



CAMDEN PREP

Camden Prep
1575 Mt Ephraim Ave
Camden, NJ 08104

Laura Boyce, Principal
Julie Jackson, Chief Administrative Officer
Michael Ambriz, Chief Operating Officer and Renaissance School Project Lead

ANNUAL REPORT: 2015–16 (Year 2)
August 1, 2016

SUBMITTED TO:
NJ Department of Education
Division of Innovation
P.O. Box 500, Trenton, NJ 08625-0500
Phone: (609) 292-5850 Fax: (609) 292-4708

ANNUAL REPORT QUESTIONS

BASIC INFORMATION

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

BASIC INFORMATION	
Name of Renaissance School Project	Camden Prep
Year Opened	2014
Grade Level(s) Served in 2015-16	K-4 th
Final Enrollment Count for SY 2015-16 (last day of school)	315
Projected Enrollment Count for SY 2016-17	450
Mailing Address	1575 Mount 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	Michael Ambriz
Lead Person Email Address	mambriz@camden-prep.org
Lead Person Phone Number	(856)-379-4488
Name of SBA	Olugbenga Olabintan
SBA Email Address	oolabintan@aol.com
SBA Phone Number	(201) 230-7518

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 2016-17.

SITE 1 BASIC INFORMATION	
Site Name	Camden Prep Elementary School
Year Opened	2014
Grade Level(s) Served in 2015-16	K-4 th
Grade Level(s) to Be Served in 2016-17	K-5 th
Street Address 1	1575 Mount Ephraim Avenue
Address 2	3rd Floor
City	Camden
Zip	08104
Site Lead or Primary Contact's Name	Mary Kate Miller
Site Lead's Phone Number	(856) 379-4488
Site Lead's Email Address	mmiller@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. Our education model consists of two core components: a highly rigorous academic curriculum paired with a focus on strong character development.

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.

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.

1.2 Curriculum

a) As Appendix 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.

See Appendix A

b) Provide details about any planned changes to the curriculum and assessments for the 2016-2017 school year. (Please limit your response to a 1-page maximum.)

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 at Camden Prep are the powerful tools of data-driven instruction and curriculum planning along with rigorous execution of lessons and positive classroom culture. This begins with the annual revision of curricula and interim assessments at all grades in an effort to guarantee alignment to New Jersey State Standards and the Common Core. Camden Prep has worked relentlessly to ensure alignment between the interim assessments and the curriculum.

In 2016-2017, Camden Prep will continue to remain aligned with the network of Uncommon Schools' core curriculum. This means that like all Uncommon Schools, Camden Prep will use the same, Common Core-aligned assessments as the other elementary schools in the network. The key differences in Camden Prep's curriculum in the 2016-2017 school year will come from differentiating 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, since this was an area of struggle in the 2015-2016 school year.

1.3 Instruction

Provide a brief description of the renaissance school project's instructional practices, and explain how it defines high quality instruction. (Please limit your response to a 1-page maximum.)

Camden Prep believes that above all else, great teaching drives student learning. There are four pillars that support teacher development in executing high quality instruction at Camden Prep.

Data-Driven Instruction

Data-driven instruction is a key driver for increasing student achievement. It becomes the road map for rigor. 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. Leaders receive training in how to lead effective assessment analysis meetings and how to put in place a productive data-driven culture that defines a higher bar for rigor for all students.

Observation and Feedback

Camden Prep teachers are at the core of high-quality instruction. For us to maximize the learning our students are able to receive, it's critically important that we focus on making our teachers better faster through our rigorous and structured observation and feedback model. Camden Prep's school leaders provide observation and feedback to teachers and staff frequently, consistently and focusing on bite-sized goals.

Planning

Thoughtful lesson and unit planning is a vital instructional practice that drives our students' learning. Camden Prep school leaders directly support teachers in the planning process by providing feedback and helping to facilitate sharing of lesson plans across classrooms. Some other innovative features of Camden Prep's program are the strong systems and routines that we use to ensure high quality instruction in all of our classrooms and to allow teachers and students to focus their time on teaching and learning. Some examples of these include routines for handing in homework for all class subjects at the beginning of the day, shared lesson plans across classrooms, and normed observation and feedback structures.

