



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

**Annual Report 2024-2025 (Year 11)
August 1, 2025**

Introduction

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

Annual Report Submission Guidelines

Annual Report Submission

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

Submission Process for the 20242025 Report

The annual report must be submitted via Homeroom as a Word document titled "Annual Report 2025." To submit the report, upload it to the subfolder "Annual Report 2025" located inside the folder "Annual Report" on the renaissance school project's Homeroom site. Each Appendix must be saved as a separate Word or .PDF document using the [file naming convention](#) found at the end of this document and then uploaded to the "Annual Report 2025" subfolder on the school's Homeroom site.

Additional Submission Requirements

A copy of the report must be submitted to the renaissance school district no later than 4:15 p.m. on Thursday, August 1, 2025.

Written Comment Period

The school district or State district superintendent(s) of the renaissance school district may submit comments regarding the annual report to the commissioner by October 1, 2025.

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	Uncommon Schools Camden Prep
Grade level(s) to be served in 2025-2026	K-12
Projected enrollment for 2025-2026	1485
2024 -2025 Total enrollment as of June 30, 2025	1483
Current waiting list for 2025-2026 <i>Pursuant to N.J.A.C. 6A:314.5(a).</i>	0
Waitlist within the district/region of residence	N/A
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 (Embed link to board president's email address on renaissance school project's website)	[REDACTED]
Board president's direct phone number (Do not include renaissance school project's number)	[REDACTED]
Name of school leader (Include the preferred point of contact for official communications)	Victoria Glover
School leader's email address	victoria.glover@uncommonschoools.org
School leader's direct phone number and extension as necessary	[REDACTED]
School leader's cell phone number	[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	Mary Kate Miller mmiller@uncommonschoools.org
Name of School Business Administrator (SBA)	Olugbenga Olabintan
SBA email address	[REDACTED]
SBA direct phone number	[REDACTED]
Name of District Testing Coordinator (DTC)	Devon Watkis
DTC email address	dwalkis@camden-prep.org
DTC phone number	[REDACTED]

School Site Information

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

Table 2: School Site Information

Site name	Camden Prep High School
Year site opened	2020
Grade level(s) served at this site in 2024 2025	9-12
Grade level(s) to be served at this site in 2025-2026	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 direct office phone number and extension	[REDACTED]
Site lead's email address	christine.mower@camdenprep.org

Site name	Camden Prep Mt. Ephraim Middle School
Year site opened	2016
Grade level(s) served at this site in 2024 2025	5-8
Grade level(s) to be served at this site in 2025-2026	5-8
Site street address	1575 Mt. Ephraim Avenue
Site city	Camden

Site zip	08104
Site lead or primary contact's name	Phyllicia Colvin-Panton
Site lead or primary contact's direct office phone number and extension	[REDACTED]
Site lead's email address	phyllicia.colvinpanton@camden-prep.org



Site name	Camden Prep Copewood Middle School
Year site opened	2021
Grade level(s) served at this site in 2024 2025	5-7
Grade level(s) to be served at this site in 2025-2026	5-8
Site street address	1650 Copewood Street
Site city	Camden
Site zip	08103
Site lead or primary contact's name	Robert Hargraves
Site lead or primary contact's direct office phone number and extension	[REDACTED]
Site lead's email address	robert.hargraves@usi.uncommonschoo



Site name	Camden Prep Mt. Ephraim Elementary School
Year site opened	2014
Grade level(s) served at this site in 2024 2025	K - 4
Grade level(s) to be served at this site in 2025-2026	K - 4

Site street address	1575 Mt. Ephraim Avenue
Site city	Camden
Site zip	08104
Site lead or primary contact's name	Rebecca Latona
Site lead or primary contact's direct office phone number and extension	[REDACTED]
Site lead's email address	rebecca.latona@camden-prep.org

[REDACTED]

Site name	Camden Prep Copewood Elementary Scho
Year site opened	2017
Grade level(s) served at this site in 2024-2025	K - 4
Grade level(s) to be served at this site in 2025-2026	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 direct office phone number and extension	[REDACTED]
Site lead's email address	Avery.Lundhild@camdep.org

Organizational Performance Areas

Education Program and Capacity

1.1 Mission

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

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 of 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 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

1.2 Curriculum

- a) As **Appendix A**, provide a signed assurance that the renaissance school project's curriculum is aligned to the New Jersey Student Learning Standards.
- b) Provide details about any planned changes to the curriculum and assessments for the 2025-2026 school year. Please limit your response to a 1-page maximum.
 - a. No Changes to the curriculum

1.3 Instruction

- a) What constitutes high quality instruction at this school?
 - a. 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 focuses 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 to ensure content is being delivered in the most effective format. Finally, Camden Prep teachers use rigorous assessments to drive great teaching, and they do deep analyses of interim assessment results to make in-course corrections that are responsive to student learning.

