

MASTERY SCHOOLS OF CAMDEN

Urban Hope Act Annual Report

August 3, 2015

Table of Contents

1. Basic Information.....	Page 3
2. Enrollment and Equity	Page 5
3. Educational Program.....	Page 11
4. Parental and Community Involvement	Page 14
5. Renaissance School Project Governance / Leadership	Page 14
6. Facilities.....	Page 17

1. BASIC INFORMATION

a) Fill in the requested information below about the renaissance school project:

1.a. Renaissance School Project Basic Information	
Name of Renaissance School Project	Mastery Schools of Camden
Year Opened	2014
Grade Level(s) Served in 2014-2015	K – 5
October 15, 2014 Enrollment Count	368
Final Enrollment Count for SY 2014-15 (last day of school)	403
Projected Enrollment Count for SY 2015-16	1355
Website Address	www.masterynj.org
Name of Board President	Judy Tschirgi
Board President Email Address	jtschirgi@gmail.com
Board President Phone Number	(610) 324-1361
Name and Title of Renaissance School Project Primary Contact	Scott Gordon
Primary Contact Email Address	Scott.Gordon@Masterycharter.org
Primary Contact Phone Number	267-872-8710
Name of SBA	Jim Leonard
SBA Email Address	Jim.Leonard@Masterycharter.org
SBA Phone Number	(215) 356-2178

b) Fill in the requested information below about each of the renaissance school project sites. Please complete a separate chart for each site that will be operating in 2015-16.

1.B. SITE 1 BASIC INFORMATION	
Site Name	Cramer Hill Elementary
Year Opened	2014
Grade Level(s) Served in 2014-15	K-2
Grade Level(s) to Be Served in 2015-16	K-3
Street Address 1	1033 Cambridge Avenue
Address 2	
City	Camden
Zip	08105-3930
Site Lead or Primary Contact's Name	Meredith Howell-Turner
Site Lead's Phone Number	856-371-3678
Site Lead's Email Address	Meredith.Howell-Turner@MasteryNJ.org

1.B. SITE 2 BASIC INFORMATION	
Site Name	North Camden Elementary
Year Opened	2014
Grade Level(s) Served in 2014-15	K-5
Grade Level(s) to Be Served in 2015-16	K-6
Street Address 1	800 Erie Street
Address 2	
City	Camden
Zip	08102-1741
Site Lead or Primary Contact's Name	Brandon Cummings
Site Lead's Phone Number	856-371-3817
Site Lead's Email Address	Brandon.Cummings@MasteryNJ.org

1.B. SITE 3 BASIC INFORMATION	
Site Name	Molina Elementary
Year Opened	2015
Grade Level(s) Served in 2014-15	N/A
Grade Level(s) to Be Served in 2015-16	K-8
Street Address 1	601 Vine Street
Address 2	
City	Camden
Zip	08102-1801
Site Lead or Primary Contact's Name	Rickia Reid
Site Lead's Phone Number	(267) 535-0706
Site Lead's Email Address	Rickia.Reid@MasteryNJ.org

1.B. SITE 4 BASIC INFORMATION	
Site Name	East Camden Middle
Year Opened	2015
Grade Level(s) Served in 2014-15	N/A
Grade Level(s) to Be Served in 2015-16	6-8

Street Address 1	3064 Stevens Street
Address 2	
City	Camden
Zip	08105-2367
Site Lead or Primary Contact's Name	William Hayes
Site Lead's Phone Number	(856) 305 - 8576
Site Lead's Email Address	William.Hayes@MasteryNJ.org

1.B. SITE 5 BASIC INFORMATION	
Site Name	McGraw Elementary
Year Opened	2015
Grade Level(s) Served in 2014-15	N/A
Grade Level(s) to Be Served in 2015-16	K-5
Street Address 1	3051 Fremont Street
Address 2	
City	Camden
Zip	08105-2931
Site Lead or Primary Contact's Name	LaQuanda Jackson
Site Lead's Phone Number	(267) 414-4246
Site Lead's Email Address	LaQuanda.Jackson@MasteryNJ.org

2. ENROLLMENT AND EQUITY

2.1. Enrollment

a) Fill in the requested information below regarding enrollment:

2.1.a. Renaissance School Project Enrollment in 2014-2015			
	Enrollment Count on First Day of School Year 2014-15	October 15, 2014 Enrollment Count	Enrollment Count on Last Day of School Year 2014-15
K	61*	72	80
Grade 1	55	64	62

Grade 2	63	68	77
Grade 3	57	66	77
Grade 4	43	49	53
Grade 5	47	49	54
Grade 6	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A
Total	326	368	403

*Kindergarten students started the school year on 9/2/2014. The first day of the school year for grades 1-5 was 8/27/2014.

- b) Fill in the requested information below regarding projected enrollment information for each grade level by site. Please complete a separate chart for each site that will be operating in 2015-16.

