

# **MASTERY SCHOOLS OF CAMDEN**

## **Urban Hope Act Annual Report**

**August 1, 2024**

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# 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	Mastery Schools of Camden
Grade level(s) to be served in 2024-2025	K-12
Projected enrollment for 2024-2025	2,830
2023-2024 Total enrollment as of June 30, 2024	2,828
Current waiting list for 2024-2025 <i>Pursuant to N.J.A.C. 6A:31-4.5(a).</i>	65
Waitlist within the district/region of residence	45
Waitlist of non-resident district/region of residence	█
Website address	<a href="https://masterycharter.org/">https://masterycharter.org/</a>
Name of board president	Jim Sheward
Board president's email address	█
Board president's direct phone number	█
Name of school leader	Joel Boyd
School leader's email address	<a href="mailto:masterycso@masterycharter.org">masterycso@masterycharter.org</a>
School leader's direct phone number and extension as necessary	█
School leader's cell phone number	█
Title IX McKinney-Vento District Homeless Liaison's name and email address	Marvin Lovell - <a href="mailto:marvin.lovell@masterycharter.org">marvin.lovell@masterycharter.org</a>
School Safety Specialist's name and email address	Michael Patron - <a href="mailto:michael.patron@masterycharter.org">michael.patron@masterycharter.org</a>
School Threat Assessment Team Members' names and email addresses	Dionne Hayes - <a href="mailto:dionne.hayes@masterycharter.org">dionne.hayes@masterycharter.org</a> Marvin Lovell - <a href="mailto:marvin.lovell@masterycharter.org">marvin.lovell@masterycharter.org</a>

	Rana Shariatdoust - <a href="mailto:rana.shariatdoust@masterycharter.org">rana.shariatdoust@masterycharter.org</a>
Harassment, Intimidation and Bullying (HIB) Coordinator's name and email address	Rana Shariatdoust - <a href="mailto:rana.shariatdoust@masterycharter.org">rana.shariatdoust@masterycharter.org</a>
Name of School Business Administrator (SBA)	Chris Barts
SBA email address	<a href="mailto:Chris.Barts@Masterycharter.org">Chris.Barts@Masterycharter.org</a>
SBA direct phone number	██████████

## 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**

School Site 1 Information	
Site name	Cramer Hill Elementary
Year site opened	2014
Grade level(s) served at this site in 2023-2024	K-8
Grade level(s) to be served at this site in 2024-2025	K-8
Site street address	1001 North 17th Street
Site city	Camden
Site zip	08105
Site phone number	856-726-0027
Site lead or primary contact's name	Jessie Gismondi
Site lead's email address	<a href="mailto:Jessie.Gismondi@Masterycharter.org">Jessie.Gismondi@Masterycharter.org</a>
Site lead or primary contact cell phone number	██████████

School Site 2 Information	
Site name	Molina Lower Elementary
Year site opened	2017
Grade level(s) served at this site in 2023-2024	K-2
Grade level(s) to be served at this site in 2024-2025	Combining with Molina Upper
Site street address	415 North 9th Street
Site city	Camden
Site zip	08102
Site phone number	856-993-7004

School Site 2 Information	
Site lead or primary contact's name	Mina Lee
Site lead's email address	<a href="mailto:Mina.Lee@Masterycharter.org">Mina.Lee@Masterycharter.org</a>
Site lead or primary contact cell phone number	[REDACTED]

School Site 3 Information	
Site name	Molina Upper Elementary
Year site opened	2015
Grade level(s) served at this site in 2023-2024	3-8
Grade level(s) to be served at this site in 2024-2025	K-8 (Combining with Molina Lower)
Site street address	601 Vine Street
Site city	Camden
Site zip	08102
Site phone number	856-966-8970
Site lead or primary contact's name	Stephen Williams
Site lead's email address	<a href="mailto:Stephen.Williams@masterycharter.org">Stephen.Williams@masterycharter.org</a>
Site lead or primary contact cell phone number	[REDACTED]

School Site 4 Information	
Site name	East Camden Middle
Year site opened	2015
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	3064 Stevens Street
Site city	Camden

School Site 4 Information	
Site zip	08105
Site phone number	856-966-5111
Site lead or primary contact's name	Lynette Padin-Reyes
Site lead's email address	<a href="mailto:lynette.padin-reyes@masterycharter.org">lynette.padin-reyes@masterycharter.org</a>
Site lead or primary contact cell phone number	[REDACTED]

School Site 5 Information	
Site name	Mastery High School of Camden
Year site opened	2018
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	800 Erie Street
Site city	Camden
Site zip	08102
Site phone number	856-966-5111
Site lead or primary contact's name	Andrew Anderson
Site lead's email address	<a href="mailto:Andrew.Anderson@masterycharter.org">Andrew.Anderson@masterycharter.org</a>
Site lead or primary contact cell phone number	[REDACTED]

School Site 6 Information	
Site name	McGraw Elementary
Year site opened	2015
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

School Site 6 Information	
Site street address	3051 Fremont Street
Site city	Camden
Site zip	08105
Site phone number	856-966-8960
Site lead or primary contact's name	Danielle Horowitz
Site lead's email address	<a href="mailto:Danielle.Horowitz@masterycharter.org">Danielle.Horowitz@masterycharter.org</a>
Site lead or primary contact cell phone number	[REDACTED]

# Organizational Performance Areas

## Education Program and Capacity

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### 1.1 Mission

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

#### THE MISSION

*All students learn the academic and personal skills they need to succeed in higher education, compete in the global economy, and pursue their dreams.*