Professional Development

At Camden Prep, our instructional leaders provide teachers with multiple chances to practice before implementing in the classroom. Teachers start the year in August with four weeks of professional development. Teachers are coached by an instructional leader for an average of one hour per week and the teacher and the coach work together on ways for the teacher to be more successful for his or her students. Additionally, any annual revisions to curriculum and assessments are accompanied by rigorous analysis and workshops designed to meet teachers' professional needs.

1.4 Assessment

- a) Discuss the renaissance school project's 2014-2015 statewide assessment results (PARCC). Consider the following: 1. What percent of students met or exceeded grade-level expectations in Math and ELA?; 2. How do those scores compare to the scores of the resident district? 3. What were the school's growth scores in Math and ELA? How do they compare to the district's growth scores? ***If you do not have state assessment data from 2014-2015, indicate that below and move on to question 1.4b.)***

Camden Prep does not have state assessment data from 2014-2015.

- b) Provide a list of diagnostic, formative, and summative assessments by grade level administered during the 2015-16 year, and describe how results from these assessments are 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 the Camden Prep 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. Each assessment is precisely aligned to Common Core Standards, college readiness standards, and the school's scope and sequence. In addition, at the elementary school level, teachers use STEP Assessments from the University of Chicago to gauge progress in literacy. Assessments are administered four times per year. After each interim assessment is administered, student results are fed into analysis tools, and teachers and Instructional Leaders came 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.

1.5 Organizational Capacity

a) As Appendix B, provide an organizational chart of the renaissance school project for the 2016-2017 school year.

See Appendix B

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 that this information has already been submitted.***

This information has already been submitted via NJSmart.

1.6 2016-2017 School Calendar

As Appendix D, please provide the 2016-2017 school calendar.

See Appendix D

2. SCHOOL CULTURE AND CLIMATE

2.1 School Culture and Climate

a) Describe how the school 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.

In addition to a joyful student culture, Camden Prep is also characterized by a supportive staff culture. Evidence of this strong culture among staff is evidenced by the 100% teacher retention rate during the 2015-16 school year.

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 off of the 19 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. The Skills Room provides 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. The 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. These 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.

2.2 Family and Community Engagement

Parental Involvement

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 quarterly parent engagement events to offer us the opportunity to get some face time with our parents. The first event is of an academic nature and can take the form of a report card night. The second quarterly event engages the family community at large, and consists of activities such as our Thanksgiving Potluck or school dance. These events gives us a direct pathway to our parents in not only discussing academics, but also in building relationships and community.

- a) Fill in the requested information below regarding parental involvement.

Parent Involvement	
Major activities/events offered to parents during 2015-16 school year.	<p>Academic</p> <ul style="list-style-type: none"> • Meet Your Teacher/Back to School Night • Quarterly report card nights • Math and literacy resource workshops <p>Family Support</p> <ul style="list-style-type: none"> • Food bank coordination • Coat drive & scholar donation • Job training <p>Social</p> <ul style="list-style-type: none"> • Fall Festival • Thanksgiving Potluck • Winter Carnival • Parent Appreciation luncheon • Parent-student dance
Major activities/events conducted by the parents to further the school’s mission and goals, such as fundraising, volunteering, etc.	<ul style="list-style-type: none"> • Regular Parent council meetings • T-shirt fundraisers • Door prize fundraisers at school events • Classroom volunteers • Public speaking at community meetings • Field trip support

b) Fill in the requested information below regarding partnerships with other educational or community institutions.

Community Involvement		
Partnering Organization	Description of the Partnership	Level of Involvement: # students or/and staff involved, approx. # hours per month, resources involved, etc.
EDUCATIONAL INSTITUTIONS:		
Camden City School District	Renaissance School Partnership	Partners with the Camden School District to serve the Whitman Park community.
	Kindergarten Readiness Workbooks	Worked with Mayor Dana Redd, Councilman Brian Coleman, Camden City School District, and local community organizations to produce 2nd annual kindergarten readiness workbooks for all pre-school students throughout Camden.
	Relay Graduate School of Education	10 Camden City School District staff participating in the Relay Principal Academy for SY 15-16.
	Parent Resources	Participated in first year of universal enrollment system and helped implement school information card and accompanying 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.
Acelero Learning Inc.,	Parent Resources	Provided math and literacy workshops to share best practices and resources with 50+ parents to support their child’s learning at home.
Respond, Inc.	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	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.
Rutgers Early Learning Center	Kindergarten readiness	Provided kindergarten readiness workbooks for 60+ students within Camden.

