities to engage in diverse extracurricular experiences.

1.2 Curriculum

a) As **Appendix A**, provide a signed assurance that the renaissance school project's curriculum is aligned to the New Jersey Student Learning Standards.

b) Provide details about any planned changes to the curriculum and assessments for the 2023-2024 school year. Please limit your response to a 1-page maximum.

In the 2022-23 school year, we will be implementing new curricula in several places: Illustrative Math in K-4, Magnetic Reading Phonics in K-2, Phonics for Reading in G3-4, and Springboard in HS ELA. Each one of these curricula are highly rated on Ed Reports and has been successfully piloted in several pockets across our schools. We will be training leaders and teachers on how to use these curricular items with fidelity and with their students in mind.

We have revised our assessment model to create a greater balance of formative and summative assessment data and are being more intentional about spiraling power standards across assessments so that we can measure growth. We have also revised our assessments to ensure that there is a varying rigor level of questions, a balance of multiple choice and open-ended response questions, and an opportunity to spiral in previously assessed content each quarter. We believe that these changes will allow us to get a better understanding of a student's true mastery and will give us better data to respond to and to communicate out to students and families.

1.3 Instruction

a) What constitutes high quality instruction at this school?

KCNA schools feature multiple instructional practices that are part of our approach to high quality instruction. First and foremost, we believe strongly in the rigor, quality, and standards-alignment of our assessments; these assessments are aligned to the Common Core and produce data that allows us to reflect on the efficacy of our teachers' instruction, and to then drive instruction according to student proficiency and needs. All of our lessons are aligned to the level of rigor and complexity of our internal assessments.

To meet the demands of the lessons and curriculum, our academic program is structured to allow for sufficient time in literacy, math, science, and history. For instance, in our middle schools, students spend 60 minutes a day studying each content – math, literacy, science, and history. In our elementary schools, students spend 90 minutes a day in math, engaging with our core math curriculum, Cognitively Guided Instruction (CGI), and/or spiral review and up to 140 minutes a day engaged in balanced literacy, including independent read aloud (K-2), close reading (3-4), phonics, writing and small groups. Additionally, all of our students spend at least 40 minutes in our Intervention Block, where they engage in instruction at their individual level on i-Ready and in small groups. Teachers use data from i-Ready and core instruction along with resources from the i-Ready Toolbox to target gaps and the foundational skills necessary to access grade-level content.

Instruction at KCNA can be considered high quality if it is responsive at this level, driven by data, and constantly aiming towards the rigor level of the standards.

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

Our instructional vision provides a full description of our beliefs about high quality instruction and our schools' instructional practices.

Our schools implement a curricular and assessment model aligned not only to the Common Core, but to the bar presented by the ACT and AP exams given at the high school level. In order to meet this bar, our teachers engage in intellectual prep for units and daily lessons, internalize the key tasks of a lesson by doing the student work themselves and anticipating misconceptions, select hearty questions to emphasize over the course of a lesson, and allow students to explore and make meaning before providing intentional scaffolds or models to help clarify and stamp understandings. We emphasize the power of student discourse in helping students develop understandings, valuing student voices and thinking over teacher talk and direction. This allows our students to engage in deeper learning that they can transfer across disciplines for the longer-term.

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?

Student growth was our academic priority this year. We implemented an academic intervention block across our schools where students engaged in personalized instruction at their own level. Our goal was to ensure that students had a space to work on foundational skills that may be holding them back from accessing grade-level content in the core block. By utilizing the i-Ready program with fidelity and supporting students on their personalized paths, we met our growth goals in several areas, including middle school math and ELA. One area of opportunity that we will tackle in the 2023-24 school year is ensuring our students that are furthest behind are meeting their "stretch growth" goals on i-Ready. We have seen that students who meet their stretch growth goals year over year are moving out of the bottom bands and closer to grade-level, so it will be important to keep a pulse on that as we shift to a new academic priority.

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

We did not have any students that were required to quarantine during the 2022-2023 school year.

e) 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 supports will the school provide in the 2023-2024 school year?

