



CAMDEN PREP

Uncommon Schools Camden Prep

1575 Mt Ephraim Ave

Camden, NJ 08104

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ANNUAL REPORT: 2019–20 (Year 6)

August 3, 2020

SUBMITTED TO:

KEVIN DEHMER, ACTING COMMISSIONER, NEW JERSEY DEPARTMENT OF EDUCATION

LOVELL PUGH-BASSETT, INTERIM EXECUTIVE COUNTY SUPERINTENDENT, CAMDEN COUNTY

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Table of Contents

- Annual Report Questions:..... 3
 - Basic Information about the School..... 3
- School Site Information: 4
- Organizational Performance Areas 5
 - 1. Education Program and Capacity 5
 - 2. School Culture and Climate..... 12
 - 2.1 School Culture and Climate..... 12
 - 2.2. Family and Community Engagement 15
 - 3. Board Governance 19
 - 4. Enrollment..... 20
 - 5. Facilities..... 22
 - 5.1. Funding..... 22
 - 5.2 Structural Changes 22
- File Naming Convention..... 22

Annual Report Questions:**Basic Information about the School****Table 1: Basic Information**

Name of Renaissance School Project	Uncommon Schools Camden Prep
Year Opened	2014
Grade level(s) served in 2019-2020	K - 8
Final enrollment count for 2019-2020 (as of June 30, 2020)	867
Grade Level(s) to be Served in 2020-2021	K – 9
Projected enrollment for 2020-2021	1085
Mailing address	1575 Mt. Ephraim Avenue Camden, NJ 08104
Website address	http://camdenprep.uncommonschoools.org/
Name of board president	Lindsay Kruse
Board president email address	lindskruse@gmail.com
Board president phone number	(856) 379 - 4488
Name of Renaissance School Project Lead Person	Cynthia Leger
Lead Person email address	cleger@uncommonschoools.org
Lead Person phone number	856-379-4488
Name of School Business Administrator (SBA)	Olugbenga Olabintan
SBA email address	oolabintan@aol.com
SBA phone number	(201) 230 - 7518

School Site Information:

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

Table 2: School Site

Site name	Camden Prep – Mt. Ephraim Elementary & Middle School
Year site opened	2014
Grade level(s) served at this site in 2019-2020	K – 8
Grade level(s) to be served at this site in 2020-2021	K – 8
Site street address 1	1575 Mt. Ephraim Avenue
Site street address 2	
Site city	Camden
Site ZIP	08104
Site phone number	(856) 379-4488
Site lead or primary contact's name	Mary Kate Miller
Site lead's email address	mmiller@camden-prep.org

Organizational Performance Areas

1. Education Program and Capacity

1.1 Mission

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

The mission of Camden Prep is to prepare each student to enter, succeed in and ultimately graduate from a four-year college. The education model consists of two core pillars: a highly rigorous academic curriculum paired with a focus on strong character development.

High academic expectations for students is the first key component of Camden Prep's educational model. Our high expectations require us to push our children to reach higher, work harder, and learn more. We must ensure that our students have the skills that will open doors of opportunity. 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 4-6 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 are used to inform any instructional changes needed to close gaps between where students are performing and the target academic goals, and to tailor interventions for specific students that may be struggling. In addition, Camden Prep has an extended school day and an extended school year in order to maximize the time that students spend on learning.

At Camden Prep, we believe that we must be strong to push our students to the highest possible standard. 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 scholars have at all grade levels to support students 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 2020-2021 school year. Please limit your response to a 1-page maximum. N/A

1.3 Instruction

- a) What constitutes high quality instruction at this school?

High quality instruction at Camden Prep is rigorous, engaging, and responsive to student learning. Camden Prep has created and maintains a culture of high expectations 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. Camden Prep teachers are at the core of high-quality instruction. For Camden Prep to maximize the learning our students can receive, it's critically important that our school focus on making teachers better faster through a rigorous 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 in the classroom. Additionally, a variety of lesson types are designed in order to ensure content is being delivered in the most effective format. Finally, Camden Prep teachers use rigorous assessments to drive great teaching, and they do deep analysis of interim assessment results to make in-course corrections that guarantee higher student learning results.

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

This past school year, Camden Prep remained aligned with the network of Uncommon Schools' core curriculum. Like all Uncommon Schools, Camden Prep will use the same, Common Core-aligned assessments as the other elementary and middle schools in the network. Camden Prep's curriculum will continue to differentiate the shared lesson plans to target the specific needs of Camden 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 unpack and chart the error in mathematics.

