



Uncommon Schools Camden Prep

Uncommon Schools Camden Prep¹

1575 Mt. Ephraim Ave

Camden, NJ 08104

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

**Annual Report 2023-2024 (Year 10)
August 1, 2024**

¹ Official District Name is Camden Prep Inc.

Introduction

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

Annual Report Submission Guidelines

Annual Report Submission

Each year per *N.J.S.A. 18A:36A-16(b)* and *N.J.A.C. 6A:11-2.2(a)*, the board of trustees of a charter school must submit the annual report no later than 4:15 p.m. on August 1 to the district board(s) of education or state district superintendent, the executive county superintendent, and the commissioner of education. Further, the board of trustees must make the annual report available to the parents or guardians of the students enrolled in the charter school.

Submission Process for the 2023-2024 Report

The annual report must be submitted via Homeroom as a Word document titled "Annual Report 2024." To submit the report, upload it to the subfolder "Annual Report 2024" located inside the folder "Annual Report" on the charter school's Homeroom site. Each Appendix must be saved as a separate Word or PDF document using the [file naming convention](#) found at the end of the document and then uploaded to the "Annual Report 2024" subfolder on the charter school's Homeroom site.

Additional Submission Requirements

A copy of the report must be submitted to the district board(s) of education or state district superintendent of the charter school's district(s) of residence no later than 4:15 p.m. on Thursday, August 1, 2024. Copies require a cover page, which includes the school's name and the date of the report. Paper copies are not required to be sent to the executive county superintendent.

Written Comment Period: The board(s) of education or state district superintendent of the district(s) of residence of a charter school may submit comments regarding the charter school's annual report to the commissioner no later than October 1, 2024.

Annual Report Questions

Basic Information about the School

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

Table 1: Basic Information

Name of charter school	Uncommon Schools Camden Prep
Grade level(s) to be served in 2024-2025	K-12
Projected enrollment for 2024-2025	1581
2023-2024 Total enrollment as of June 30, 2024	1399
2023-2024 Students with disabilities (SWD) enrollment as of June 30, 2024	270
2023-2024 Multilingual learners (ML) enrollment as of June 30, 2024	135
Current waiting list for 2024-2025 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	http://camdenprep.uncommonschoools.org/
Name of board president	Natalie Aronson Cooper
Board president's email address	[REDACTED]
Board president's direct phone number (Do not include charter school number)	[REDACTED]
Name of school leader	Victoria Glover
School leader's email address	victoria.glover@uncommonschoools.org
School leader's direct office phone number and/or extension	[REDACTED]
Title IX McKinney-Vento District Homeless Liaison's name and email address	Ashwin Narla Ashwin.Narla@camden-prep.org

School Safety Specialist's name and email address	Olugbenga Olabintan [REDACTED]
School Threat Assessment Team Members' names and email addresses	Ashwin Narla Ashwin.Narla@camden-prep.org
Harassment, Intimidation and Bullying (HIB) Coordinator's name and email address	May Kate Miller mmiller@uncommonschoools.org
Name of School Business Administrator (SBA)	Olugbenga Olabintan
SBA email address	[REDACTED]
SBA phone number	[REDACTED]

School Site Information

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

Table 2: School Site Information

Site name	Camden Prep Copewood Elementary School
Year site opened	2017
Grade level(s) served at this site in 2023-2024	K - 4
Grade level(s) to be served at this site in 2024-2025	K - 4
Site street address	1650 Copewood Street
Site city	Camden
Site zip	08103
Site lead or primary contact's name	Avery Lundhild
Site lead or primary contact's office phone number and extension	[REDACTED]

Site lead's email address	Avery.Lundhild@camden-prep.org
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Site name	Camden Prep Copewood Middle School
Year site opened	2021
Grade level(s) served at this site in 2023-2024	5-7
Grade level(s) to be served at this site in 2024-2025	5-8
Site street address	1650 Copewood Street
Site city	Camden
Site zip	08103
Site lead or primary contact's name	Rachel Mattison
Site lead or primary contact's office phone number and extension	██████████
Site lead's email address	rachel.mattison@usi.uncommonschoools.org