KCNA	
SY22 Grade Level	**Number of Students Retained**
K	1
1	3

2	2
3	3
4	0
5	2
6	1
7	4
8	1
9	11
10	3
11	8

KCNA will support retained students by prioritizing them in small groups and ensuring we are working with the family and former teachers to gain full context of the students' strengths and growth areas to support them effectively.

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 renaissance school project'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 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.

Table 3: Proficiency Rates on Local Assessments (% of Students) —Fall Diagnostic Assessment 2022

Assessment	Below (%)	On (%)	Above (%)
ELA K	22%	58%	16%
ELA 1	55%	17%	24%
ELA 2	78%	5%	17%

Assessment	Below (%)	On (%)	Above (%)
ELA 3	81%	9%	10%
ELA 4	77%	3%	20%
ELA 5	93%	5%	2%
ELA 6	94%	4%	2%
ELA 7	88%	7%	5%
ELA 8	94%	4%	2%
ELA 9	n/a	n/a	n/a
ELA 10	n/a	n/a	n/a
ELA 11	n/a	n/a	n/a
ELA 12	n/a	n/a	n/a
MAT K	100%	0%	0%
MAT 1	98%	1%	1%
MAT 2	98%	1%	1%
MAT 3	99%	1%	0%
MAT 4	94%	5%	1%
MAT 5	96%	4%	0%
MAT 6	96%	4%	0%
MAT 7	93%	6%	1%
MAT 8	99%	1%	0%
Algebra I	n/a	n/a	n/a
Geometry	n/a	n/a	n/a
Algebra II	n/a	n/a	n/a

Table 3b: Proficiency Rates on Local assessments (% of Students) —End of Year Summative Assessment 2023

Assessment	Below (%)	On (%)	Above (%)
ELA K	27%	43%	19%
ELA 1	73%	13%	14%
ELA 2	80%	5%	15%
ELA 3	87%	3%	10%
ELA 4	72%	5%	23%
ELA 5	82%	12%	6%
ELA 6	84%	10%	6%
ELA 7	76%	14%	10%
ELA 8	79%	13%	8%
ELA 9	75%	25%	0%
ELA 10	72%	28%	0%
ELA 11	83%	17%	0%
ELA 12	n/a	n/a	n/a
MAT K	33%	28%	39%
MAT 1	57%	16%	28%
MAT 2	70%	21%	9%
MAT 3	75%	15%	10%
MAT 4	65%	21%	14%
MAT 5	78%	13%	9%
MAT 6	79%	16%	5%
MAT 7	80%	15%	5%
MAT 8	84%	12%	4%
Algebra I	n/a	n/a	n/a

Assessment	Below (%)	On (%)	Above (%)
Geometry	66%	32%	2%
Algebra II	72%	28%	0%

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

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

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	
Vendor and renaissance school project created	
Combination of solely renaissance school project and vendor and renaissance school project created	x

Table 4: Proficiency Rates on NJSLA Assessments

NJSLA Assessment	2021-2022 Percentage of students who met or exceeded expectations	2022-2023 Percentage of students who met or exceeded expectations
ELA 3	11%	6%
ELA 4	11%	18%
ELA 5	10%	17%
ELA 6	16%	13%
ELA 7	18%	28%

NJSLA Assessment	2021-2022 Percentage of students who met or exceeded expectations	2022-2023 Percentage of students who met or exceeded expectations
ELA 8	23%	28%
ELA 9	14%	28%
MAT 3	16%	9%
MAT 4	8%	17%
MAT 5	6%	10%
MAT 6	6%	11%
MAT 7	11%	13%
MAT 8	12%	15%
Algebra I	6%	3%
Geometry	n/a	n/a
Algebra II	n/a	n/a

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).