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

- a. 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 recognize 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?
 - a. Camden Prep implemented an in-person Summer School program for middle and high school students. The Summer School program is targeted towards students that need additional support to ensure they are prepared for the 25-26 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 an 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 2024-2025 school year.
 - a. 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 of students, by grade level, that the school retained and did not promote to the next grade for the 2025-2026 school year. For each identified student, specify the justification for retention, referencing the criteria in the school's board-approved promotion/retention policy submitted as **Appendix B**
- f) If applicable, indicate the number of students with an Individualized Education Plan (IEP) or a Section 504 Plan who will be retained for the 2025-2026 school year. Explain how the retention process for these students differed from the process used for students retained without an IEP or Section 504 Plan.
- g) What support services will the school offer to retained students during the 2025-2026 school year?
 - a. During the 2025–2026 school year, Camden Prep Inc. will provide targeted support services for students who have been retained, with interventions tailored to the reasons for their retention. For students retained due to attendance issues, the school's dedicated attendance team, composed of the Director of Operations, Dean of Students, and Social Worker will work closely with families to develop and implement strategies to improve attendance and ensure students arrive at school on time. For students retained due to academic challenges, Camden Prep will offer

additional instructional support, including placement in small groups focused on skill development in specific subject areas. These individualized supports are designed to address each student's needs and promote long-term academic and personal success.

1.4 Assessment

- a) In tables 3 and table 4, fill in the table to show year-over-year trends in the proportion of students meeting or exceeding expectations on the New Jersey Student Learning Assessment (NJSLA) for ELA and Math, as well as the proportion of students that achieved proficient or advanced proficiency on the NJSLA for Science administered by the school, if applicable. **Note:** If the results of the Spring 2025 NJSLA have not been released to schools by July 15, 2025, leave the Spring 2025 column blank.

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

Assessment	Spring 2023	Spring 2024	Spring 2025
ELA 3	25%	24%	37%
ELA 4	33%	32%	53%
ELA 5	27%	20%	35%
ELA 6	32%	38%	45%
ELA 7	37%	41%	36%
ELA 8	49%	34%	42%
ELA 9	24%	35%	25%
MAT 3	26%	34%	56%
MAT 4	24%	28%	43%
MAT 5	17%	10%	40%
MAT 6	7%	15%	37%
MAT 7	12%	25%	40%
MAT 8	13%	16%	4%
Algebra I	5%	12%	43%
Geometry	N/A	N/A	N/A
Algebra II	N/A	N/A	N/A

Table 4: 3-Year NJSLA Science Assessment Results (Percentage of Students That Achieved Proficient or Advanced Proficiency)

Assessment	Spring 2023	Spring 2024	Spring 2025
SCI 5	6%	3%	Not Available Yet
SCI 8	0%	0%	Not Available Yet
SCI 11	20%	9%	Not Available Yet

- b) Explain the steps the school has taken, or plans to take, to ensure progress in each subject by grade level and by subgroup (i.e., students eligible for free and reduced price lunch, Multilingual learners, students with disabilities, and racial/ethnic groups).
- a. 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 in 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 2025-2026. 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 Guided Reading, 6 Math built-in differentiation, and 7-8 built-in remediation.

Free and Reduced Price Lunch Students

91% 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 7% 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 13% of the student population, were prioritized in 24-25 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 59% African American, 38% 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

- c) In table 5, please provide the total number of students who were eligible to participate in the WIDA ACCESS and Dynamic Learning Maps (DLM) assessments and the number of students who took the assessments during the 2024-2025 school year.

Table 5: Number of Students Eligible and/or Participating in WIDA ACCESS or DLM Assessment

Assessment	Number of eligible students	Number of students administered the assessment
WIDA ACCESS	145	145
DLM-ELA		
DLM-Math		
DLM-Science		0

- d) In table 6 and table 7, if applicable, provide information on the local benchmark assessments administered for ELA and Math during the 2024-2025 school year. Local benchmark assessment results may be submitted as **Appendix C**.

Table 6: ELA Local Benchmark Assessments Information for the 2024-2025 School Year

Time of School year	Date of administration	Name of assessment	Grade(s) administered	Are assessments solely school created, vendor created, or a combination of school and vendor created?
Beginning	September 2024	STEP Assessment	K-4	Created by Vendor
Beginning	October 2024	Interim Assessment	3-12	Created by School
Mid	Nov 2024 - Dec2024	STEP Assessment	K-4	Created by Vendor
Mid	Dec 2024	Interim Assessment	5-8	Created by School
Mid	Jan 2024	Interim Assessment	3-4 & 9-12	Created by School
End	March 2025	Interim Assessment	5-8	Created by School
End	March 2025	Interim Assessment	K-4	Created by School
End	April 2025	Interim Assessment	9-12	Created by School

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

Time of School year	Date of administration	Name of assessment	Grade(s) administered	Are assessments solely school created, vendor created, or combination of school and vendor created?
Beginning	October 2024	Interim Assessment	K-11	Created by School
Mid	December 2024	Interim Assessment	5-8	Created by School
Mid	January 2025	Interim Assessment	9-11	Created by School
Mid	February 2025	Interim Assessment	K-4	Created by School
End	March 2025	Interim Assessment	3-4	Created by School
End	April 2025	Interim Assessment	9-11	Created by School
End	May 2025	Interim Assessment	K-2	Created by School

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

- a. 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.
- b) Compare student results on local benchmark assessments with student results on statewide assessments (NJSLA). Explain any notable disparities.
 - a. Overall, our student proficiency in local assessment largely reflects performance on end of year state exams (when comparing 24-25 NJSLA vs Local End of Year Summative Assessment). Our local assessments are a reflection of our highly rigorous academic curriculum which have proven to support our students in attaining the skills required to successfully meet and pass state requirements. The high rigor of our assessments prepares 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.
- c) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2024-2025 school year. If any of the identified assessments were partially or fully created by a vendor, please cite the vendor's full name.
 - a. Camden Prep Assessments are rooted in our quarterly Interim Assessments (IAs) that we create and administer to our scholars once per quarter each for both ELA and Math. We also administer weekly Power Practice Quizzes (PPQs) for Math and have mCLASS (DIBELS) testing rounds monthly for reading comprehension. Finally, our HS students take multiple IAs a year in a multitude of subjects ranging from Algebra to Spanish as well as the SAT. In addition, all students that qualify take the NJGPA and NJSLA in the Fall and Spring.
- d) Describe how results from the assessments listed above were used to improve instructional effectiveness and student learning.
 - a. 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.

- e) Describe how the school disseminated or otherwise made assessment results accessible to stakeholders (i.e., parents, students, board members, administration).
 - a. After all Interim Assessments all tests are graded using a peer review system with our staff allowing for fair and transparent grading. From there results of the IA are shared with parents either via backpack or Parent Teacher Conference depending on when the IA was taken.

1.5 Progress towards Contract Renewal

- a) Pursuant to *N.J.S.A.18A:36C-10* and *N.J.A.C.A: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.)
 - a. In accordance with the renewal process outlined in the Urban Hope Act and corresponding regulations, the New Jersey Department of Education conducted a comprehensive review of Uncommon Schools Camden Prep. The review found Camden Prep to be organizationally sound, fiscally viable, and academically successful, outperforming the Camden City School District on every statewide assessment since its founding.

Stakeholder interviews, including parents, students, staff, board members, and school leaders highlighted strong satisfaction with Camden Prep’s performance during its initial ten-year term. Based on these findings and the absence of any breach of agreement, Camden Prep was granted a five-year renewal through **June 30, 2030**.

Notification of this renewal was received on **March 21, 2025**, and the new contract between Camden City School District and Uncommon Schools Camden Prep will be finalized by **September 30**.

1.6 Organizational Capacity

- a) As **Appendix D** provide an organizational chart of the renaissance school project for the 2024-2025 school year.
- b) As **Appendix E** provide a list of the lead person(s), teachers, professional support staff, certification area(s) and criminal background check date for each campus in the renaissance school project.

1.7 School Calendar

- a) As **Appendix F** please provide the 2025/2026 school calendar.

School Culture and Climate

2.1 School Culture and Climate

- a) Describe how the renaissance school project promotes and maintains a culture of learning, scholarship, and high expectations. Evidence may include, but is not limited to, student organizations, student achievements and recognition, levels of discipline referrals, class and staff attendance, and participation in school events and activities. Please describe any specific changes as they relate to the mode and delivery of programming in 2024-2025. (Please limit your response to a 4-page maximum.)

- a. Camden Prep is characterized by a culture that is joyful, orderly, supportive, and focused on academic growth. The guiding beliefs of our community include mutual care and respect. Discipline and order exist in a school when students are known and cared for by all the faculty and staff, and when their life within the school is meaningful to them. Given the sense of community within the school and the active engagement of students in their learning, there will be less opportunity for disruption and distractions. School leaders and teachers strive to ensure that rules are fairly and consistently enforced.

Student culture is not formed by motivational speeches or statements of values. It is formed by repeated practice using every minute of every day to build good habits. From opening morning routines to the final bell, students receive a constant message that nothing is as important—and engaging—as learning. The focus on core values is woven throughout the entire school day to ensure that scholars are not only growing academically, but also socially and emotionally. For example, each school day begins with Morning Meeting or Community Circle, which builds the culture around core values. Additionally, scripted into lesson plans are opportunities for teachable moments that link the curriculum with core values. By instilling a culture of caring, respect, responsibility, courage, and justice our students are learning to become the leaders of tomorrow.

Students at Camden Prep are encouraged to make good choices both inside and outside of the classroom. There are a variety of awards to recognize students throughout the year. For example, elementary students that demonstrate perfect attendance for an entire month receive fun incentives like prizes, ice cream parties, a dance party with their teacher, etc. Elementary students and families with perfect attendance for the year are recognized at graduation and receive a special award. Students are also recognized for consistently completing their homework and demonstrating core values.

Camden Prep fosters a strong culture of college preparedness and readiness. Classrooms are named after universities, college banners adorn the walls, college visits are integrated into field trips, and summer programs at college campuses are highly encouraged. Camden Prep High School also has a dedicated College Access and Success team that ensures students are well prepared to enroll in and graduate from college. The team maintains a low counselor-to-student ratio (1:25), begins college counseling early, encourages early decision applications to boost students' chances of acceptance and scholarships, works directly with students and families to minimize student debt, and provides alumni success coaches throughout

their college journey. Each year, the school hosts a school celebration where high school seniors proudly announce their college plans to the community.

One of the core pillars of Camden Prep is strong character development and student culture. That begins with Community Circle, where students gather to beat the Djembe drum and share inspirational stories, but the work to support the social and emotional health of students doesn't stop there. Both in and out of the classroom, Camden Prep has a wide array of course offerings to help students become well-rounded individuals and to better prepare them for college life. At the elementary school level, after school programs include a variety of activities such as art and yoga. Our middle school offers basketball, running, step, and legal writing. Opportunities for performing arts are available at all grade levels to support students in developing the skills to present themselves confidently in front of audiences.

Advisories are a core part of the high school, where students form small groups to meet regularly and create a peer support group under the guidance of a teacher. One of the highlights of the Camden Prep advisory group is the way in which peers hold each other accountable to getting stronger grades and making it to college.

In addition to rigorous academics, extracurricular activities, summer programs, and college application support, high school students find their passion in project-based learning through our High School Student Talent and Voice program. For two hours a week, all 10th-12th grade students have an opportunity to spend a year deeply exploring a topic through "projects." Driven by student voice and choice, students rank their top three choices and 80% of students are placed in their first or second choice class. These "projects" are taught by passionate Camden Prep teachers and external experts. Projects adopt a backwards planning model, starting with an authentic final task that adds value to the community. Daily instruction is hands-on, authentic, collaborative, rigorous, and iterative. Students present their final projects, which often include collaboration with other projects, at a school-wide showcase. Some examples of projects that students have engaged in during the current charter term include musical theater, entrepreneurship, fashion design, barbering, photography, and video game design.

- b) Describe how the renaissance school project provides and maintains the social and emotional support and health services to adequately meet the needs of its students. Please include the categories and types of services available and any specific changes related to the mode and delivery of supports in 2024-2025. (Please limit your response to a 1-page maximum.)
 - a. Camden Prep leverages its team of Social Workers to provide individual support to students with the greatest social-emotional needs. The social workers also work closely with leaders, teachers, and parents to support students through whatever challenging personal situations arise.

To ensure the socioemotional well-being of our students, Camden Prep performs regular student wellness checks and provides community

moments for students including a series of wellness initiatives led by a new Wellness Working Group. Over the course of this charter term, this group will continue to develop and implement:

- Weekly resources shared with every school campus for students and teachers
- A formal student wellness referral system
- K-12 wellness curriculum
- Free Telehealth Therapy for students ages 13+ through an Uncommon Paid Service through UWill
- Third party case management officers (Perform Care)
- Insite Health (Evaluation, Therapy Services and School Return Clearance)
- CASTLE (Behavioral Support Management)

c) Fill in the requested information in Table 8 below regarding the renaissance school project's discipline environment in 2024-2025. If the suspensions and expulsions in 2024-2025 increased or decreased by ten percentage points or more than those in 2023-2024, please describe the reasons for the change below the table.

Table 8: Discipline Environment 2024-2025

Grade Level	Number of students enrolled as of Oct. 15, 2024	Number of students receiving an out-of-school suspension (unique count)	Number of students receiving an in-school suspension (unique count)	Number of students expelled
K	77	0	0	0
1	114	0	0	0
2	122			0
3	107		0	0
4	125			0
5	158	68	34	0
6	166	62	25	
7	159	85	44	0
8	140	73	29	0
9	125	32	33	0

Grade Level	Number of students enrolled as of Oct. 15, 2024	Number of students receiving an outof-school suspension (unique count)	Number of students receiving an in-school suspension (unique count)	Number of students expelled
10	98	11	21	0
11	53			0
12	55			0

- d) If applicable, please provide the grade level and number of students with IEPs or Section 504 Plans who received an inschool or outof-school suspension in the 20242025 school year.
- e) If the suspensions and expulsions in 20242025 increased or decreased by ten percentage points or more than those in 20232024, please describe the reasons for the change.
 - a. Suspension remained within a 10% range of last year's numbers.
- f) All public schools are required to develop and implement suspension and expulsion policies that are aligned with state law and regulation. To affirm the RSP's commitment to this requirement, submit the school's boardapproved suspension and expulsion policies as **Appendix G**
- g) Pursuant to *N.J.S.A.18A:17-46*, each school must post its Departmentissued 2023-2024 HIB Grade Report to the school website. Please provide the link to the school's report below.
 - a. <https://camdenprep.uncommonschoools.org/compliance-and-policy/>

2.2. Family and Community Engagement

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

Camden Prep promotes family and community involvement through a variety of family and community events throughout the school year. In addition to the events outlined below, Camden Prep's External Affairs team continues to work on additional methods and ~~ways~~ **avenues** to connect and partner with Camden Prep families. Camden Prep is continually brainstorming and executingnew ways for families to provide feedback and have open discussions with Camden Prep staff as well as ~~our~~ **parents** and community board of trustee representatives.

Meet your Teacher/Back to School NightThis is an exciting opportunity to welcome families back to school and mix and mingle with their child's teachers and new classmates. This occurs within the first 2 weeks of the school year.

Parent University This is an opportunity for new to Camden Prep families to attend an orientation at our schools prior to the start of the new school year. During this session, families obtain an overview of Camden Prep’s history, mission, policies, and systems (i.e. academics, college prep, etc.)

Math and Literacy Nights: These nights provide an opportunity for parents to attend sessions that will help them provide homework assistance to their students.

Campus Specific Cultural Celebrations: Throughout the school year, our campuses hold cultural celebrations including but not limited to Kwanzaa, Black History Month, and Latinx Heritage Month. Families and community members are invited to attend these celebrations, which include student performances showcasing academic learning via performing arts techniques.

Parent Appreciation Week: Campuses celebrate with their parents through several activities for parents throughout the week to show our appreciation of their partnership. Parents are invited to performances, breakfast in the school, and provided gifts from the school.

Advocacy Series: Several workshops are held throughout the year focused on ways for parents to learn about and advocate for their public renaissance schools by learning about issues affecting education, as well as the importance of voter participation in communities such as Camden.

Annual Thanksgiving Food Drive: To combat hunger during the holidays, Camden Prep gifts food baskets and grocery gift cards to families determined by social workers to have the highest need.

- 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.
 - a. During the 4th Annual Toy Drive and the Spring Fest—Spazz’s Family Food Pantry Basket Giveaway—parents and guardians played a key role in advancing the Renaissance School Project’s mission of community engagement and student support. These in-person events were designed to foster strong school-family partnerships and ensure students’ well-being beyond the classroom. Parents organized and distributed holiday toys to students and coordinated the donation and distribution of food baskets to families in need, reinforcing a shared commitment to student success, equity, and family involvement in school life
- c) Fill in the requested information in Tables 9 and 10 below, regarding community involvement. Add or delete rows as necessary.

Table 9: Community Involvement with Educational Institutions

Partnering Organization	Description of the Partnership	Year Partnership was Established	Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.
TCNJ	College Access & Support	2023	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	2023	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	2023	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	2023	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	2024	High School students learned how to code and use AI over. Students demonstrated their knowledge by creating a video game and showcasing it to all students and staff.

Table 10: Community Involvement with Community Institutions

Partnering Organization	Description of the Partnership	Year Partnership was Established	Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.
Office of the Mayor, City of Camden	City & Neighborhood Community Initiatives	2022	Collaborated to host information meetings with community leaders.
United Neighbors of Whitman Park	Neighborhood Community Initiatives	2022	Hosted and volunteered at community events as well as donated food to children of Whitman Park at various events.
Just4People	Family Support Services	2021	Partnered to donate holiday toys and coats to over 300 families as well as free clothing to over 100 families.
Campbells	Family Support Services	2024	Partnered to donate canned goods to over 300 families at our Thanksgiving Annual Food Drive.
Sharing Excess	Family Support Services	2024	Partnered to donate fresh produce to over 300 families at our Thanksgiving Food Drive and our Last Day of School Event in Whitman Park.
Woodland Community Development Corporation	Family Support Services	2021	Partnered to provide social services to families, including holiday food baskets, toys, and warm coats.

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

- a) Fill in the requested information in Table 11 below regarding the renaissance school project's board of trustees. To ensure compliance, consult the New Jersey School Board Association's (NJSBA) mandated trainings at <https://www.njsba.org/training/mandated-training/#goviv>. Add or delete rows as necessary.

Table 11: Board of Trustees Information

Name	Start Date	Term Expiration Date	Number of Terms Served	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Training
Natalie Aronson Cooper	3/14/22	6/30/26	4	Board Chair		8/20/14	Gov I: 4/13/23 Gov II: 6/4/24 Gov III: 6/24/25
Joe Mangini	3/14/22	6/30/26	9	Finance Chair		2/28/17	5/25/22
Julie Jackson	8/31/14	6/30/26	11	Secretary	jjackson@uncomonschools.org	8/3/17	Exempt
Kevin Patterson	1/31/23	6/30/26	3	Member		1/21/23	Gov I: 4/16/24 Gov II: 6/9/25
Cassetta Perry	9/18/17	6/30/26	8	Member		12/21/16	6/1/22
Ratna Shah	1/30/24	6/30/26	2	Member		9/13/24	Gov I: 4/24/24 Gov II: 4/15/25
Colin Devlin	9/26/23	6/30/26	2	Member		9/20/23	Gov I: 4/29/24 Gov II: 5/28/25
LaVonja Abavana	9/26/23	6/30/26	2	Member		10/31/23	Gov I: 5/21/24 Gov II: 5/1/25
Rev. Floyd White	8/15/19	6/30/26	6	Member		12/20/19	6/17/25

b) As **Appendix H**, provide a copy of any amendments to the bylaws the board of trustees adopted during the 2024-2025 school year.

