

KCNA-08-22-22-02

KIPP: COOPER NORCROSS

740 Chestnut Street
Camden, NJ 08103
(856) 409-0493 - Phone
(973) 622-1563 - Fax

RESOLUTION
Approving the 2022 Annual Report

WHEREAS, KCNA is required to submit an annual report to the NJ Department of Education;
and,

NOW, THEREFORE, BE IT RESOLVED that the attached annual report is approved for submission to the NJ Department of Education as KCNA's official 2022 Annual Report.

DATE:9/2/2022

SIGNED BY:

DocuSigned by:

Timothy Carden

CC258E41327443A

Tim Carden, President

Board of Trustees

Adopted at the Board of Trustees Meeting on

August 22, 2022



KIPP: Cooper Norcross, A NJ Nonprofit Corporation
Annual Report
August 1, 2022

Introduction

The annual report was established in the Urban Hope Act, N.J.S.A. 18A:36C-1 et seq., as a way to facilitate the Commissioner’s review of renaissance school projects. A renaissance school project must submit an annual report on August 1 following each full school year in which it is in operation.

Annual Report Submission Guidelines

Annual Report Submission

Per *N.J.A.C.6A:31-5.1(b)*, the renaissance school project must submit an annual report to the Commissioner and the renaissance school district. Per *N.J.S.A. 18A:36C-10(b)*, the report shall be made publicly available, including on the Department of Education’s website.

Submission Process for the 2021-2022 Report

The annual report must be submitted via Homeroom as a Word document titled “Annual Report 2022.” To submit the report, upload it to the subfolder “Annual Report 2022” located inside the folder “Annual Report” on the renaissance school project’s Homeroom site. Each Appendix must be saved as a separate Word or .PDF document using the [file naming convention](#) found at the end of this document and then uploaded to the “Annual Report 2022” subfolder on the school’s Homeroom site.

Additional Submission Requirements

A copy of the report must be submitted to the renaissance school district no later than 4:15 p.m. on Monday, August 1, 2022.

Written Comment Period

The school district or State district superintendent(s) of the renaissance school district may submit comments regarding the annual report to the Commissioner by October 3, 2022.

Annual Report Questions

Basic Information about the School

Fill in the requested information in Table 1 below.

Table 1: Basic Information

Name of charter school	<i>KIPP Cooper Norcross, A New Jersey Nonprofit Corporation</i>
Grade level(s) to be served in 2022-2023	<i>K-11</i>
2021-2022 Total enrollment as of June 30, 2022	<i>1824</i>
Projected enrollment for 2022-2023	<i>2132</i>
Current waiting list for 2022-2023 <i>Pursuant to N.J.A.C. 6A:31-4.5(a).</i>	<i>85</i>
Waitlist within the district/region of residence	<i>70</i>
Waitlist of non-resident district/region of residence	<i>15</i>
Website address	www.kippnj.org
Name of board president	<i>Tim Carden</i>
Board president email address	tim@p5grp.com
Board president direct phone number	<i>973.622.0905</i>
Name of school leader	<i>Ryan Hill</i>
School leader email address	rhill@kippnj.org
School leader direct phone number and extension as necessary	<i>973.622.0905</i>
Name of School Business Administrator (SBA)	<i>Steve Small</i>
SBA email address	ssmall@kippnj.org
SBA direct phone number	<i>973.622.0905</i>

School Site Information

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

Table 2: School Site

Site name	<i>Lanning Square Primary School</i>
Year site opened	<i>2014</i>
Grade level(s) served at this site in 2021-2022	<i>K-4</i>
Grade level(s) to be served at this site in 2022-2023	<i>K-4</i>
Site street address	<i>525 Clinton Street</i>
Site city	<i>Camden</i>
Site zip	<i>08103</i>
Site lead or primary contact's name	<i>Brittany Middleton</i>
Site lead or primary contact office phone number and extension	<i>856-966-9600</i>
Site lead or primary contact cell phone number	<i>N/A</i>
Site lead's email address	<i>bmiddleton@kippnj.org</i>

Site name	<i>Lanning Square Middle School</i>
Year site opened	<i>2015</i>
Grade level(s) served at this site in 2021-2022	<i>5-8</i>
Grade level(s) to be served at this site in 2022-2023	<i>5-8</i>
Site street address	<i>525 Clinton Street</i>
Site city	<i>Camden</i>
Site zip	<i>08103</i>
Site lead or primary contact's name	<i>Bridgit Cusato-Rosa</i>
Site lead or primary contact office phone number and extension	<i>856-966-9600</i>
Site lead or primary contact cell phone number	<i>N/A</i>
Site lead's email address	<i>busatorosa@kippnj.org</i>

Site name	<i>Sumner Elementary</i>
Year site opened	<i>2022</i>
Grade level(s) served at this site in 2021-2022	<i>N/A</i>
Grade level(s) to be served at this site in 2022-2023	<i>K-2</i>
Site street address	<i>1600 S. 8th Street</i>
Site city	<i>Camden</i>
Site zip	<i>08104</i>
Site lead or primary contact's name	<i>Ken Calemno</i>
Site lead or primary contact office phone number and extension	<i>856-350-5678</i>
Site lead or primary contact cell phone number	<i>N/A</i>
Site lead's email address	<i>kcalemno@kipunj.org</i>

Site name	<i>Hatch Middle School (FKA Whittier Middle School)</i>
Year site opened	<i>2016</i>
Grade level(s) served at this site in 2021-2022	<i>3-8</i>
Grade level(s) to be served at this site in 2022-2023	<i>3-8</i>
Site street address	<i>740 Chestnut Street</i>
Site city	<i>Camden</i>
Site zip	<i>08103</i>
Site lead or primary contact's name	<i>Travis Dempsey</i>
Site lead or primary contact office phone number and extension	<i>856-359-7046</i>
Site lead or primary contact cell phone number	<i>N/A</i>
Site lead's email address	<i>tdempsey@kipunj.org</i>

Site name	<i>KIPP High School</i>
Year site opened	<i>2020</i>
Grade level(s) served at this site in 2021-2022	<i>9-10</i>
Grade level(s) to be served at this site in 2022-2023	<i>9-11</i>

Site street address	740 Chestnut Street
Site city	Camden
Site zip	08103
Site lead or primary contact's name	Charles Ware
Site lead or primary contact office phone number and extension	856-263-6235
Site lead or primary contact cell phone number	N/A
Site lead's email address	cware@kippnj.org

Organizational Performance Areas

Education Program and Capacity

1.1 Mission

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

KIPP NJ's Vision: *One day, our nation will know Newark and Camden, NJ, as cities of world-class public education.*

KIPP NJ's Mission: *The mission of KIPP New Jersey is to create a network of schools in Newark and Camden, New Jersey, that instill in their students the desire and ability to succeed in college, in order to change the world.*

KIPP NJ's Values: *Kid focus. TEAMwork. Freedom. Fun. Improvement. Impact.*

KIPP is a national network of 200+ free, open-enrollment, college-preparatory public schools dedicated to preparing students in underserved communities for success in college and life. KIPP New Jersey is one region of KIPP's national network, currently comprised of fourteen schools in Newark and three schools in Camden.