For the past two years, our priority has been the implementation of the intervention block to ensure there is a space where foundational gaps are being addressed coming out of the pandemic in addition to the grade-level instruction all students receive in the core blocks. For the 2023-24 school year, our priority will be increasing our teachers' and leaders' efficacy with data driven instruction. We will put structures in place to support the analysis of assessment data and the instructional decision-making that occurs as a result of that analysis. As we move towards this new priority, we will continue to keep a pulse on the intervention block as a space where we continue to address individual student needs and pull small groups to help students get closer to grade level. This coming year, we will expand our tutoring opportunities and have all schools enroll a select group of students to participate in vetted tutoring programs.

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.

Grade Band	Subject	Diagnostic Assessments	Formative Assessments	Summative Assessments
K - 2	Literacy	· F&P	· F&P · Sight Word Quizzes • Exit tickets	· Mid Quarter Quiz · Quarterly Assessment
	Math	· i-Ready BOY Diagnostic	• Fluency Progress Check · I-Ready MOY Diagnostic • Exit tickets	· Mid Quarter Quiz · Quarterly Assessment · I-Ready EOY Diagnostic
3 - 4	Literacy	· F&P	· F&P • Exit tickets	· Mid Quarter Quiz · Quarterly Assessments
	Math	· I-Ready BOY Diagnostic	• Fluency Progress Check · I-Ready MOY Diagnostic • Exit tickets	· Mid Quarter Quiz · Quarterly Assessment · I-Ready EOY Diagnostic
5 - 8	Literacy	· I-Ready BOY Diagnostic	• I-Ready MOY Diagnostic • Exit tickets	Mid Quarter Quiz · Quarterly Assessment · I-Ready EOY Diagnostic
	Math	· I-Ready BOY Diagnostic	· Mid Quarter Quiz • I-Ready MOY Diagnostic • Exit tickets • Spiral review quizzes	· Quarterly Assessment · I-Ready EOY Diagnostic

	Science	· Pre-unit Assessment	· Chapter Focus Tasks · Mid-unit Assessments	· End-of-Unit Assessment
	Social Studies	· N/A	· Mid-unit Quizzes	· End-of-Unit Assessments
9 - 12	Literacy	· Achieve3000 • Read180	· Unit Assessments	· Midterm/Final Assessments
	Math	• N/A	· Mastery Quizzes	· Midterm/Final Assessments
	Science	· N/A	· Mastery Quizzes	· Midterm/Final Assessments
	History	· N/A	· Unit Assessments	· Midterm/Final Assessments

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

In our schools, we have established several structures to analyze assessment results and use the data to drive our instruction. Weekly, teachers participate in one-one-one meetings with their managers and content team meetings with other teachers that teach the same grade level and/or content area. Both of these meeting structures are spaces where teachers and coaches look at formative or summative assessment results and student work in order to create plans for curriculum adjustments, reteach, remediation, etc. At the end of each quarter, our schools engage in a "Data Day" where teachers are given time to analyze summative data, create plans for the upcoming quarter, and engage in professional development around instructional practices that would improve student learning based on the data.

h) Describe the school's process for selecting the locally administered assessments. Explain how they align to NJSLS and the renaissance school project's chosen curricula.

We selected i-Ready as our K-8 diagnostic in ELA and math after vetting several different blended learning platforms. The student level data teachers get from each diagnostic assessment, as well as the accompanying Common Core aligned reteach materials proved to be a valuable addition to our assessment model. With i-Ready, we can understand how our students are growing over the school year as well as year over year on a consistent assessment. In addition to i-Ready, we develop our own Mid Quarter Quizzes and Quarterly Assessments. These assessments are built by assessing each standard in a variety of ways and rigor levels. The Quarterly Assessments are cumulative up to that point in the year so that we can track growth on standard mastery and retention of content over time.

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

One reason we use i-Ready is because of their "predicted proficiency" feature, which predicts student proficiency on NJSLA based on their diagnostic scores each round. Over the last two years of utilizing this feature and comparing it to NJSLA results, we have found it to be largely accurate.