Site name	Camden Prep Mt. Ephraim Elementary School
Year site opened	2014
Grade level(s) served at this site in 2023-2024	K - 4
Grade level(s) to be served at this site in 2024-2025	K - 4
Site street address	1575 Mt. Ephraim Avenue
Site city	Camden

Site zip	08104
Site lead or primary contact's name	Ashwin Narla
Site lead or primary contact's office phone number and extension	██████████
Site lead's email address	ashwin.narla@camden-prep.org

Site name	Camden Prep Mt. Ephraim Middle School
Year site opened	2016
Grade level(s) served at this site in 2023-2024	5-8
Grade level(s) to be served at this site in 2024-2025	5-8
Site street address	1575 Mt. Ephraim Avenue
Site city	Camden
Site zip	08104
Site lead or primary contact's name	Ashley Jackson
Site lead or primary contact's office phone number and extension	██████████
Site lead's email address	ajackson@camden-prep.org

Site name	Camden Prep High School
Year site opened	2020
Grade level(s) served at this site in 2023-2024	9-12

Grade level(s) to be served at this site in 2024-2025	9-12
Site street address	1800 Copewood Street
Site city	Camden
Site zip	08103
Site lead or primary contact's name	Christine Mower
Site lead or primary contact's office phone number and extension	██████████
Site lead's email address	christine.mower@camden-prep.org

Organizational Performance Areas

Education Program and Capacity

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

1.1 Mission and Key Design Elements

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.

a) 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 Uncommon Schools 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 Uncommon School 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:

- 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.
- 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:
 - College Lecture: training students how to take notes during a lecture, ask the "professor" (their teacher) critical questions, and study together from their notes
 - 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
 - Inquiry lessons: learning History/Science through lab experiments, analysis of primary/secondary source documents, etc.

- Guided Practice: a continuation of the basic lesson model that is used K-12 as a bridge from their K-8 experience
 - 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.
- b) 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 common instructional practices.

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

- 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 implemented an 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 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. There is opportunity to continue our student specific interventions to bolster learning for all of our students K-12.

- d) If applicable, please describe the school's policies regarding instruction for students who were required to quarantine during the 2023-2024 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.

- e) Provide the number and grade levels of any students that the school retained from progressing to the next grade in the 2023-2024 school year. What support will the school provide in the 2024-2025 school year?

Grade	Qty Confirmed Being Retained
K	■
1	■
2	0
3	■
4	0
5	■
6	■
7	■
8	■
9	■■■
10	■
11	0
12	0

**Additional scholars that are at risk of being retained are currently attending summer school. Their retention status will be confirmed when summer school concludes. This number is higher than previous years given the 23-24 SY was the highest enrollment of full time students for 9th grade since the start of Camden Prep.*

Students who were retained from progressing to the next grade in the 2023-2024 school year will be provided tutoring and small group instruction with frequent progress

monitoring throughout the 2024-2025 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 2023-2024 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 2023-2024 NJSLA results have not been released to schools by July 15, 2024, then leave the 2023-2024 column blank.

Table 4: Proficiency Rates on Local Assessments (% of Students) —Fall Diagnostic Assessment 2023

Assessment	Below (%)	On (%)	Above (%)
ELA K	██████	██████	██████
ELA 1	100.0%	0.0%	0.0%
ELA 2	100.0%	0.0%	0.0%
ELA 3	94.8%	5.2%	0.0%
ELA 4	97.3%	1.8%	0.9%
ELA 5	84.1%	9.4%	6.5%
ELA 6	81.3%	12.2%	6.5%
ELA 7	90.1%	8.3%	1.7%
ELA 8	86.3%	12.3%	1.4%
ELA 9	86.5%	10.6%	2.9%
ELA 10	75.5%	13.2%	11.3%
ELA 11	67.3%	25.0%	7.7%

Assessment	Below (%)	On (%)	Above (%)
ELA 12	72.5%	20.0%	7.5%
MAT K	18.1%	7.4%	74.5%
MAT 1	43.8%	10.7%	45.5%
MAT 2	29.8%	7.4%	62.8%
MAT 3	80.7%	11.9%	7.3%
MAT 4	77.4%	9.0%	13.5%
MAT 5	84.7%	10.9%	4.4%
MAT 6	73.7%	13.1%	13.1%
MAT 7	82.6%	13.0%	4.3%
MAT 8	91.9%	4.1%	4.1%
Algebra I	69.7%	15.2%	15.2%
Geometry	96.2%	1.9%	1.9%
Algebra II	84.0%	4.0%	12.0%