Serving the students of Camden towards our ambitious mission has meant providing robust programming for students with a variety of special education and English language needs. Our programming is designed on an individual basis to respond to the needs of each student, to meet them where they are academically, behaviorally, and socio-emotionally to support them in meeting our rigorous expectations. This coming school year, in alignment with the NJ requirements, we are opening bilingual programs at three of our campuses in kindergarten (and one in first grade) to best serve our multilingual learners. We are also enhancing our supports for multilingual learners across all grades through network wide initiatives around curriculum, teaching and support structures. At our high school, we have expanded programming to include multiple pathways for all learners. Dual enrollment and career and technical education partnerships have provided opportunities for students to engage in community-based learning that aligns with their post-secondary plans. In addition to our academic programs, students engage in daily social-emotional learning through community and morning meetings, in which teachers develop social skills and support students in their interactions with peers and school staff. Students and families also have access to daily aftercare services, if needed, and robust summer programming that provides opportunities for academic support, credit recovery (where appropriate), enrichment, homework support, and joyful activities such as arts, crafts and sports. Our summer program prioritized the needs of students in reading and math and partnered with outside organizations to provide further enrichment. We provided in-person support for all students in our summer credit recovery program, bringing back three-dimensional instructional support in the class while utilizing high quality, web-based course offerings. Furthermore, students experience a variety of enrichment courses throughout the year including Spanish, physical education, art and music - all designed to provide access to varied coursework to prepare our students beyond Mastery. Our sports and extracurricular programs also help ensure students have a robust and holistic experience.

### 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.

See Appendix A. Mastery Schools of Camden'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 2024-2025 school year. Please limit your response to a 1-page maximum.

In the 2024-2025 school year we will be adopting the following high quality instructional materials, aligned to New Jersey Learning Standards:

Content Area	Curriculum	Rationale for Adoption
Art	<a href="#">The Art of Education</a>	<ul style="list-style-type: none"> <li>Standards aligned</li> <li>User friendly</li> <li>Diverse and inclusive representation of topics and artists</li> <li>Robust teacher resources and flexibility to customize across contexts</li> <li>Use of technology within curriculum</li> </ul>
Music	<a href="#">Quaver Music</a>	<ul style="list-style-type: none"> <li>Standards aligned</li> <li>User friendly</li> <li>Diverse and inclusive representation of types of music and musicians</li> <li>Robust teacher resources</li> <li>Engaging student-facing materials</li> <li>Use of technology &amp; instruments within curriculum</li> </ul>

### 1.3 Instruction

a) What constitutes high quality instruction at this school?

At Mastery, we believe that all our students deserve access to excellent and equitable instruction, K-12, to support them in reaching their goals for post-secondary success. We define excellent and equitable instruction as high-quality teaching that supports *all* students with working towards grade level learning through culturally responsive practices that meet all learners' needs.

Our rubric for effective teaching, the Instructional Standards, is meant to cast a clear and specific vision for what excellent and equitable instruction looks like. It is designed with five standards for teaching practice, three of which are student outcome standards (*Student Achievement, Content Engagement, and Supportive Community*), and two of which are teacher action standards (*Lesson Facilitation and Learning Environment*). This distribution is intentional; we believe a well-planned teacher who has established a joyful learning environment is poised to allow students to shine in the classroom through taking academic risk (*Supportive Community*), being cognitively engaged (*Content Engagement*), and demonstrating learning (*Student Achievement*).

In order to distill the spirit of each of these Instructional Standards, we've organized them around one essential question that should guide classroom observation and feedback as teachers develop toward increasing levels of effectiveness.

INSTRUCTIONAL STANDARD	ESSENTIAL QUESTION
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<b>Student Achievement</b>	Do all students <b>demonstrate learning</b> of the lesson’s objective and/or progress toward their learning goals?
<b>Content Engagement</b>	Are all students <b>responsible for doing the thinking</b> in this lesson and use tools to engage in productive struggle?
<b>Supportive Community</b>	Are all students <b>intellectually and socially safe</b> to take academic risks, use their voices, and collaborate?
<b>Lesson Facilitation</b>	Does the teacher <b>design and facilitate a lesson that moves all students toward the lesson objective</b> with increasing independence?
<b>Culturally Responsive Environment</b>	Does the teacher create a <b>culturally responsive environment that is joyful, predictable, nurturing</b> and allows all students to maximize their learning?

The Instructional Standards serve as the pedagogical basis for teacher reflection, coaching, professional development, and evaluation. Our Instructional Standards are our vision for excellent teaching and serve as the basis for our teacher development and evaluation. Teachers, school leaders and teacher coaches use the Instructional Standards to define strengths and opportunities to further teacher practice.

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

Our instructional program is rooted in balancing direct instruction with a conceptual approach, to attend to the demands of the NJ state learning standards. Our program ensures we meet students where they are in order to support them with achieving the rigorous bar set by the NJSLA assessments. As such, all of our programming offers our students multiple experiences to ensure they are both growing and improving against the grade level bar. We balance all of our instruction with a culture of joy and enriching experiences that meet the holistic needs of our learners.

### Literacy

Mastery believes the foundation of student achievement is reading. The National Research Council found that “Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone’s reading skill at the end of 3rd grade.” With this in mind, one of our most important priorities is to develop all teachers as exceptional reading instructors, employing best practices in reading instruction.

Mastery’s early reading program is purposefully designed to meet students’ needs in terms of decoding, comprehension, fluency, vocabulary and writing. At the K-2 level, Mastery dedicates 180+ minutes to literacy instruction through a balanced approach that includes guided reading, phonics instruction, and our KIPP Wheatley standards-aligned reading and writing program. Foundations is the curriculum that we use for phonics instruction- all K-2 students receive at least 30 minutes/day of systematic instruction to build their foundational reading skills. K-2 classrooms also have a higher teacher to student ratio where most classrooms have a Literacy Support teacher that provides additional support: this allows our staff to provide targeted interventions to struggling readers and provide differentiated instruction to meet unique student needs.