In general, our students perform better on our mid-quarter quizzes and quarterly assessments than NJSLA. We have identified a few reasons why this may be the case - our assessments are not cumulative and are not blind. The scope of what is being assessed on our internal assessments does not match the blueprint of the NJSLA. Rather, our assessments are built to measure student mastery of content that was just taught. For the upcoming school year, we will be revising our 2nd and 3rd Quarterly Assessments to be cumulative up until that point of the year, making the QA3 that closest assessment to NJSLA in terms of content covered.

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

Families - families receive bi-weekly progress reports in quarterly report card conferences. Additionally, our teachers routinely communicate with families outside of these structures to keep them informed of their child's progress in school.

Students - Teachers use assessment data as an opportunity to celebrate student growth and highlight transferable best practices. Students also receive feedback on their assessments and have the opportunity to revise.

Board Members - data is shared with board members on a monthly basis

School Administration - leaders in the school building regularly review school wide data in leadership team meetings and use the data to inform professional development, school-wide priorities, and teacher observation and coaching. Regional leaders engage in monthly Academic Progress Monitoring meetings to review network wide data and determine next steps.

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.)

We now have two years of i-Ready data from K-8 Math and 5-8 Reading as well as NJSLA to show how our students are growing year over year.

In elementary school math on i-Ready, we ended school year 2023 with 10% more students on or above grade level and 5% fewer students 2 or more grade-levels behind compared to last year. In ES reading, according to F&P, we have 5% fewer students 2 of more levels behind.

In middle school math on i-Ready, we ended the school year 2023 with 11% more students on or above grade level and 9% fewer students 2 or more grade-levels behind compared to last year. In middle school ELA on i-Ready, we have 4% more students on or above grade-level and 7% fewer students 2 or more grade-levels below.

On NJSLA, we had 4% more students score proficient compared to last year in ELA and 3% more students score proficient in Math. There were several spots where we saw significant jumps in proficiency, including grade 4 ELA (+7), grade 5 ELA (+7), grade 7 ELA (+10), grade 9 ELA (+14), grade 4 Math (+9). Overall, we reduced students scoring in the bottom two bands of NJSLA by 6% in ELA and 10% in Math.

1.6 Organizational Capacity

a) As **Appendix B**, provide an organizational chart of the renaissance school project for the 2022-2023 school year.

b) As **Appendix C**, provide a list of the lead person(s), teachers, and professional support staff, certification area(s) and criminal background check date for any renaissance school project.

1.7 2022-2023 School Calendar

a) As **Appendix D**, please provide the 2023-2024 school calendar.

School Culture and Climate

2.1 School Culture and Climate

a) Describe how the renaissance school project promotes and maintains a culture of learning, scholarship, and high expectations. Evidence may include, but is not limited to, student-led organizations, student achievements and recognition, levels of disciplinary referrals, class and staff attendance, and participation in school events and activities. Please describe any specific changes as it relates to the mode and delivery of programming in 2022-2023. (Please limit your response to a 1-page maximum.)

Our long-term goal is for every single one of our kids to persist successfully through college, gaining greater access to a choice-filled life. We cannot realize this goal without more

intentionally educating our kids to do just that - we know we have to give them opportunities to persist, challenge, inquire, engage, self-monitor and self-motivate.

At KCNA, we work to build a culture of learning from the first day of school in many ways:
- *Our classrooms are named after colleges (usually the alma matter of the teacher), and our teachers frequently discuss with students how KIPP will help them as they "climb the mountain to college."*
- *In every grade level, our students have the opportunity to tour colleges and get a feel for what it will be like for them when they attend.*
- *Our students come in at very different levels – some more than four years behind and others are at our above grade level. Our goal is for each student to receive instruction right at their academic level and to be exposed to critical thinking and grade level appropriate ideas. We do this through a combination of whole group instruction, small group instruction, blended learning using educational software, and one-on-one conferencing.*
- *We also value both academic growth and performance. We celebrate students for many qualities and behaviors including hard work, improvement, kindness to others, and academic performance. We do this through various methods and are committed to continuing this positive reinforcement in both remote and in-person settings.*
- *We also believe that learning should include more than just academics – and our schools ensure that students have opportunities within the school day for physical activity, music, and visual and performing arts.*

b) Describe how the renaissance school project provides and maintains the social and emotional supports and health services to adequately meet the needs of its students. Please include the categories and types of services available and any specific changes as it relates to the mode and delivery of supports in 2022-2023. (Please limit your response to a 1-page maximum.)