- c) 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.
- a. <https://camdenprep.uncommonschoools.org/board-of-trustees/>
- d) Please identify the number of board members required by the Renaissance school project’s bylaws.
- a. According to the Renaissance School Project bylaws we are required a minimum of 3 Board Members and a Max of 11 Board members.
- e) Pursuant to *N.J.S.A. 18A:36A-15*, *Complaints to board of trustees* please provide as **Appendix I** the current board policy for the establishment of the grievance committee. Please embed the link to the policy on the Renaissance school project’s website.
- a. https://camdenprep.uncommonschoools.org/wp-content/uploads/sites/6/2020/02/20192020_CamdenPrep_CodeofConduct.pdf
- f) Provide the number of grievances presented to the board in the 2024-2025 school year.
- a. N/A

Enrollment

- a) Fill in the requested information in Table 12 below with enrollment information for each grade level by site. Please complete a separate chart for each site that will be operating in 2025-2026. Please add an additional chart for each additional site.

Table 12: Enrollment for Site 1
Site 1 [Insert Site Name] Enrollment

Grade	Enrollment Count on Last Day of the 2024-2025 School Year	Projected Enrollment for the 2025-2026 School Year
K	80	80
Grade 1	118	120
Grade 2	127	130
Grade 3	108	110
Grade 4	123	120
Grade 5	154	155
Grade 6	161	160
Grade 7	157	160
Grade 8	140	140
Grade 9	119	120
Grade 10	94	90
Grade 11	50	50
Grade 12	52	50
Total	1483	1485

- b) Fill in the requested information in Table 13 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 13: Total Enrollment and Revenue for all Sites

Final Fiscal Year 24 Total Enrollment for all Sites	1482
Final Funding from Camden City School District Fiscal Year 24	Not yet finalized as of July 29, 2025
Final Fiscal Year 25 Enrollment for nonresident district students	1
Final Fiscal Year 25 nonresident enrollment tuition received	0
Projected Fiscal Year 26 Total Enrollment for all Sites	1500
Projected Funding from Camden City School District Fiscal Year 26	\$35,000,000
Projected Fiscal Year 26 Enrollment for nonresident district students	1
Projected Fiscal Year 26 nonresident enrollment tuition received	\$0

- c) Describe how the renaissance school project monitors and minimizes attrition rates to ensure stable enrollment. (Please limit your response to a page maximum.)
 - a. Camden Prep monitors and minimizes attrition rates through proactive family engagement, targeted interventions, and ongoing data review. Each school has a dedicated attendance team—composed of the Director of Operations (DOO), Dean of Students, and Social Worker—that is hyperfocused on supporting truant students and addressing barriers to consistent attendance. These teams closely monitor attendance trends and intervene early to reengage students through personalized outreach, home visits, and connection to resources. Schools also maintain strong communication with families and regularly review academic and behavioral data to identify at-risk students. Transition support for key grades and exit interviews with departing families further inform school-based retention strategies. This collaborative, data-informed approach helps ensure stable enrollment and continued student success across the network.

Facilities

5.1. Funding

- a) Describe any anticipated change(s) in the renaissance school project’s facility financing.
 - a. No Changes
- b) Are all the renaissance school project’s facilities funded at ninety-five percent of the per pupil amount? If not, please describe.
 - a. Yes, our facilities are funded per pupil.

5.2 Structural Changes

- a) List renaissance school project sites that will be undergoing construction between July 2025 and June 2026.
 - a. No schools will be undergoing construction
- b) Provide assurances that site plans and/or substantial reconstruction plans have been submitted to the Department for each site.
 - a. N/A
- 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. N/A
 2. Provide a description of changes/modifications to the facility(ies). N/A
 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)*. N/A
 4. As **Appendix J** provides a revised timeline for implementing the changes. N/A.

File Naming Convention

Table 11: Appendix File Naming Convention

Appendix	File Naming Convention
Appendix A	Appendix A Statement of Assurance
Appendix B	Appendix B Board Approved Promotion/Retention Policy
Appendix C	Appendix C Local Benchmark Assessment Results
Appendix D	Appendix D Organizational Chart
Appendix E	Appendix E Staff Roster
Appendix F	Appendix F 2025– 2026 School Calendar
Appendix G	Appendix G Suspension and Expulsion
Appendix H	Appendix H Amendments to Bylaws
Appendix I	Appendix I Board Approved Grievance Policy
Appendix J	Appendix J Facilities Timeline

Each appendix must be submitted as a separate Word or .PDF file to the Homeroom folder “Annual Report 2025.” Save each appendix by the file naming convention provided in the second column of the above table.