Table 4b: Proficiency Rates on Local Assessments (% of Students) —End of Year Summative Assessment 2024

Assessment	Below (%)	On (%)	Above (%)
ELA K	[REDACTED]		
ELA 1	99.0%	1.0%	0.0%
ELA 2	100.0%	0.0%	0.0%
ELA 3	95.8%	4.2%	0.0%
ELA 4	100.0%	0.0%	0.0%
ELA 5	95.6%	3.0%	1.5%

Assessment	Below (%)	On (%)	Above (%)
ELA 6	84.9%	8.6%	6.5%
ELA 7	88.0%	10.3%	1.7%
ELA 8	68.6%	22.9%	8.6%
ELA 9	41.7%	22.9%	35.4%
ELA 10	43.8%	22.9%	33.3%
ELA 11	66.7%	14.6%	18.8%
ELA 12	68.2%	20.5%	11.4%
MAT K	16.7%	6.3%	77.1%
MAT 1	37.9%	12.1%	50.0%
MAT 2	34.0%	11.0%	55.0%
MAT 3	72.0%	17.0%	11.0%
MAT 4	78.4%	16.4%	5.2%
MAT 5	83.6%	11.9%	4.5%
MAT 6	78.2%	11.6%	10.2%
MAT 7	86.1%	13.0%	0.9%
MAT 8	52.1%	22.5%	25.4%
Algebra I	86.5%	7.3%	6.3%
Geometry	95.9%	0.0%	4.1%
Algebra II	59.5%	2.4%	38.1%

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

Assessment Type (interim assessment)	✓ or X
Solely charter created	

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

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

Assessment Type (end of year)	✓ or X
Solely charter created	
Vendor and charter created	
Combination of solely charter and vendor and charter created	X

Table 5: Proficiency Rates on NJSLA Assessments

NJSLA Assessment	2022-2023 Percentage of students who met or exceeded expectations	2023-2024 Percentage of students who met or exceeded expectations
ELA 3	25%	24%
ELA 4	33%	32%
ELA 5	27%	20%
ELA 6	32%	38%
ELA 7	37%	41%
ELA 8	49%	34%
ELA 9	24%	35%
ELA 10	N/A	N/A
MAT 3	26%	34%
MAT 4	24%	28%
MAT 5	17%	10%
MAT 6	7%	15%

NJSLA Assessment	2022-2023	2023-2024
	Percentage of students who met or exceeded expectations	Percentage of students who met or exceeded expectations
MAT 7	12%	25%
MAT 8	13%	16%
Algebra I	N/A	N/A
Geometry	0%	12%
Algebra II	0%	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, multilingual 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.

For the 22-23 and the 23-24 school years, Camden Prep returned to an in-person learning model for our students and we will continue to do so in the school year 2024-2025. 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

87% 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 small , but growing, population of English Language Learners who make up 9% of the student body. These students have been prioritized for in-person learning 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 19% of the student population, were prioritized in 23-24 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 64% African American, 35% 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 2023-2024 year.

Elementary School	Middle School & High School
Interim Assessments (Math and ELA)	Interim Assessments (All Subjects)
STEP Assessments (Literacy)	MClass Reading Assessment (5th & 6th)
Bi Weekly Power Practice Quizzes (3rd & 4th)	Math Weekly Power Practice Quizzes (All Grades)
Start Strong	Final Performance Task (All Grades & Subjects)
NJSLA	SAT/PSAT/Internal SAT Diagnostics
	AP Exams
	Strong Start
	NJPGA / NJSLA

- 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 a 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 NJSLS and the school's chosen curricula.

At each grade level, we create quarterly interim assessments that align to NJSLS 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 (NJSLSA). Explain any notable disparities.

Overall, our student proficiency on local assessment largely reflects performance on end of year state exams (when comparing 23-24 NJSLSA 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 analyze 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 23-24 school year NJSLSA 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 Organizational Capacity - School Leadership/Administration

- a) Fill in the requested information in Table 6 below regarding school leadership. Add or delete rows as necessary.