KIPP's Five Pillars

High Expectations- *KIPP schools have clearly defined and measurable high expectations for academic achievement and conduct. Students, parents, teachers, and staff create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior.*

Choice & Commitment- *Students, their parents, and the faculty of each KIPP school choose to participate in the program. No one is assigned or forced to attend a KIPP school. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.*

More Time- *KIPP schools know that there are no shortcuts when it comes to success in academics and life. With an extended school day, week, and year, students have more time in the classroom to acquire the academic knowledge and skills that will prepare them for competitive high schools and colleges, as well as more opportunities to engage in diverse extracurricular experiences*

Power to Lead- The principals of KIPP schools are effective academic and organizational leaders who understand that great schools require great school leaders. They have control over their school budget and personnel. They are free to swiftly move dollars or make staffing changes, allowing them maximum effectiveness in helping students learn.

Focus on Results- KIPP schools relentlessly focus on high student performance on standardized tests and other objective measures. Just as there are no shortcuts, there are no excuses. Students are expected to achieve a level of academic performance that will enable them to succeed at the nation's best high schools and colleges.

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 2022-2023 school year. Please limit your response to a 1-page maximum.

In the 2022-23 school year, we will be prioritizing depth over breadth in our curriculum. We want to ensure students gain deep conceptual understanding of the major works of their grade-level. We will ensure that key standards are given ample time in the scope and sequence and we include strategically placed days to either pre-teach a foundational skill before launching a new concept or re-teach a skill that assessment data shows our students need more support with. Additionally, we will be revising our curriculum through the lens of Dr. Gholdy Muhammad's Equity Framework to ensure that each lesson is tied to a bigger purpose.

We have revised our assessment model to create a greater balance of formative and summative assessment data and are being more intentional about spiraling power standards across assessments so that we can measure growth. We have also revised our assessments to ensure that there is varying rigor level of questions and a balance of multiple choice and open-ended response questions. We believe that these changes will allow us to get a better understanding of a student's true mastery and will give us better data to respond to and to communicate out to students and families.

1.3 Instruction

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

KCNA schools feature multiple instructional practices that are part of our approach to high quality instruction. First and foremost, we believe strongly in the rigor, quality, and standards-alignment of our assessments; these assessments are aligned to the Common Core and produce data that allows us to reflect on the efficacy of our teachers' instruction, and to then drive instruction according to student proficiency and needs. Our assessments remain relatively consistent year over year, so that we can progress monitor how our students are growing or not growing over time, and adjust our instruction accordingly. All of our lessons are aligned to the level of rigor and complexity of our internal assessments.

To meet the demands of the lessons and curriculum, our academic program is structured to allow for sufficient time in literacy, math, science, and history. For instance, in literacy our middle school

students spend 60 minutes a day studying each content – math, literacy, science, and history. In our elementary school students spend 70 minutes a day in math, engaging with the Eureka curriculum and Cognitively Guided Instruction (CGI) and 155 minutes a day engaged in balanced literacy, including shared reading, writing, and guided reading. Additionally, all of our students spend at least 45 minutes in our Intervention Block, where they engage in instruction at their individual level on i-Ready and in small groups. Teachers use data from i-Ready and core instruction along with evidenced-based resources from the i-Ready Toolbox to target gaps and the foundational skills necessary to access grade-level content.

Instruction at KCNA can be considered high quality if it is responsive at this level, driven by data, and constantly aiming towards the rigor level of the standards.

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

Our instructional vision provides a full description of our beliefs about high quality instruction and our schools' instructional practices.

Our schools implement a curricular and assessment model aligned not only to the Common Core, but to the bar presented by the ACT and AP exams given at the high school level. In order to meet this bar, our teachers engage in intellectual prep for units and daily lessons, internalize the key tasks of a lesson by doing the student work themselves and anticipating misconceptions, select hearty questions to emphasize over the course of a lesson, and allow students to explore and make meaning before providing intentional scaffolds or models to help clarify and stamp understandings. We emphasize the power of student discourse in helping students develop understandings, valuing student voices and thinking over teacher talk and direction. This allows our students to engage in deeper learning that they can transfer across disciplines for the longer-term.

- c) Describe how the school has made efforts to address learning loss related to the Covid-19 public health emergency. What areas of strength and areas of opportunity remain?

Student growth was our academic priority this year. We implemented an academic intervention block across our schools where students engaged in personalized instruction at their own level. Our goal was to ensure that students had a space to work on foundational skills that may be holding them back from accessing grade-level content in the core block. By utilizing the i-Ready program with fidelity and supporting students on their personalized paths, we more than doubled the percent of students meeting their Typical and Stretch Growth Goals by the end of the year. One area of opportunity that we will tackle in the 2022-23 school year is pulling consistent and effective small groups during the intervention block. Due to persistent staffing challenges throughout the 2021-22 school year, small group instruction was inconsistent.

- d) Please describe the school's policies regarding instruction for students who were required to quarantine during the 2021-2022 school year.

During the 2021-22 school year, we provided remote instruction opportunities to the greatest extent possible when entire classes, grades, or schools were required to quarantine. When individual students were required to quarantine, teachers supported students in catching up with missed classwork.

- e) Provide the number and grade levels of any students that the school retained from progressing to the next grade in the 2021-2022 school year. What supports will the school provide in the 2022-2023 school year?

KCNA	
SY22 Grade Level	Number of Students Retained
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	3
10	5

KCNA will support retained students by prioritizing them in small groups and ensuring we are working with the family and former teachers to gain full context of the students' strengths and growth areas to support them effectively.

1.4 Assessment

- a) On April 6, 2021, the United States Department of Education (USED) recognizing that “we are in the midst of a pandemic that requires real flexibility,” informed the New Jersey Department of Education (Department) that the administration of Start Strong Fall 2021 Assessments would satisfy federal statewide assessment requirements for the 2020-2021 school year. On October 13th, 2021, the Department required the administration of Spring 2022 New Jersey Student Learning Assessments (NJSLA) between April 25 and June 3, 2022. Absent embargoed NJSLA spring of 2022 assessment data, the Department requests Start Strong Fall 2021 performance data to report on whether students required strong, some, or less support. Fill in the following Start Strong Fall 2021 Assessment data by the number and percentage of students requiring strong, some, or less support for all grade levels that participated in the Start Strong Fall 2021 Assessment.