KIPP Cooper Norcross Academy addresses the social, emotional, and health needs of our students in a variety of ways. Organizationally, KCNA has created a Wraparound Services team, led by a Director of Wraparound Services, to coordinate and develop non-academic supports for our students and families. KCNA is also on the leadership council of the Camden Promise Neighborhood, a five-year, $30 million initiative funded by the US Department of Education to provide a full suite of cradle-to-college supports for students and families in South Camden.

Specific services and programs include:

Health services
- *The Cooper Health Center at KIPP Lanning Square is a full school-based health clinic located in our Lanning Square school building. It is open for 8 hours per day year-round, provides services that are free to all students, and is staffed by a full-time nurse practitioner and full-time medical assistant. The school-based health clinic continued to operate at reduced hours during the pandemic and provided an important alternative to parents who were reluctant to bring their children to a crowded doctor's office for safety reasons.*
- *Five full-time school nurses and one part-time school nurse oversee administration of medications and chronic illness management, in addition to responding to the daily needs of Students.*
- *Gracious Smiles provides on-site dental services - including both checkups and restorative care such as cavity fillings - to KCNA students twice per week.*

Social and emotional supports
● In school year 2022-2023, we employed seven school social workers who provided individual and group counseling for students, and worked to connect students and families with outside resources.
● All schools have teams of behavior professionals who create and execute specialized behavior plans for students with behavior needs, intervene proactively with targeted students, and support students throughout the day with behavior needs.
● In partnership with the Camden Promise Neighborhood, KCNA has a Family Support team of four individuals, including two master's level social workers, who work full-time to support KCNA families and students in need. The Family Support team works alongside the school social work team to provide case management, resource connection, and in-home interventions as needed for students and families.
● In January 2023, KCNA and Children's Crisis Treatment Centers launched a mental health clinic. One full-time CCTC clinician provided outpatient counseling to KCNA students during the school day. Approximately 25 students met weekly with the clinician.

c) Fill in the requested information in Table 5 below regarding the renaissance school project'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 5: 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	148	5	0
1	144	4	0
2	147	13	0
3	165	14	0
4	180	19	0
5	191	40	0
6	197	35	0
7	195	47	0
8	228	52	0
9	114	71	0
10	150	90	0
11	154	80	0
12	N/A	N/A	N/A

2.2. Family and Community Engagement

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

We held quarterly in person Parent Nights for all elementary school parents, in which teachers discussed the work that students were doing in class and how parents could support their children's education.

All our grade levels held in-person parent-teacher conferences first, second, and third quarters.

In partnership with the Center for Family Services, we have a Family Support team that works directly with KIPP families in need, providing resource connection, case management, and in-home support.

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

Middle school parents led a parent leadership group that met monthly, in-person, to discuss topics related to their children's experience in school. That group organized events that included a block party and a Black History Month expo featuring local Black-owned businesses.

Parents participated in virtual Title I meetings to give input on organizational priorities for the coming school year.

c) Fill in the requested information in Tables 6 and 7, below, regarding community involvement. Add or delete rows as necessary.

Table 6: Community Involvement with Educational Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
Relay Graduate School of Education	Partnership allowed teachers to advance graduate education	Graduate school education for novice teachers. Some teachers attended 2 evening and one Saturday class per month. Others attended up to 8 classes per month.
Rowan University	Student teacher placement	Placement of student teachers in KCNA classrooms.

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
Teach for America	Teachers	Placement of two full-time teachers this past year at KCNA.
Various universities (Spellman, Columbia, Harvard, Clark Atlanta, Temple, UPenn, Rutgers, Montclair, George Washington University)	Recruitment College Partnerships	Recruitment for new teachers at various universities. Partnering with colleges to ensure our alumni are graduating from 2 and 4 year institutions
Multiple universities (University of Pennsylvania, Rutgers).	MSW Interns	In these partnerships provide placement of their social work interns in our schools. This supports our social work teams through facilitating supervised counseling.
Camden U	Continuing education	One KCNA staff member enrolled at Gateway U to complete their bachelor's degree. KCNA and Gateway U collaborated to support the staff member.