In grades 3-8, we use the KIPP Wheatley curriculum as our ELA curriculum, which includes reading, writing and support components. Wheatley includes close reading lessons with complex texts focused on building students' skills to deeply understand what they are reading as well as building knowledge. Through Wheatley writing lessons, students learn explicit frameworks for constructing narrative, explanatory, and argumentative writing products that draw on the essential themes and unique features of the texts students are reading. Through an additional Literature Centers block, teachers spent time with students on students' instructional levels to support reading growth through Guided Reading, independent reading, anchor novel support, and remediation.

At the high school level for grades 9-12, Springboard serves as our ELA curriculum. Springboard is a complete instructional program that prepares students for college-level work. It includes texts, daily objectives, checks for understanding, daily lesson assessments and end of unit assessments that are aligned with the rigor of the NJ learning standards and NJSLA and will provide formative and actionable data to drive instruction.

Throughout the K-8 program, students' reading is assessed in several important ways. First, we use NWEA's MAP Reading Fluency assessment, based on the science of reading for all students in grades K-2. Second, students take NJSLA-aligned checkpoint assessments twice per quarter and quarterly benchmark assessments that align with our Wheatley curriculum modules every 8-10 weeks beginning in third grade. These assessments are used as the primary tool for teacher planning and instructional delivery in grades 3-8. We also take a similar approach to quarterly ELA benchmark assessments in grades 9-12 that aligns with our Springboard curriculum. Third, we administer the NWEA MAP Growth (Measures of Academic Progress) assessment to the fall, winter and spring to assess student growth over time in grades 3-9. MAP provides valuable data to leaders and teachers to inform data-driven instruction to be responsive to the needs of individual learners.

## Math

Eureka Math is our K-8 math program and focuses on several guiding principles to support strong math instruction in the classroom:

Our approach to math instruction is to provide students with authentic experiences learning about numbers and how they work by way of investigation with the use of manipulatives and sharing their learning by engaging in robust discussions.

Students share their thinking about how to solve problems and learn from other students in the process.

In the Eureka program, students learn grade-level content, as defined by the NJ learning standards and NJSLA, by engaging in aligned fluency routines, high-quality tasks, problem sets, class discussions, and mathematical models to explore mathematical concepts and skills. Students solidify their learning through extended application, practice of mathematics, and the lesson debrief.

Agile Mind is the core resource for High School Algebra courses at Mastery High School of Camden for grades 9-12, and focuses on four areas of student preparation:

1. Cohesion – The common-core aligned curriculum used within these curricula prepares students for the rigors of NJSLA
2. Rigor – A balance of procedural and conceptual understanding within the curricula ensures that students are actively preparing for advanced study in mathematics

3. Critical Thinking – These curricula regularly incorporate real-world application opportunities grounded in the Standards for Mathematical Practice in order to build the critical thinking skills needed for post-secondary success.

4. Remediation - The Intensified Algebra curriculum is used in 9th and 10th grade to ensure that all students are provided a comprehensive research-based intervention to address unfinished learning while simultaneously engaging with grade-level content in preparation for NJSLA and post-secondary readiness.

- 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?

Mastery Schools of Camden implemented a multi-tiered system of supports (MTSS) to support students with unfinished learning given the pandemic. Students were screened using a universal screener and that data was triangulated with Start Strong results, prior NJSLA results, and formative assessment data. Students were assigned to intervention courses for math and ELA based on their needs. In addition, small group tutoring was offered to supplement core instruction.

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

Students were not required to quarantine during the 2023-24 school year.

- 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 supports will the school provide in the 2024-2025 school year?

Grade	# of students retained
K	
1st	
2nd	
3rd	
4th	
5th	
6th	
7th	
8th	0
9th	0
10th	0
11th	0
12th	

Based on their specific needs, students who are retained will be provided additional academic supports to ensure growth and achievement. Specifically, students will be scheduled to academic interventions. Parents will be engaged through academic conferences to ensure that students are progressing towards grade level standards.

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

**Table 3: Proficiency Rates on Local Assessments (% of Students) —Fall Diagnostic Assessment 2023**

Assessment	Below (%)	On (%)	Above (%)
ELA 3	68%	2%	30%
ELA 4	70%	2%	28%
ELA 5	72%	2%	26%
ELA 6	72%	2%	26%
ELA 7	68%	2%	30%
ELA 8	67%	2%	31%
ELA 9	68%	2%	29%
MAT 1	72%	0%	28%
MAT 2	73%	0%	27%
MAT 3	74%	3%	23%
MAT 4	79%	2%	20%
MAT 5	80%	0%	21%
MAT 6	85%	0%	15%

Assessment	Below (%)	On (%)	Above (%)
MAT 7	79%	2%	20%
MAT 8	79%	0%	21%
Algebra I	72%	1%	27%
Geometry	58%	0%	42%

**Table 3b: Proficiency Rates on Local assessments (% of Students) — End of Year Summative Assessment 2024**

Assessment	Below (%)	On (%)	Above (%)
ELA 3	69%	0%	32%
ELA 4	70%	2%	28%
ELA 5	75%	0%	26%
ELA 6	72%	0%	29%
ELA 7	66%	0%	34%
ELA 8	72%	2%	26%
ELA 9	66%	0%	34%
MAT K	48%	0%	53%
MAT 1	62%	0%	38%
MAT 2	60%	0%	40%
MAT 3	68%	3%	29%
MAT 4	80%	0%	20%
MAT 5	81%	0%	19%
MAT 6	78%	0%	22%
MAT 7	74%	0%	26%
MAT 8	79%	1%	19%
Algebra I	61%	1%	38%

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	✓

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	✓

**Table 4: 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	14%	
ELA 4	20%	
ELA 5	17%	
ELA 6	17%	
ELA 7	19%	
ELA 8	23%	
ELA 9	21%	
MAT 3	17%	
MAT 4	18%	

NJSLA Assessment	2022-2023 Percentage of students who met or exceeded expectations	2023-2024 Percentage of students who met or exceeded expectations
MAT 5	12%	
MAT 6	5%	
MAT 7	7%	
MAT 8	2%	
Algebra I	9%	
Geometry	5%	

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).