- b) In addition to the Start Strong Assessment Fall 2021 Assessment data, the Department is requesting data from local benchmark assessments administered during the 2021-2022 school year for the purpose of determining student achievement. Fill in the following local benchmark assessment data by percentage of students below, on, or above grade level, with “grade level” referencing the charter school’s expectations of student mastery of the New Jersey Student Learning Standards (NJSLS). Please include end of year assessment results by percentage of students below, on, or above grade level for local assessments administered by the school.

Table 3: Start Strong Assessment Outcomes (Fall 2021)

Assessment	Strong Support Number of students	Strong Support Percentage of Students	Some Support Number of students	Some Support Percentage of students	Less Support Number of students	Less Support Percentage of students
ELA 4	112	75%	24	15%	18	11%
ELA 5	81	50%	40	25%	41	25%
ELA 6	109	61%	40	22%	30	17%
ELA 7	101	48%	67	32%	43	20%
ELA 8	110	60%	39	21%	34	19%
ELA 9	94	61%	22	14%	37	24%
ELA 10	92	61%	22	14%	37	24%
MAT 4	134	87%	14	9%	6	5%
MAT 5	153	95%	5	3%	3	2%
MAT 6	167	93%	9	5%	3	2%
MAT 7	160	76%	42	20%	8	4%
MAT 8	131	72%	38	21%	14	8%
Algebra I	131	89%	13	9%	3	2%
Geometry	91	69%	30	23%	11	8%
Algebra II	N/A	N/A	N/A	N/A	N/A	N/A

Table 4a: Proficiency Rates on Local Assessments (% of Students) —Fall Diagnostic Assessment 2021

Assessment	Below (%)	On (%)	Above (%)
ELA K	61%	33%	3%
ELA 1	81%	4%	12%
ELA 2	89%	3%	5%
ELA 3	76%	6%	15%
ELA 4	72%	6%	16%
ELA 5	95%	4%	1%
ELA 6	95%	3%	2%
ELA 7	95%	4%	1%
ELA 8	87%	7%	6%
ELA 9	N/A	N/A	N/A
ELA 10	N/A	N/A	N/A
ELA 11	N/A	N/A	N/A
ELA 12	N/A	N/A	N/A
MAT K	98%	2%	0%
MAT 1	99%	1%	0%
MAT 2	100%	0%	0%
MAT 3	98%	1%	1%
MAT 4	98%	2%	0%
MAT 5	96%	3%	1%
MAT 6	97%	3%	0%
MAT 7	98%	2%	0%
MAT 8	95%	4%	1%
Algebra I	N/A	N/A	N/A

Assessment	Below (%)	On (%)	Above (%)
Geometry	N/A	N/A	N/A
Algebra II	N/A	N/A	N/A

Table 4b: Proficiency Rates on Local assessments (% of Students) —End of Year Summative Assessment 2022

Assessment	Below (%)	On (%)	Above (%)
ELA K	55%	37%	9%
ELA 1	71%	11%	17%
ELA 2	86%	7%	8%
ELA 3	78%	5%	16%
ELA 4	70%	7%	20%
ELA 5	86%	9%	5%
ELA 6	87%	6%	7%
ELA 7	86%	10%	4%
ELA 8	80%	8%	12%
ELA 9	53%	23%	24%
ELA 10	63%	27%	10%
ELA 11	N/A	N/A	N/A
ELA 12	N/A	N/A	N/A
MAT K	39%	20%	41%
MAT 1	66%	12%	22%
MAT 2	84%	14%	3%
MAT 3	79%	9%	13%
MAT 4	83%	12%	5%
MAT 5	82%	14%	4%

Assessment	Below (%)	On (%)	Above (%)
MAT 6	83%	12%	5%
MAT 7	88%	12%	0%
MAT 8	85%	8%	7%
Algebra I	46%	12%	42%
Geometry	84%	7%	9%
Algebra II	N/A	N/A	N/A

c) Identify the type of assessments used for interim assessment data:

Assessment Type (interim assessment)	✓ or X
Solely renaissance school project created	
Vendor and renaissance school project created	
Combination of solely renaissance school project and vendor and charter created	x

d) Identify the type of assessments used for end of year assessment results:

Assessment Type (end of year assessment)	✓ or X
Solely renaissance school project created	
Vendor and renaissance school project created	
Combination of solely renaissance school project and vendor and charter created	x

e) Explain 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).

Our K-11 academic priority for the 2022-23 school year is All of Our Kids Meet Their Potential. Our academic strategy is to continue the structures we have in place to ensure grade-level content is being taught at a high bar (intellectual prep, data analysis, coaching and feedback, etc,) while increasing the effectiveness of our academic intervention block by focusing on consistent small group instruction. During this block, students will engage in ELA or math content on their individual level while teachers pull small groups to target specific skills. We will use blended learning platforms (i-Ready in K-8 and Read180 and Math180 in high school) to obtain diagnostic data and get access to research-based strategies to use during small group instruction. We will progress monitor student usage of these platforms and set goals with students so that they are invested in reaching their individual growth goals. Additionally, teachers and leaders will receive ongoing professional development around vertical content knowledge so that they can appropriately scaffold when necessary and address any foundational gaps present that pose a barrier to accessing grade-level content.

f) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2021-2022 year.

Grade Band	Subject	Diagnostic Assessments	Formative Assessments	Summative Assessments
K - 2	Literacy	<ul style="list-style-type: none"> · F&P 	<ul style="list-style-type: none"> · F&P · Mid Quarter Quiz · Sight Word Quizzes 	<ul style="list-style-type: none"> · Quarterly Assessment
	Math	<ul style="list-style-type: none"> · I-Ready BOY Diagnostic 	<ul style="list-style-type: none"> · Mid Quarter Quiz · Fluency Progress Check · I-Ready MOY Diagnostic 	<ul style="list-style-type: none"> · Quarterly Assessment · I-Ready EOY Diagnostic