Table 6: School Leadership/ Administration Information

Administrator Name	Title	Start Date	Annual Salary
Yvanna Saint-Fort	Principal	7/01/2016	121,000
Michelle Wallace	Principal	7/01/2014	134,000
Syrena Burnam	Principal	08/10/2020	139,000
Paula Gordon	Principal	7/01/2024	113,000
Kat Council	Principal	11/13/2017	121,000

School Culture & Climate

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 2: School Culture & Climate.

2.1 School Culture and Climate

- a) Fill in the requested information in Table 7 below regarding learning 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)	86.4%
Elementary School Attendance Rate (grades K-5)	86.8%
Middle School Attendance Rate (grades 6-8)	87.9%
High School Attendance Rate (grades 9-12)	82.7%

Student - Teacher Ratio	7:1
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b) Fill in the requested information in Table 8, below, regarding the professional environment at the school.

Table 8: School Culture and Climate Professional Environment

Teacher Retention Rate between July 1, 2023, to July 1, 2024	54%
Total Staff Retention Rate from July 1, 2023, to July 1, 2024	63%
Frequency of teacher surveys and date of last survey conducted	Annual - last conducted Spring of 2024
Percent of teachers who submitted survey responses	54%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	93%

- b) What were the three main positive aspects teachers identified in the latest survey?
1. Staff is comfortable going to one of the school leaders to raise concerns.
 2. There are clear expectations given in order to be successful at work.
 3. The majority of staff believes that their Principal is an inspiring and effective leader.

- c) What were the three main challenges that teachers identified in the latest survey?
1. Staff Compensation
 2. Challenges with clarity around school operational systems
 3. Request for additional materials and resources

d) Fill in the requested information below regarding the school's discipline environment in 2023-2024. If the suspensions and expulsions in 2023-2024 increased or decreased by ten percentage points or more than those in 2022-2023, please describe the reasons for the change below the table.

Table 9: Discipline Environment 2023-2024

Grade Level	Number of students enrolled as of Oct. 15, 2023	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	109	■	0

Grade Level	Number of students enrolled as of Oct. 15, 2023	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
1	130	█	0
2	107	█	0
3	118	9	0
4	149	29	0
5	169	52	0
6	161	46	0
7	138	37	1
8	92	26	0
9	115	32	0
10	67	11	0
11	60	█	0
12	50	█	0

2.2. Family and Community Engagement

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

Table 10: Family Involvement and Satisfaction

Number of parents/guardians currently serving on the school’s board, out of the total number of board members	2 of 9
Frequency of parent/guardian surveys	1-2 times a year
Date of last parent/guardian survey conducted	June 2024
Percent of parents/guardians completing the survey (consider one survey per household)	18%

Percent of parents/guardians that expressed satisfaction with the overall school environment	80%
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- b) What were the three main positive aspects identified by parents/guardians in the latest survey?
1. Rigorous academics and high standards of teaching
 2. Camden Prep is preparing their child for college
 3. Their school keeps them informed and communicates effectively
- c) What were the three main challenges identified by parents/guardians in the latest survey?
1. Want greater emphasis placed on their child’s social and emotional development
 2. Want a greater sense of community at their school
 3. 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 2023-2024 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 year systems 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 give 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 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 Education Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
TCNJ	College Access & Support	Hosted information sessions and college tours with interested high school students. Celebrated students admitted to their university at Camden Prep's Senior Signing Day.
Rutgers Camden	College Access & Support	Hosted information sessions and college tours with interested high school students. Celebrated students admitted to their university at Camden Prep's Senior Signing Day.
Montclair State	College Access & Support	Hosted information sessions and college tours with interested high school students. Celebrated students admitted to their university at Camden Prep's Senior Signing Day.
Opportunity College	Job Readiness and Office Skills Training	Supported 8 highschool students during their paid internship at NFI. Provided weekly support via seminar where students prepared for the work week and created bi-annual presentations recapping their experience.
Playlab.ai	Computer Science	High School students learned how to code and use AI over. Students demonstrated their knowledge by creating a

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
		video game and showcasing it to all students and staff.