Mastery has revamped our RTII program to ensure we have robust Tier 2 interventions in place.

- As part of the revamp we added a responsive teaching block that addresses the specific learning needs of students with a focus on remediation for students that need additional help.
- Tier 3 interventions were also revamped and a new suite of interventions was rolled out last year.

English and Math pacing guides were updated to address learning gaps and give teachers flexible time that can be used to address these gaps.

#### Intervention and Specialized Programming

Grade Band	ELA	Math	Specialized Programs	ELL
K-2	Waggle	iReady	EverFi (Anchor)  Zones of Regulation (Anchor)	Imagine Learning  Benchmark Adelante  National Geographic
	Heggerty  Foundations	Number Worlds  Math 180		
3-8	iReady	IXL		

<b>9-12</b>	Read 180	TouchMath	Freckle (Low Incidence)	iLit
	System 44	Early Numeracy Skill Builders	Vizzle (Low Incidence)	
	Quill			
	Writing for Success			
	Adventures in Language			
	IXL			
	Just Words			
	Sonday			

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.

<b>Subject</b>	<b>K-2</b>	<b>3-8</b>	<b>HS</b>
<b>English</b>	MAP Reading Fluency  Wilson’s Foundations Unit Assessments  Network-created assessments each quarter	MAP Growth Reading  Network-created assessments each quarter	Network-created assessments each quarter  PSATs at the end of the school year
<b>Math</b>	Network-created assessments administered each quarter	MAP Growth Math  Network-created assessments each quarter	Network-created assessments each quarter  MAP Algebra I

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

We used assessment results in our screening tool to identify at-risk students. Each school provides additional support to these families. All students receive an intervention based on their needs.

Each quarter school leaders and teachers analyze their data to identify learning gaps and create action plans that are executed during the next quarter.

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

Mastery selects interim and diagnostic students doing national research to vet instruments based on Common Core/NJSLA alignment to fit into our assessment suite. Typically, this looks like reviewing research and validation studies, piloting the assessments, and monitoring implementation.

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

To compare NJSLA performance and locally administered assessments, we use projections provided by NWEA, the test creator, based on their linking [study](#). Projections were within the classification accuracy for ELA in the lower grades with significant disparities in ELA 6th, 7th and 8th, and Math. Performance disparities are caused by the timing of local end-of-year testing and inaccuracies with the projections provided by the publisher. End-of-year testing occurs after state testing, leading to testing fatigue and inaccurate scores. In addition, the test publisher is changing the test in SY26, which should lead to better predictions. We'll examine our use of current projections with the release of the new assessments.

<b>NJSLA Assessment</b>	<b>2022-2023 Actual % of students who met or exceeded expectations</b>	<b>2022-2023 NWEA Projected % of students who would meet or exceed</b>
ELA 3	14%	14%
ELA 4	20%	13%
ELA 5	17%	11%
ELA 6	17%	9%
ELA 7	18%	4%

ELA 8	23%	2%
ELA 9	21%	NA
MAT 3	17%	9%
MAT 4	18%	5%
MAT 5	12%	4%
MAT 6	5%	2%
MAT 7	7%	4%
MAT 8	1.6%	2%
Algebra I	9%	NA

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

We share assessment data directly with students and families through our report card and family conference structure twice per year. School leaders have active, regular access to all assessment data available through our Analytics data dashboard. Administrators can analyze this data by teacher, content area, grade, and disaggregated by student sub-groups. We also share end of year assessment data (NJSLA, NJGPA) with families once results are in. Board members receive quarterly updates on all academic data: K-2 reading, 3-12 benchmark performance, and 3-9 MAP Growth performance.

**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.)

“Renewal at these 10-year intervals shall be presumed provided ... the renaissance school project's average percent of students proficient on the New Jersey Assessment of Skills and Knowledge ... exceed the average percent of students proficient for the renaissance school district in which it is located in like grades by 15 percent or more in language arts literacy, mathematics, or both after

five years, and 25 percent or more in language arts literacy, mathematics, or both after ten years, or achieves the State-level proficiency standards during that period.”

Using 2023 NJSLA scores, the most recent available data, from Mastery and Camden City School District, Mastery’s proficiency rates far exceed those of CCSD by more than 25% in both ELA and Math. The data in the table below comes from the ESSA Accountability page from both districts’ 2023 NJ School Performance Reports.

Test	Mastery	CCSD	Points Difference	Percent Difference
ELA Proficiency	19%	11%	8	+73%
Math Proficiency	11%	6%*	5	+83%
ELA Growth	45	36	9	+25%
Math Growth	46	40	6	+15%
Progress toward English Language Proficiency	24%	11%	13	+118%
Chronic Absenteeism	19%	41%	22	+54%
Graduation Rate 4-Year	87%	65%	22	+34%
Graduation Rate 5-Year	81%	72%	9	+13%

\*Not reported in the Performance Report. Calculated from public data.

### 1.6 Organizational Capacity

- a) As **Appendix B**, provide an organizational chart of the renaissance school project for the 2023-2024 school year.

See Appendix B.

- 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.

See Appendix C.

### 1.7 School Calendar

- a) As **Appendix D**, please provide the 2024-2025 school calendar.

See Appendix D.

## School Culture and Climate

### 2.1 School Culture and Climate

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- 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 2023-2024. (Please limit your response to a 1-page maximum.)