In the spirit of continuous improvement, Camden Prep staff recognizes that the school must always seek out ways to better educate students. The bedrocks of strong instruction are the powerful tools of data-driven instruction and curriculum planning, along with rigorous execution of lessons and positive classroom culture. Camden Prep believes that above all else, great teaching drives student learning. This begins with the annual revision of Camden Prep's curricula and interim assessments (given at 6-8 week intervals) in all grades in an effort to guarantee alignment to New Jersey State Standards and the Common Core. 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. Opportunities for performing arts are available at all grade levels to support students in developing the skills to present themselves confidently and professionally in front of audiences. Camden Prep creates a culture around college preparedness and readiness with classrooms named after universities and hallways lined with college banners.

- c) Describe how the school adapted to the delivery of remote instruction? What areas of strength and areas of opportunity were identified?

Camden Prep adapted to the delivery of remote instruction by developing continuity of learning and educational plans to align with New Jersey state policy on distance learning. Technology was an initial challenge that was met by providing remote instruction initially by printed instructional packets and then moving to a technology-based approach once we were able to ensure families had the technology needed to participate in online remote learning.

Phase 1: Paper-Based Work Packets

All K-8 students received a paper-based work packet with math and English language arts assignments. Work packets were sent via postal mail to any student who was not present in school to receive one. We also posted the work packets to the Camden Prep website for the public along with other instructional resources.

Students were expected to:

- Complete the assigned lessons each day that school was closed
- Read independently and complete the Reading Log
- Work was graded and considered as usual classroom assignments

Phase II: K-8 Extended Remote Learning

As of March 30, 2020, Camden Prep launched its K-8 extended remote learning platform. The remote platform provided new, direct instruction via pre-recorded videos and interactive activities prepared by master teachers in each grade level and content area. The platform featured our strongest master educators, teaching lessons via video, and corresponding assignments for students to complete. Students were able to work at their own pace by being able to re-watch videos and spend one-on-one time with teachers on the phone or via Zoom office hours. Assignments were designed to allow students to continue learning what they needed to know for the grade level they are in.

Camden will continue to provide the best possible education and experience for our scholars while keeping safety our top priority.

1.4 Assessment

- a) Fill in Table 3, below, to show year over year trends in the proportion of students meeting or exceeding grade-level expectations (“proficiency rate”) on all statewide assessments administered by the school.

Table 3: Proficiency Rates on statewide assessments

Assessment	2017-18	2018-2019
ELA 3	45%	53%
ELA 4	58%	54%
ELA 5	39%	46%
ELA 6	58%	37%
ELA 7	N/A	62%
ELA 8	N/A	N/A
ELA 9	N/A	N/A
ELA 10	N/A	N/A
ELA 11	N/A	N/A
MAT 3	56%	62%
MAT 4	65%	50%
MAT 5	36%	46%
MAT 6	42%	19%
MAT 7	N/A	45%
MAT 8	N/A	N/A
Algebra I	N/A	N/A
Geometry	N/A	N/A
Algebra II	N/A	N/A

- b) Explain the main reasons why the school has or has not seen year over year increases in the proficiency rate, and what steps the school has taken, or plans to take, to ensure progress in both subjects by grade level and by subgroup (i.e., students eligible for free and reduced price lunch, English language learners, students with disabilities, and racial/ethnic groups).

Camden Prep continues to see high proficiency rates on the state assessment (now the NJSLA assessment and previously the PARCC assessment) based on our maximization of instructional time. Our school builds toward proficiency by introducing critical learning strategies in Kindergarten and then layering in additional complexity each year. Camden Prep values the use of data to inform instruction through formal and informal assessments. Prior to joining Camden

Prep, only 3.0 percent of students were proficient in English language arts and 2.8 percent in mathematics. The growth in proficiency of these same students from year to year can be attributed to teachers and leaders analyzing student work and making clear action plans to address gaps in the data on a daily, weekly and quarterly basis. To maintain continued growth, Camden Prep will remain faithful to the use of data cycles while continuing to increase the rigor of instruction that is taught in classrooms.

Free and Reduced Price Lunch Students

97% of the students at Camden Prep are classified as economically disadvantaged. As such, every student at Camden Prep falls into the statistical category of “at-risk” established by No Child Left Behind, given the combination of factors that surround them. However, Camden Prep is founded on the principle that all students can achieve greatness.