	workbooks Parent Resources	
Camden Early Childhood Development Centers	Kindergarten readiness workbooks	Provided kindergarten readiness workbooks for 560+ students within Camden.
COMMUNITY INSTITUTIONS:		
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. Collaborated to host information meetings with community leaders about school's expansion plans See Camden City School District Initiative
United Neighbors of Whitman Park, Ali Sloan-El	Whitman Park Community Initiatives Kindergarten readiness workbooks	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. See Camden City School District Initiative
Second Chance Outreach Services	100 Strong Convoy Hope Focus for Youth Meetings	Worked with the community group on improving the neighborhood. 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. 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>Family Support Services</p> <p>Whitman Park Community Initiatives</p> <p>Kindergarten readiness workbooks</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>
Parents for Great Camden Schools	Parent Leadership	Worked with PGCS to educate and mobilize parents around advocacy issues and share best practices for engaging parents in their children's education.
Neighborhood Housing Developments	Whitman Park Community Initiatives	Collaborated with local housing developments to host community BBQs for residents.
Whitman Park Little League	Sponsorship	<p>Camden Prep sponsored one Little League team and provided assistance to families for registration costs, uniforms, player awards, etc.</p> <p>Donated refreshments for players and families in the community.</p>
CASTLE Program	Student Support Services	Worked with CASTLE to provide mental health support services for Camden Prep students.
Rutger's Cooperative Extension - Community Linkage Program	Camden Community Initiatives	Worked with a network of community organizations to identify and share resources to meet the social service needs of students and their families.
The Shriners	Holiday Gift Drive	Partnered with local Shriners to support families during the holidays with warm clothing and gifts.
Elks Lodge	Whitman Park Elks Lodge Parade	Camden Prep provided food donations to be distributed to the children of Whitman Park.

3. BOARD GOVERNANCE

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

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
Lindsey Kruse	8/31/14	8/31/16	President	lindskruse@gmail.com
Julie Jackson	8/31/14	8/31/16	Secretary	jjackson@uncommonschoools.org
Dennis McCullough	5/15/16	5/15/18		dennism@chance4hope.org
Bob Howitt	8/31/14	8/31/16		WKBJ@att.net
Jon Goldberg	9/1/15	9/1/16		jongoldbergficc@gmail.com

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: 12-23, and the Open Public Meetings Act, N.J.S.A. 10:4-6 et seq.

See Appendix E

c) As Appendix F, provide a copy of any amendments to the bylaws the board of trustees adopted during the 2015-2016 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 2016-17.

Student Enrollment in 2015-16		
Grade	Enrollment Count on Last Day of the 2015-2016 School Year	Projected Enrollment for the 2016-2017 School Year
K	86	90
Grade 1	89	90
Grade 2	48	90
Grade 3	45	60
Grade 4	47	60
Grade 5	0	60
Grade 6	0	0
Grade 7	0	0
Grade 8	0	0
Grade 9	0	0
Grade 10	0	0
Grade 11	0	0
Grade 12	0	0
Total	315	450

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

Camden Prep does not anticipate any changes in its facility financing at this time.

5.2 Structural Changes

a) List renaissance school project sites that will be undergoing construction between July 2016 and June 2017.

The Bonsall School
1575 Mount Ephraim Avenue
Camden, New Jersey 08104

Camden Prep (New Construction Site)
1677 Haddon Avenue
Camden, New Jersey Haddon 08103

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

Camden Prep provides assurance for the submission of the Substantial Reconstruction Plan submitted to the New Jersey Department of Education on July 15, 2015 and as updated on March 23, 2016.

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.)