3 - 4	Literacy	<ul style="list-style-type: none"> · F&P 	<ul style="list-style-type: none"> · F&P · Mid Quarter Quiz 	<ul style="list-style-type: none"> · Quarterly Assessments
	Math	<ul style="list-style-type: none"> · I-Ready BOY Diagnostic 	<ul style="list-style-type: none"> · Mid Quarter Quiz · Fluency Progress Check · I-Ready MOY Diagnostic 	<ul style="list-style-type: none"> · Quarterly Assessment · I-Ready EOY Diagnostic
5 - 8	Literacy	<ul style="list-style-type: none"> · I-Ready BOY Diagnostic 	<ul style="list-style-type: none"> · Mid Quarter Quiz · I-Ready MOY Diagnostic 	<ul style="list-style-type: none"> · Quarterly Assessment · I-Ready EOY Diagnostic
	Math	<ul style="list-style-type: none"> · I-Ready BOY Diagnostic 	<ul style="list-style-type: none"> · Mid Quarter Quiz · I-Ready MOY Diagnostic 	<ul style="list-style-type: none"> · Quarterly Assessment · I-Ready EOY Diagnostic
	Science	<ul style="list-style-type: none"> · Pre-unit Assessment 	<ul style="list-style-type: none"> · Chapter Focus Tasks · Mid-unit Assessments 	<ul style="list-style-type: none"> · End-of-Unit Assessment
	Social Studies	<ul style="list-style-type: none"> · N/A 	<ul style="list-style-type: none"> · Mid-unit Quizzes 	<ul style="list-style-type: none"> · End-of-Unit Assessments
9 - 10	Literacy	<ul style="list-style-type: none"> · Achieve3000 · Read180 	<ul style="list-style-type: none"> · Unit Assessments 	<ul style="list-style-type: none"> · Final Assessments
	Math	<ul style="list-style-type: none"> · Achieve3000 · Math180 	<ul style="list-style-type: none"> · Mastery Quizzes 	<ul style="list-style-type: none"> · Final Assessments
	Science	<ul style="list-style-type: none"> · N/A 	<ul style="list-style-type: none"> · Mastery Quizzes 	<ul style="list-style-type: none"> · Final Assessments

	History	N/A	Unit Assessments	Final Assessments
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- g) Describe how results from the assessments listed above were used to improve instructional effectiveness and student learning.

In our schools, we have established several structures to analyze assessment results and use the data to drive our instruction. Weekly, teachers participate in one-one-one meetings with their managers and content team meetings with other teachers that teach the same grade level and/or content area. Both of these meeting structures are spaces where teachers and coaches look at formative or summative assessment results and student work in order to create plans for curriculum adjustments, reteach, remediation, etc. At the end of each quarter, our schools engage in a "Data Day" where teachers are given time to analyze summative data, create plans for the upcoming quarter, and engage in professional development around instructional practices that would improve student learning based on the data.

- h) Describe how the school disseminated or otherwise made assessment results accessible to stakeholders (i.e., parents, students, board members, administration).

Families - families receive bi-weekly progress reports in quarterly report card conferences. Additionally, our teachers routinely communicate with families outside of these structures to keep them informed of their child's progress in school.

Students - Teachers use assessment data as an opportunity to celebrate student growth and highlight transferable best practices. Students also receive feedback on their assessments and have the opportunity to revise.

Board Members - data is shared with board members on a monthly basis

School Administration - leaders in the school building regularly review school wide data in leadership team meetings and use the data to inform professional development, school-wide priorities, and teacher observation and coaching.

1.5 Progress towards Contract Renewal

- a) Pursuant to N.J.S.A 18A:36C-10 and N.J.A.C 6A:31-5.3, describe how the renaissance school project has progressed towards renewal by meeting its goals and improving student achievement, absent a breach of the agreement that outlines the terms and conditions of the renaissance school project. (Please limit your response to a 1-page maximum.)

Because students did not take the NJSLA in 2020 or 2021, and because of the disruption to student learning caused by the pandemic, we have set internal goals based on growth on our standards-aligned internal assessments.

K-8 Math:

We more than doubled the percent of students meeting their typical growth goals and tripled the percent of students meeting their stretch growth goals in math since last year. 59% of students met their typical growth goal this year, compared to 22% last year (+27). 25% of students met their stretch growth goal this year, compared to 7% last year (+18). We started the year with 2% of students on grade level and 67% of students two or more years below grade level and ended the year with 21% of students on grade level (+19) and 42% of students two or more grade levels below (-25).

ES Reading:

50% of students made at least one year's worth of growth on F&P, compared to 14% last year. We had 5% of students making zero growth, compared to 14% last year. We ended the year with 27% of students on or above grade level, compared to 19% at the beginning of the year.

Middle School Reading:

60% of students met their typical growth goal this year, compared to 37% last year (+23). 28% of students met their stretch growth goal this year, compared to 14% last year (+14). We started the year with 7% of students on grade level and 81% of students two or more years below grade level and ended the year with 15% of students on grade level (+8) and 64% of students two or more grade levels below (-17).

1.6 Organizational Capacity

- a) As **Appendix B**, provide an organizational chart of the renaissance school project for the 2022-2023 school year.
- b) As **Appendix C**, provide a list of the lead person(s), teachers, and professional support staff, certification area(s) and criminal background check date for any renaissance school project.

1.7 2022-2023 School Calendar

- a) As **Appendix D**, please provide the 2022-2023 school calendar.

School Culture and Climate

2.1 School Culture and Climate

- a) Describe how the renaissance school project promotes and maintains a culture of learning, scholarship, and high expectations. Evidence may include, but is not limited to, student-led organizations, student achievements and recognition, levels of disciplinary referrals, class and staff attendance, and participation in school events and activities. Please describe any specific changes as it relates to the mode and delivery of programming in 2021-2022. (Please limit your response to a 1-page maximum.)

Our long-term goal is for every single one of our kids to persist successfully through college, gaining greater access to a choice-filled life. We cannot realize this goal without more intentionally educating our kids to do just that - we know we have to give them opportunities to persist, challenge, inquire, engage, self-monitor and self-motivate.

At KCNA, we work to build a culture of learning from the first day of school in many ways:

- *Our classrooms are named after colleges (usually the alma mater of the teacher), and our teachers frequently discuss with students how KIPP will help them as they “climb the mountain to college.”*
- *In every grade level K-8, our students have the opportunity to tour colleges and get a feel for what it will be like for them when they attend.*
- *Our students come in at very different levels – some more than four years behind and others are at our above grade level. Our goal is for each student to receive instruction right at their academic level and to be exposed to critical thinking and grade level appropriate ideas. We do this through a combination of whole group instruction, small group instruction, blended learning using educational software, and one-on-one conferencing.*
- *We also value both academic growth and performance. We celebrate students for many qualities and behaviors including hard work, improvement, kindness to others, and academic performance. We do this through various methods and are committed to continuing this positive reinforcement in both remote and in-person settings.*
- *We also believe that learning should include more than just academics – and our schools ensure that students have opportunities within the school day for physical activity, music, and visual and performing arts.*

- b) Describe how the renaissance school project provides and maintains the social and emotional supports and health services to adequately meet the needs of its students. Please include the categories and types of services available and any specific changes as it relates to the mode and delivery of supports in 2021-2022. (Please limit your response to a 1-page maximum.)