ELL Students

Camden Prep has a very small, but growing, population of English Language Learners. On the 2018-19 NJSLA, Therefore, we have no current data on the success of our scholars on statewide testing.

Students with Disabilities

Camden Prep’s students with the most severe disabilities continue to make strides on the state assessments. Camden Prep’s supplemental and replacement instruction is designed to provide a skill-appropriate rigorous education for students with a range of learning ability.

- c) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2019-2020 year.

Camden Prep uses a rigorous assessment cycle and process to assess student learning on a continuous basis throughout the school year. There are four main assessments: STEP Reading Assessment, NJSLA (for grades 3 and above only), Internal Interim Assessments and Writing Assessments.

Elementary School (K-4)	Middle School (5-8)
<ul style="list-style-type: none"> • Interim Assessments (All subjects) • STEP Assessment (Literacy) • Monthly Writing Assessment • NJSLA 	<ul style="list-style-type: none"> • Interim Assessments (All subjects) • NJSLA

English language arts

Grades K – 8: The STEP Reading Assessments and Uncommon’s interim assessments are used every 4-6 weeks to assess students in ELA and Mathematics. During assessment rounds, Camden Prep follows a cycle of assess, analyze, action plan, execute.

Grades 3 -8 only: NJSLA and Terra Nova Assessments are state and nationally created assessments that are used to measure progress at the end of the school year.

Mathematics

Grades K – 8: The STEP Reading Assessments and Uncommon’s Interim Assessments are used every 4-6 weeks to assess students in ELA and Mathematics. During assessment rounds, Camden Prep follows a cycle of assess, analyze, action plan, execute.

Grades 3 -8 only: NJSLA is a state created assessment that is used to measure progress at the end of the school year.

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

Camden Prep uses data to drive instruction and ensure that each individual student is on track to meet their academic goals. One of the founding principles of our data-driven model is that interim assessments are critical school-wide management tools that focus instruction on the specific standards and skills that students most need to learn.

- STEP Reading & Interim Assessments: Assessments are administered four times per year. Within a week of each assessment administration in both ELA and math, teachers are executing instruction that is differentiated to address the gaps in the assessments. Student results are fed into analysis tools, and teachers and Instructional Leaders come together to evaluate this data in detail. 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 mastered and extend learning where students are succeeding at high levels.
 - NJSLA Assessment: Data from these state results is used to plan for the following year and as an end goal for teaching and learning throughout the year.
- e) In accordance with *N.J.S.A. 18A:36C-10*, Authorization of renaissance school project, renewal, describe the renaissance school projects academic status toward presumed renewal.

Camden Prep uses data to drive instruction and ensure that each individual student is on track to meet their academic goals. Assessments are administered four times per year. After each interim assessment is administered, teachers and Instructional Leaders come together to evaluate the data in detail. 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 mastered and extend learning where students are succeeding at high levels.

- f) Describe how the school has adapted or modified assessments during home instruction.

Camden Prep is committed to providing world-class instruction to students, no matter the circumstances. When school buildings closed in March, Camden Prep focused supporting our students and launched a remote learning plan for our students that is equitable and accessible to all.

- g) Describe how the school has measured progress toward the successful implementation of the requisite school preparedness plan.

Camden Prep's remote learning system was based on five key components:

1. Centralized Instructional Videos by Master Teachers
2. Student Packets and Deliverables
3. Independent Reading Platforms
4. Teacher Office Hours
5. Teacher - Student/Family Check-ins

In order to monitor progress on these key components and ensure successful implementation, the following progress monitoring steps were put into place:

- Teacher Progress: Teachers attended weekly meetings over Zoom with their principal, instructional coach, fellow grade span teachers, and others to adjust learning plans for individual students.
- Teacher-Student Monitoring: Teachers maintained daily office hours Monday through Thursday during which students could ask questions and receive direct feedback from teachers. In preparation for the office hours, teachers reviewed the core instructional videos, supporting resources, and student deliverables. Additionally, all students received at a minimum 1 weekly check-in with a teacher to: check in on student well-being, determine if students have any personal/family needs, and provide feedback or answer questions about student work.
- Student Participation: Students were expected to submit deliverables on a weekly basis for review, grading, and feedback from teachers. Additionally, student attendance was tracked daily by:
 - Kindergarten-4th Grade: students active status in the EPIC reading platform to ensure there was a record of daily student learning.
 - 5th Grade - 8th Grade: student submission of required deliverables. Completion of all deliverables in the four core subjects (ELA, Math, History, and Science) would represent attendance for four school days. Attending the weekly teacher touchpoint represented attendance for the fifth school day.