Student Achievement Above All—our number one value as an organization is the success of our students rooted firmly in our mission statement: All students learn the academic and personal skills they need to succeed in higher education, compete in the global economy, and pursue their dreams. Specifically, during the closure caused by the pandemic and in the years following, a renewed focus on our trauma-informed practices and engaging our families robustly has helped ensure we are meeting student’s most basic needs that are foundational to ensuring academic achievement. This called on us to provide ongoing professional development to our teaching staff as they learned to translate their in-person teaching expertise to the online classrooms. We have implemented those learnings into our post-pandemic instructional model, and this coming school year have a network-wide technology integration initiative to prioritize twenty-first century skills. We hold a high bar for student engagement and culturally responsive instruction that is maintained through our teacher development and evaluation programs, using classrooms observations, written feedback, coaching meetings, and weekly professional development to support teacher development and student learning. This coming year, we are augmenting our teacher evaluation even further by incorporating a new set of instructional standards that will drive feedback, evaluation, coaching and development. All of our revised resources align to the best practices we learned in supporting students over the last several years.

A culture of achievement begins with airtight school policies and procedures and instruction that is rigorous, standards-based, and always drives towards measurable outcomes. Our program is designed to build skills report period by report period, grade by grade, in order to prepare students for college and beyond. The use of high-quality curricular materials like Eureka (Math), Agile Minds (Math), Amplify (Science) and Wheatley and Springboard (ELA) ensured that classroom instruction was rigorous and aligned to state learning standards. At the K-2 level, we leverage the science of reading priorities and drive strong phonics instruction utilizing the research-based Foundations program. As students progress to the next grade and through the school year, these instructional materials provided rich opportunities for students to reinforce prerequisite skills and build new knowledge on grade level content.

In line with this, we use rigorous benchmark assessments, reading growth assessments, and portfolio assignments that push students to produce challenging work that represents the high instructional bar that Mastery sets. We celebrate our academic successes, and we target deficits strategically and urgently, constantly focusing on moving students forward in measurable ways. Every minute counts—children’s futures depend on it.

That said, we measure our success and progress across our schools in a variety of formats. All our schools in Camden have dramatically improved student attendance, decreased incidence of disciplinary infractions, and improved the climate and culture of their buildings. Our leader retention is among the highest in the country amongst our peers.

- 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 2023-2024. (Please limit your response to a 1-page maximum.)

Students identified as having emotional support needs participate in a therapeutic program driven by their individual needs as laid out in the individualized education plans.

- Students are engaged in Second Step programming during morning meetings to build a core set of grade-level appropriate social emotional skills.
  - Additionally, students with counseling needs receive counseling services. A designated school social worker provides additional support to students in need.
  - Our school nurses meet the needs outlined in students' health plans, as well as daily medication needs, and all screening requirements.
- c) Fill in the requested information in Table 5 below regarding the renaissance school project'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 5: 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	220	0	0
1	232	0	0
2	240	0	0
3	227	28	0
4	252	34	0
5	254	45	0
6	230	59	0
7	240	37	0
8	240	54	0
9	208	65	0
10	211	33	0
11	163	16	0
12	165	17	0

## 2.2. Family and Community Engagement

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- a) List and briefly describe the major activities or events the renaissance school project offered to parents/guardians during the 2023-2024 school year and how those events were offered, i.e., in-person, virtual, hybrid, etc.

### August

- New & Returning Student Orientation - We showed our new families what a day in our school would look like and the school environment their child will enjoy.
- Kindergarten Orientation – We trained parents on what Kindergarten classes contain and the school environment which their child will be enjoying.
- Enrollment Events – A variety of events were held to introduce our schools to families including open houses and festivals.
- Food Bank – Every month Mastery High School of Camden hosts a food bank with goods supplies from Southern Food Bank that allows families and community members to shop for food.

### September

- Back to School Night – Parents met their teachers.
- Title I Meeting – Parents were informed about our Title I program and invited to give input.
- Food Bank

### October

- Fall Festival – Students and families participated in a series of rotations where they got to dance, draw, sing and much more.
- Food Bank

### November

- Mastery Votes Campaign - We encouraged families to go out and vote.
- Spirit Week - Different themes every day like pajama day, crazy sock day, etc.
- RP1 Parent Teacher Conference – Parents met with their children’s teachers, reviewed report cards, and discussed their children’s progress.
- Parent Meeting - Guest Speaker spoke to families about Bullying Issues.
- Thanksgiving Baskets – We prepared beautiful baskets for parents and received food from the Goldberg Group to give to more parents.
- Food Bank
- Book Fair – A book fair was held at East Camden Middle School
- Awards Ceremony – Student awards ceremony for report period 1.

### December

- Winter Concert - Parents enjoyed listening to their child singing songs they learned in music class.
- Winter Wonderland - Students and Families were able to enjoy different rotations with different arts and crafts, snacks and music.
- Food Bank

### January

- Title I Meeting – Parents were informed about our Title I program and invited to give input.
- Career Day- Parents were able to volunteer to talk to students about their career. Students were also able to dress up like what they wanted to be when they grow up and talk about why.
- RP2 Parent Teacher Conference – Parents met with their children’s teachers, reviewed report cards, and discussed their children’s progress.

- Parent Action Team Meeting
- Food Bank
- Black History Celebration /Career Day– Parents were invited to our Black History Month Celebration.
- Food Bank

March

- Parent Meeting - Families were invited to a meeting to give input and talk about their experience with the school and things they would like to see happen in our school.
- Parent Action Team Meeting
- Food Bank

April

- Parent Meeting – Parents learned about upcoming events and volunteer opportunities.
- Parent Teacher Conferences - Parents learned about their students’ progress.
- Spirit Week Activities culminating in Blue & White Night.
- Food Bank

May

- New Student Signing Day and Registration Day - New families were able to come in and learn more about our school and register.
- RP3 Parent Teacher Conference – Parents met with their children’s teachers, reviewed report cards, and discussed their children’s progress.
- Parent Action Team Meeting
- Food Bank

June

- Fun and Field Day - Students and families celebrated the end of the year.
- Title I Meeting – Parents were informed about our Title I program and invited to give input.
- K-8<sup>th</sup> Grade Move Up
- End of Year Awards Assembly
- Food Bank
- Graduation Ceremonies
- Student Award Ceremonies

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.