Table 12: Community Involvement with Community Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
Office of the Mayor, City of Camden	City & Neighborhood Community Initiatives	Collaborated to host information meetings with community leaders. Partners to allow community organizations to use school facilities for citywide programs
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.
Just4People	Family Support Services	Partnered to donate holiday toys and coats to over 300 families as well as free clothing to over 100 families.
Woodland Community Development Corporation	Family Support Services	Partnered to provide social services to families, including holiday food baskets, toys, and warm coats.

b) Briefly describe how the educational and community partnerships further 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 Appendix B)	N/A
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as Appendix C)	February 2024
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 Appendix D and as Appendix E , include a signed, dated, CMO or EMO contract for the 2024-2025 school year.)	June 2024

- b) List the amendments to bylaws that the board adopted during the 2023-2024 school year.
N/A
- c) List the critical policies adopted by the board during the 2023-2024 school year.
N/A
- d) What were the main strengths of the board identified in the latest board self-evaluation?
- a. Mission alignment
 - b. High Engagement (e.g. attendance at board meetings and content covered)
 - c. Collaboration around solutions to identified challenges
 - d. Diverse Perspectives
- e) What were the three main challenges identified in the latest board self-evaluation?
- a. Engage more with our students.
 - b. Improved engagement through board discussions
 - c. Identifying best practices from schools in similar environments.

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 Trainings
Natalie Aronson Cooper	3/14/22	6/30/25	Board Chair	[REDACTED]	8/20/14	Gov I: 4/13/23 Gov II: 6/4/24
Joseph Mangini	1/23/17	6/30/25	Finance Chair	[REDACTED]	2/28/17	5/25/22
Julie Jackson	8/31/14	6/30/25	Secretary	jjackson@uncommonschoools.org	8/3/17	Exempt
Kevin Patterson	1/31/23	1/31/25	Member	[REDACTED]	1/21/23	Gov I: 4/16/24
Cassetta Perry	9/18/17	6/30/25	Member	[REDACTED]	12/21/16	6/1/22
Ratna Shah	1/30/24	1/30/25	Member	[REDACTED]		Gov I: 4/24/24
Colin Devlin	9/26/23	6/30/25	Member	[REDACTED]	9/20/23	Gov I: 4/29/24
LaVonia Abavana	9/26/23	6/30/25	Member	[REDACTED]	10/31/23	Gov I: 5/21/24
Rev. Floyd White	8/15/19	6/30/25	Member	[REDACTED]	12/20/19	Gov I: 5/27/20 Gov II: IP

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

<https://camdenprep.uncommonschoools.org/board-of-trustees/>

c) 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.

May 2024

- d) Pursuant to *N.J.S.A. 18A:36A-15, Complaints to board of trustees*, please provide as **Appendix F** the current board policy for the establishment of the grievance committee. If this policy is posted on the charter school’s website, provide the hyperlink also.

Access and Equity

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

4.1 Access and Equity

- a) Fill in the requested information in Table 15 below regarding the timeline of the school’s application process for prospective students for school year 2023-2024.

Table 15: School Year 2023-2024 Application Process Timeline .

Date the application for school year 2023-2024 was made available to interested parties	December 6th, 2022
Date the application for school year 2023-2024 was due back to the school from parents/guardians	February 10th, 2023
Date and location of the lottery for seats in school year 2023-2024	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 2024-2025. As **Appendix G**, provide copies of the 2023-2024 and 2024-2025 initial application in as many languages as available.

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

- c) List all venues where, prior to the lottery, interested parties could access the school’s application for prospective students for school year 2023-2024 and school year 2024-2025.

Prior to the lottery, the 2023-2024 application is only available on One Camden.

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

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 years school year 2023-2024 and school year 2024-2025 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 2023-2024.
- g) Explain the school’s enrollment backfilling policy, then, as **Appendix H**, 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.