Table 7: Community Involvement with Community Institutions0

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
Center for Family Services	Family Support	Three CFS staff members based full-time at KCNA to support KCNA families.
Cooper University Health Care	School-based health clinic	The Cooper school-based health clinic at KIPP Lanning Square provided in-person services during school hours for the whole school year.
Children's Crisis Treatment Centers	School-based mental health clinic	KCNA partnered with CCTC to open a mental health clinic. Beginning in January 2023, CCTC placed a full-time clinician at KCNA to provide outpatient counseling to KCNA students.
Gracious Smiles	School-based dental services	Gracious Smiles provides in-school and off-site dental services for KCNA families.
YMCA	Extracurricular programming	The YMCA operated an after-school program for KCNA elementary school students for the 22-23 school year.
Vetri Community Foundation	Extracurricular programming	After-school cooking classes for high school students.
BookSmiles	Literacy	High school staff and students partnered to help distribute books for community members.
Camden County Police Department	Community outreach	Hosted monthly open gyms on weekend evenings as part of the police department's outreach initiative to keep youth safe during high-risk times

d) Briefly describe how the educational and community partnerships established furthers the renaissance school project's mission and goals.

We believe that our students' learning depends on their basic needs being met, in addition to their academic needs. As a result, we seek out partnerships with organizations that can provide supports that strengthen our students' and families' health and well-being. We also believe that it is important to help our students and families engage with the communities they are a part of (neighborhood, city, state, country) and work to create a more equitable and just society.

Board Governance

a) Fill in the requested information in Table 8 below regarding the renaissance school project's board of trustees.

Table 8: Board of Trustee Information

Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of all NJSBA Training
Michael Goodman	2/13/2023	2/13/2026	Trustee	goodmanmichae@ cooperhealth.edu	5/5/2020; 6/26/2021; 6/21/2022; 7/11/2023
Sheila Roberts	2/13/2023	2/13/2026	Trustee	sroberts050@gmail.com	6/12/2020; 6/27/2021
Marcus Worlds	2/13/2023	2/13/2026	Trustee	worldsmarcus@ CooperHealth.edu	6/29/2020; 6/28/2021; 6/30/2022; 7/5/2023
William Smith	2/13/2023	2/13/2026	Trustee	wgscool1@gmail.com	11/2/2017; 6/27/2019; 5/1/2020; 6/9/6023
Jordan Metzger	3/20/2023	3/20/2026	Trustee	jmetzger@coleschotz.com	2/27/2018; 6/7/2019; 6/12/2020; 6/27/2021
Christine Choi	4/25/2022	4/25/2025	Trustee	wchristinechoi3@gmail.com	6/28/2019; 6/28/2019; 6/26/2020; 4/25/2022
Kathleen Nugent Hughes	4/25/2022	4/25/2025	Trustee	kathleen.m.nugent@gmail.com	6/30/2020; 6/27/2021;

Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of all NJSBA Training
					6/5/2022; 6/27/2023
Rahul Goyal	4/25/2022	4/25/2025	Chair	rgoyal8@me.com	11/1/2017; 6/26/2019; 6/28/2021; 6/27/2022
Chris Keating	2/13/2023	2/13/2026	Trustee	N/A	6/11/2023

b) As **Appendix E**, provide a signed assurance that the board of trustees operates in accordance with the School Ethics Act, *N.J.S.A.* 18A:12-21, *et seq.*, and the Open Public Meetings Act, *N.J.S.A.* 10:4-6, *et seq.*

c) As **Appendix F,** provide a copy of any amendments to the bylaws the board of trustees adopted during the 2022-2023 school year.

d) 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.

kippnj.org/compliance

e) Please identify the number of board members required by the renaissance school project's bylaws.