1.5 Organizational Capacity

- a) As **Appendix B**, provide an organizational chart of the renaissance school project for the 2020-2021 school year.

- b) As **Appendix C**, provide a list of the lead person(s), teachers, and professional support staff, certification area(s) and criminal background check date for any renaissance school project. ***If you have updated this information in NJSMART, please indicate below that this information has already been submitted.***

This information was submitted to NJSMART as part of the June 30th SMID Snapshot.

1.6 2020-2021 School Calendar

As **Appendix D**, please provide the 2020-2021 school calendar.

2. School Culture and Climate

2.1 School Culture and Climate

- a) Describe how the renaissance school project promotes 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 limit your response to a 1-page maximum.)

Camden Prep is characterized by a culture that is joyful, orderly, supportive, and focused on academic work. 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 of 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 problems. The administrators and teachers strive to ensure that rules are fairly and consistently enforced.

Integral to our curriculum is our focus on core values; caring, respect, responsibility, courage and justice. The focus on our core values is woven throughout our entire school day to ensure that scholars are not only growing academically but also socially and emotionally. For example, each day we begin our school day with Morning Meeting or Community Circle, which builds our culture around core values. Additionally, scripted into our lesson plans are opportunities for teachable moments that link our curriculum with our core values.

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, students that demonstrate perfect attendance for an entire month receive fun incentives like prizes, ice cream parties, a dance party with their teacher, etc. All 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.

- b) Describe how the renaissance school project provides 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. (Please limit your response to a 1-page maximum.)

Camden Prep's entire school and academic program has been modeled from the 20 years of success of North Star Academy Charter School of Newark. The two entities collaborate as they work to

Uncommon Schools Camden Prep

advance the opportunities of all children in Newark and Camden, NJ. As such, every student at Camden Prep falls into the statistical category of “at-risk” established by No Child Left Behind, given the combination of factors that surround them. However, Camden Prep is founded on the principle that all students can achieve greatness. Therefore, the school is dedicated to meeting every student’s individual needs and ensuring every school program targets every student. In addition to the hard work of each classroom teacher, additional services are provided to meet the varying needs of our students.

The Center for Skill Enhancement (“Skills Room”) is one of Camden Prep’s means of reaching students who are struggling to achieve within the rigorous curriculum. Skills Rooms provide small group instruction for students with disabilities, students who are in need of skills intervention and students who require support with study and organizational skills. Each Skills Room has a full-time teacher, an Instructional Leader for Special Education and Learning Disabilities Consultants who lead the Child Study Team. As a center, they collaborate with classroom teachers regularly, helping to implement the best techniques for reaching struggling students within the classroom. Additionally, we have full-time teachers devoted to providing individualized and small group skills work in literacy and math to general education students in need of skill intervention. All Camden Prep students receive strategic tutoring designed to help them master specific skills necessary for tasks in their core academic courses.

- Special Education Services: The Center for Skill Enhancement also coordinates special education services. Camden Prep works hard to eliminate the stigma and low expectations associated with the Special Education classification. To that end, Camden Prep has an inclusion model in which students in the school do not know that there are special education students unless they are classified themselves. Classified students at Camden Prep included students with learning disabilities, autism, cognitive impairment, emotional disturbance, communication impairment, ADHD and students who receive speech-only services. These students are provided individual pull-out instruction, small group instruction, and in-class support. The Skills Room staff collaborates with general education teachers to establish the most effective curriculum and instructional modifications, including the identification of “power” standards—the most important skills each child must learn at each grade level. The Skills Room staff also coordinates annual review meetings and reevaluations. In addition to providing services for students who are already classified, the Skills Room staff also manages the Intervention and Referral Services and Child Study Team Evaluations for those who were suspected to have a disability (a natural role given the extensive work done with non-classified lower-achieving students).
- English Language Learners: As part of the registration process, families are asked to complete a home language survey to determine if another language is spoken in the household. Any surveys returned indicating another language are reviewed by the Child Study Team to determine if additional testing is required. The review includes classroom observations to verify the student’s ability to succeed academically in a traditional classroom setting, as well as follow up conversations with the family.
- Counseling: To meet the needs of our students, a social worker has regular sessions with students to meet the needs of their IEP. Similarly, the social worker also meets with students identified as “at risk” and in need of additional support throughout the school day. Our full-time school nurse is onsite daily to support the health and wellness needs of our students. The school nurse not only works with students when they have medical concerns but also works proactively to provide health education programs such as our dental and vision days for students and families.

