

**Uncommon
Schools** |

CAMDEN PREP

**Uncommon Schools Camden Prep
1575 Mt Ephraim Ave
Camden, NJ 08104**

**Kelly Dowling, Principal
Julie Jackson, Chief Administrative Officer
Michael Ambriz, Chief Operating Officer and Renaissance School Project Lead**

**ANNUAL REPORT: 2017-18 (Year 4)
August 1, 2018**

SUBMITTED TO:

**LAMONT REPOLLET, ACTING COMMISSIONER, NEW JERSEY DEPARTMENT OF EDUCATION
LOVELL PUGH-BASSETT, INTERIM EXECUTIVE COUNTY SUPERINTENDENT, CAMDEN COUNTY
KATRINA MCCOMBS, INTERIM DISTRICT SUPERINTENDENT, CAMDEN CITY PUBLIC SCHOOLS**

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Annual Report Questions:

Basic Information:

Table 1: Basic Information

Basic Information	
Name of Renaissance School Project	Uncommon Schools Camden Prep
Year Opened	2014
Grade level(s) served in 2017-18	K-6
Final enrollment count for 2017-2018 (as of June 30, 2018)	574
Grade Level(s) to be Served in 2018-19	K-7
Projected enrollment for 2018-19	840
Mailing address	1650 Copewood Street Camden, NJ 08103
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	Michael Ambriz
Lead Person email address	mambriz@camden-prep.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:

Table 2: School Sites

School Site 1 Information

Site name	Camden Prep – Mt. Ephraim Elementary & Middle School
Year site opened	2014
Grade level(s) served at this site in 2017-18	K-6
Grade level(s) to be served at this site in 2018-19	K-7
Site street address 1	1575 Mount 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

School Site 2 Information

Site name	Camden Prep – Copewood Elementary School
Year site opened	2017
Grade level(s) served at this site in 2017-18	K-1
Grade level(s) to be served at this site in 2018-19	K-2
Site street address 1	1650 Copewood Street
Site street address 2	
Site city	Camden
Site ZIP	08103
Site phone number	856-605-5520
Site lead or primary contact's name	Sunita Yadavalli
Site lead's email address	sunita.yadavalli@camden-prep.org

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 Circle, 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 2018-2019 school year. Please limit your response to a 1-page maximum.

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 are able to 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.

1.4 Assessment

- a) Fill in the following table to show year over year trends in the proportion of students meeting or exceeding grade-level expectations (“proficiency rate”) on all PARCC assessments administered by the school. Note: If 2017-18 PARCC results have not been released to schools by July 15, 2018, then leave the 2017-18 column blank.

Assessment	2015-16	2016-17	2017-18
ELA 3	12%	26%	45%
ELA 4	29%	26%	58%
ELA 5	N/A	51%	39%
ELA 6	N/A	N/A	58%
ELA 7	N/A	N/A	N/A
ELA 8	N/A	N/A	N/A
ELA 9	N/A	N/A	N/A
ELA 10	N/A	N/A	N/A
ELA 11	N/A	N/A	N/A
MAT 3	37%	61%	56%
MAT 4	20%	32%	65%
MAT 5	N/A	49%	36%
MAT 6	N/A	N/A	42%
MAT 7	N/A	N/A	N/A
MAT 8	N/A	N/A	N/A
Algebra I	N/A	N/A	N/A
Geometry	N/A	N/A	N/A
Algebra II	N/A	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).

At Camden Prep, we build 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. At Camden Prep, we analyze PARCC proficiency data to determine the impact of our teaching practices. When proficiency rates are not higher year-to-year, the school devotes even more attention to how it is teaching material relevant to the specific types of skills which have proven particularly challenging to the students. 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. 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 will take PARCC for the first time during the 2018-19 school year. Therefore, we have no current data on the success of our scholars on statewide testing. However, our 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 2017-2018 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, PARCC (for grades 3 and above only), Internal Interim Assessments and Writing Assessments.