2.1.b. Site 1 North Camden Projected Enrollment in 2015-2016	
Grade	Projected Enrollment for the 2015-2016 School Year
K	50
Grade 1	45
Grade 2	45
Grade 3	55
Grade 4	80
Grade 5	50
Grade 6	50
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total	375

2.1.b. Site 2 Cramer Hill Projected Enrollment in 2015-2016	
Grade	Projected Enrollment for the 2015-2016 School Year
K	46
Grade 1	44
Grade 2	25
Grade 3	25
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total	140

2.1.b. Site 3 Molina Projected Enrollment in 2015-2016	
Grade	Projected Enrollment for the 2015-2016 School Year
K	32
Grade 1	44
Grade 2	56
Grade 3	50
Grade 4	60
Grade 5	54
Grade 6	44
Grade 7	36
Grade 8	34
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total	410

2.1.b. Site 4 McGraw Projected Enrollment in 2015-2016	
Grade	Projected Enrollment for the 2015-2016 School Year
K	45
Grade 1	47
Grade 2	50
Grade 3	44
Grade 4	30
Grade 5	34
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total	250

2.1.b. Site 5 East Camden Projected Enrollment in 2015-2016	
Grade	Projected Enrollment for the 2015-2016 School Year
K	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	25
Grade 7	97
Grade 8	58
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total	180

2.2 Renaissance School Project Demographics in 2014-2015

a) Fill in the requested information below regarding renaissance school project demographics by grade level. Please note that demographic information provided must be based on FINAL enrollment count (i.e. last day of school).

2.2.a. Project Demographics in 2014-2015									
Grade	Total # Enrolled	# Free or Reduced Price Lunch	# Special Ed	# LEP	# White, non-Hispanic	# African American, non-Hispanic	# Hispanic	# Asian, non-Hispanic	# Other Race/Ethnicity, including two or more racial/ethnic groups
K	80	79	8	5	0	34	32	0	14
Grade 1	62	62	6	7	0	29	23	0	10
Grade 2	77	74	17	8	0	31	31	0	15
Grade 3	77	76	16	11	0	41	25	0	11
Grade 4	53	50	14	5	0	23	20	0	10
Grade 5	54	52	16	6	0	25	20	0	9
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

b) Provide evidence that the renaissance school project has made a commitment to serving all students, especially the highest needs students such as special education students, English Language Learners, students who qualify for free or reduced-price lunch, and other underserved or at-risk populations. (Please limit your response to a 1-page maximum.)

The Board of Trustees requires equal educational opportunity for all students enrolled in the educational programs of the school, including, but not limited to, course offerings, athletic programs, guidance and counseling, and tests and procedures, regardless of age, gender, sexual orientation, race, color, creed, religion, national origin, social or economic status, parenthood, marital status, and handicap.

Students must respect the rights of other students to receive an education in an atmosphere that is conducive to learning and free from discriminatory practices. No student, therefore, shall have the right to abridge another student’s rights.

Mastery complies with all applicable special education laws. Mastery will provide each protected student with a disability, without discrimination or cost to the student or family, those related aids, services, or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities.

Mastery provides English Language Learners (ELLs) with English language instruction and cultural orientation. The goal of the ELL program is the attainment of English language proficiency so that students will be successful in their classes.

Mastery ensures that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youth in accordance with the McKinney-Vento Homeless Education Assistance Improvements Act of 2001.

Mastery Schools of Camden proudly serve all students, including students in our bilingual classrooms, students receiving ESL services, and students with special education needs across a variety of programs.

		Cramer		N. Camden	
Total Enrollment		84		319	
Gender	Female	42	50%	153	48%
	Male	42	50%	166	52%
Ethnicity	Native American	1	1%	3	1%
	Black	25	30%	160	50%
	White		0%		0%
	Hispanic	58	69%	156	49%
	Multi-Ethnic		0%		0%
	Asian		0%		0%
	Pacific Islander		0%		0%
IEP (students receiving specialized services based on their individual education plan)		10	12%	67	21%

ELL (23 students receiving bilingual services and 19 students receiving ESL only)	16	19%	26	8%
Homeless		0%	12	4%
Economically Disadvantaged	80	95%	290	91%

3. EDUCATIONAL PROGRAM

3.1. 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

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. In addition to our academic programs, students engage in daily social-emotional learning through community and morning meetings, in which teachers develop social skills and support students in their interactions with peers and school staff. Students also have access to daily aftercare services and summer programming that provide opportunities for enrichment, homework support, and joyful activities such as arts and crafts and sports. 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.

3.2. Academic Program

- a) Provide a signed assurance that the renaissance school project's curriculum is aligned to current academic standards adopted by the State Board of Education. If the curriculum is not aligned, provide an explanation and timeline for the completion and implementation of the revised curriculum.

Our curriculum is aligned with New Jersey curriculum standards through grade 5. Because Mastery Schools of Camden only served grades K-5 in the 2014-15 school year and it was our first year of operation in New Jersey, our curriculum was not yet built out to 12th grade in a format that fully aligns with standards. We anticipate having a fully aligned curriculum by the beginning of the 2016-17 school year.

- b) Provide details about any planned changes to the curriculum and assessments for the 2015-2016 school year. (Please limit your response to a 1-page maximum.)

The majority of our curricular approach remains the same for the 2015-2016 school year. Changes are included below:

- Based on our results this year, we are focusing our efforts on ensuring that guided reading instruction is a core priority. Students will continue to receive daily individualized guided reading supports, but with a renewed focus on meeting quarterly milestones laid out by the Fountas & Pinnell Continuum of Literacy Learning.
- Additionally, we are streamlining our assessments to decrease the overall use of assessments by replacing benchmark assessments in science and social studies with culminating projects. We are also replacing kindergarten math benchmark assessments with performance tasks that are more developmentally appropriate.
- In preparation for the PARCC assessment, we are also integrating more computer technology and programming to set students up for success on the PARCC and for life beyond Mastery. We are aligning our current text study program to offer more opportunities to engage with multi-media texts as well as to incorporate computer literacy.
- As always, we re-evaluated our use of grade-level and culturally relevant texts and made small revisions to our text list. We solicited feedback from parents, teachers, and consulted best practices in identifying our core texts.
- We will use the MAP Assessment in the Fall and Spring as a core measure of student growth beginning in the 2015-2016 school year.

c) 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.)