Furthermore, to ensure families are aware of our commitment to serve all students, our marketing materials expressly say that students with special needs are welcome at our school.

- c) Fill in the requested information in Table 4 below regarding the school's discipline environment in 2019-2020. If there was a noticeable increase or decrease in suspensions and expulsions in 2019-2020 compared to 2018-2019, then please describe the reasons for the change below the table.

Table 4: Discipline Environment 2019-2020

Grade Level	Number of students enrolled (as of Oct. 15, 2019)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	138	8	0
1	139	5	0
2	154	5	0
3	117	13	0
4	83	8	0
5	80	19	0
6	55	7	0
7	55	12	0
8	40	3	0
9	N/A	N/A	N/A
10	N/A	N/A	N/A
11	N/A	N/A	N/A
12	N/A	N/A	N/A

2.2. Family and Community Engagement

a) List and briefly describe the major activities or events the school offered to parents/guardians during the 2019-2020 school year.

Academic

- Daily & weekly communications: Ongoing and regular contact between school staff and parents, including daily folders sent home with important updates and notes on the academic progress of their child. Parents are also provided with the personal cell phone number for each teacher at the beginning of the school year to use at any time for additional questions and support
- Meet Your Teacher/Back to School Night: An exciting opportunity to welcome Camden Prep families back to school and mix and mingle with their child’s teachers and new classmates.
- Report card nights: Three conferences throughout the school year that offer Camden Prep parents an opportunity to meet with their child’s teachers and discuss academic progress.
- Student Attendance support: Daily and weekly systems to support high-risk families in getting their child to school each day on time (e.g., wake up phone calls, home visits, etc.)

Family Support

- Food bank coordination: Facilitating connections between high-need families and food resources in the community

- Career readiness workshops: Free workshop that trained parents on career tips including how to write a resume and dress for success on an interview
- Healthy relationships workshops: Free interactive workshop that promoted healthy and violence-free relationships
- Public speaking workshops: Free workshop that trained parents how to speak in front of large crowds, write letters to local officials, and prepare for media interviews

Social Events

When the school year began, we hosted several activities to engage our families. In March 2020, when stay-at-home due to COVID-19 went into effect orders, our plans were halted.

- Thanksgiving Lunch: Free family lunch in which parents could eat with their scholar and their teachers, and enjoy holiday-themed activities
- Family Game Night: Free family game night hosted at the school that offered kid-friendly games, food, music, and giveaways
- Parent Appreciation Week: Week-long celebration of parents that includes student-created gifts, school paraphernalia, and a mid-week ceremony recognizing all Camden Prep parents
- Parent Appreciation luncheon: Parent banquet for parents that celebrated contributions and accomplishments throughout the school year
- Community Easter Egg Hunt: Free family Easter egg hunt hosted in partnership with the Whitman Park Little League at the school that offered food, music and giveaways.

b) List and briefly describe the major activities or events conducted by parents/guardians to further the school's mission and goals.

At Camden Prep our parents are our partners. Parents have daily interactions with the staff and are encouraged to visit and volunteer within the school on a regular basis. In addition to our regular daily and weekly communication, we also have parent engagement events to offer us the opportunity to get some face time with our parents. These events give us a direct pathway to our parents in not only discussing academics, but also in building relationships and community. A combination of individual parents and parent groups work together to further the school's mission and goals through volunteer work and fundraising, including:

- Academic events: Elementary and middle school orientation, Meet Your Teacher/Back to School Night, Quarterly report card nights, and Math and literacy resource workshops
- Family support services: Annual coat drive and holiday food bank; job training workshops and resources
- Social events: Fall Festival, Thanksgiving Potluck, Family Game Night, Community Easter Egg Hunt, Parent Leader Appreciation Luncheon
- Parent Appreciation Week: several activities are planned for parents throughout this dedicated week to show our appreciation of their partnership
- Parent classroom volunteers: Support student culture by serving as chaperones on field trips, organizing classroom supplies, decorating for school events, etc.
- Public speaking at community meetings: Parents prepare and share testimonials to advocate for Camden Prep goals on a local and state level
- Campus-specific cultural celebrations: student put on performances for parents showcasing academic learning via performing arts techniques

- Promotion and graduation ceremonies: parents are invited to witness their child move up to the next grade and receive awards for academics, attendance, and core values

c) Fill in the requested information in Tables 5 and 6, below, regarding community involvement. Add or delete rows as necessary.