KIPP Cooper Norcross Academy's bylaws require 9 members of the Board of Trustees.

Enrollment

a) Fill in the requested information in Table 9 below with enrollment information for each grade level by site. Please complete a separate chart for each site that will be operating in 2022-2023. Please add an additional chart for each additional site.

Table 9: Enrollment for Site 1
Site 1 Lanning Square Elementary and Middle Schools Enrollment

Grade	Enrollment Count on Last Day of the 2022-2023 School Year	Projected Enrollment for the 2023-2024 School Year
K	121	118
Grade 1	121	118
Grade 2	121	118
Grade 3	163	118
Grade 4	130	138
Grade 5	110	118
Grade 6	120	118
Grade 7	116	118
Grade 8	115	118
Grade 9	N/A	N/A
Grade 10	N/A	N/A
Grade 11	N/A	N/A
Grade 12	N/A	N/A
Total	**1090**	**1082**

Site 2 Sumner Elementary Enrollment

Grade	Enrollment Count on Last Day of the 2022-2023 School Year	Projected Enrollment for the 2023-2024 School Year
K	41	87
Grade 1	26	59

Grade	Enrollment Count on Last Day of the 2022-2023 School Year	Projected Enrollment for the 2023-2024 School Year
Grade 2	28	59
Grade 3	N/A	59
Grade 4	N/A	N/A
Grade 5	N/A	N/A
Grade 6	N/A	N/A
Grade 7	N/A	N/A
Grade 8	N/A	N/A
Grade 9	N/A	N/A
Grade 10	N/A	N/A
Grade 11	N/A	N/A
Grade 12	N/A	N/A
Total	**95**	**264**

Site 3 Hatch Middle School Enrollment

Grade	Enrollment Count on Last Day of the 2022-2023 School Year	Projected Enrollment for the 2023-2024 School Year
K	N/A	N/A
Grade 1	N/A	N/A
Grade 2	N/A	N/A
Grade 3	30	N/A
Grade 4	50	59
Grade 5	81	87
Grade 6	77	118
Grade 7	88	97

Grade	Enrollment Count on Last Day of the 2022-2023 School Year	Projected Enrollment for the 2023-2024 School Year
Grade 8	105	97
Grade 9	N/A	N/A
Grade 10	N/A	N/A
Grade 11	N/A	N/A
Grade 12	N/A	N/A
Total	**431**	**458**

Site 4 KIPP Cooper Norcross High School Enrollment

Grade	Enrollment Count on Last Day of the 2022-2023 School Year	Projected Enrollment for the 2023-2024 School Year
K	N/A	N/A
Grade 1	N/A	N/A
Grade 2	N/A	N/A
Grade 3	N/A	N/A
Grade 4	N/A	N/A
Grade 5	N/A	N/A
Grade 6	N/A	N/A
Grade 7	N/A	N/A
Grade 8	N/A	N/A
Grade 9	115	183
Grade 10	151	113
Grade 11	147	128
Grade 12	N/A	128
Total	**413**	**552**

b) Fill in the requested information in Table 10 below for the total enrollment and revenue of all school sites. If final fiscal year funding from Camden City School District is unavailable, please provide the anticipated final funding amount.

Table 10: Total Enrollment and Revenue for all Sites

Final Fiscal Year 23 Total Enrollment for all Sites	*1,973*
Final Funding from Camden City School District Fiscal Year 23	*$38,291,064*
Final Fiscal Year 23 Enrollment for non-resident district students	*0*
Final Fiscal Year 23 non-resident enrollment tuition received	*0*
Projected Fiscal Year 24 Total Enrollment for all Sites	*2,324*
Projected Funding from Camden City School District Fiscal Year 24	*$51,591,270*
Projected Fiscal Year 24 Enrollment for non-resident district students	*0*
Projected Fiscal Year 24 non-resident enrollment tuition received	*0*

c) Describe how the renaissance school project monitors and minimizes attrition rates to ensure stable enrollment. (Please limit your response to a 1-page maximum.)