- Students identified as having emotional support needs participate in a therapeutic program driven by their individual needs as laid out in the individualized education plans.
- Students are engaged in Second Step programming during morning meeting 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 nurse meet the needs outlined in students' health plans, as well as daily medication needs, and all screening requirements.

3.3. Academic Performance

a) Describe the renaissance school project's statewide assessment results with regards to absolute, comparative and growth measures. Explain how the renaissance school project will close gaps and/or maintain and improve results. ***If you do not yet have state assessment data, indicate below and go on to complete 3.3 b).***

NO CURRENT DATA

b) Provide information on the renaissance school project's internal student assessments (e.g. NWEA Map or Scantron Performance Series) across all grade levels served. Describe the assessment type

(including the test subject), the frequency of use, the results, the measures of comparison, and an analysis of the school's data. Feel free to insert charts if necessary.

Students participate in assessments across the following grades and subjects:

- Math
 - Quarterly benchmark assessments
 - Kindergarten through 5th Grade
- Literacy
 - Quarterly benchmark assessments
 - 3rd through 5th Grade
 - Fountas and Pinnell Assessment of Reading
 - Kindergarten through 3rd grade (all students)
 - Kindergarten through 5th grade (students receiving intervention or special education services)
- Science
 - Quarterly benchmark assessments
 - 3rd and 4th Grade
- Writing
 - Performance tasks quarterly Kindergarten through 5th Grade
 - Grammar benchmarks quarterly 3rd through 5th Grade

Fountas & Pinnell Reading Results K-3rd Grade

Kindergarten						
	Base	Q1	Q2	Q3	Q4	YTD
Cramer Hill	0.00	0.05	0.32	0.53	0.80	+0.80
N. Camden	0.02	0.17	0.36	0.58	0.99	+0.97
MASTERY - NJ	0.01	0.11	0.34	0.56	0.91	+0.89
First Grade						
	Base	Q1	Q2	Q3	Q4	YTD
Cramer Hill	0.43	0.76	1.06	1.37	1.74	+1.31
N. Camden	0.33	0.98	1.45	1.75	1.96	+1.63
MASTERY - NJ	0.37	0.89	1.28	1.60	1.88	+1.51
Second Grade						
	Base	Q1	Q2	Q3	Q4	YTD
Cramer Hill	1.34	1.74	1.88	2.05	2.16	+0.82
N. Camden	1.05	1.36	1.73	2.10	2.42	+1.36
MASTERY - NJ	1.16	1.49	1.78	2.08	2.33	+1.17
Third Grade						
	Base	Q1	Q2	Q3	Q4	YTD
Cramer Hill						
N. Camden	1.57	2.12	2.62	2.87	3.38	+1.81

MASTERY - NJ	1.57	2.12	2.62	2.87	3.38	+1.81
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3.4. 2015-2016 School Calendar

As Appendix A, please provide the 2015-2016 school calendar.

4. PARENTAL AND COMMUNITY INVOLVEMENT

- a) Describe how the school engages families and encourages parental involvement in the school. Discuss the resources that are available to students and parents. (Please limit your response to a 1-page maximum.)

Students and families are our number one priority. Coming this fall, we will have a formal parent association that works directly with our Manager of Family and Community Engagement and school leaders. Many parents served as parent advocates throughout the year leading building tours for prospective families and helping reach students and families in the Camden community. Regular family events help families stay engaged with our program and allowed opportunities for families to volunteer at events like Family Fun Days in the community and Donuts with Dad & Muffins with Mom events. One of our most impactful partnerships was our Academic Parent Teacher Team meetings held four times throughout the year, where families come and learn about how to support their student’s learning at home.

- b) Describe the school’s partnerships with educational or community institutions and how they enhance the school’s mission and educational program. (Please limit your response to a 1-page maximum.)

Mastery partners with a variety of community organizations to give students and families access to a host of resources. We are currently partnered with Rutgers University to support in our aftercare efforts, work with a variety of parent organizations in Camden that are dedicated to building excellent schools across the city of Camden, and are in the process of developing a partnership with The Croc Center & The Hispanic Community Center.

5. RENAISSANCE SCHOOL PROJECT GOVERNANCE / LEADERSHIP

5.1. Board of Trustees

- a) Fill in the requested information below regarding the renaissance school project’s Board of Trustees:

5.1.a. Board of Trustees in 2014-2015
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Member's Name	Effective Start Date (when individual started on board)	Current Term Expiration Date (if applicable)	Officer Role (e.g. President, Vice President, Secretary, Treasurer)	Email Address
Judith Tschirgi	6/16/2014	6/16/2016	President	jtschirgi@gmail.com
Reuel Robinson	6/16/2014	6/16/2016	Director/Member	miciaha@yahoo.com
Stacy Holland	6/16/2014	6/16/2016	Director/Member	stacyelaina@comcast.net
Graham Finney	6/16/2014	6/16/2016	Director/Member	finney6109@comcast.net

- b) Describe how the board of trustees evaluates the renaissance school project leader(s) on an annual basis and holds these individuals accountable for meeting specified goals. (If available, as Appendix B, provide a copy of the evaluation tool the board uses to evaluate the renaissance school project leader(s).)

