

# **MASTERY SCHOOLS OF CAMDEN**

## **Urban Hope Act Annual Report**

**August 1, 2025**

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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 2025-2026	K-12
Projected enrollment for 2025-2026	2,830
2024-2025 Total enrollment as of June 30, 2025	2,842
Current waiting list for 2025-2026 <i>Pursuant to N.J.A.C. 6A:31-4.5(a).</i>	56
Waitlist within the district/region of residence	49
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	<a href="mailto:board@masterycharter.org">board@masterycharter.org</a> <a href="https://masterycharter.org/about/board-of-trustees/">https://masterycharter.org/about/board-of-trustees/</a>
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	
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	Rana Shariatdoust - <a href="mailto:rana.shariatdoust@masterycharter.org">rana.shariatdoust@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	
Name of District Testing Coordinator (DTC)	Sara Vasquez
DTC email address	<a href="mailto:sara.vasquez@masterycharter.org">sara.vasquez@masterycharter.org</a>
DTC 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 2024-2025	K-8
Grade level(s) to be served at this site in 2025-2026	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	[REDACTED]

School Site 2 Information	
Site name	Molina Elementary
Year site opened	2017
Grade level(s) served at this site in 2024-2025	K-8
Grade level(s) to be served at this site in 2025-2026	K-8
Site street address	415 North 9th Street
Site city	Camden
Site zip	08102
Site phone number	[REDACTED]
Site lead or primary contact's name	Mina Lee Stephen Williams
Site lead's email address	<a href="mailto:Mina.Lee@Masterycharter.org">Mina.Lee@Masterycharter.org</a> <a href="mailto:Stephen.Williams@masterycharter.org">Stephen.Williams@masterycharter.org</a>
Site lead or primary contact cell phone number	[REDACTED]

School Site 3 Information	
Site name	East Camden Middle
Year site opened	2015
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	3064 Stevens Street
Site city	Camden

School Site 3 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 4 Information	
Site name	Mastery High School of Camden
Year site opened	2018
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	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 5 Information	
Site name	McGraw Elementary
Year site opened	2015
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	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

#### 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, we are growing our bilingual programs at three of our campuses; this will include both kindergarten and first grade (and one in second grade) to best serve our multilingual leaders. We are also enhancing our supports for multilingual learners across all grades through network-wide initiatives around curriculum, teaching and support structures and will be implementing a new Spanish language arts program in the year ahead to support our biliteracy initiatives. We will also be implementing a new K-8 English language arts program in the year ahead to ensure that our students receive rigorous, standards aligned, and technology enhanced literacy development across our elementary schools. At our high school, we are expanding programming to better support multiple pathways for all learners in alignment with our High School redesign work. Dual enrollment and career and technical education partnerships continue to grow, with increasing numbers of students participating in these opportunities to engage in community-based learning aligned with their post-secondary plans each year. In addition to our academic programs, students engage in daily social-emotional learning (SEL) through community and morning meetings, in which teachers develop social skills and support students in their interactions with peers and school staff. In the year ahead, we are implementing a new SEL program to ensure coherent and consistent social-emotional learning experiences of all students across our schools. Students and families also have access to tutoring, 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. We are also expanding our out-of-school time learning opportunities, to include at-home tutoring for interested students and families. The goal is to ensure students receive the academic supports they need, both in and out of school, in service of our mission and annual goals. Our summer program prioritized the needs of students in reading and math and partnered with outside organizations to provide further enrichment. We provide 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.

- 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.

In the 2025-2026 school year we will be adopting the following high quality instructional materials, aligned to New Jersey Learning Standards:

Content Area	Curriculum	Rationale for Adoption
K-5 English Language Arts	<a href="#">Amplify</a> <a href="#">CKLA</a>	<ul style="list-style-type: none"> <li>Standards aligned</li> <li>User friendly</li> <li>Diverse and inclusive representation of texts and authors</li> <li>Robust teacher resources and flexibility to customize across contexts</li> <li>Use of technology within curriculum</li> </ul>
6-8 English Language Arts	<a href="#">Amplify ELA</a>	<ul style="list-style-type: none"> <li>Standards aligned</li> <li>User friendly</li> <li>Diverse and inclusive representation of texts and authors</li> <li>Robust teacher resources</li> <li>Engaging student-facing materials</li> <li>Use of technology within curriculum and student resource technology integration</li> </ul>
K-5 Spanish Language Arts	<a href="#">Amplify Caminos</a>	<ul style="list-style-type: none"> <li>Standards aligned</li> <li>User friendly</li> <li>Diverse and inclusive representation of texts and authors</li> <li>Robust teacher resources</li> <li>Engaging student-facing materials</li> <li>Use of technology 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
Student Achievement	Do all students <b>demonstrate learning</b> of the lesson’s objective and/or progress toward their learning goals?
Content Engagement	Are all students <b>responsible for doing the thinking</b> in this lesson and use tools to engage in productive struggle?
Supportive Community	Are all students <b>intellectually and socially safe</b> to take academic risks, use their voices, and collaborate?
Lesson Facilitation	Does the teacher <b>design and facilitate a lesson that moves all students toward the lesson objective</b> with increasing independence?
Culturally Responsive Environment	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 literacy 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 135+ minutes to literacy instruction through an evidence-based approach that includes phonics and phonemic awareness instruction, small group reading for fluency and comprehension, and in the year ahead will be anchored in a newly adopted Amplify CKLA 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 have adopted Amplify CKLA/ELA as our ELA curriculum, aligned to the reading, writing, language, speaking, and listening Common Core Standards. Amplify includes close reading opportunities for students to engage with complex texts focused on building students' skills to deeply understand what they are reading as well as building knowledge critical for cross-curricular content mastery over time. Through Amplify's integrated writing approach, students process and apply their learning through 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 Literacy Centers block (3-5) or embedded responsive time (6-8), teachers provide intervention, small group instruction, and independent reading.

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 standards aligned unit assessments in Amplify CKLA / ELA every 4-6 weeks. These assessments are used as the primary tool for teacher planning and instructional delivery in grades K-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 has implemented a multi-tiered system of supports (MTSS) to support students with unfinished learning given the pandemic. Students are screened using a universal screener and that data was triangulated with Start Strong results, prior NJSLA results, and formative assessment data. Students are assigned to intervention courses for math and ELA based on their needs. In addition, small group tutoring is 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 2024-2025 school year.

Students were not required to quarantine during the 2024-25 school year.

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**.

Grade	Number of Students	Reason
K		100% Excessive Absences
1		100% Excessive Absences
2		100% Excessive Absences
3		100% failure in two or more classes
6		100% failure in two or more classes
7		50% Excessive Absences, 50% failing two or more classes
9	11	100% Failing two or more classes
10		100% Failing two or more classes
11		66% Failing two or more classes, 33% Excessive Absences
12		40% Failing to Complete Graduation Requirements, 40% Failing to participate in Credit Recovery, 20% Excessive Absences

- 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.

For the 2025-2026 school year, 8 students with IEPs were retained. Retention of students with an IEP is an IEP team decision. Case Managers report grades and concerns of potential retention frequently to families along with holding IEP meetings to discuss the student concerns and steps the team will take to prevent retention. In the event the student is retained, due to attendance or course failure, the IEP team holds a meeting to discuss this with the family.

- g) What support services will the school offer to retained students during the 2025-2026 school year?

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) 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	13%	22%	32%
ELA 4	20%	24%	36%
ELA 5	17%	22%	26%
ELA 6	17%	28%	31%
ELA 7	19%	26%	41%
ELA 8	23%	25%	40%
ELA 9	21%	19%	14%
MAT 3	17%	27%	32%
MAT 4	18%	21%	29%
MAT 5	12%	15%	21%
MAT 6	5%	16%	20%

Assessment	Spring 2023	Spring 2024	Spring 2025*
MAT 7	7%	14%	21%
MAT 8	2%	7%	2%
Algebra I	9%	11%	18%
Geometry	5%	7%	4%
Algebra II	NA	NA	NA

**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	9%	9%	NA
SCI 8	2%	2%	NA
SCI 11	5%	1%	NA

- 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).

Mastery has a RTII program that ensures we have robust Tier 2 interventions in place.

- We have responsive teaching blocks in ELA and Math that addresses the specific learning needs of students with a focus on remediation for students that need additional help.
- Tier 3 interventions also have a new suite of interventions that provide the intervention needed to students with significant learning gaps.

**Intervention and Specialized Programming**

Grade Band	ELA	Math	Specialized Programs	ELL
K-2	Waggle Heggerty Foundations	iReady Number Worlds Math 180	EverFi (Anchor)	Imagine Learning Benchmark Adelante

<b>3-8</b>	iReady	IXL	Zones of Regulation (Anchor)	National Geographic
<b>9-12</b>	Read 180	TouchMath		iLit
	System 44	Early Numeracy Skill Builders	Freckle (Low Incidence)	
	Quill		Vizzle (Low Incidence)	
	Writing for Success			
	Adventures in Language			
	IXL			
	Just Words			
Sonday				

- 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**

<b>Assessment</b>	<b>Number of eligible students</b>	<b>Number of students administered the assessment</b>
<b>WIDA ACCESS</b>	748	747
<b>DLM-ELA</b>	28	28
<b>DLM-Math</b>	26	26
<b>DLM-Science</b>	14	14

- 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	10/16 -10/22	NWEA Growth	3-8 and 9 <sup>th</sup> grade	We used the vendor’s assessment
Mid	1/7-1/13	NWEA Growth	3-8 and 9 <sup>th</sup> grade	We used the vendor’s assessment
End	3/19 -3/25	NWEA Growth	3-8 and 9 <sup>th</sup> grade	We used the vendor’s assessment

**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	10/16 -10/22	NWEA Growth	3-8 and Algebra I	We used the vendor’s assessment
Mid	1/7-1/13	NWEA Growth	3-8 and Algebra I	We used the vendor’s assessment
End	3/19 -3/25	NWEA Growth	3-8 and Algebra I	We used the vendor’s assessment

- e) 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.

Mastery selects interim and diagnostic tools by doing national research to vet instruments based on NJ Core Standards and NJSLA alignment to fit into our assessment suite. Typically, this looks like reviewing research and validation studies, piloting the assessments, and monitoring implementation. In addition, Mastery conducts working groups that include School Leaders and teachers to help select our assessments.

- f) Compare student results on local benchmark 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](#). ELA projections continue to under project our performance while Math projections and within the SE provided by the publisher. We are transitioning to NWEA’s new test that is more aligned to Tier 1 content. We expect that the new test will provide better projections in ELA. We are also exploring using internal projections for 9<sup>th</sup> grade ELA and Algebra I.

NJSLA Assessment	2024-2025 Actual % of students who met or exceeded expectations	2024-2025 NWEA Projected % of students who would meet or exceed
ELA 3	33%	23%
ELA 4	36%	26%
ELA 5	26%	24%
ELA 6	31%	28%
ELA 7	41%	33%
ELA 8	40%	31%
ELA 9	14%	NA
MAT 3	32%	30%
MAT 4	29%	26%
MAT 5	22%	18%
MAT 6	20%	21%
MAT 7	20%	22%
MAT 8	2%	8%
Algebra I	18%	NA

- g) 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.

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

- h) 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.

- i) Describe how the school 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 2024 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’ 2024 NJ School Performance Reports.

Test	Mastery	CCSD	Points Difference	Percent Difference
ELA Proficiency	24%	13%	11	+85%
Math Proficiency	17%	7%*	10	+143%
ELA Growth	58	40	18	+45%
Math Growth	53	39	14	+36%
Progress toward English Language Proficiency	19%	13%	6	+46%

Chronic Absenteeism	22%	47%	25	+56%
Graduation Rate 4-Year	85%	65%	20	+31%
Graduation Rate 5-Year	78%	70%	8	+11%

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

### 1.6 Organizational Capacity

- a) As **Appendix D**, provide an organizational chart of the renaissance school project for the 2024-2025 school year.

See Appendix D.

- 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.

See Appendix E.

### 1.7 School Calendar

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

See Appendix F.

## 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 2024-2025. (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 students’ 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 we 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.

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) Amplify CKLA / ELA and Springboard (ELA) ensure that classroom instruction is 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 provide 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 related to the mode and delivery of supports in 2024-2025. (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 or RULER 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 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	201	0	0	0
1	226	0	0	0
2	244	0		0
3	241			0
4	233	23	16	0
5	248	25	12	0
6	256	34	15	0
7	231	31	12	0
8	238	24	13	0
9	200	40		0
10	198	57	0	0
11	188	26	0	0
12	167	52	0	0

d) If applicable, please provide the grade level and number of students with IEPs or Section 504 Plans who received an in-school or out-of-school suspension in the 2024-2025 school year.

Grade Level	Number of students with IEPs or 504s receiving an out-of-school suspension (unique count)	Number of students with IEPs or 504s receiving an in-school suspension (unique count)	Number of Students with IEPs or 504s who were expelled
K	0	0	0
1	0	0	0
2	0	0	0
3			0
4			0
5			0
6			0
7			0
8			0
9	10		0
10	16	0	0
11		0	0
12	21	0	0

e) 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.

Over the past school year, Mastery saw a reduction in both in-school suspensions (ISS) and out-of-school suspensions (OSS). Specifically, ISS incidents decreased around 50%, and OSS incidents decreased by about 18%. This downward trend reflects our strategic efforts to build a more restorative and inclusive school culture that proactively addresses student behavior while minimizing exclusionary practices. The reduction was not only quantitative but also reflected a shift in mindset across our campuses, moving from punitive responses to a more relational and instructional approach to discipline.

This change was driven by several intentional strategies. First, we implemented proactive social-emotional learning supports through tools like the RULER program to build adult and student emotional intelligence and co-regulation skills in our elementary schools. We also strengthened Tier 1 and Tier 2 interventions, improved the accuracy of behavior coding to ensure consequences matched the severity of incidents, and emphasized coaching for teachers on classroom management to prevent escalation. Finally, we focused on adult mindset shifts, ensuring staff viewed misbehavior as an opportunity for growth, not removal aligning all disciplinary decisions with our commitment to equity, dignity, and student development.

- 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 board-approved suspension and expulsion policies as Appendix K.

See Appendix K.

- g) Pursuant to *N.J.S.A. 18A:17-46*, each school must post its Department-issued 2023-2024 HIB Grade Report to the school website. Please provide the link to the school's report below.

<https://masterycharter.org/app/uploads/2025/05/HIB-Grade-2024.pdf>

## 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 2024-2025 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 meet their teachers.
- Title I Meeting – Parents were informed about our Title I program and invited to give input.
- Hispanic Heritage – Students and families participated in celebrations for Hispanic Heritage Month
- Food Bank

### October

- Fall Festival – Students and families participated in a series of rotations where they got to dance, draw, sing and much more.
- Trunk & Treat – Families and students participated in Fall event with candy and games.
- 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.
- Parent Action Team Meeting-

#### 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

- 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
- Family Literacy and Math Workshop-Provides families with access to online grading and assessment data, as well as books and resources to drive at-home learning

#### February

- Parent Teacher Conferences – Parents learned about their students’ progress
- Black History Celebration /Career Day– Parents were invited to our Black History Month Celebration.
- Parent Action Team Meeting
- 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.
- 8<sup>th</sup> Grade Parent Information Session – Parents received information to prepare for HS
- Instructional Night- Parents were invited in to learn about supporting their students' academic achievement
- 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.
- Parent Action Team Meeting
- 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.
- Food Bank

#### June

- Fun and Field Day - Students and families celebrated the end of the year.
- K-8<sup>th</sup> Grade Move Up

- End of Year Awards Assembly
- Food Bank
- Graduation Ceremonies
- Student Award Ceremonies
- Athletic Sports Banquet

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-Mastery’s Parent Action Teams (MPAT) meet on a monthly basis and are a vehicle for family/parent input on programming and governance. During the 2024-2025 school year they addressed issues like supports for undocumented students and families, understanding assessments and how to use the data to support students at home, and reviewing and providing feedback on Mastery’s five-year strategic plan.

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

<b>Partnering Organization</b>	<b>Description of the Partnership</b>	<b>Year Partnership was Established</b>	<b>Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.</b>
Camden County Municipal Utilities Authority	Paid Internship Program. Students work under the mentorship of a CCMUA staff member as laborers. Students may pursue full time employment at CCMUA after high school graduation and obtain further certifications.	2022-2023	2 seniors, 1 MHSC staff, 1 CCMUA mentor/staff member. Students work 12 hours per week for 17 weeks. Transportation paid by MHSC to travel from MHSC to CCMUA.
Eastern Atlantic Union of Carpenters Program	Unpaid Internship Program-Exposure only. Seniors may apply to enter into the Carpentry Apprenticeship Program; Juniors may continue program into their Senior year and then apply to enter into the Carpentry Apprenticeship Program.	2022-2023	1 senior, 9 juniors, 1 MHSC staff, 1 Carpentry Instructor. Students participate in learning for 6 hours per week for 7 months. MHSC purchases materials for the hands-on experience and the books are provided by the Union. The Carpenter’s union provides a donation to cover the Carpentry instructor cost.

Green Family Estates Real Estate Program	Unpaid Internship Program. Students obtain hands on-exposure in real estate investment. They have the option to continue with Green Family Estates to receive mentorship after high school graduation.	2024-2025	6 seniors, 1 MHSC staff, 1 Real Estate Instructor. Students participate in learning for 2 hours per week for 17 weeks. MHSC pays for the curriculum and the instructor; MHSC provides the space for instruction.
Hopeworks	Paid Workforce Program. Students engage in a workforce training program with the aim to directly enter the workforce upon graduation. Hopeworks participants will work in varying industries that are actively looking to fill their workforce needs.	2022-2023	5 seniors, 1 MHSC staff, 6 Hopeworks staff members. Students participate in the program for 35 hours a week from January-Graduation (full time program). Students are historically responsible for their own transportation, however MHSC has covered transportation expenses in the past for 3 total students that were unable to obtain transportation on their own.
Neurons Health Care Systems	Paid Internship Program. Students gain exposure, insight, and experience into the home health aide career. Students complete a CPR certification.	2024-2025	2 seniors, 1 MHSC staff, 3 Neurons staff members. Students participate in the program for 12 hours a week for 17 weeks. MHSC covers transportation for students, Neurons provides the space for learning.
Resin Tech	Paid Internship Program. Students have the opportunity to enter warehouse production upon high school graduation.	2021-2022	5 seniors, 1 MHSC staff, 2 Resin Tech staff members. Students participate in the program for 16 hours a week for 17 weeks. MHSC covers transportation for students to Resin Tech.

**Table 10: Education Involvement with Community Institutions**

<b>Partnering Organization</b>	<b>Description of the Partnership</b>	<b>Year Partnership was Established</b>	<b>Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.</b>
Camden Community College	The Camden County College (CCC) Dual Enrollment Program provides eligible Mastery High School of Camden (MHSC) students with the opportunity to enroll in college-	2020-2021	23 students in 11th and 12th grade, 1 Mastery staff member supporting the program, and another Mastery staff member supporting senior advising needs.

	level courses while still in high school.		Transportation paid by MHSC to travel to CCC
College Together-SNHU	College Together’s SNHU Dual Enrollment Program is a year-long opportunity for MHSC seniors to complete online, project-based college courses through Southern New Hampshire University at the College Together office in Philly. Students engage in personalized, competency-based learning that allows them to work at their own pace and receive targeted coaching and academic support.	2023-2024	2 students in 12th grade, 1 mastery staff supporting program logistics, and additional Mastery staff supporting advising needs. Transportation paid by MHSC NJ Transit/PATCO transportation cards
American Training Center Medical Assistant Program	The American Training Center (ATC) Medical Assistant Program prepares students for entry-level careers in healthcare. This program includes both classroom instruction and hands-on clinical training, covering key areas such as patient care, administrative duties, medical terminology, and basic clinical procedures.	2023-2024	7-10 students in 12th grade, 1 mastery staff supporting program logistics, and another Mastery staff supporting advising needs. Training provided at MHSC
Camden County College Automotive Dual Enrollment	Through the Camden County College Automotive Dual Enrollment Program, students gain hands-on experience and foundational knowledge in automotive repair and maintenance while still in high school.	2023-2024	2 seniors, 1 MHSC staff, 2 CCC Automotive instructors. January-May, 12 hours a week, 2 instructors, transportation paid by MHSC to travel to CCC Blackwood Campus on campus shuttle

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 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 Trustee Information**

Name	Term Start Date	Term Expiration Date	Number of Terms Served	Role on Board	Email Address	Date of Criminal Background Check	Date of NJSBA Training
Reuel Robinson	7/1/2023	6/30/2025	6	Member		7/15/2015	7/17/2024
Judith Tschirgi	7/1/2023	6/30/2025	6	Member		2/4/2015	7/27/2023
Jim Sheward	7/1/2024	6/30/2026	5	President		3/1/2017	12/21/2023
Johana Velez-Millan	7/1/2023	6/30/2025	1	Member		8/25/2023	4/10/2024
Hosea Harvey	7/1/2024	6/30/2026	1	Member		9/24/2024	2/23/2025

- b) As **Appendix G**, 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 G.

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

See Appendix H.

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

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

- e) 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.

- f) 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.

<https://masterycharter.org/app/uploads/2025/07/Grievance-Policy-Mastery.pdf>

See Appendix I.

- g) Provide the number of grievances presented to the board in the 2024-2025 school year.

Zero

## 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 Sites 1-5**

### Site 1 Cramer Hill Elementary Enrollment

Grade	Enrollment Count on Last Day of the 2024-2025 School Year	Projected Enrollment for the 2025-2026 School Year
K	79	81
Grade 1	84	82
Grade 2	84	85
Grade 3	89	85
Grade 4	83	85
Grade 5	93	82
Grade 6	88	85
Grade 7	73	83
Grade 8	66	67
<b>Total</b>	<b>739</b>	<b>735</b>

### Site 2 Molina Elementary Enrollment

Grade	Enrollment Count on Last Day of the 2024-2025 School Year	Projected Enrollment for the 2025-2026 School Year
K	61	75
Grade 1	72	60
Grade 2	71	75
Grade 3	72	75
Grade 4	65	75

Grade	Enrollment Count on Last Day of the 2024-2025 School Year	Projected Enrollment for the 2025-2026 School Year
Grade 5	72	65
Grade 6	73	70
Grade 7	74	75
Grade 8	77	70
<b>Total</b>	<b>637</b>	<b>640</b>

**Site 3 East Camden Middle Enrollment**

Grade	Enrollment Count on Last Day of the 2024-2025 School Year	Projected Enrollment for the 2025-2026 School Year
Grade 5	86	84
Grade 6	85	86
Grade 7	89	80
Grade 8	89	80
<b>Total</b>	<b>349</b>	<b>330</b>

**Site 4 Mastery High School of Camden Enrollment**

Grade	Enrollment Count on Last Day of the 2024-2025 School Year	Projected Enrollment for the 2025-2026 School Year
Grade 9	199	205
Grade 10	188	195
Grade 11	181	180
Grade 12	165	170
<b>Total</b>	<b>733</b>	<b>750</b>

**Site 5 McGraw Enrollment**

Grade	Enrollment Count on Last Day of the 2024-2025 School Year	Projected Enrollment for the 2025-2026 School Year
K	65	75
Grade 1	73	75
Grade 2	84	68
Grade 3	82	78
Grade 4	80	79
<b>Total</b>	<b>384</b>	<b>375</b>

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 25 Total Enrollment for all Sites	2,842
Final Funding from Camden City School District Fiscal Year 25	\$69,337,701
Final Fiscal Year 25 Enrollment for non-resident district students	0
Final Fiscal Year 25 non-resident enrollment tuition received	\$0
Projected Fiscal Year 26 Total Enrollment for all Sites	2,830
Projected Funding from Camden City School District Fiscal Year 26	\$69,900,000
Projected Fiscal Year 26 Enrollment for non-resident district students	0
Projected Fiscal Year 26 non-resident enrollment tuition received	\$0

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

To ensure 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 not, please describe.

Yes.

### 5.2 Structural Changes

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- a) List renaissance school project sites that will be undergoing construction between July 2025 and June 2026.

McGraw – Exterior fencing, doors, asphalt, parking lot, interior and exterior lighting

Molina Annex – renovating 2<sup>nd</sup> and 3<sup>rd</sup> floor interior, lighting, doors and windows

Cramer Hill – Chiller replacement

East Camden Middle – replacement of cooling tower, interior doors, flooring replacement and asphalt

- 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. **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**, provide a revised timeline for implementing the changes. **N/A**

These are all short-term projects that are slated to be substantially completed by August of 2025, thus there is no separate Appendix J.