Appendix A

Assurance that the renaissance school project 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.

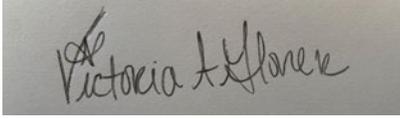
Statement	Confirm Compliance (Add ✓ or X)
<p>Instructional Providers The Renaissance School project shall employ or otherwise utilize in instructional positions only those individuals who are certified in accordance with the requirements applicable to other public schools, or who are otherwise qualified to teach under section <i>N.J.A.C.6A:9 et seq.</i>, and applicable federal law. For the purposes of this section, "instructional positions" means classroom teachers and professional support staff.</p>	X
<p>Background Checks; Fingerprinting The renaissance school project shall maintain and implement procedures for conducting background checks (including a fingerprint check for a criminal record of, and appointing on an emergency conditional basis (if applicable), all school employees and prospective employees (whether part or full time) of the School, as well as any individual who has regular access to the students enrolled in the school (including, but not limited to, employees and agents of any company or organization which is a party to a contract to provide services to the School) to the extent required by applicable law, including section <i>N.J.S.A.18A:6-7.1, et seq.</i></p>	X
<p>Educational Program The renaissance school project shall implement and provide educational programs that are compliant with the New Jersey Student Learning Standards.</p>	X
<p>Student Disciplinary Code The renaissance school project shall maintain written rules and procedures for student discipline, including guidelines for suspension and expulsion, and shall disseminate those procedures to students and parents. Such guidelines and procedures must be consistent with applicable law including, but not limited to, requirements for due process, provision of alternative instruction and federal laws and regulations governing the discipline and placement of students with disabilities.</p>	X
<p>Provision of Services The renaissance school project 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</p>	X

Statement	Confirm Compliance (Add ✓ or X)
<p>students with disabilities in accordance with the individualized education program (“IEP”) recommended by a student’s IEP team. The renaissance school project 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. 6A:11-4.8</i> of the Regulations concerning the provision of services to students with disabilities.</p> <p>The renaissance school project shall ensure delivery of services and accommodations to multilingual learners in alignment with all applicable federal and state laws governing language instruction educational programs (LIEPs). In doing so, the school will adopt all relevant provisions of Titles I and III of the Every Student Succeeds Act (20 U.S.C. § 6301 <i>et seq.</i>) (the “ESSA”), as well as all applicable regulations promulgated pursuant to such federal laws. Compliance shall also be maintained with all applicable provisions of section <i>N.J.A. 6A:15 et seq.</i>, section <i>N.J.A. 6A:11-4.8</i>, sections <i>N.J.A. 6A:7-1.7</i> and <i>6A:7-1.8</i>, section <i>N.J.A. 6A:8-1.3</i>, and sections <i>N.J.A. 6A:9-3.2</i>, and <i>6A:9-3.3</i> of the Regulations concerning the provision of services to multilingual learners.</p>	
<p>Public School Contract Law</p> <p>The renaissance school project will ensure adoption of Standard Operating Procedures (SOP) pursuant to <i>N.J.A. 6A:23-22.14</i>, including a plan for internal controls for the accounts payable/voucher system including Public School Contract Guidelines pursuant to <i>N.J.S.A.18A:18A-1 et seq. 14</i>. The renaissance school project will also ensure that each board member and any agency, corporation, person, or entity that enters into a contract or agreement on behalf of the renaissance school project to provide administrative, educational, or other services adhere to the provisions of the Public School Contracts Law, <i>N.J.S.A.18A:18A-1 et seq.</i></p>	X

Signatures

School Official / School Lead

Signature:

A rectangular box containing a handwritten signature in black ink that reads "Victoria Glover".

Date: 7/31/25

Print/Type Full Name: Victoria Glover

Title: Regional Senior Director External Affairs

Signatory Official (President, Board of Trustees)

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

A handwritten signature in black ink, appearing to read "Natalie Aronson Cooper", written over a horizontal line.

Date: 7/31/2025

Print/ Type Full Name: Natalie Aronson Cooper

Title: Board Chair