Table 5: Community Involvement with Educational Institutions

Partnering Organization	Description of the Partnership 1	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
Camden City School District	Renaissance School Partnership Parent Resources	Partners with the Camden School District to serve the Whitman Park, Liberty Park, and Parkside communities. Participated in fourth year of universal enrollment system and continued participation in school information card process, citywide school fair, and marketing campaign to families across the city.
Renaissance Partners – KIPP and Mastery	Parent Leadership	Worked with KIPP and Mastery to educate and mobilize parents around advocacy issues and share best practices for engaging parents in their children’s education. Participated in bi-weekly roundtable meeting and working groups to share best practices related to enrollment, parent advocacy/community outreach, transportation and special education issues.
Acelero Learning Inc.,	Kindergarten readiness workbooks Parent Resources	Provided math and literacy workshops to share best practices and resources with 50+ parents across three locations to support their child’s learning at home. Provided math and literacy workshops to share best practices and resources with 20+ parents to support their child’s learning at home.
Respond, Inc.	Kindergarten readiness workbooks Parent Resources	Provided math and literacy workshops to share best practices and resources with 50+ parents to support their child’s learning at home.
Camden City Head Start, Center for Family Services	Kindergarten readiness workbooks Parent Resources	Provided kindergarten readiness workbooks for 180+ students within Camden city. Provided math and literacy workshops to share best practices and resources with 100+ parents to support their child’s learning at home.

Table 6: Community Involvement with Community Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
Councilman Victor Carstarphen	Neighborhood Community Initiatives	Collaborated to host information meetings with community leaders Partnered to allow community organizations to use school facilities for citywide programs
Office of the Mayor, City of Camden	Neighborhood Community Initiatives	Collaborated to host information meetings with community leaders about school's expansion plans
United Neighbors of Whitman Park	Neighborhood Community Initiatives	Camden Prep staff and community members hosted and volunteered at community events as well as donated food to children of Whitman Park at various events.
Center for Family Services	Parent workshops	Presentations to families to families about social service resources, including job readiness, financial literacy, etc.
Faith-Based Leaders	Neighborhood Community Initiatives Family Support Services	Worked with faith-based leaders on community partnerships focused on improving the neighborhood. Partnered to support students and their families with social service needs as a way to increase school attendance and improve student achievement, including workshops for parents, uniform and school supply drives.
Parents for Great Camden Schools	Parent Leadership Parent Social Services & Resources	Presentations to parents around advocacy and community issues and share best practices for engaging parents in their children's education.
Scholastic Book Fair	In-School Book Fair	Week-long book fair for students, families, and staff to shop for books and academic resources.
Toys for Tots	Family Support Services	Over 200 families and community members received a holiday basket of food and gifts

- c) Briefly describe how the educational and community partnerships established furthers the school's mission and goals.

Camden Prep recognizes that a model for success cannot be achieved by teachers and students in the classroom alone. By establishing relationships with educational and community organizations, we can

concentrate on the development of the whole child. Camden Prep has established strong relationships with educational and community organizations in Camden and they have been essential in supporting and improving student achievement. Camden Prep believes the relationship with the community is a critical component to the success of its schools. We remain dedicated to working with our community to address the diverse needs of our students.

3. Board Governance

- a) Fill in the requested information in Table 7 below regarding the renaissance school project’s board of trustees.