KIPP Cooper Norcross Academy addresses the social, emotional, and health needs of our students in a variety of ways. Organizationally, KCNA has created a Wraparound Services team, led by a Director of Wraparound Services, to coordinate and develop non-academic supports for our students and families. KCNA is also on the leadership council of the Camden Promise Neighborhood, a five-year, \$30 million initiative funded by the US Department of Education to provide a full suite of cradle-to-college supports for students and families in South Camden.

Specific services and programs include:

Health services

- *The Cooper Health Center at KIPP Lanning Square is a full school-based health clinic located in our Lanning Square school building. It is open for 8 hours per day year-round, provides services that are free to all students, and is staffed by a full-time nurse practitioner and full-time medical assistant. The school-based health clinic continued to operate at reduced hours during the pandemic and provided an important alternative to parents who were reluctant to bring their children to a crowded doctor’s office for safety reasons.*
- *Three full-time school nurses and one part-time school nurse oversee administration of medications and chronic illness management, in addition to responding to the daily needs of students.*

Social and emotional supports

- *In school year 2021-2022, we employed seven school social workers who provided individual and group counseling for students, and worked to connect students and families with outside resources.*

- *All schools have teams of behavior professionals who create and execute specialized behavior plans for students with behavior needs, intervene proactively with targeted students, and support students throughout the day with behavior needs.*
- *In partnership with the Camden Promise Neighborhood, KCNA has a Family Support team of three individuals, including two master's level social workers, who work full-time to support KCNA families and students in need. The Family Support team works alongside the school social work team to provide case management, resource connection, and in-home interventions as needed for students and families.*

Food services

- *KCNA started a food pantry in March 2020 when schools closed. In partnership with Logisticare, we were able to deliver pre-packed boxes of food to families, allowing us to serve families with transportation or other barriers to coming up to school to pick up food. Between March 2020 and June 2021, we distributed approximately 275,000 pounds of groceries to families, and made home deliveries to over 600 unique families.*
- *KCNA was a school meal distribution site when schools closed. Throughout school year 2020-2021, we were able to make deliveries of students' school meals to their homes, which again allowed us to account for any barriers families faced to picking up meals at school. Over the course of the school year, we delivered 400,000 school meals for approximately 750 participating KCNA students (about 40% of our total student body) as well as almost 100 children in our community who were not KIPP students.*

- c) Fill in the requested information in Table 5 below regarding the school's discipline environment in 2021-2022. If there was a noticeable increase or decrease in suspensions and expulsions in 2021-2022 compared to 2020-2021, then please describe the reasons for the change below the table.

Table 5: Discipline Environment 2021-2022

Grade Level	Number of students enrolled as of Oct. 15, 2021	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	118	1	0
1	121	2	0
2	139	2	0
3	166	19	0
4	169	35	0
5	166	46	0
6	191	63	0
7	227	65	0
8	212	61	0
9	197	87	0

Grade Level	Number of students enrolled as of Oct. 15, 2021	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
10	206	94	0
11	0	0	0
12	0	0	0

During the 2020-21 school year, which was remote, there was 1 suspension. Students being back in school and experiencing interpersonal conflict and behavior redirection led to higher numbers this year, which is more consistent with prior school years.

2.2. Family and Community Engagement

- a) List and briefly describe the major activities or events the school offered to parents/guardians during the 2021-2022 school year and how those events were offered, i.e. in-person, virtual, hybrid, etc.
- a. *We held quarterly Parent Nights for all elementary school parents, in which teachers discussed the work that students were doing in class and how parents could support their children's education. The first three were virtual, and the final one was in person.*
 - b. *All of our grade levels held parent-teacher conferences after first, second, and third quarters. First and second quarter conferences were fully virtual. For third quarter, families could choose virtual or in-person conferences.*
 - c. *In partnership with the Center for Family Services, we have a Family Support team that works directly with KIPP families in need, providing resource connection, case management, and in-home supports.*
- b) List and briefly describe the major activities or events conducted by parents/guardians to further the school's mission and goals and how those events were offered, i.e. in-person, virtual, hybrid, etc.
- a. *Middle school parents formed a parent leadership group that met monthly, virtually, to discuss topics related to their children's experience in school.*
 - b. *Parents participated in virtual town hall meetings with organizational leaders to discuss and give feedback on COVID-related school policy changes.*
 - c. *Parents participated in Title 1 meetings to give input on organizational priorities for the coming school year.*
- c) Fill in the requested information in Tables 6 and 7, below, regarding community involvement. Add or delete rows as necessary.

Table 6: 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.
<i>Relay Graduate School of Education</i>	<i>Partnership allowed teachers to advance graduate education</i>	<i>Graduate school education for novice teachers. Some teachers attended 2 evening and one Saturday class per month. Others attended up to 8 classes per month.</i>
<i>Camden Teacher Pipeline</i>	<i>Student teacher placement</i>	<i>Placement of student teachers from Rowan University and Rider University in KCNA classrooms.</i>

Table 7: 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.
<i>Center for Family Services</i>	<i>Family Support</i>	<i>Three CFS staff members based full-time at KCNA to support KCNA families.</i>
<i>Cooper University Health Care</i>	<i>School-based health clinic</i>	<i>The Cooper school-based health clinic at KIPP Lanning Square provided in-person services during school hours for the whole school year.</i>
<i>Gracious Smiles</i>	<i>School-based dental services</i>	<i>Gracious Smiles provides in-school and off-site dental services for KCNA families.</i>
<i>YMCA</i>	<i>Extracurricular programming</i>	<i>The YMCA operated an after-school program for KCNA elementary school students from Feb-June 2022.</i>
<i>Vetri Community Partnership</i>	<i>Extracurricular programming</i>	<i>In-person after-school cooking classes for high school students.</i>

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
<i>EJM Photography</i>	<i>Extracurricular programming</i>	<i>In-person after-school photography classes for high school students.</i>
<i>Mighty Writers</i>	<i>Extracurricular programming</i>	<i>In-person after-school writing classes for high school students.</i>
<i>Girls Inc</i>	<i>Extracurricular programming</i>	<i>In-person after-school social-emotional groups for high school students.</i>
<i>Bell Pharmacy</i>	<i>COVID vaccines</i>	<i>Provided on-site COVID vaccination clinics for KCNA students</i>
<i>Project Hope</i>	<i>COVID vaccines</i>	<i>Provided on-site COVID vaccination clinics for KCNA students and families</i>
<i>Hopeworks</i>	<i>Summer internships</i>	<i>Six KCNA high school students participated in paid summer internships at Hopeworks during summer 2022.</i>

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

We believe that our students' learning depends on their basic needs being met, in addition to their academic needs. As a result, we seek out partnerships with organizations that can provide supports that strengthen our students' and families' health and well-being. We also believe that it is important to help our students and families engage with the communities they are a part of (neighborhood, city, state, country) and work to create a more equitable and just society.