Mastery Schools of Camden employs a performance based leadership advancement and compensation system called the Mastery Management Model (M3). By basing advancement on performance rather than seniority, Mastery Schools of Camden intends to attract, support, and retain the highest quality administrators. The system has three performance categories, each with a specific advancement criteria and salary range (for each position). The performance categories are: Senior, Advanced, and Master. M3 aligns with the teacher advancement system in that there are performance categories and administrators are evaluated on three components: Management Standards, Mastery Values, and Outcomes. Consistent with Mastery Values, the system strives to make the advancement standards, processes, and salaries fair and transparent.

The Mastery Management Model (M3) complements the Teacher Advancement System and shapes the way we support, train, and evaluate our non-instructional staff. The model, similar to the teacher advancement system, incorporates three main areas in which performance will be evaluated:

1. Management Standards – the set of skills and competencies Mastery Schools of Camden leaders need to be effective. These Standards will provide a common language and guide professional development.
2. Mastery Values – values provide a common language around how staff should conduct themselves at Mastery Schools of Camden. We expect our non-instructional staff to have a consistent, significant impact on the school’s performance through demonstrated leadership.
3. Outcomes – role-specific, expected results which are tied to an individual’s job responsibilities. Outcomes should be developed at the start of each school year with the School Leader and the individual’s manager.

- c) Describe how the board assesses its own performance annually. (If available, as Appendix C, provide a copy of the evaluation tool that the board uses to assess its own performance.)

The Board's performance is best measured by student academic outcomes. It continuously assesses its performance. During the start-up 2014-2015 school year, the Board received at every meeting a report on the status of the school's finances, personnel, educational program and facility

development. Mid-year it modified its Board meeting format by expanding its receipt of information about school activities, beyond items requiring formal Board action. It directed its counsel to provide it guidance on governance and procurement parameters, among other subjects. In the future the Board will continue its self-assessment and will implement all Board strategies and practices it believes will foster optimal student achievement.

- d) As Appendix D, provide a copy of any amendments to the bylaws the board of trustees adopted during the previous year.

NONE

5.2 Organization/Leadership

- a) As Appendix E, provide an organizational chart of the renaissance school project for the 2015-2016 school year.

Attached

- b) Fill in the requested information below regarding the renaissance school project’s teacher and staff retention rates.

5.2.b. Teacher/Staff Retention Rates		
Retention	Number or Ratio	Methodology used
Teacher Retention Rate (year to year)	83%	The percentage reflects the number of teachers/staff at the end of last year who will be returning next year. Total staff number is an estimate – actual numbers may vary.
Total Staff Retention Rate (year to year)	Estimated 90%	

6. FACILITIES

6.1. Funding

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

NONE

6.2 Structural Changes

- a) List renaissance school project sites that will be undergoing construction between July 2015 and June 2016.

The construction of new Cramer Hill Elementary school will start in Fall 2015.

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

Site plans and approvals have been submitted to New Jersey DoE and the Camden City School District.

- c) Please provide any modifications to existing site plans and/or substantial reconstruction plans. (If there are no modifications to the existing plans, simply indicate that here and put "N/A" next to numbers 1-4.)

1. Provide the facility name and address.

Mastery Schools of Camden - Cramer Hill Elementary (planned for State and River Roads in Camden).

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

The building will be a 3-story, 85,000 square foot school building.

3. Provide assurances that the facility meets regulations pertaining to the health and safety of pupils, per N.J.S.A. 18A:36C-4.b(11).

The building will meet regulations.

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

N/A

MASTERY SCHOOLS OF CAMDEN

2015-2016 School Calendar - DRAFT 7/29/15

SUMMARY OF CALENDAR	
Total and Instructional Days	
report pd #1 Aug 26-Oct 27	36
report pd #2 Oct 28-Jan 5	36
report pd #3 Jan 6-Mar 29	53
report pd #4 Mar 30-Jun 23	57
Total Calendar Days	182
Holidays (School Closed)	
Labor Day	9/7
Rosh Hashanah	9/14-9/15
Yom Kippur	9/23
Papal Visit	9/24-9/25
Columbus Day	10/12
Veteran's Day	11/11
Thanksgiving	11/25-11/27
Winter Break	12/24-1/1
Three Kings Day	1/6
Martin Luther King Day	1/18
Presidents' Day	2/15
Good Friday	3/25
Spring Break	3/28-4/1
Memorial Day	5/30
Report Cards/Parent Events	
Community Event	9/2-9/22
Back to School Night	9/14-9/30
Parent Conf (RP1)	10/28-11/5
Report Mailing (RP1)	11/6
Parent Conf (RP2)	1/7-1/14
Report Mailing (RP2)	1/15
Parent Conf (RP3)	4/5-4/13
Report Mailing (RP3)	4/15
College Signing Day	6/7
Exhibition Night	
Report Mailing (report pd 4)	6/24-7/6
Testing	
F&P baseline	8/26-9/4
MAP Fall Testing	8/26-9/22
BM #1	10/21-10/22
4Sight #2	11/2-11/6
F&P #1	12/7-12/18
BM #2	12/22-12/23
F&P #2	3/7-3/18
BM #3	3/16-3/17
PARCC	4/4-5/13
MAP Spring Testing	5/16-6/16
NJASK (Sci 4 and 8)	5/25
F&P #3	6/6-6/17
BM #4	6/15-6/16
Teachers/Admin PD	
New Teacher Orientation	8/10-8/14
All Mastery Day	8/17
End of RP PD Days	10/26-10/27
Teacher PD Day	11/30
End of RP PD Days	1/4-1/5
Teacher PD Day	2/3
End of RP PD Day	4/4
Last Day for Teachers	6/24