Table 7: Board of Trustee Information

Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Training
Lindsay Kruse	8/31/14	8/31/20	President	lindskruse@gmail.com	2/15/2012	5/31/2018
Robert Howitt	8/31/14	8/31/20	Member	WKBJ@att.net	10/26/2011	3/13/2018
Julie Jackson	8/31/14	8/31/20	Secretary	jjackson@uncommonschoools.org	8/3/2017	Exempt
Joseph Mangini	1/23/17	6/30/21	Member	Joseph.Mangini@gs.com	2/28/2017	5/26/2020
Cassetta Perry	9/18/17	6/30/21	Member	Yvettejones41@gmail.com	12/21/2016	5/5/2020
Janellen Duffy	5/21/18	6/30/21	Member	janellen.duffy@jerseycan.org	10/17/2018	5/13/2020
Floyd White	8/15/19	6/30/21	Member	1500sed@verizon.net	12/10/2019	5/27/2020

- b) As **Appendix E**, provide a signed assurance that the board of trustees operates in accordance with the School Ethics Act, *N.J.S.A. 18A:12-21, et seq.*, and the Open Public Meetings Act, *N.J.S.A. 10:4-6, et seq.*
- c) As **Appendix F**, provide a copy of any amendments to the bylaws the board of trustees adopted during the 2019-2020 school year. N/A
- 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.
- e) <http://camdenprep.uncommonschoools.org/camden-prep/people/board>
- f) Please identify the number of board members required by the renaissance school project’s bylaws.
11 board members

4. Enrollment

- a) Fill in the requested information in Table 8 below with enrollment information for each grade level by site. Please complete a separate chart for each site that will be operating in 2020-2021. Please add an additional chart for each additional site.

Table 8: Enrollment for Site 1

Site 1 Camden Prep—Mt. Ephraim Elementary & Middle Enrollment

Grade	Enrollment Count on Last Day of the 2019-2020 School Year	Projected Enrollment for the 2020-2021 School Year
K	80	90
Grade 1	85	90
Grade 2	86	90
Grade 3	89	105
Grade 4	80	90
Grade 5	85	90
Grade 6	54	90
Grade 7	60	60
Grade 8	38	60
Grade 9	N/A	
Grade 10	N/A	N/A
Grade 11	N/A	N/A
Grade 12	N/A	N/A
Total	657	765

Table 8: Enrollment for Site 2

Site 2 Camden Prep – Copewood Elementary Enrollment

Grade	Enrollment Count on Last Day of the 2019-2020 School Year	Projected Enrollment for the 2020-2021 School Year
K	57	60
Grade 1	56	60
Grade 2	70	60
Grade 3	29	60
Grade 4	N/A	30
Grade 5	N/A	N/A
Grade 6	N/A	N/A
Grade 7	N/A	N/A
Grade 8	N/A	N/A
Grade 9	N/A	50
Grade 10	N/A	N/A
Grade 11	N/A	N/A
Grade 12	N/A	N/A
Total	212	320

b.) Fill in the requested information in Table 9 below for the total enrollment and revenue of all school sites.

Not available – final aid notice has not been received from District

Table 9: Total Enrollment and Revenue for all Sites

Final Fiscal Year 20 Total Enrollment for all Sites	N/A
Final Funding from Camden City School District Fiscal Year 20	N/A
Final Fiscal Year 20 Enrollment for non-resident district students	N/A
Final Fiscal Year 20 non-resident enrollment tuition received	N/A

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

5. Facilities

5.1. Funding

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

No anticipated changes. Camden Prep will be refinancing the construction loans this fall to obtain permanent financing for both Mt. Ephraim and Copewood facilities in accordance with plan.

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

5.2 Structural Changes

- a) List renaissance school project sites that will be undergoing construction between July 2020 and June 2021. N/A

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

Camden Prep previously submitted the Substantial Reconstruction Plan to the New Jersey Department of Education in September 2015. In 2016, Camden Prep completed all requirements for “substantial reconstruction.

- 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 G**, provide a revised timeline for implementing the changes.

File Naming Convention

Table 10: Appendix File Naming Convention

Appendix	File Naming Convention
Appendix A	Appendix A Curriculum Statement of Assurance
Appendix B	Appendix B Organizational Chart
Appendix C	Appendix C Staff List
Appendix D	Appendix D 2020 – 2021 School Calendar
Appendix E	Appendix E Board Statement of Assurance

Appendix F	Appendix F Amendments to Bylaws
Appendix G	Appendix G Facilities Timeline

Each appendix must be submitted as a separate Word or .PDF file to the Homeroom folder “Annual Report 2020.” Save each appendix by the file naming convention provided in the second column of the above table.

Signature of School Official (School Lead):

Date: 7/20/20

Print Full Name: Cynthia Leger

Title: Managing Director of Operations & Renaissance Project Lead Person, Uncommon Schools Camden Prep

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

Date: 7/20/20

Print Full Name: Lindsay Kruse

Title: Chair, Uncommon Schools Camden Prep Board of Trustees