Board Governance

- a) Fill in the requested information in Table 8 below regarding the renaissance school project's board of trustees.

Table 8: Board of Trustee Information

Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of all NJSBA Training
Michael Goodman	2/27/2020	2/26/2023	Trustee	goodman-michae@cooperhealth.edu	5/5/2020; 6/26/2021; 6/21/2022
Sheila Roberts	2/27/2020	2/26/2023	Trustee	n/a	6/12/2020; 6/27/2021
Marcus Worlds	2/27/2020	2/26/2023	Trustee	worlds-marcus@CooperHealth.edu	6/29/2020; 6/28/2021; 6/30/2022
William Smith	2/27/2020	2/26/2023	Trustee	smith-william@cooperhealth.edu	11/2/2017; 6/27/2019; 5/2/2020; 5/24/2021
Jordan Metzger	3/19/2019	3/19/2023	Trustee	jmetzger@coleschotz.com	2/27/2018; 6/7/2019; 6/12/2020; 6/27/2021
Christine Choi	4/25/2022	4/25/2025	Trustee	wchristinechoi3@gmail.com	6/28/2019; 6/28/2019; 6/26/2020; 4/25/2022
Kathleen Nugent Hughes	4/25/2022	4/25/2025	Trustee	kathleen.m.nugent@gmail.com	6/30/2020; 6/27/2021; 6/5/2022
Tim Carden	3/19/2020	3/19/2023	Chair	tim@p5grp.com	5/24/2019; 6/16/2020; 6/30/2021; 4/25/2022
Rahul Goyal	4/25/2022	4/25/2025	Trustee	rgoyal@aeainvestors.com	11/1/2017; 6/26/2019; 6/28/2021; 6/27/2022

- 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 2021-2022 school year.
- d) Pursuant to *N.J.A.C. 6A:11-4.12 (c) Board of Trustees and Open Public Meetings Act*, which states “the board of trustees shall post a copy of all meeting notices and meeting minutes to the school’s website;” please provide the link to the school’s board meeting minutes below.
kipnpj.org/compliance
- e) Please identify the number of board members required by the renaissance school project’s bylaws.
KIPP Cooper Norcross Academy’s bylaws require 9 members of the Board of Trustees.

Enrollment

- a) Fill in the requested information in Table 9 below with enrollment information for each grade level by site. Please complete a separate chart for each site that will be operating in 2022-2023. Please add an additional chart for each additional site.

Table 9: Enrollment for Site 1

Site 1 Lanning Square Elementary and Middle Schools Enrollment

Grade	Enrollment Count on Last Day of the 2021-2022 School Year	Projected Enrollment for the 2022-2023 School Year
K	119	118
Grade 1	117	118
Grade 2	136	118
Grade 3	134	138
Grade 4	119	138
Grade 5	116	115
Grade 6	110	115
Grade 7	118	115
Grade 8	102	115
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	1,071	1,090

Site 2 KIPP Cooper Norcross Sumner Elementary Enrollment

Grade	Enrollment Count on Last Day of the 2021-2022 School Year	Projected Enrollment for the 2022-2023 School Year
K	N/A	58

Grade	Enrollment Count on Last Day of the 2021-2022 School Year	Projected Enrollment for the 2022-2023 School Year
Grade 1	N/A	29
Grade 2	N/A	29
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	N/A	116

Site 3 KIPP Cooper Norcross Whittier Middle School

Grade	Enrollment Count on Last Day of the 2021-2022 School Year	Projected Enrollment for the 2022-2023 School Year
K	n/a	n/a
Grade 1	n/a	n/a
Grade 2	n/a	n/a
Grade 3	27	N/A
Grade 4	55	N/A
Grade 5	53	N/A
Grade 6	78	N/A

Grade	Enrollment Count on Last Day of the 2021-2022 School Year	Projected Enrollment for the 2022-2023 School Year
Grade 7	107	N/A
Grade 8	109	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	429	N/A

Site 4 KIPP Cooper Norcross Hatch Middle School

Grade	Enrollment Count on Last Day of the 2021-2022 School Year	Projected Enrollment for the 2022-2023 School Year
K	n/a	n/a
Grade 1	n/a	n/a
Grade 2	n/a	n/a
Grade 3	N/A	29
Grade 4	N/A	58
Grade 5	N/A	58
Grade 6	N/A	88
Grade 7	N/A	88
Grade 8	N/A	114
Grade 9	n/a	n/a
Grade 10	n/a	n/a
Grade 11	n/a	n/a
Grade 12	n/a	n/a

Grade	Enrollment Count on Last Day of the 2021-2022 School Year	Projected Enrollment for the 2022-2023 School Year
Total	N/A	435

Site 5 KIPP Cooper Norcross High School

Grade	Enrollment Count on Last Day of the 2021-2022 School Year	Projected Enrollment for the 2022-2023 School Year
K	n/a	n/a
Grade 1	n/a	n/a
Grade 2	n/a	n/a
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	192	140
Grade 10	187	175
Grade 11	N/A	170
Grade 12	n/a	n/a
Total	379	485

- b) Fill in the requested information in Table 10 below for the total enrollment and revenue of all school sites. If final fiscal year funding from Camden City School District is unavailable, please provide the anticipated final funding amount.

Table 10: Total Enrollment and Revenue for all Sites

Final Fiscal Year 22 Total Enrollment for all Sites	1824
Final Funding from Camden City School District Fiscal Year 22	\$35,186,985
Final Fiscal Year 22 Enrollment for non-resident district students	0
Final Fiscal Year 22 non-resident enrollment tuition received	0
Projected Fiscal Year 23 Total Enrollment for all Sites	2132
Projected Funding from Camden City School District Fiscal Year 23	\$44,046,148
Projected Fiscal Year 23 Enrollment for non-resident district students	0
Projected Fiscal Year 23 non-resident enrollment tuition received	0

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

To ensure that our attrition is as low as possible, KCNA monitors attrition rates in real-time via an online dashboard accessible to all school leadership and operations team members. We internally track intra-city attrition (students choosing another school in Camden) and inter-city attrition (students moving outside the city). We believe it is our responsibility to minimize the former by continuing to meet the needs of all students and families, and the latter we view as largely unavoidable.

Additionally, KCNA works to minimize attrition rates via daily attendance monitoring and weekly enrollment blasts. Every day, each school's School Operations Manager (SOM) makes calls home to absent students. During these calls, the SOM helps families proactively problem-solve around issues such as transportation that could lead to attrition if a family does not receive early supports. Weekly enrollment blasts include a report of all students who have been absent for 3+ days. This report allows school leadership teams to identify students at risk for attrition and escalate attendance issues to proper supports such as the school nurse, transportation coordinator, school social worker, displacement coordinator, etc. These monitoring systems help to ensure stable enrollment at KCNA.

Additionally, if a parent informs our operations team that they would like to transfer to another school in Camden, the student's advisory teacher and School Leader reach out to the parent to better understand the reasons for their desire to leave and to work to find a solution with the family that will keep them in our schools.

Facilities

5.1. Funding

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

In 2022-23, the school is planning to borrow the proceeds of a tax exempt municipal bond financing issued by Camden County Improvement Authority with par amount of approximately \$81 million. The proceeds will be used to (i) fund construction costs of an addition at the Whittier Project, (ii) fund acquisition and renovation costs for the Hatch Project, (iii) refinance certain existing capital outlay debt, and (iv) fund costs of issuance, construction period interest, and debt service reserve fund.

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

YES

5.2 Structural Changes

- a) List renaissance school project sites that will be undergoing construction between July 2022 and June 2023.

To accommodate increased enrollment, we began construction of a new wing at the site of the John Greenleaf Whittier School (740 Chestnut Street) in the summer of 2022. Work is ongoing. This additional space is on the existing site. The new wing will be three stories and add roughly 50,000 square feet of instructional space. Construction at the Hatch building (1875 Park Blvd) began Spring 2021 and will finish in Summer 2022.

- b) Provide assurances that site plans and/or substantial reconstruction plans have been submitted to the Department for each site. *In progress*
- c) Please provide details of any modifications to existing site plans and/or substantial reconstruction plans that have been submitted to the Department. ***If there are no modifications to the existing plans, simply indicate that here by writing "N/A" next to numbers 1–4.***

1. Provide the facility name and address. Annex to Whittier HS at 740 Chestnut St., Camden
2. Provide a description of changes/modifications to the facility(ies). 50,000 SF addition including general classrooms, music rooms, cafeteria, kitchen and science classrooms.
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). *In progress. A TCO has been obtained from the City of Camden on Life Safety Systems.*
4. As **Appendix G**, provide a revised timeline for implementing the changes. Spring 2021 – Summer 2022.

File Naming Convention

KIPP: Cooper Norcross, A NJ Nonprofit Corporation
Annual Report
August 2022

Table 11: 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 2022 – 2023 School Calendar
Appendix E	Appendix E Board Statement of Assurance
Appendix F	Appendix F Amendments to Bylaws
Appendix G	Appendix G Facilities Timeline

Each appendix must be submitted as a separate Word or .PDF file to the Homeroom folder “Annual Report 2022.” Save each appendix by the file naming convention provided in the second column of the above table.

Signatures

School Official / School Lead

DocuSigned by:
Signature: *Ryan Hill*
227681375ECA4B8...

Date: 8/30/2022

Print/Type Full Name: Ryan Hill

Title: Chief Executive Officer

Signatory Official (President, Board of Trustees)

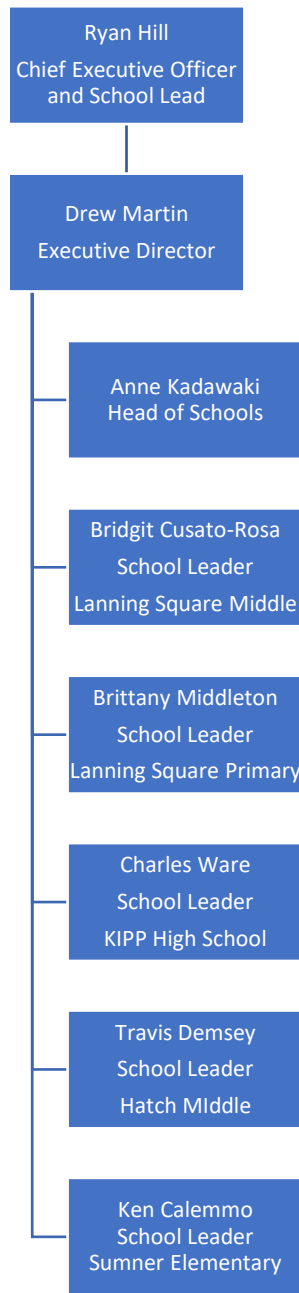
DocuSigned by:
Signature of Signatory Official (President, Board of Trustees): *Timothy Carden*
66250E41327443A...

Date: 9/2/2022

Print/Type Full Name: Timothy Carden

Title: President, Board of Trustees








Appendix B – Organizational Chart



Appendix C Staff List

KCNA has updated staff information in NJSMART.

CALENDAR SYMBOLS KEY

-  No School for Students
-  Half Day Dismissal
-  Summer Reduced Hours
-  Start Dates
-  Last Day of School
-  Report Card Conferences
-  Beginning / End of Quarter

Delayed Openings & Early Dismissals:

KIPP may call a delayed opening or an early dismissal because of an emergency or winter inclement weather. For winter inclement weather, KIPP will follow the decision made by the Camden City School District.

Emergency Days:

If we use 5 emergency days before March 3rd, 3/20 and 4/28 become half days for students (and half PD day for staff).

If we use 4 emergency days before March 3rd, 4/28 becomes a half day for students (and half PD day for staff).

If we use exactly 3 emergency days before March 3rd, there is no change to the calendar.

If we use only 2 emergency days before March 3rd, 3/17 becomes a day off for students and staff.

If we use only 1 emergency day before March 3rd, 3/17 and 4/7 become days off for students and staff.

If we use 0 emergency days before March 3rd, 3/17, 4/7, and 4/27 become days off for students.

For more information about our schools:

www.kippnj.org/schools

For important updates, follow KIPP on Instagram at:



@kipcoopernorcross

JULY 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
Jul 4	Closed - Holiday					

OCTOBER 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
Oct 10	No School - Indigenous Peoples' Day					
Oct 28	No School - Staff PD Day					

JANUARY 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
Jan 2	No School - Winter Break					
Jan 6	No School - Staff PD Day					
Jan 16	No School - MLK Day					

APRIL 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
Apr 7	Half Day Dismissal					
Apr 10-14	No School - Spring Break					
Apr 25-26	Half Day Dismissals - Q3 RCCs					
Apr 28	No School - Staff PD Day					

AUGUST 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
Aug 15	First Day - Entry Grades**					
Aug 17	First Day - All Grades					
Aug 29	No School - Staff PD Day					

NOVEMBER 2022						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
Nov 11	No School - Veteran's Day					
Nov 16-17	Half Day Dismissals - Q1 RCCs					
Nov 23-25	No School - Thanksgiving Break					

FEBRUARY 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				
Feb 1-2	Half Day Dismissals - Q2 RCCs					
Feb 3	No School - Staff PD Day					
Feb 17	Half Day Dismissal					
Feb 20-24	No School - Mid-Winter Break					