Elementary School (K-4)	Middle School (5-6)
<ul style="list-style-type: none"> ● Interim Assessments (All subjects) ● STEP Assessment (Literacy) ● Monthly Writing Assessment ● PARCC 	<ul style="list-style-type: none"> ● Interim Assessments (All subjects) ● PARCC

English language arts

Grades K – 6: 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 -6 only: The PARCC 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 – 6: 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 -6 only: The PARCC and Terra Nova Assessments are state and nationally created assessments that are 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.
- PARCC 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.

1.5 Organizational Capacity

- a) As Appendix B, provide an organizational chart of the renaissance school project for the 2017-2018 school year.
- b) As Appendix C, provide a list of the lead person(s), teachers, and professional support staff if any renaissance school project staff has changed. ***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 29th SMID Snapshot.

1.6 2018-2019 School Calendar

As Appendix D, please provide the 2018-2019 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 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 and works closely with the Special Education Coordinator and 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 a combination of small group instruction in their Skills classrooms, and in-class support in their general education classrooms, and any additional related services (e.g., speech, occupational, and physical therapy). The Skills Room staff coordinates with the Child Study Team and case managers collaborate 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 Program and participate in 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). Camden Prep also has a self-contained special education classroom for our students with more severe, individualized needs. This classroom has a full-time special education teacher and multiple paraprofessional aides.
- **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 address and support their social and emotional needs. These sessions include students who require counseling as part 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.
- **Health:** 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.

2.2. Family and Community Engagement

- a) List and briefly describe the major activities or events the school offered to parents/guardians during the 2017-18 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

- Thanksgiving Lunch: Free family lunch in which parents could eat with their scholar and their teachers, and enjoy holiday-themed activities
- Winter Carnival: Free family Fun Day hosted at the school that offered kid-friendly activities, food, music, and giveaways
- Spring Carnival: Free family Fun Day hosted at the school that offered kid-friendly activities, 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
- School dance: Mother-son and Father-daughter themed dance to celebrate the end of the school year

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 gives 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: 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, Carnival, 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 council weekly fundraisers: Weekly fundraising effort to raise money for student activities (e.g., pretzel sale, raffles, etc.)
- 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
- Parents traveled to Trenton to advocate for school choice for all students in Camden

c) Fill in the requested information below regarding community involvement. Add or delete rows as necessary.

Table 4: Community Involvement with Educational Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
Camden City School District	<p>Renaissance School Partnership</p> <p>Kindergarten Readiness Workbooks</p> <p>Collaboration with Henry L. Bonsall School</p> <p>Parent Resources</p>	<p>Partners with the Camden School District to serve the Whitman Park, Liberty Park, and Parkside communities.</p> <p>Worked with former Mayor Dana Redd, Councilman Brian Coleman, Camden City School District, and community organizations to produce 4th annual kindergarten readiness workbooks for pre-school students throughout Camden. (See additional details for each individual preschool provider below)</p> <p>Participated in community/school initiatives, and collaborating on a safety initiative in the neighborhood surrounding school.</p>

		Participated in third 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 5: 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 Brian Coleman	Kindergarten readiness workbooks	See Camden City School District Initiative Collaborated to host information meetings with community leaders about school’s expansion plans
Office of the Mayor, City of Camden	Mayor’s Youth Council Kindergarten readiness workbooks	Worked with a network of community organizations, city agencies and members of the faith based community to improve youth based services and empower youth and families of Camden.

		<p>Collaborated to host information meetings with community leaders about school's expansion plans</p> <p>See Camden City School District Initiative</p>
<p>United Neighbors of Whitman Park, Ali Sloan-El</p>	<p>Whitman Park Community Initiatives</p> <p>Kindergarten readiness workbooks</p>	<p>Camden Prep staff and community members hosted community BBQs for residents, volunteered at community events, and donated food to children of Whitman Park at various events.</p> <p>Hosted 3rd annual Family Fun Day event for the Whitman Park and Liberty Park neighborhoods.</p> <p>See Camden City School District Initiative</p>
<p>Second Chance Outreach Services</p>	<p>100 Strong</p> <p>Convoy Hope</p> <p>Focus for Youth Meetings</p> <p>Family Support Services</p> <p>Whitman Park Community Initiatives</p> <p>Kindergarten readiness workbooks</p>	<p>Worked with the community group on improving the neighborhood.</p> <p>Partnered with area churches, social service organizations, educational institutions and medical agencies to host a resource day to support residents in the Whitman Park, Liberty Park and Centerville communities.</p> <p>Participated youth development and empowerment program, which also helps provide added support to families in the caring of their children and provide opportunities for them to succeed in life.</p> <p>Partnered to support students and their families with social service needs as a way to increase school attendance and improve student achievement</p> <p>Camden Prep staff and community members hosted community BBQs for residents, volunteered at community events such as holiday celebrations for youth.</p> <p>See Camden City School District Initiative</p>
<p>Parents for Great Camden Schools</p>	<p>Parent Leadership</p>	<p>Worked with PGCS to educate and mobilize parents around advocacy issues and share best practices for engaging parents in their children's education.</p>

3. Board Governance

a) Fill in the requested information below regarding the renaissance school project's board of trustees.

Table 6: Board of Trustee Information

Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Date of NJSBA Training
Lindsay Kruse	8/31/14	8/31/18	President	lindskruse@gmail.com	2/15/2012	5/30/2016
Julie Jackson	8/31/14	8/31/18	Secretary	jjackson@uncommonschoools.org	8/3/2017	Exempt
Robert Howitt	8/31/14	8/31/18	Member	WKBJ@att.net	10/26/2011	3/9/2016
Jon Goldberg	9/21/15	6/30/19	Member	jongoldbergficc@gmail.com	10/29/2015	5/31/2017
Joseph Mangini	1/23/17	6/30/19	Member	Joseph.Mangini@gs.com	2/28/2017	5/25/2017
Cassetta Perry	9/18/17	8/31/18	Member	Yvettejones41@gmail.com	12/21/2016	5/21/2018
Janellen Duffy	5/21/18	6/30/19	Member	janellen.duffy@jerseycan.org	In Progress	In Progress

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 2017-2018 school year. *N/A*

4. Enrollment

a) Fill in the requested information below with enrollment information for each grade level by site. Please complete a separate chart for each site that will be operating in 2018-19.

Table 7: Enrollment for Site 1

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

Grade	Enrollment Count on Last Day of the 2017-2018 School Year	Projected Enrollment for the 2018-2019 School Year
K	88	90

Grade 1	70	90
Grade 2	97	90
Grade 3	90	90
Grade 4	54	90
Grade 5	46	60
Grade 6	47	60
Grade 7	N/A	60
Grade 8	N/A	N/A
Grade 9	N/A	N/A
Grade 10	N/A	N/A
Grade 11	N/A	N/A
Grade 12	N/A	N/A
Total	492	630

Table 8: Enrollment for Site 2

Site 2 Camden Prep – Copewood Elementary Enrollment

Grade	Enrollment Count on Last Day of the 2017-2018 School Year	Projected Enrollment for the 2018-2019 School Year
K	56	90
Grade 1	26	60
Grade 2	N/A	60
Grade 3	N/A	N/A
Grade 4	N/A	N/A
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	N/A
Grade 10	N/A	N/A
Grade 11	N/A	N/A
Grade 12	N/A	N/A
Total	82	210

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

At Camden Prep, all school leaders and staff are committed to encouraging stable attendance and enrollment to set up students for success in academics and life. There are some families with unique circumstances that require them to request a transfer to a different school during the school year. If a parent requests a transfer, a school leader follows up in person or on the phone right away to have a

meeting. A Camden Prep school leader will meet with the parent to hear their reasons and rationale and attempt to work through it with them. The goal is to retain all families. Records are updated in the event of a transfer to monitor enrollment over time.

5. Facilities

5.1. Funding

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

5.2 Structural Changes

- a) List renaissance school project sites that will be undergoing construction between July 2018 and June 2019.

Camden Prep – Mt. Ephraim Elementary & Middle School
 1575 Mount Ephraim Avenue
 Camden, New Jersey 08104

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

N/A. 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 NJDOE. ***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. N/A

File Naming Convention

Table 12: 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 2018 – 19 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 SharePoint folder “Annual Report 2018.” Save each appendix by the file naming convention provided in the second column of the above table.

Signature of School Official (School Lead):

Date: 07/20/2018

Print Full Name: Michael Ambriz

Title: Chief Operations Officer & Renaissance Project Lead Person, Uncommon Schools Camden Prep

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

Date: 07/20/2018

Print Full Name: Lindsay Kruse

Title: Chair, Uncommon Schools Camden Prep Board of Trustees

APPENDIX A

CAMDEN PREP
STATEMENT OF ASSURANCE AND INTENT
INCORPORATION OF NJ STATE CORE CURRICULUM CONTENT STANDARDS

In accordance with the Core Curriculum Content Standards regulations specified in N.J.A.C. 6:8-1.1, 8-2.1 and 3-3.1, Uncommon Schools' teachers and instructional leaders developed the school's curricula directly from the NJ State Core Curriculum Content Standards (NJCCCS) through a common, network-wide approach.

I attest to the accuracy of the information provided in the table above in meeting the existing state regulations.




Renaissance Project Lead Person

Michael Ambriz

Printed Name

STATEMENT OF ACCEPTANCE

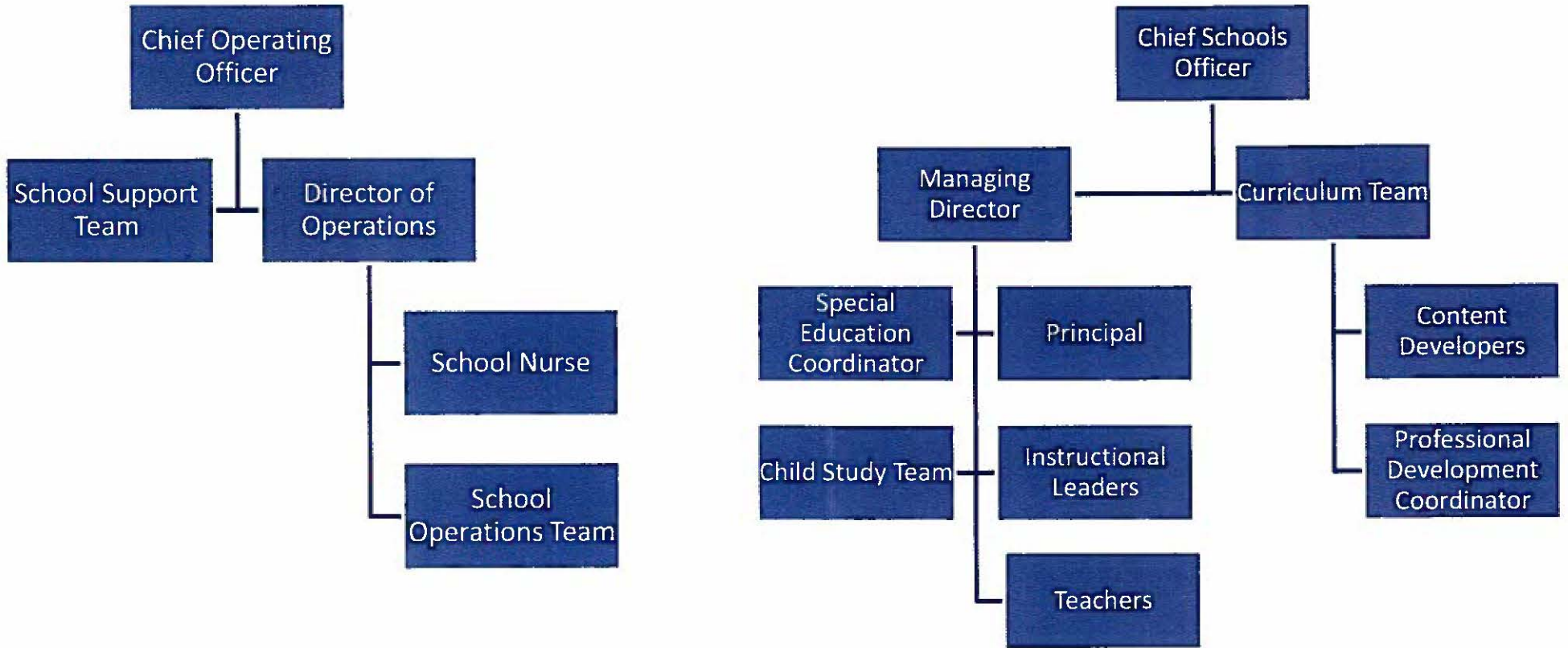
The Statement of Assurance will be presented to and approved by the Board of Trustees at the board meeting held on Monday, June 11, 2018.



Secretary, Board of Trustees Signature

Julie Jackson

Printed Name



<p>July 2018 31st: New Teacher PD Begins</p>	<p>August 2018 (<i>5 school days</i>) 13: Board Meeting 27 & 28: First days of school (kindergarten only) 29—31: All students return (K-7)</p>	<p>September 2018 (<i>19 school days</i>) 3: Labor Day, No School 17: Board Meeting</p>
<p>October 2018 (<i>22 school days</i>) 8: Columbus Day, No School 26: Q1 Ends</p>	<p>November 2018 (<i>20 school days</i>) 14th-15th: Q1 Report Card Conferences 19: Board Meeting 22-23: Thanksgiving, No School</p>	<p>December 2018 (<i>15 school days</i>) 24-31: Winter Break, No School</p>

<p>January 2019 <i>(18 school days)</i> 1-4: Winter Break, No School 18: Q2 Ends 21: MLK Day, No School 28: Board Meeting</p>	<p>February 2019 <i>(18 school days)</i> 6-7: Q2 Report Card Conferences 18-19: February Break, No School</p>	<p>March 2019 <i>(21 school days)</i> 18: Board Meeting 29: Q3 Grades Due</p>
<p>April 2019 <i>(17 school days)</i> 15-19: Spring Break, No School</p>	<p>May 2019 <i>(22 school days)</i> 20: Board Meeting 27: Memorial Day, No School</p>	<p>June 2019 <i>(10 school days)</i> 10: Board Meeting 14: Q4 ends 14: Last Day of School</p>

Total Number of School Days: 192

APPENDIX E

CAMDEN PREP
STATEMENT OF ASSURANCE AND INTENT
NJ STATE SCHOOL ETHICS AND OPEN PUBLIC MEETINGS ACT

In accordance with the School Ethics Act, N.J.S.A. 18A: 12-23, and the Open Public Meetings Act, N.J.S.A. 10:4-6 et seq, Uncommon Schools' board conducts itself in a manner that avoids conflicts of interest and violations of public trust. In addition, the members adhere to hold meetings in the open, to the greatest extent possible, consistent with the public interest to allow the public to be present at all meetings of public bodies and to witness all phases of the decision making process of public bodies in full detail.

I attest to the accuracy of the information provided in the table above in meeting the existing state regulations.



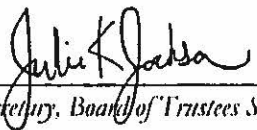
Renaissance Project Lead Person

Michael Ambriz

Printed Name

STATEMENT OF ACCEPTANCE

The Statement of Assurance will be presented to and approved by the Board of Trustees at the board meeting held on Monday, June 11, 2018.



Secretary, Board of Trustees Signature

Julie Jackson

Printed Name