	M	T	W	Th	F	S
Aug	3	4	5	6	7	8
	10	11	12	13	14	15
	17	18	19	20	21	22
	24	25	26	27	28	29
	31					

	1	2	3	4	5
Sept	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30		

				1	2	3
Oct	5	6	7	8	9	10
	12	13	14	15	16	17
	19	20	21	22	23	24
	26	27	28	29	30	31

	2	3	4	5	6	7
Nov	9	10	11	12	13	14
	16	17	18	19	20	21
	23	24	25	26	27	28
	30					

	1	2	3	4	5
Dec	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	

				1	2
Jan	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29

	1	2	3	4	5	6
Feb	8	9	10	11	12	13
	15	16	17	18	19	20
	22	23	24	25	26	27
	29					

	1	2	3	4	5
Mar	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	

			1	2
Apr	4	5	6	7
	11	12	13	14
	18	19	20	21
	25	26	27	28

	2	3	4	5	6	7
May	9	10	11	12	13	14
	16	17	18	19	20	21
	23	24	25	26	27	28
	30	31				

		1	2	3	4
June	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	

DATE	EVENT		
Aug	10-14	New Teacher Orientation	New School Year Prep
	17	All Mastery Day	
	18-25	Teacher Orientation	
	26-28	Student Orientation/RP1 Start	
	26-31	F&P baseline/MAP Fall Testing	
Sept	1-4	F&P baseline	Report Pd 1
	2-22	Community Event Window	
	1-22	MAP Fall Testing	
	7	Labor Day- Schools Closed	
	8	First Day for Kindergarten	
	14-15	Rosh Hashanah - Schools Closed	
	14-30	Back to School Night Window	
	23	Yom Kippur - Schools Closed	
	24-25	Papal Visit - Schools Closed	
	Oct	12	
21-22		BM #1	
26-27		End of RP PD Day	
28		RP2 Start	
Nov	28-30	RP1 Parent/Teacher Conf Night	Report Pd 3
	2-5	RP1 Parent/Teacher Conf Night	
	2-6	4Sight #2	
	6	RP1 Report Card Mailing	
	11	Veteran's Day- Schools Closed	
Dec	25-27	Thanksgiving Break	Report Pd 4
	30	Teacher PD Day	
	7-18	F&P #1	
	21-22	BM #2	
Jan	24-31	Winter Break	Report Pd 3
	1	Winter Break	
	4-5	End of RP PD Day	
	6	Three Kings Day	
	7	RP3 Start	
Feb	7-14	RP2 Parent/Teacher Conf Night	Report Pd 3
	15	RP2 Report Card Mailing	
	18	MLK Day- Schools Closed	
	3	Teacher PD Day	
March	15	Presidents Day- Schools Closed	Report Pd 3
	7-18	F&P #2	
	16-17	BM #3	
April	25	Good Friday	Report Pd 3
	28-31	Spring Break	
	1	Spring Break	
	4	End of RP PD Day	
May	4-29	PARCC	Report Pd 4
	5	RP4 Start	
	5-13	RP3 Parent/Teacher Conf Night	
	15	RP3 Report Card Mailing	
	2-13	PARCC	
June	16-31	MAP Spring Testing	Report Pd 4
	25	NJASK (Sci 4 and 8)	
	30	Memorial Day	
	1-16	MAP Spring Testing	
June	6-17	F&P #3	Report Pd 4
	7	College Signing Day	
	15-16	BM #4	
	23	Last day for students	
	24	Last day for teachers	
	24 - 7/6	RP4 Report Card Mailing	

End-of-Year Review Form – (2014-2015 School Year)

Employee

Name:

Date:

Position:

Outcomes Progress

DIRECTIONS: Enter comments and specific examples that reflect how the employee is doing in terms of progress toward meeting goals. Refer to the pre-established outcomes for each individual, if applicable.

Overall Outcomes Rating:

Below Expectations Progresses Towards Expectations Meets Expectations Exceeds Expectations

Insert Outcomes Summary Here (include specific goals).

(Name), at the start of the year, we met to establish the following goals:

1. A
2. B
3. C

Here is a summary of your Outcomes progress:

1. A
2. B
3. C

Summary of strengths/goals met:

Summary of development areas/goals not met:

Management Standards

DIRECTIONS: Comment on the individual's performance as defined by the Management Standards. Specifically, note strengths and development areas and include commentary on the Standards, where applicable. Give specific examples that correlate to the overall rating choice.

Management Standards

Execution	Problem Solving	Job Specific Knowledge
Organization	Interpersonal Communication	Organizational Communications
Mindset	Managing Others	Instruction (where applicable)

Below Expectations
 Progresses Towards Expectations
 Meets Expectations
 Exceeds Expectations

Insert Management Standards Summary Here.