MAY 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
May 26	No School - Staff PD Day					
May 29	No School - Memorial Day					

SEPTEMBER 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
Sept 5	No School - Labor Day					
Sept 26	No School - Staff PD Day					

DECEMBER 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
Dec 5	No School - Staff PD Day					
Dec 22	Half Day Dismissal					
Dec 23-31	No School - Winter Break					

MARCH 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
Mar 20	No School - Staff PD Day					

JUNE 2023						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
Jun 12-16	Half Day Dismissals					
Jun 14-15	Q4 RCCs					
Jun 16	Last Day of School					
Jun 19	Closed - Juneteenth Holiday					

**Aug 15 Entry Grades: KLSP = Kindergarten KIPP Hatch = Grades 3, 4, 5 KHS *= Grade 9 Only (Aug 15)
 KLSM = Grade 5 KIPP Sumner = Grades K, 1, 2 *= Grade 10 Only (Aug 16)

Appendix E Board Statement of Assurance

KCNA provides assurance that it is in compliance with the School Ethics Act and Open Public Meetings Act.

Appendix F – Amendments to Bylaws

The KCNA Board of Trustees did not make any amendments to its bylaws between July 2021 and June 2022.

Appendix G – Facilities Timeline

A revised timeline for construction to the annex at Whittier at 740 Chestnut St., Camden, is Spring 2021 – Summer 2022.

Signatures

School Official / School Lead

Signature:

Date:

Print/Type Full Name:

Title:

Signatory Official (President, Board of Trustees)

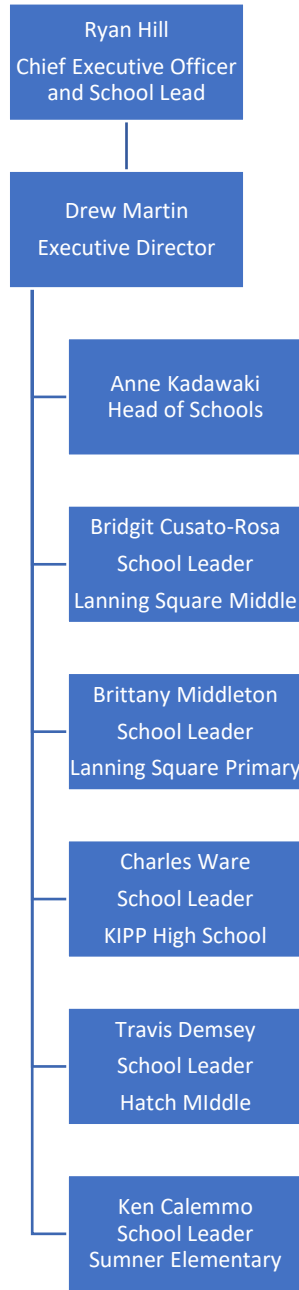
Signature of Signatory Official (President, Board of Trustees):

Date:

Print/Type Full Name:

Title:








Appendix B – Organizational Chart



Appendix C Staff List

KCNA has updated staff information in NJSMART.

CALENDAR SYMBOLS KEY

-  No School for Students
-  Half Day Dismissal
-  Summer Reduced Hours
-  Start Dates
-  Last Day of School
-  Report Card Conferences
-  Beginning / End of Quarter

Delayed Openings & Early Dismissals:

KIPP may call a delayed opening or an early dismissal because of an emergency or winter inclement weather. For winter inclement weather, KIPP will follow the decision made by the Camden City School District.

Emergency Days:

If we use 5 emergency days before March 3rd, 3/20 and 4/28 become half days for students (and half PD day for staff).

If we use 4 emergency days before March 3rd, 4/28 becomes a half day for students (and half PD day for staff).

If we use exactly 3 emergency days before March 3rd, there is no change to the calendar.

If we use only 2 emergency days before March 3rd, 3/17 becomes a day off for students and staff.

If we use only 1 emergency day before March 3rd, 3/17 and 4/7 become days off for students and staff.

If we use 0 emergency days before March 3rd, 3/17, 4/7, and 4/27 become days off for students.

For more information about our schools:

www.kippnj.org/schools

For important updates, follow KIPP on Instagram at:



@kipcoopernorcross

JULY 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
Jul 4	Closed - Holiday					

OCTOBER 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
Oct 10	No School - Indigenous Peoples' Day					
Oct 28	No School - Staff PD Day					

JANUARY 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
Jan 2	No School - Winter Break					
Jan 6	No School - Staff PD Day					
Jan 16	No School - MLK Day					

APRIL 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
Apr 7	Half Day Dismissal					
Apr 10-14	No School - Spring Break					
Apr 25-26	Half Day Dismissals - Q3 RCCs					
Apr 28	No School - Staff PD Day					

AUGUST 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
Aug 15	First Day - Entry Grades**					
Aug 17	First Day - All Grades					
Aug 29	No School - Staff PD Day					

NOVEMBER 2022						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
Nov 11	No School - Veteran's Day					
Nov 16-17	Half Day Dismissals - Q1 RCCs					
Nov 23-25	No School - Thanksgiving Break					

FEBRUARY 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				
Feb 1-2	Half Day Dismissals - Q2 RCCs					
Feb 3	No School - Staff PD Day					
Feb 17	Half Day Dismissal					
Feb 20-24	No School - Mid-Winter Break					

MAY 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
May 26	No School - Staff PD Day					
May 29	No School - Memorial Day					

SEPTEMBER 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
Sept 5	No School - Labor Day					
Sept 26	No School - Staff PD Day					

DECEMBER 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
Dec 5	No School - Staff PD Day					
Dec 22	Half Day Dismissal					
Dec 23-31	No School - Winter Break					

MARCH 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
Mar 20	No School - Staff PD Day					

JUNE 2023						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
Jun 12-16	Half Day Dismissals					
Jun 14-15	Q4 RCCs					
Jun 16	Last Day of School					
Jun 19	Closed - Juneteenth Holiday					

**Aug 15 Entry Grades: KLSP = Kindergarten KIPP Hatch = Grades 3, 4, 5 KHS *= Grade 9 Only (Aug 15)
 KLSM = Grade 5 KIPP Sumner = Grades K, 1, 2 *= Grade 10 Only (Aug 16)

Appendix E Board Statement of Assurance

KCNA provides assurance that it is in compliance with the School Ethics Act and Open Public Meetings Act.

Appendix F – Amendments to Bylaws

The KCNA Board of Trustees did not make any amendments to its bylaws between July 2021 and June 2022.

Appendix G – Facilities Timeline

A revised timeline for construction to the annex at Whittier at 740 Chestnut St., Camden, is Spring 2021 – Summer 2022.