- Parent Association -
  - School events: set up decorations and spreading the word about school events
  - Outreach: Sharing information with families about school events
  - Parents volunteer and call incoming families total about their experience at Mastery
- Parent Volunteer Recruitment - Parents were given the charge to recruit parent volunteers.
- Parent Action Team

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**

<b>Partnering Organization</b>	<b>Description of the Partnership</b>	<b>Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.</b>
Camden County College	Dual enrollment	
HISPA	HISPA is a group of Hispanic role models that visit the middle school grades once a month to discuss and share their professional careers and college experiences.	In this 3-year partnership HISPA has serviced over 125 students and hosted 15 high schoolers to attend their annual conference at Princeton University.
Education Works	Education Works is our aftercare provider. Students participate in homework help, STEM activities and VAPA events.	Students in grade K-8 are enrolled.

**Table 7: Community Involvement with Community Institutions**

<b>Partnering Organization</b>	<b>Description of the Partnership</b>	<b>Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.</b>
CAUSE	Center for Aquatic Sciences trains high school students to teach, model and share education and experiences with marine biology and animals. CAUSE also has provided professional development for our STEM teachers. Every year we host their summer camp in our building.	10-15 staff, 15 high school students, 60-K-8 students
Hope Works	Part of our Workforce Development Model which takes place between January-May months.	Students learn soft skills and employment skills. They start off as interns and move on to on-the-job training and certification with the goal of a living wage job with benefits and opportunities for growth. Currently 7 students are working and earning their EMT certifications through a 2-year program at CCC and IT training certification programs.

The Michaels Organization	Part of our Workforce Development Model which takes place between January-May months.	Students learn soft skills and employment skills. They start off as interns and move on to on-the-job training and certification with the goal of a living wage job with benefits and opportunities for growth. Part of the 50 students who participated this SY22-23 year, and part of the 75-student allotment for SY 23-24. Currently 9 students were able to receive full time jobs working in onsite HVAC training.
Covanta	Covanta will be partnering with us and sharing resources that allow us to be creative with trash and recyclables to keep our school sustainable and assist in the NJ Sustainable School Certification.	Partnership is in building phase to take root in Fall 2023, Will involve entire school population and staff.
Remedy Shot Photography	Remedy Shot Photography has partnered with MHSC to build confidence in the community through the art of photography while teaching students and staff a way to positively influence media	Offering mentorship to students and coaching to 1 staff member on social media techniques
East Atlantic Carpenter's Union	Part of our Workforce Development Model that runs between January- May months	Students learn soft skills and employment skills. They start off as interns and move on to on-the-job training and certification with the goal of a living wage job with benefits and opportunities for growth. 50 students participated in this program 22-23 SY. 75 projected to begin in 23-23 SY.
North Camden Community Garden	This is our third year working with agriculturalist Jacqueline Vicente-Santiago. This partnership thrives in the extracurricular hour. NCCG provides paid internships for our students. Garden interns plant, harvest, educate, write books, provide community service and represent MHSC in the North Camden Neighborhood.	10 paid garden interns who maintain our school community garden, educate our school community while offering their harvests to the school of what has been sown.
IMM Schools	IMMSchools is a non-profit organization that assists schools and other agencies to develop and implement policies that protect and empower undocumented students and families.	Leadership Team and ESL teacher leaders (15 total) were trained in creating a Safe Haven Policy for enrollment. Over 40 students were involved the Post-Secondary Conference for

		Immigrant and Undocumented students at Rutgers University
Bayada Nurse	Part of our WorkForce Development model which allows students to learn through internship placement and earn a certification	10 students will be placed in the internship this upcoming 23-24 SY all training in Phlebotomy and completing with Certification
Resin Tech	Part of our Workforce Development Model	Students learn soft skills and employment skills. They start off as interns and move on to on-the-job training and certification with the goal of a living wage job with benefits and opportunities for growth. Part of the 50 students who participated in the WorkForce Development Program in SY 22-23 SY. Part of the 75 placements for the 23-24 SY. Currently 4 students are working full time. 3 out of 4 students are scheduled to start CCC along with their additional resources. Company also donated Senior dues for 7 of the students who were placed during the 22-23 SY.
Rutgers Youth Success Program	Partnership through Rutgers in which are able to complete their automotive 2-year program through CCC for free. They have also obtained their OSHA Certification through the program for employment purposes.	Program runs January-May with offers made prior to completion. 4 students currently continue being serviced.
Camden Dream Center	Part of our Workforce Development Model	Students learn soft skills and employment skills. They start off as interns and move on to on-the-job training and certification with the goal of a living wage job with benefits and opportunities for growth. 10+ students were able to obtain their CISCO Network Certification during 22-23 SY. Camden Dream Center will be partnering with us this 23-24 SY to assist in teaching our students coding for all juniors enrolled in a technology course. Beginning the 23-24 SY, 10 students yearly will be able to complete their cybersecurity cortication through the dual