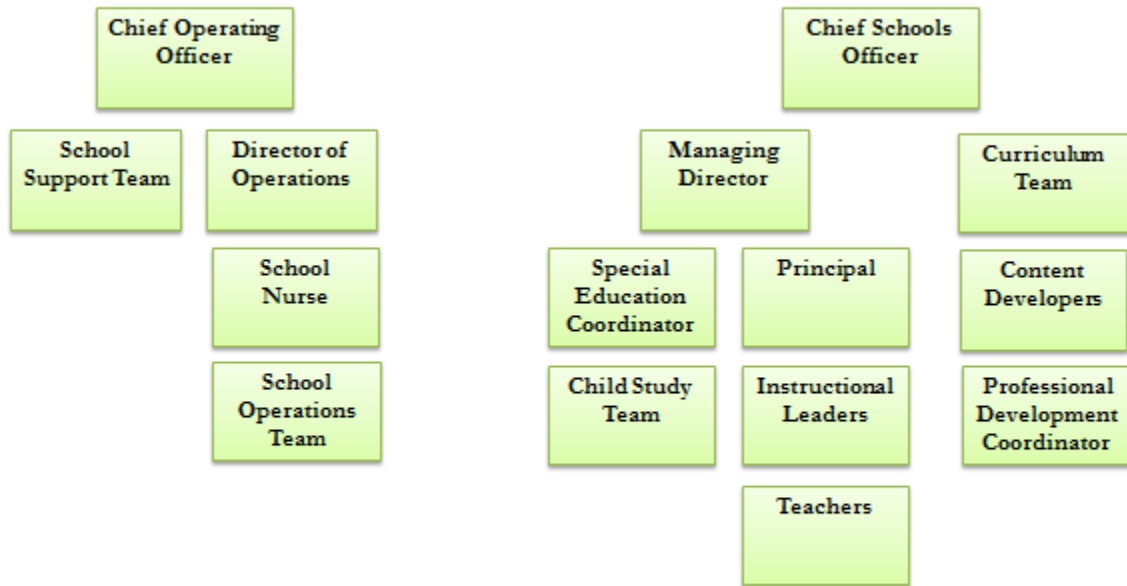
1. Provide the facility name and address. N/A
2. Provide a description of changes/modifications to the facility(ies). N/A
3. Provide assurances that the facility meets regulations pertaining to the health and safety of pupils, per N.J.S.A. 18A:36C-4.b(11). N/A
4. As Appendix F, provide a revised timeline for implementing the changes. N/A

Appendix A:

See separate attachment

Appendix B:

2016-17 Camden Prep Organizational Chart



Appendix C: N/A

Appendix D:

See separate attachment

Appendix E

See separate attachment

Appendix F: N/A

APPENDIX A

SIGNED ASSURANCE DECLARING CURRICULUM ALIGNMENT TO CCCS

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 13, 2016.



Secretary, Board of Trustees Signature

Julie Jackson

Printed Name

Camden Prep Elementary School 2016 – 2017 School Calendar

<p><u>July 2016</u></p>	<p><u>August 2016</u> <i>(3 school days)</i> ALL 15: Board Meeting 29: School begins</p>	<p><u>September 2016</u> <i>(21 school days)</i> ALL 5: Labor Day, No School 19: Board Meeting</p>	<p><u>October 2016</u> <i>(20 school days)</i> ALL 10: Columbus Day, No School</p>
<p><u>November 2016</u> <i>(20 school days)</i> ALL 14: Board Meeting 24-25: Thanksgiving, No School</p>	<p><u>December 2016</u> <i>(12 school days)</i> ALL 19-30: Winter Break, No School</p>	<p><u>January 2017</u> <i>(20 school days)</i> ALL 2: New Year's Day Obs., No School 16: MLK Day, No School 23: Board Meeting</p>	<p><u>February 2017</u> <i>(18 school days)</i> ALL 20-21: President's Day, No School</p>

Camden Prep Elementary School 2016 – 2017 School Calendar

<p><u>March 2017</u> <i>(23 school days)</i> ALL 20: Board Meeting</p>	<p><u>April 2017</u> <i>(15 school days)</i> ALL 10-14: Spring Break, No School</p>	<p><u>May 2017</u> <i>(22 school days)</i> ALL 15: Board Meeting 29: Memorial Day, No School</p>	<p><u>June 2017</u> <i>(12 school days)</i> 12: Board Meeting 16: Last Day of School</p>
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Total Number of School Days: 186

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 13, 2016.


Secretary, Board of Trustees Signature

Julie Jackson
Printed Name