Summary of Strengths:

Summary of development areas:

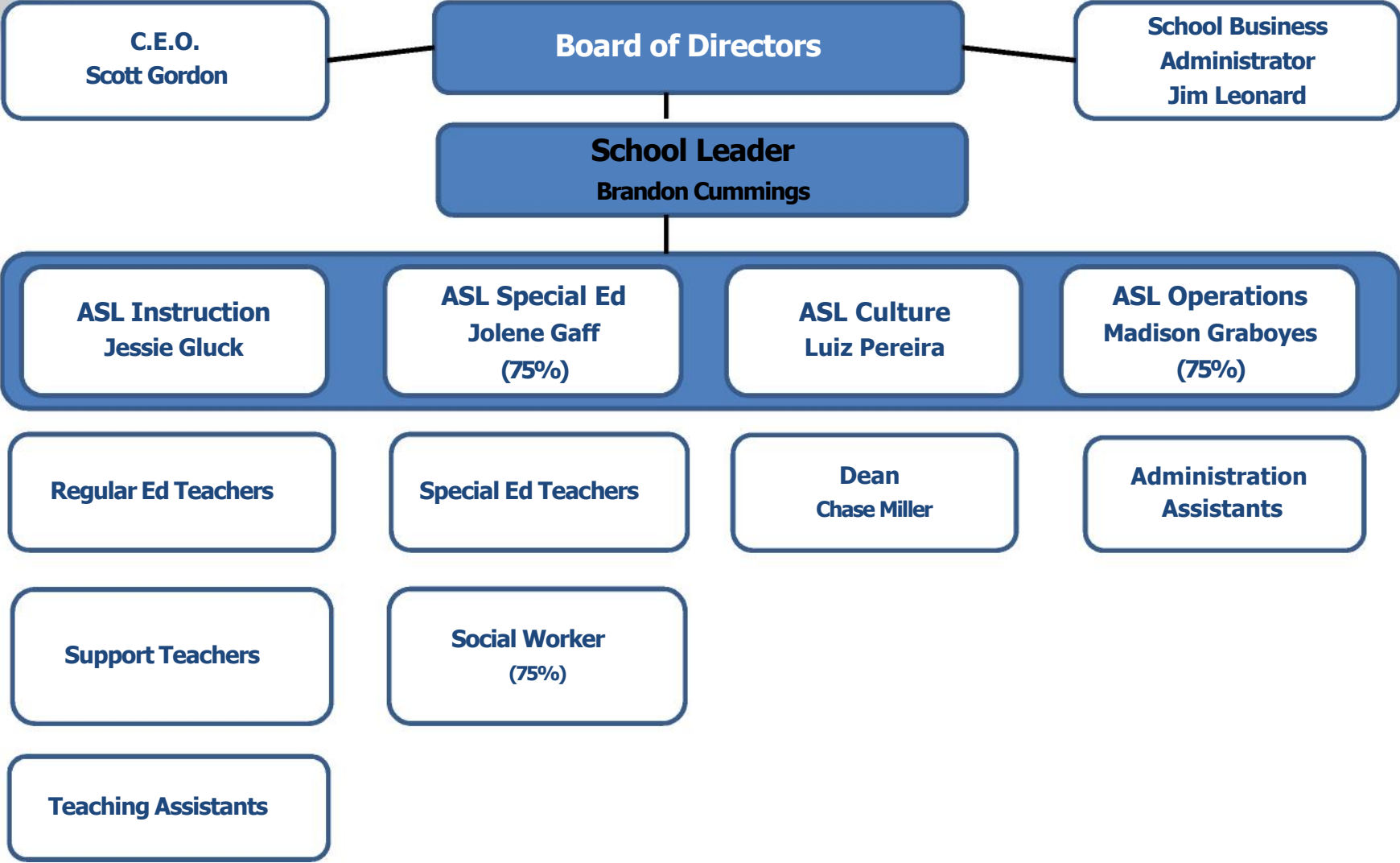
Mastery Values

DIRECTIONS: Please comment with specific examples on the employee's strengths and development areas in relation to Mastery's Values. Make a choice on the overall values rating that reflects the employee's ability to display Mastery Values and contribute to the Mastery and school community. Comments should reflect the overall rating.