		enrollment program by their Senior year.
Ana Sourcing	Partnership to begin in SY 23-24 as one of the WorkForce Program Partners where 2 students will be placed to intern and learn about Analyst and Sales Marketing positions. Internships will also expose students to business models in obtaining and executing government contracts. Upon successful completion, students will be given full-time employment.	Students will be coached and given the skills to learn how to execute various positions in and out of leadership within a Small Minority Owned Business.
Project Little Warriors	4-year partnership in exposing and growing an interest in the benefits of mindfulness and yoga.	Over 40 students serviced in SY 22-23 allowing them to learn positive ways in which they can practice positive mental health routines and create routines that impact them in a positive manner.
Daelight Foundation	Mental Health Advocacy Group	The entire 11th and 12th grades were trained in Trauma Informed Care as part of the Health Curriculum. Students became certified in Mental Health First Aid.
Trust for Public Land	The most impactful partnership we have in terms of capital improvements. TFPL are leading the efforts to remediate and develop a Science Park that would lead to outdoor classrooms, gardens, marine sciences and a plethora of STEM based curricula and post-secondary connections.	N/A
Food Bank of South Jersey	This 7-year partnership has endured through the pandemic and has evolved into the most consistent and longest running food bank in North Camden.	Over 100 families being served every month.
Across the Spectrum Doula	Partnership with Doula, Daniela Natali allows our carrying students to receive emotional support, resources and classes during their perinatal period.	Over 10 female students were serviced during their perinatal period and given successful tools for parenting, breastfeeding and given resources as they entered motherhood during 22-23 SY.
Gateway to College Program through CCC	Partnership allowing us to directly to feed students into their program and give students between the ages of 16-20 to attend class in a supportive environment	10 students serviced

	while earning college credits and earning their high school diploma through us.	
Camden County College Dual Enrollment Program	Students are able to complete both their Associates Degree from Camden County College and their High School Diploma from MHSC in a supportive environment while receiving both upon successful completion in the accelerated program by graduation of their senior year.	12 students were enrolled in dual enrollment program for the 22-23 SY.
Rowan Arts Program	Students in Theater & Arts classes were able to learn art and theater techniques, including designing and setting a stage.	Professional development provided for 5 staff members in VAPA department. 60 students serviced through the Theater and Arts Classes at MHSC that partnered with Rowan, including the teaching of artistic abilities. 15 students were able to learn skills in set and design and other techniques through the instructor Carmen Pendleton and others.
North Camden Little League	Allows MHSC to use field in order to have athletics programs run successfully through appropriate sport season.	100+ students are impacted in a positive way which allows us to run our football, soccer, baseball, flag football training, and coaching on the field.
Camden Monarchs	Assist students who are interested in basketball to obtain the skills needed off and on the court to be successful.	Any student who lives in the North Camden community, not only mastery students.
Acelero Learning	Teach reading strategies in parent sessions to families of pre-k students	Once every Spring
Sixers Foundation	Bouncing Back Boundaries Basketball Clinic	20 students during the summer; 3 sessions
Big Brother Big Sister	Students partnered with mentors	25 students, monthly mentorship meetings
Rowan University	"Life Histories" project – students create performances	30 students - 7 <sup>th</sup> and 8 <sup>th</sup> graders in our honors program
Unified Sports	Inclusive sporting events that partner students with special needs and their peers	20 students, 5 different sporting events
Metro Police	Community Resources Events	Presentation to families about summer programming, and City

		Events during the year. 20 Events a year.
YMCA	Soccer for Success	Served about 50 students and teach them soccer skills and teamwork
Miguel's Pharmacy	Health Insurance and Medicine	Help families with medical prescriptions. Serve over 100 families.
Parent Invincible	Community Outreach	Presentation to families about Summer events, and advocates for families. Resources to over 100 families.
Center of Family Services	Mental Health	Helping Families cope with daily issues that affect lives. Resources to over 100 families.
Camden County Libraries	Reading	Families sign up for library cards to check out books to keep the concept of having a library not in a school setting. Serving over 50 families.
Black Girls Love math	Academics	Tutoring Girls in math. Served over 20 students
Food Bank of South Jersey	Free Food	Serving families that are in need of food once a month. Serving over 500 families
Kids in the Kitchen	Cooking Healthy Foods	Teaching students how to cook healthy and nutritional meals with their families. Served over 75 students
Girls Inc	Extracurricular programming	25 students served weekly
Girls Choir	Extracurricular programming	25 students served weekly
Boy Scouts	Extracurricular programming	20 students served weekly
East Camden Youth Association	Baseball Opportunities for students	About 2-4 students participated, Flyers shared with all families to participate in the East Camden Baseball Season
South Jersey Food Bank	Our staff member coordinated this initiative to offer families Student Weekend Meals.	The food bank delivers student weekend meals biweekly for our students to take home every Friday. We initially started with

		the whole school receiving these meals but by the end of SY about 100 families were still receiving and requesting meal service.
Hispanic Family Center	Homework /Tutoring Assistance	We shared their flyer on a weekly basis as they offered zoom homework/tutoring help weekly. Monday, Tuesday, and Wednesdays from April until the end of school year.
Hispanic Family Center	Health & Wellness Fair	Shared flyer with all families to attend this free wellness Fair
Heritage Wireless Group	Free Tablet Opportunity	Offered Families Free tablets during parent-teacher conferences
Miguel's Pharmacy	Vaccination	Offers Families COVID vaccines
Tristate Canine Response Team	Pet Therapy	Brought in two canines for students to pet

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

Our community and educational connections directly serve our mission to partner with families and the greater community to educate our students. Our partnerships provide our students with academic and enrichment experiences and resources that complement and enhance our daily instruction and social emotional support. These partnerships help establish connections and skills our students can use in and outside of the classroom. Where possible, we focus our partnerships on developing our students’ cultural identities and connections to their community.

## 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	Term Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Date of NJSBA Training
Reuel Robinson	7/1/2023	6/30/2025	Member	[REDACTED]	7/15/2015	7/17/2024
Judith Tschirgi	7/1/2023	6/30/2025	Member	[REDACTED]	2/4/2015	7/27/2023
James Reynolds	7/1/2022	Resigned 3/20/2024	Member	[REDACTED]	7/20/2016	12/31/2021
Jim Sheward	7/1/2024	6/30/2026	President	[REDACTED]	3/1/2017	12/21/2023
Johana Velez-Millan	7/1/2023	6/30/2025	Member	[REDACTED]	8/25/2023	4/10/2024

- 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.*

See Appendix E.