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 2023-2024	Number of students enrolled in school year 2023-2024 who continued enrollment in school year 2024-2025
K	20	44	105
1	33	23	121
2	21	20	103
3	36	18	120
4	42	20	148
5	38	21	167
6	35	30	159
7	20	22	135
8	29	18	94
9	45	■	116
10	20	■	66
11	20	■	60
12	20	■	51

- 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

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
Site address	1650 Copewood Street, Camden, Nj, 08103
Facility lease information	N/A
Landlord name	CP Haddon & Copewood, LLC
Lease commencement date	11/30/2016
Lease termination date	10/1/2037
2024-2025 annual lease cost	\$1,015,200.00
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2024	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A
If the facility is shared with any other entity, please identify the entity. Describe the shared areas and detail the days and time when these shared areas are used by the other entity.	N/A

Site name	Mt. Ephraim Campus
Site address	1575 Mt Ephraim Ave, Camden, NJ 08104
Facility lease information	N/A
Landlord name	CP Mt. Ephraim, LLC
Lease commencement date	7/1/2015
Lease termination date	7/1/2114
2024-2025 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, 2024	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A
If the facility is shared with any other entity, please identify the entity. Describe the shared areas and detail the days and time when these shared areas are used by the other entity.	N/A

Site name	Copewood High School
Site address	1800 Copewood St, Camden, NJ 08103
Facility lease information	N/A
Landlord name	CP Thorn & Copewood LLC
Lease commencement date	04/01/2022
Lease termination date	07/17/2062
2024-2025 annual lease cost	2,328,480
Facility mortgage/bond information	N/A
Purchase date	N/A

Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2024	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A
If the facility is shared with any other entity, please identify the entity. Describe the shared areas and detail the days and time when these shared areas are used by the other entity.	N/A

Table 18: School Site Facility Information Lease Summary

Total number of leased facilities	3
Total annual cost of all leases	\$4,999,608
Total lease amount budgeted for 2024-2025	\$4,999,608

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 2024-2025	N/A
Mortgage payment interest budgeted for 2024-2025	N/A

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

5.3 Other Compliance

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

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 year system 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.

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

N/A

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

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

File Naming Convention

Table 20: Appendix File Naming Convention

Appendix	File Naming Convention
Appendix A	Appendix A Statements of Assurance
Appendix B	Appendix B Board Self Evaluation Tool
Appendix C	Appendix C School Leader Evaluation Tool
Appendix D	Appendix D Contracted Education Service Provider Evaluation Tool, if applicable
Appendix E	Appendix E Annual CMO or EMO contract, signed and dated, if applicable
Appendix F	Appendix F Board policy for the establishment of a grievance committee
Appendix G	Appendix G Initial Enrollment Applications (Language)

Appendix	File Naming Convention
Appendix H	Appendix H Board policy for enrollment backfilling
Appendix I	Appendix I valid Certificate of Occupancy with “E” usage, Annual Sanitary Inspection Report with satisfactory rating and Fire Inspection Certificate with “Ae” code
Appendix J	Appendix J Board resolution approving the teacher and school leader/principal evaluation systems
Appendix K	Appendix K 2024 – 2025 School Calendar
Appendix L	Appendix L Organizational Chart
Appendix M	Appendix M Promotion/Retention Policy
Appendix N	Appendix N Graduation Policy

Each appendix must be submitted as a separate Word or .PDF file to the Homeroom folder “Annual Report 2024.” Save each appendix by the file naming convention provided in the second column of the above table.

Appendix A
Assurance that the school is meeting statutory and regulatory requirements

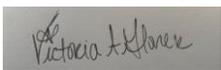
By checking each of the boxes and signing on the second page, the school confirms compliance with each of the statements listed. Once signed, save the document as a .PDF file named “Appendix A Statements of Assurance” and upload it to Homeroom. See page 2 of the annual report template for submission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

Statement	Confirm Compliance (Add ✓ or X)
Instructional Providers 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.	X
Background Checks; Fingerprinting 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	X

Statement	Confirm Compliance (Add ✓ or X)
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>	
Educational Program The School shall implement and provide educational programs that are compliant with the New Jersey Student Learning Standards.	X
Student Disciplinary Code 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.	X
Provision of Services The School shall provide services and accommodations to students with disabilities in accordance with any relevant policies 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.	X
Facility Location 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. 6A:11-2.2</i> , 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.	X

School Official/School Lead

Signature of School Official (School Lead):



Date: 08/01/2024

Print/Type Full Name: Victoria Glover

Title: Regional Senior Director, External Affairs

Signatory Office (President, Board of Trustees)

Signature:



Date: 08/01/2024

Print/Type Full Name: Natalie Cooper

Title: Board Chair