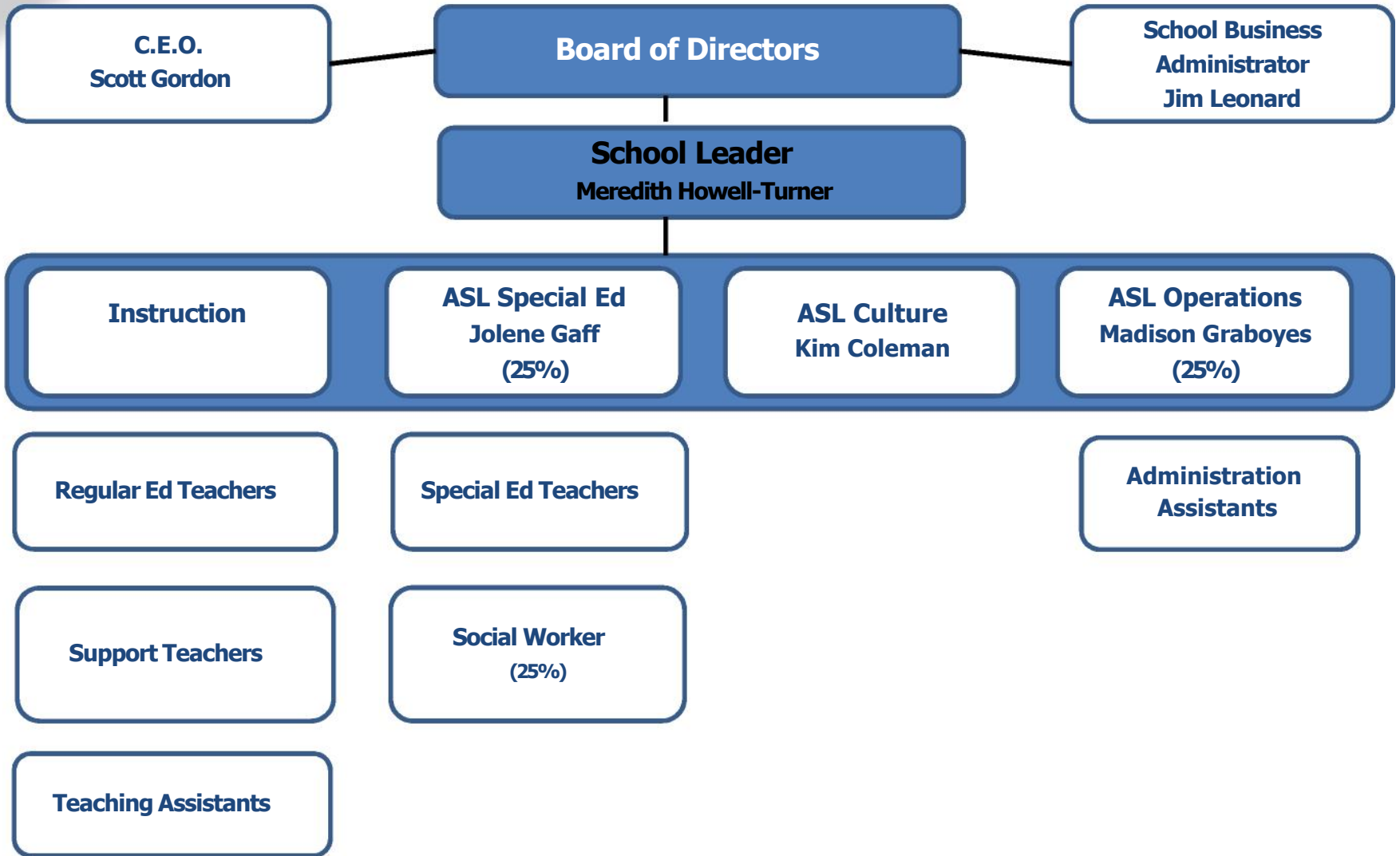
Values		
Student Achievement – Above All	Grit	Open Doors
We Serve	Joy and Humor	Continuous Improvement
The High Road	Straight Talk	One Team
<input type="checkbox"/> Below Expectations <input type="checkbox"/> Progresses Towards Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Exceeds Expectations		
Insert Values Summary Here. <div style="background-color: yellow; padding: 2px;">Summary of strengths:</div> <div style="background-color: yellow; padding: 2px;">Summary of development areas:</div>		

Compensation – 2015-16 School Year	
2014-15 Salary:	2015-16 Salary:
2014-15 Position:	2015-16 Position:

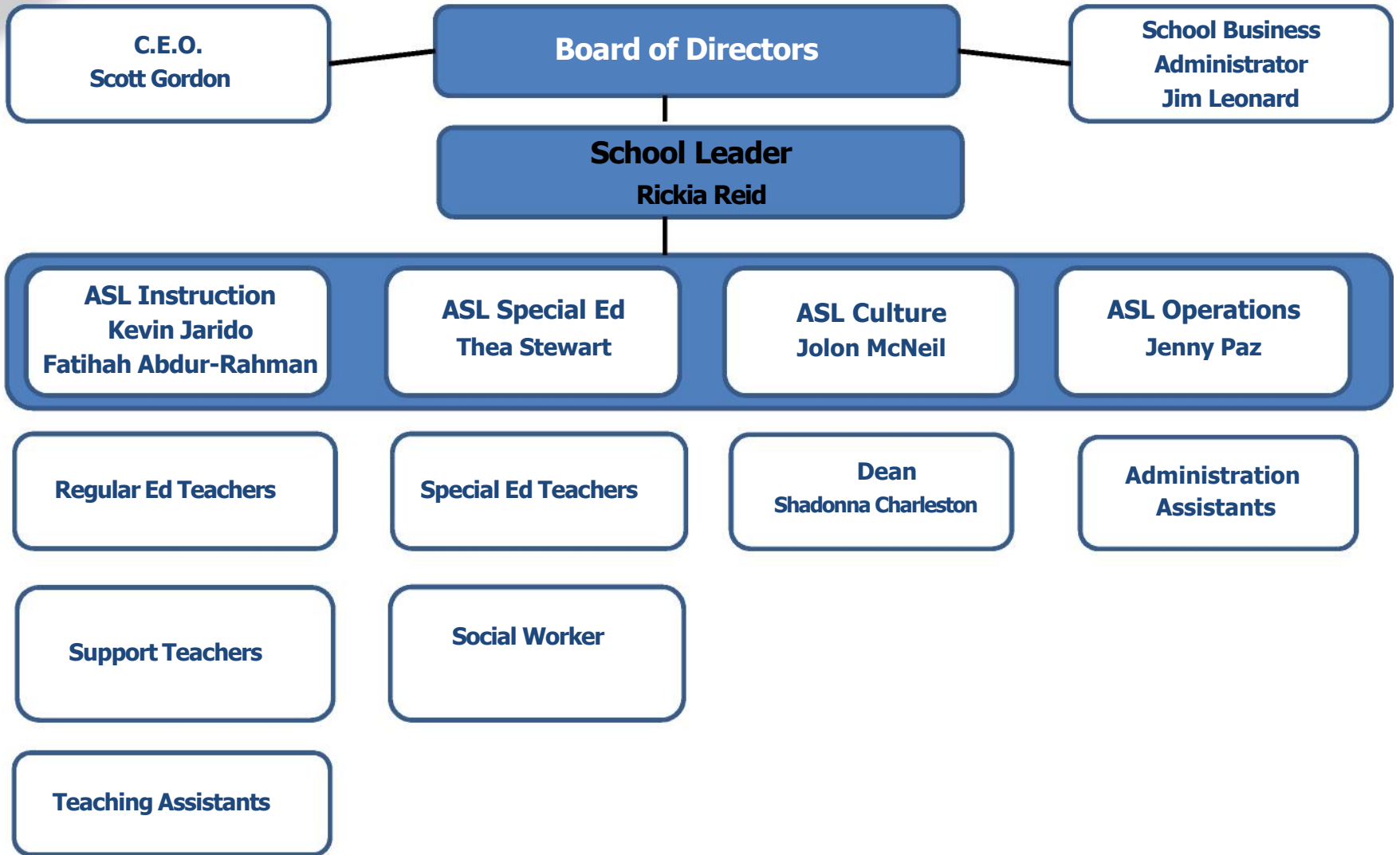
North Camden



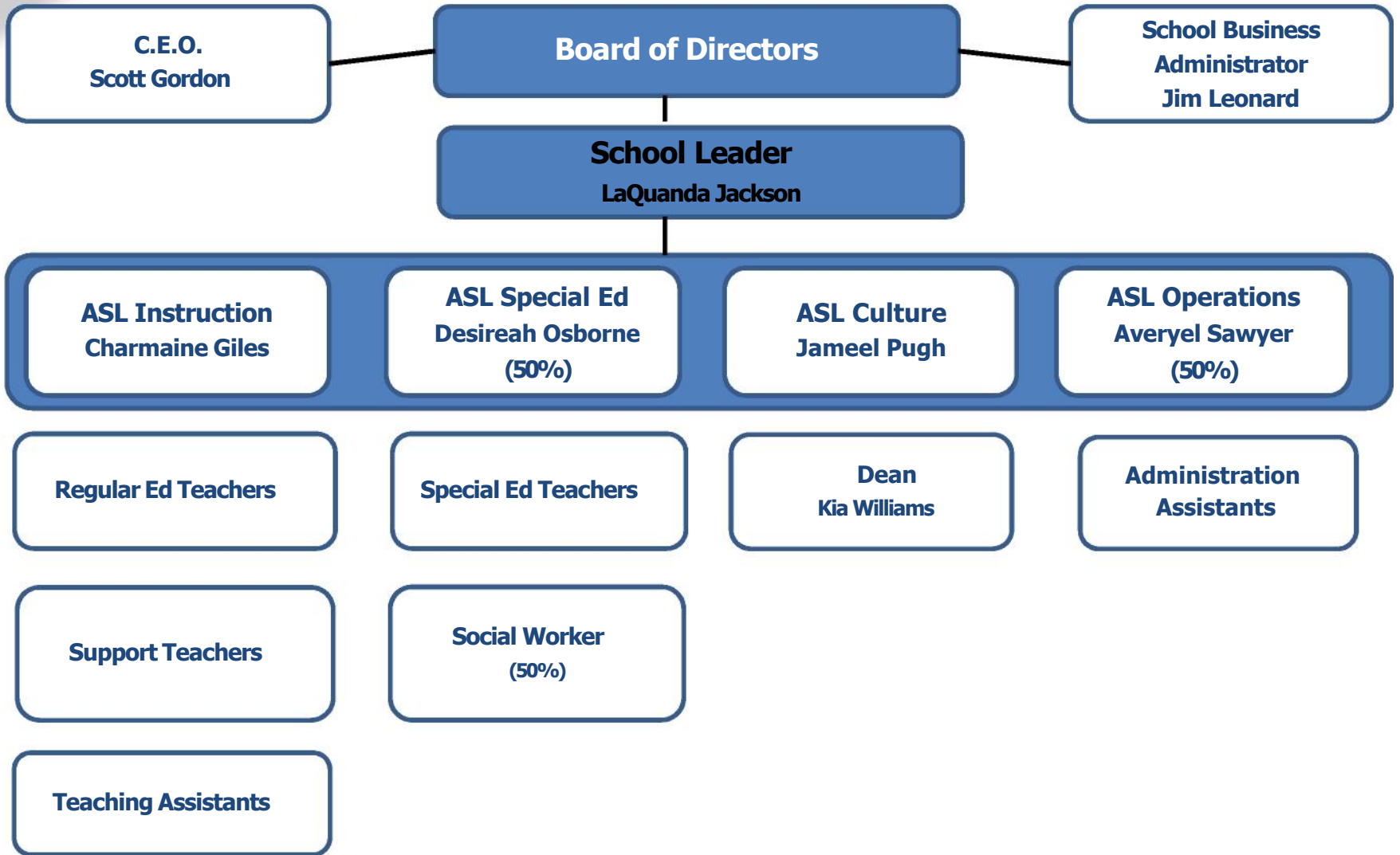
Cramer Hill



Molina Elementary



McGraw Elementary



East Camden Middle