- a) As **Appendix F**, provide a copy of any amendments to the bylaws the board of trustees adopted during the 2023-2024 school year.

See Appendix F.

- 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.

<http://www.masterycharter.org/about/board-of-trustees/>

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

The Board shall consist of no less than 3 and no more than 7 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 2024-2025. Please add an additional chart for each additional site.

**Table 9: Enrollment for Sites 1-6**

### Site 1 Cramer Hill Elementary Enrollment

Grade	Enrollment Count on Last Day of the 2023-2024 School Year	Projected Enrollment for the 2024-2025 School Year
K	80	81
Grade 1	82	82
Grade 2	85	85
Grade 3	79	85
Grade 4	90	82
Grade 5	90	90
Grade 6	74	90
Grade 7	69	70
Grade 8	71	70
<b>Total</b>	<b>720</b>	<b>735</b>

### Site 2 Molina Lower Elementary Enrollment – Merging with Molina Upper in 2024-25

Grade	Enrollment Count on Last Day of the 2023-2024 School Year	Projected Enrollment for the 2024-2025 School Year
<b>Total</b>	<b>210</b>	<b>0</b>

**Site 3 Molina Elementary Enrollment**

Grade	Enrollment Count on Last Day of the 2023-2024 School Year	Projected Enrollment for the 2024-2025 School Year
K	70	75
Grade 1	68	75
Grade 2	72	70
Grade 3	63	70
Grade 4	76	60
Grade 5	80	78
Grade 6	74	78
Grade 7	82	74
Grade 8	71	75
<b>Total</b>	<b>656</b>	<b>655</b>

**Site 4 East Camden Middle Enrollment**

Grade	Enrollment Count on Last Day of the 2023-2024 School Year	Projected Enrollment for the 2024-2025 School Year
Grade 5	79	88
Grade 6	76	79
Grade 7	89	74
Grade 8	86	84
<b>Total</b>	<b>330</b>	<b>325</b>

**Site 5 Mastery High School of Camden Enrollment**

<b>Grade</b>	<b>Enrollment Count on Last Day of the 2023-2024 School Year</b>	<b>Projected Enrollment for the 2024-2025 School Year</b>
Grade 9	213	205
Grade 10	211	200
Grade 11	163	190
Grade 12	162	155
<b>Total</b>	<b>749</b>	<b>750</b>

**Site 6 McGraw Elementary Enrollment**

<b>Grade</b>	<b>Enrollment Count on Last Day of the 2023-2024 School Year</b>	<b>Projected Enrollment for the 2024-2025 School Year</b>
K	62	75
Grade 1	74	65
Grade 2	83	78
Grade 3	76	79
Grade 4	78	78
<b>Total</b>	<b>373</b>	<b>375</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 24 Total Enrollment for all Sites	2,841
Final Funding from Camden City School District Fiscal Year 24	\$63,837,833
Final Fiscal Year 24 Enrollment for non-resident district students	0
Final Fiscal Year 24 non-resident enrollment tuition received	\$0.00
Projected Fiscal Year 25 Total Enrollment for all Sites	2,840
Projected Funding from Camden City School District Fiscal Year 25	\$69,050,000
Projected Fiscal Year 25 Enrollment for non-resident district students	0
Projected Fiscal Year 25 non-resident enrollment tuition received	\$0.00

- 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 a stable enrollment for the Mastery Schools of Camden, each school works diligently to track closely their attendance, enrollment, and attrition rates. There are a variety of tactics leveraged to ensure that the school enrollment is healthy throughout the year:

**Enrollment monitoring**

- The school actively takes and monitors attendance on a daily basis, as it is an essential lead indicator of healthy enrollment. Attendance is completed by 8:30 am, and follow-ups to absent students happen during that morning. If students are absent for 3 consecutive days, letters are sent home and meetings with the family are scheduled.
- Enrollment tracking, particularly around new enrollments and withdraws, occurs in real-time in the Mastery student information system (SIS), eSchool. Regular discussions around this data occur between leaders in the school on a daily (at the start of the year) to weekly (later in the year) basis to ensure that trends are identified and acted upon.
- Applications and new enrollments are closely tracked throughout the year, so that appropriate outreach actions are taken to support members of the community to join the school.

**Attrition minimization**

- Students and parents are frequently engaged in conversations about the school community to ensure that their needs are met, and they play a strong part in their education.
- For students who elect to leave the community, part of the withdrawal process is an opportunity to share with the school why this withdrawal occurred. This data is collated in the Mastery SIS for analysis. If trends are demonstrated (I.E. transportation, bullying, etc.), actions are taken by the school leader to mitigate these concerns/issues.

## Facilities

### 5.1. Funding

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

There are no anticipated changes in facility financing.

- 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

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- a) List renaissance school project sites that will be undergoing construction between July 2024 and June 2025.

Molina Elementary – Roof replacement & facility improvements to the Annex facility

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

Site plans are within the confines of standard, necessary maintenance of the facilities.

- 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.

Molina Elementary School - 601 Vine Street, Camden, NJ 08102

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

Molina - Improve facility aesthetics and improve the infrastructure of the facility's roof.

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 the health & safety of pupils.

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

Molina Elementary- Interior Renovation:

- This is a short-term project that is slated to be substantially completed by June of 2025, thus there is no separate Appendix G.

## Signatures

### School Official / School Lead

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Signature: 

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Date: 7/29/2024

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Print/Type Full Name: Joel Boyd

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Title: C.E.O

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### Signatory Official (President, Board of Trustees)

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

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Date: 7/29/2024

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Print/Type Full Name: Michael Patron

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Title: Board Secretary

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