To ensure that our attrition is as low as possible, KCNA monitors attrition rates in real-time via an online dashboard accessible to all school leadership and operations team members. We internally track intra-city attrition (students choosing another school in Camden) and inter-city attrition (students moving outside the city). We believe it is our responsibility to minimize the former by continuing to meet the needs of all students and families, and the latter we view as largely unavoidable.

Additionally, KCNA works to minimize attrition rates via daily attendance monitoring and weekly enrollment blasts. Every day, each school's School Operations Manager (SOM) makes calls home to absent students. During these calls, the SOM helps families proactively problem-solve around issues such as transportation that could lead to attrition if a family does not receive early supports. Weekly enrollment blasts include a report of all students who have been absent for 3+ days. This report allows school leadership teams to identify students at risk for attrition and escalate attendance issues to proper supports such as the school nurse, transportation coordinator, school social worker, displacement coordinator, etc. These monitoring systems help to ensure stable enrollment at KCNA.

Additionally, if a parent informs our operations team that they would like to transfer to another school in Camden, the student's advisory teacher and School Leader reach out to the parent to better understand the reasons for their desire to leave and to work to find a solution with the family that will keep them in our schools.

Facilities

5.1. Funding

a) Describe any anticipated change(s) in the renaissance school project's facility financing.

On November 15, 2022, the School borrowed the proceeds of a tax exempt municipal bond financing issued by Camden County Improvement Authority with par amount of approximately $84.13 million. The proceeds are being used to (i) fund construction costs of an addition at the Whittier Project (complete), (ii) fund acquisition and renovation costs for the Hatch Project (opening for 2023-24 school year), (iii) refinance certain existing capital outlay debt, and (iv) fund costs of issuance, construction period interest, and debt service reserve fund.

b) Are all the renaissance school project's facilities funded at ninety-five percent of the per-pupil amount? If no, please describe.

Yes

5.2 Structural Changes

a) List renaissance school project sites that will be undergoing construction between July 2023 and June 2024.

Construction is nearing completion for the Hatch building located at 1875 Park Blvd, Camden, that began in 2022.

b) Provide assurances that site plans and/or substantial reconstruction plans have been submitted to the Department for each site.

The Department received plans for the Hatch building in September 2022.

c) Please provide details of any modifications to existing site plans and/or substantial reconstruction plans that have been submitted to the Department. ***If there are no modifications to the existing plans, simply indicate that here by writing "N/A" next to numbers 1–4.***

1. Provide the facility name and address.

   Hatch Middle School, 1875 Park Blvd, Camden, NJ, 08103

2. Provide a description of changes/modifications to the facility(ies).

   Changes include complete renovation of classroom spaces, fully sprinklered building, new roof, new HVAC systems, new fire alarm system, new security system, new finishes throughout, renovated gymnasium, renovated auditorium, renovated kitchen and cafeteria.

3. Provide assurances that the facility meets regulations pertaining to the health and safety of pupils, per *N.J.S.A.* 18A:36C-4.b(11).

   The facility meets regulations pertaining to health & safety of pupils.

4. As **Appendix G**, provide a revised timeline for implementing the changes.

Substantial completion and Temporary Certificate of Occupancy inspection passed on 7/14/23. As such, there has not been a revised timeline for implementing changes. Thus, there is no separate Appendix G.

File Naming Convention

Table 11: Appendix File Naming Convention

Appendix	File Naming Convention
Appendix A	Appendix A Curriculum Statement of Assurance
Appendix B	Appendix B Organizational Chart
Appendix C	Appendix C Staff List
Appendix D	Appendix D 2023 – 2024 School Calendar
Appendix E	Appendix E Board Statement of Assurance
Appendix F	Appendix F Amendments to Bylaws
Appendix G	Appendix G Facilities Timeline

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.

Signatures

School Official / School Lead

Signature:

Date:

Print/Type Full Name:

Title:

Signatory Official (President, Board of Trustees)

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

Date:

Print/Type Full Name:

Title: