

# **MASTERY SCHOOLS OF CAMDEN**

## **Urban Hope Act Annual Report**

**August 1, 2022**

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## Annual Report Questions

### Basic Information about the School

Fill in the requested information in Table 1 below.

**Table 1: Basic Information**

Name of renaissance school project	Mastery Schools of Camden
Grade level(s) to be served in 2022-2023	K-12
2021-2022 Total enrollment as of June 30, 2022	2795
Projected enrollment for 2022-2023	2805
Current waiting list for 2022-2023	110
Waitlist within the district/region of residence	106
Waitlist of non-resident district/region of residence	4
Website address	<a href="http://www.masterynj.org">http://www.masterynj.org</a>
Name of board president	Jim Sheward
Board president email address	<a href="mailto:jim@shewardfamily.com">jim@shewardfamily.com</a>
Board president direct phone number	(610) 952-1201
Name of school leader	Scott Gordon
School leader email address	<a href="mailto:Scott.Gordon@Masterycharter.org">Scott.Gordon@Masterycharter.org</a>
School leader direct phone number and extension as necessary	267-872-8710
Name of School Business Administrator (SBA)	Chris Barts
SBA email address	<a href="mailto:Chris.Barts@Masterycharter.org">Chris.Barts@Masterycharter.org</a>
SBA direct phone number	267-838-1313

## 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**

School Site 1 Information	
Site name	Cramer Hill Elementary
Year site opened	2014
Grade level(s) served at this site in 2021-2022	K-8
Grade level(s) to be served at this site in 2022-2023	K-8
Site street address	1001 North 17th Street
Site city	Camden
Site zip	08105
Site phone number	856-726-0027
Site lead or primary contact's name	Jessie Gismondi
Site lead's email address	<a href="mailto:Jessie.Gismondi@MasteryNJ.org">Jessie.Gismondi@MasteryNJ.org</a>
Site lead or primary contact cell phone number	856-371-3368

School Site 2 Information	
Site name	Molina Lower Elementary
Year site opened	2017
Grade level(s) served at this site in 2021-2022	K-2
Grade level(s) to be served at this site in 2022-2023	K-2
Site street address	415 North 9th Street
Site city	Camden
Site zip	08102
Site phone number	856-993-7004

<b>School Site 2 Information</b>	
Site lead or primary contact's name	Kimberly Blake
Site lead's email address	<a href="mailto:Kimberly.Blake@MasteryNJ.org">Kimberly.Blake@MasteryNJ.org</a>
Site lead or primary contact cell phone number	856-298-3472

<b>School Site 3 Information</b>	
Site name	Molina Upper Elementary
Year site opened	2015
Grade level(s) served at this site in 2021-2022	3-8
Grade level(s) to be served at this site in 2022-2023	3-8
Site street address	601 Vine Street
Site city	Camden
Site zip	08102
Site phone number	856-966-8970
Site lead or primary contact's name	Rickia Reid
Site lead's email address	<a href="mailto:Rickia.Reid@MasteryNJ.org">Rickia.Reid@MasteryNJ.org</a>
Site lead or primary contact cell phone number	856-298-6606

<b>School Site 4 Information</b>	
Site name	East Camden Middle
Year site opened	2015
Grade level(s) served at this site in 2021-2022	6-8
Grade level(s) to be served at this site in 2022-2023	5-8
Site street address	3064 Stevens Street
Site city	Camden

<b>School Site 4 Information</b>	
Site zip	08105
Site phone number	856-966-5111
Site lead or primary contact's name	Stephen Williams
Site lead's email address	<a href="mailto:Stephen.Williams@masterycharter.org">Stephen.Williams@masterycharter.org</a>
Site lead or primary contact cell phone number	856-777-2509

<b>School Site 5 Information</b>	
Site name	Mastery High School of Camden
Year site opened	2018
Grade level(s) served at this site in 2021-2022	9-12
Grade level(s) to be served at this site in 2022-2023	9-12
Site street address	800 Erie Street
Site city	Camden
Site zip	08102
Site phone number	856-966-5111
Site lead or primary contact's name	Andrew Anderson
Site lead's email address	<a href="mailto:Andrew.Anderson@masterycharter.org">Andrew.Anderson@masterycharter.org</a>
Site lead or primary contact cell phone number	908-839-1507

<b>School Site 6 Information</b>	
Site name	McGraw Elementary
Year site opened	2015
Grade level(s) served at this site in 2021-2022	K-5
Grade level(s) to be served at this site in 2022-2023	K-4

School Site 6 Information	
Site street address	3051 Fremont Street
Site city	Camden
Site zip	08105
Site phone number	856-966-8960
Site lead or primary contact's name	Danielle Horowitz
Site lead's email address	Danielle.Horowitz@masterycharter.org
Site lead or primary contact cell phone number	856-298-9942

## Organizational Performance Areas

### Education Program and Capacity

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#### 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.)

**THE MISSION**

*All students learn the academic and personal skills they need to succeed in higher education, compete in the global economy, and pursue their dreams.*

Serving the students of Camden towards our ambitious mission has meant providing robust programming for students with a variety of special education and English language needs. Our programming is designed on an individual basis to respond to the needs of each student, to meet them where they are academically, behaviorally, and socio-emotionally to support them in meeting our rigorous expectations. At our high school, we have expanded programming to include multiple pathways for all learners. Dual enrollment and career and technical education partnerships have provided opportunities for students to engage in community-based learning that aligns with their post-secondary plans. In addition to our academic programs, students engage in daily social-emotional learning through community and morning meetings, in which teachers develop social skills and support students in their interactions with peers and school staff. Students and families also have access to daily aftercare services, if needed, and summer programming that provides opportunities for enrichment, homework support, and joyful activities such as arts and crafts and sports. Our summer program prioritized the needs of students in reading and math and partnered with outside organizations to provide further enrichment. We provided in-person support for all students in our summer credit recovery program, bringing back three-dimensional instructional support in the class while utilizing high quality, web-based course offerings. Furthermore, students experience a variety of enrichment courses throughout the year including Spanish, physical

education, art and music - all designed to provide access to varied coursework to prepare our students beyond Mastery. Our sports and extracurricular programs also help ensure students have a robust and holistic experience. Our mission has never been more important than now, given the challenges of the Covid-19 pandemic, and we have worked expeditiously to ensure all students have access to laptops, internet and the resources and supports they need to be successful.

## 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.

See Appendix A. Mastery Schools of Camden'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 2022-2023 school year we will be adopting Amplify Science (K-8) and TCI Social Studies (K-12) for our programming for science and social studies. Both programs are highly rated and went through a robust internal selection process before we landed on a decision last spring.

## 1.3 Instruction

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

Mastery describes and defines high quality instruction through our Instructional Standards. The Instructional Standards are a compilation of best teaching practices, successful teacher traits, and common measures of student success. Each standard is designed to create an effective, rigorous and joyful classroom experience that will serve to prepare students for post-secondary success, the global economy, and the pursuit of their dreams. There are five Instructional Standards:

1. Student Achievement: The degree to which students master the content, grow academically and achieve.
2. Content Engagement: The degree to which students are brought into and actively navigate their academic experience.
3. Supportive Community: The degree to which students participate in, support and enrich the academic experience of their classmates.
4. Lesson Design and Facilitation: The degree to which the teacher designs and facilitates a lesson that moves all students forward academically.
5. Motivation, Relationships & Classroom Management: The degree to which the teacher motivates, builds mindset and creates a supportive classroom community.

The Instructional Standards serve as the pedagogical basis for teacher reflection, coaching, professional development, and evaluation. Our Instructional Standards are our vision for excellent teaching and serve as the basis for our teacher development and evaluation. Teachers, school leaders and teacher coaches use the Instructional Standards to define strengths and opportunities to further teacher practice.



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

Our instructional program is rooted in balancing direct instruction with a conceptual approach, to attend to the demands of the NJ state standards. Our program ensures we meet students where they are in order to support them with achieving the rigorous bar set by the NJSLA assessments. As such, all of our programming offers our students multiple experiences to ensure they are both growing and improving against the grade level bar. We balance all of our instruction with a culture of joy, play and enriching experiences that meet the holistic needs of our learners.

### **Literacy**

Mastery believes the foundation of student achievement is reading. The National Research Council found that "Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skill at the end of 3rd grade." With this in mind, one of our most important priorities is to develop all teachers as exceptional reading instructors, employing best practices in reading instruction.

Mastery's early reading program is purposefully designed to meet students' needs in terms of decoding, comprehension, fluency, vocabulary and writing. At the K-2 level, Mastery dedicates 180+ minutes to literacy instruction through a balanced approach that includes guided reading, phonics instruction, and our KIPP Wheatley standards-aligned reading and writing program. Foundations is the curriculum that we use for phonics instruction- all K-2 students receive at least 30 minutes/day of systematic instruction to build their foundational reading skills. K-2 classrooms also have a higher teacher to student ratio where most classrooms have a Literacy Support teacher that provides additional support: this allows our staff to provide targeted interventions to struggling readers and provide differentiated instruction to meet unique student needs.

In grades 3-8, we use the KIPP Wheatley curriculum as our ELA curriculum, which includes reading, writing and support components. Wheatley includes close reading lessons with complex texts focused on building students' skills to deeply understand what they are reading as well as building knowledge. Through Wheatley writing lessons, students learn explicit frameworks for constructing narrative, explanatory, and argumentative writing products that draw on the essential themes and unique features of the texts students are reading. Through an additional Literature Centers block, teachers spent time with students on students' instructional levels to support reading growth through Guided Reading, independent reading, anchor novel support, and remediation.

At the high school level for grades 9-12, Springboard serves as our ELA curriculum. Springboard is a complete instructional program that prepares students for college-level work. It includes texts, daily objectives, checks for understanding, daily lesson assessments and end of unit assessments that are aligned with the rigor of the NJ learning standards and NJSLA and will provide formative and actionable data to drive instruction.

Throughout the K-8 program, students' reading is assessed in several important ways. First, we use the Fountas and Pinnell Benchmark Assessment System for all students in grades K-2 and for our special education students in our other grade levels to constantly measure student reading levels on an A-Z continuum in order to identify specific strengths and weaknesses. Second, students take NJSLA-aligned checkpoint assessments twice per quarter and quarterly benchmark assessments that align with our Wheatley curriculum modules every 8-10 weeks beginning in third grade. These assessments are used as the primary tool for teacher planning and instructional delivery in grades 3-

8. We also take a similar approach to quarterly ELA benchmark assessments in grades 9-12 that aligns with our Springboard curriculum as well. Third, we administer the NWEA MAP (Measures of Academic Progress) assessment to the fall, winter and spring to assess student growth over time. MAP provides valuable data to leaders and teachers to inform data-driven instruction to be responsive to the needs of individual learners.

## **Math**

Eureka Math is our K-8 math program and focuses on several guiding principles to support strong math instruction in the classroom:

Our approach to math instruction is to provide students with authentic experiences learning about numbers and how they work by way of investigation with the use of manipulatives and sharing their learning by engaging in robust discussions.

Students share their thinking about how to solve problems and learn from other students in the process.

In the Eureka program, students learn grade-level content, as defined by the NJ learning standards and NJSLA, by engaging in aligned fluency routines, high-quality tasks, problem sets, class discussions, and mathematical models to explore mathematical concepts and skills. Students solidify their learning through extended application, practice of the mathematics and the lesson debrief.

Agile Mind is the core resource for High School Algebra courses at Mastery High School of Camden for grades 9-12, and focuses on four areas of student preparation:

1. Cohesion – The common-core aligned curriculum used within these curricula prepares students for the rigors of NJSLA
2. Rigor – A balance of procedural and conceptual understanding within the curricula ensures that students are actively preparing for advanced study in mathematics
3. Critical Thinking – These curricula regularly incorporate real-world application opportunities grounded in the Standards for Mathematical Practice in order to build the critical thinking skills needed for post-secondary success.
4. Remediation - The Intensified Algebra curriculum is used in 9th and 10th grade to ensure that all students are provided a comprehensive research-based intervention to address unfinished learning while simultaneously engaging with grade-level content in preparation for NJSLA and post-secondary readiness.

- 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?

Mastery Schools of Camden implemented a multi-tiered system of supports (MTSS) to support students with unfinished learning given the pandemic. Students were screened using a universal screener and that data was triangulated with Start Strong results, prior NJSLA results, and formative assessment data. Students were assigned to intervention courses for math and ELA based on their needs. In addition, small group tutoring was offered to supplement core instruction.

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

Students who were required to quarantine continued to participate in their full academic schedule via Zoom. Teachers streamed students into the class, continued to assign classwork and homework and monitoring student learning.

- 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?

In 2021-22, 4 second graders, 2 fifth graders, and 2 sixth graders were retained at grade level. Based on their specific needs, students who are retained will be provided additional academic supports to ensure growth and achievement. Specifically, students will be scheduled to academic interventions. Parents will be engaged through academic conferences to ensure that students are progressing towards grade level standards.

### 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 13<sup>th</sup>, 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	124	55%	29	13%	36	16%
ELA 5	113	47%	51	21%	40	17%
ELA 6	126	54%	44	19%	39	17%

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 7	125	53%	54	23%	26	11%
ELA 8	123	56%	32	15%	39	18%
ELA 9	89	46%	26	13%	41	21%
ELA 10	50	25%	35	31%	35	22%
MAT 4	166	73%	18	8%	2	1%
MAT 5	177	74%	22	9%	8	3%
MAT 6	169	73%	28	12%	5	2%
MAT 7	156	66%	36	15%	15	6%
MAT 8	126	58%	47	21%	19	9%
Algebra I	126	55%	22	10%	21	9%
Geometry	78	57%	25	18%	13	9%
Algebra II	152	65%	32	14%	5	2%

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

Assessment	Below (%)	On (%)	Above (%)
ELA K	86.7%	13.3%	N/A
ELA 1	83.9%	16.1%	N/A
ELA 2	86.2%	13.8%	N/A
ELA 3	63.5%	19.9%	15.8%
ELA 4	62.6%	19.8%	17.2%
ELA 5	58.2%	26.4%	14.2%
ELA 6	58.4%	29.2%	10.7%
ELA 7	58.5%	25.0%	12.1%

Assessment	Below (%)	On (%)	Above (%)
ELA 8	53.9%	27.9%	16.4%
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	39.0%	41.5%	19.5%
MAT 1	61.1%	30.3%	8.6%
MAT 2	74.7%	16.9%	8.4%
MAT 3	74.6%	20.3%	5.1%
MAT 4	72.6%	23.5%	3.8%
MAT 5	73.7%	22.4%	3.9%
MAT 6	70.1%	22.8%	6.7%
MAT 7	63.7%	24.3%	11.1%
MAT 8	61.7%	25.2%	13.1%
Algebra I	62.0%	15.3%	20.8%
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	37.4%	62.6%	N/A
ELA 1	82.1%	17.9%	N/A
ELA 2	78.2%	21.8%	N/A
ELA 3	57.8%	21.6%	19.8%

Assessment	Below (%)	On (%)	Above (%)
ELA 4	57.5%	26.3%	14.9%
ELA 5	54.4%	32.0%	12.7%
ELA 6	62.6%	25.7%	10.9%
ELA 7	59.3%	26.2%	13.6%
ELA 8	54.5%	29.2%	13.9%
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	46.9%	25.9%	27.2%
MAT 1	42.2%	35.6%	22.2%
MAT 2	62.6%	23.4%	14.0%
MAT 3	69.3%	19.5%	11.3%
MAT 4	72.7%	19.4%	7.9%
MAT 5	65.2%	22.5%	12.3%
MAT 6	67.7%	24.8%	7.5%
MAT 7	61.4%	25.0%	13.6%
MAT 8	56.8%	32.2%	10.9%
Algebra I	63.6%	14.7%	20.8%
Geometry	N/A	N/A	N/A
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	

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

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	✓

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).

The network revamped our RTII program to ensure we have robust Tier 2 interventions in place.

- As part of the revamp we added a responsive teaching block that addresses the specific learning needs of students with a focus on remediation for students that need additional help.
- Tier 3 interventions were also revamped and a new suite of interventions was rolled out last year.

English and Math pacing guides were updated to address learning gaps and give teachers flexible time that can be used to address these gaps.

### Intervention and Specialized Programming

Grade Band	ELA	Math	Specialized Programs	ELL
K-2	ARC SchoolPace	iReady Number Worlds	EverFi (Anchor)	Imagine Learning
	Amira		Zones of Regulation (Anchor)	Benchmark Adelante
3-8	iReady		Freckle (Low Incidence)	National Geographic
9-12	Read 180	Vizzle (Low Incidence)		iLit
	System 44			

	Quill			
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- 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.

Subject	K-2	3-8	HS
English	MAP Reading Fluency  Wilson’s Foundations Unit Assessments  Network-created assessments each quarter	MAP Growth Reading  Network-created assessments each quarter	Network-created assessments each quarter  PSATs at the end of the school year
Math	Network-created assessments administered each quarter	MAP Growth Math  Network-created assessments each quarter	Network-created assessments each quarter  MAP Algebra I

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

We used assessment results in our screening tool to identify at-risk students. Each school provides additional support to these families. All students receive an intervention based on their needs.

Each quarter school leaders and teachers analyze their data to identify learning gaps and create action plans that are executed during the next quarter.

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

Administration - We have an internal Data Analytics tool that gives school and district leaders access to school, section, and student level data.

Parents and Students –

- Schools send parents the MAP Reading Fluency Student report with a letter than explains the report and student performance.
- The District sends parents a letter at the start of the year with information for each assessment. Schools send home SPRs for state assessments and the MAP Student Report. Parents have access to Benchmark information in the report card, and based on need, have a discussion concerning performance during parent-teacher conference.



Board - The Network reports State Assessments results 60 days after the final results are released, and MAP results 3 X per year.

**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.)

“Renewal at these 10-year intervals shall be presumed provided ... the renaissance school project's average percent of students proficient on the New Jersey Assessment of Skills and Knowledge ... exceed the average percent of students proficient for the renaissance school district in which it is located in like grades by 15 percent or more in language arts literacy, mathematics, or both after five years, and 25 percent or more in language arts literacy, mathematics, or both after ten years, or achieves the State-level proficiency standards during that period.”

Using 2019 NJSLA scores, the most recent available data, from Mastery and Camden City School District, Mastery’s proficiency rates exceed those of CCSD by more than 25% in all areas.

Test	Mastery	CCSD	Points Difference	Percent Difference
ELA 3-8	21%	15%	6%	40%
Math 3-8	14%	9%	5%	56%
ELA 9-11	28%	18%	10%	56%
Algebra I	24%	8%	16%	200%
Algebra II	16%	4%	12%	300%
Geometry	4%	3%	1%	33%

**1.6 Organizational Capacity**

- a) As **Appendix B**, provide an organizational chart of the renaissance school project for the 2022-2023 school year.

See Appendix B.

- 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.

See Appendix C.

**1.7 2022-2023 School Calendar**

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

See Appendix D.

## School Culture and Climate

### 2.1 School Culture and Climate

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- 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.)

Student Achievement Above All—our number one value as an organization is the success of our students rooted firmly in our mission statement: All students learn the academic and personal skills they need to succeed in higher education, compete in the global economy, and pursue their dreams. Specifically, during the closure, a renewed focus on our trauma-informed practices and engaging our families robustly has helped ensure we are meeting student’s most basic needs that are foundational to ensuring academic achievement. This called on us to provide ongoing professional development to our teaching staff as they learned to translate their in person teaching expertise to the online classrooms. We maintained our teacher development and evaluation programs, using classrooms observations, written feedback, coaching meetings, and weekly professional development to support teacher development and student learning.

A culture of achievement begins with airtight school policies and procedures and instruction that is rigorous, standards-based, and always drives towards measurable outcomes. Our program is designed to build skills report period by report period, grade by grade, in order to prepare students for college and beyond. The use of high quality curricular materials like Eureka (Math), Agile Minds (Math), and Springboard (ELA) ensured that classroom instruction was rigorous and aligned to state learning standards. As students progressed to the next grade and through the school year, these instructional materials provided rich opportunities for students to reinforce prerequisite skills and build new knowledge on grade level content.

In line with this, we use rigorous benchmark assessments, reading growth assessments, and portfolio assignments that push students to produce challenging work that represents the high instructional bar that Mastery sets. We celebrate our academic successes and we target deficits strategically and urgently, constantly focusing on moving students forward in measurable ways. Every minute counts—children’s futures depend on it.

That said, we measure our success and progress across our schools in a variety of formats. All of our schools in Camden have dramatically improved student attendance, decreased incidence of disciplinary infractions, and improved the climate and culture of their buildings. Our leader retention is among the highest in the country amongst our peers.

- 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.)

Students identified as having emotional support needs participate in a therapeutic program driven by their individual needs as laid out in the individualized education plans.

- Students are engaged in Second Step programming during morning meeting to build a core set of grade-level appropriate social emotional skills.
  - Additionally, students with counseling needs receive counseling services. A designated school social worker provides additional support to students in need.
  - Our school nurse meet the needs outlined in students’ health plans, as well as daily medication needs, and all screening requirements.
  - Our flexible learning model is also grounded in Trauma-Informed Practices, a renewed Equity Lens and significant differentiation provided through small-group instruction and technology.
- 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	226	2	0
1	208	4	0
2	238	2	0
3	246	32	0
4	237	49	0
5	249	52	0
6	238	69	0
7	239	47	0
8	236	53	0
9	200	44	0
10	169	20	0
11	201	34	0
12	151	20	0

In the prior year, suspensions were lower because of remote learning.

## **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.

#### August

- New & Returning Student Orientation - We showed our new families what a day in our school would look like and the school environment their child will be enjoying.
- Kindergarten Orientation – We trained parents on what Kindergarten classes contain and the school environment which their child will be enjoying.
- Enrollment Events – Parents and Community were invited for ice cream.
- Food Bank – Every month Molina Upper School and Mastery High School of Camden hosts a food bank with goods supplies from Southern Food Bank that allows families and community members to shop for food.

#### September

- Back to School Night – Parents met their teachers
- Title I Meeting – Parents were informed about our Title I program and invited to give input.
- Horizon Health Truck- We gave parents, guardians, staff, and the community an opportunity to get their blood sugar checked and blood pressure. They also offered lots of resources for families.
- Fiesta Latina – Families Participated in a celebration where they learned about different Hispanic Heroes and also learn how to Salsa Dance.
- Food Bank

#### October

- Fall Festival – Students and families participated in a series of rotations where they got to dance, draw, sing and much more.
- Food Bank

#### November

- Mastery Votes Campaign - We encouraged families to go out and vote.
- Spirit Week - Different themes every day like pajama day, crazy sock day, etc.
- RP1 Parent Teacher Conference – Parents met with their children’s teachers, reviewed report cards, and discussed their children’s progress.
- Parent Meeting - Guest Speaker spoke to families about Bullying Issues.
- Thanksgiving Baskets – We prepared beautiful baskets for parents and received food from the Goldberg Group to give to more parents.
- Food Bank

#### December

- Winter Concert - Parents enjoyed listening to their child singing songs they learned in music class.
- Camden Monarchs a Merry Christmas- Families were chosen to participate in this event and received presents for the whole family.
- Winter Wonderland - Students and Families were able to enjoy different rotations with different arts and crafts, snacks and music.
- Food Bank

#### January

- Title I Meeting – Parents were informed about our Title I program and invited to give input.

- Career Day- Parents were able to volunteer to talk to students about their career. Students were also able to dress up like what they wanted to be when they grow up and talk about why.
- RP2 Parent Teacher Conference – Parents met with their children’s teachers, reviewed report cards, and discussed their children’s progress.
- Parent Action Team Meeting
- Food Bank
- Black History Celebration /Career Day– Parents were invited to our Black History Month Celebration.
- Parent Meeting – Self Care
- Food Bank

March

- Parent Meeting - Families were invited to a meeting to give input and talk about their experience with the school and things they would like to see happen in our school.
- Parent Action Team Meeting
- Food Bank

April

- Parent Meeting – Parents learned about upcoming events and volunteer opportunities.
- Parent Teacher Conferences - Parents learned about their students’ progress.
- Spirit Week Activities culminating in Blue & White Night.
- Food Bank

May

- New Student Signing Day and Registration Day - New families were able to come in and learn more about our school and register.
- RP3 Parent Teacher Conference – Parents met with their children’s teachers, reviewed report cards, and discussed their children’s progress.
- Parent Action Team Meeting
- Food Bank

June

- Fun and Field Day - Students and families celebrated the end of the year.
- Title I Meeting – Parents were informed about our Title I program and invited to give input.
- K-8<sup>th</sup> Grade Move Up
- End of Year Awards Assembly
- Food Bank
- Graduation Ceremonies
- Student Award Ceremonies

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.

- Parent Association -
  - School events: set up decorations and spreading the word about school events
  - Outreach: Sharing information with families about school events
  - Parents volunteer and call incoming families total about their experience at Mastery
- Parent Volunteer Recruitment - Parents were given the charge to recruit parent volunteers.

- Parent Action Team

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**

<b>Partnering Organization</b>	<b>Description of the Partnership</b>	<b>Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.</b>
Camden County College	Dual enrollment	
HISPA	HISPA is a group of Hispanic role models that visit the middle school grades once a month to discuss and share their professional careers and college experiences.	In this 3 year partnership HISPA has serviced over 125 students and hosted 15 high schoolers to attend their annual conference at Princeton University.
Education Works	Education Works is our aftercare provider. Students participate in homework help, STEM activities and VAPA events.	Students in grade K-8 are enrolled.
Organization Booksmiles	Students learn the importance of books and receive texts to read over the summer.	All K-2 students at Molina Lower are enrolled.

**Table 7: Community Involvement with Community Institutions**

<b>Partnering Organization</b>	<b>Description of the Partnership</b>	<b>Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.</b>
KROC Center	Swim Classes	40 students and 2 staff, 10 sessions at end of year
After School All Stars	Upper School After School	80 students of 3rd – 8th grades were served
Scholastic Book Fair	In-school book fair	Week-long book fair for students, families and staff to shop and benefit the school with a portion of the proceeds
Salvation Army KROC Center	Community resource fair	Presentations to families at community resource fair about low-cost summer programs for youth
Parents for Great Camden Schools	Community resource fair	Presentations to families at community resource fair; Assistance in organizing parent association and conducting outreach to students' families
Cathedral Kitchen, Camden, NJ	Partner in Service Opportunity for Families	Accepted student & family placements for MLK Service Day.
Coopers Ferry Development	Get Healthy Camden Campaign works to help schools to develop comprehensive health and Wellness Policies for Camden Schools	Health and Wellness Policy is complete and ready to be submitted for board approval this Spring.
Parents for Great Camden School	PGCS works with ALL parents and ALL schools to promote parent advocacy for school improvement in Camden City. Two-part parent training on advocacy and engagement.	One of our sponsors for the visual and performing arts program i.e. Haunted House and Spring production – Once on an Island
Better Education for Kids	BEK is a new partner this year. They are a choice advocacy group that works closely with NJ Charter School Association.	This year they donated nearly 300 book bags to give away.

Jewish Community Relations Council	Bookmates Volunteers reading to students 30 minutes a day	20 students in 1st and 2nd grade
Camden County Police Department	Officers Volunteers to read 30 minutes at a time with students	10 Kindergarten students
YMCA	Soccer For success	Served about 50 students and teach them soccer skills and also team work
Food Bank of South Jersey	Monthly food event for families	Food Distributed for Mastery Families and the surrounding community to approximately 900 families
Girls Scouts of Central and South Jersey	Troop for students K-2	Weekly meetings with students from October to June
Scholastics	Book Fair	Week Long Book Fair for student's, families, and staff
Boys Scouts	Troop for students K-2	Weekly meetings from October to June
Sister City Girls' Choir	Students K-2	Weekly rehearsals followed by performances in and outside of the school
Math Hoops & Philadelphia 76ers	Math & Basketball competitions	Our team won a year-long math tournament in which students and families participated
Epiphany Fellowship Church Camden	Pastor Ernie is an invaluable asset to our school community contributing food, haircuts, school supplies and holiday gifts to families.	Donated freezer for the Food Pantry. Gave out 125 Easter baskets to families.
Project Little Warriors	Free yoga for students, parents, and teachers	20 students participated in 4 classes
WWITS	Human Trafficking Awareness Presentations	2 workshops for parents and students
Camden County College	Education Opportunity Fund	26 parents participated in the Education Opportunity Fund Program



NJ American Water Company	Project WET Workshop	Professional development provided to biology teachers
Allies in Caring	Mental health services for ESL families	Presented to ESL families on services
Southern Food Bank	Partners with Molina Upper to provide food to families in our area	300 families
All-Stars Program	Afterschool programming	80 students
Rutgers Program	Giving the opportunity for 6th-8th grade students to learn about our environment and river.	30 students

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

Our community and educational connections directly serve our mission to partner with families and the greater community to educate our students. Our partnerships provide our students with academic and enrichment experiences and resources that complement and enhance our daily instruction and social emotional support. These partnerships help establish connections and skills our students can use in and outside of the classroom. Where possible, we focus our partnerships on developing our students’ cultural identities and connections to their community.

## 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 Criminal Background Check	Date of all NJSBA Training
Reuel Robinson	6/16/14	6/22/23	Member	<a href="mailto:miciaha@yahoo.com">miciaha@yahoo.com</a>	7/15/15	10/14/20
Judith Tschirgi	6/16/14	6/22/23	Member	<a href="mailto:jtschirgi@gmail.com">jtschirgi@gmail.com</a>	2/4/15	1/31/22
James Reynolds	5/18/16	6/22/24	Member	<a href="mailto:jmreynolds@jmreynolds.com">jmreynolds@jmreynolds.com</a>	7/20/16	12/31/21
Sharell Sharp	5/18/16	Resigned	Member	<a href="mailto:trose910@gmail.com">trose910@gmail.com</a>	10/12/16	7/1/19
Jim Sheward	6/15/16	6/22/24	President	<a href="mailto:jim@shewardfamily.com">jim@shewardfamily.com</a>	3/1/17	7/18/19

- 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.*

See Appendix E.

- c) As **Appendix F**, provide a copy of any amendments to the bylaws the board of trustees adopted during the 2021-2022 school year.

See Appendix F.

- 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.

<http://www.masterycharter.org/about/board-of-trustees/>

- e) Please identify the number of board members required by the renaissance school project’s bylaws.

The Board shall consist of no less than 3 and no more than 7 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 Sites 1-6**

### Site 1 Cramer Hill Elementary Enrollment

Grade	Enrollment Count on Last Day of the 2021-2022 School Year	Projected Enrollment for the 2022-2023 School Year
K	88	84
Grade 1	77	81
Grade 2	89	78
Grade 3	87	81
Grade 4	82	81
Grade 5	80	81
Grade 6	83	81
Grade 7	82	84
Grade 8	87	84
<b>Total</b>	<b>755</b>	<b>735</b>

### Site 2 Molina Lower Elementary Enrollment

Grade	Enrollment Count on Last Day of the 2021-2022 School Year	Projected Enrollment for the 2022-2023 School Year
K	66	75
Grade 1	68	65
Grade 2	74	65
<b>Total</b>	<b>208</b>	<b>205</b>

**Site 3 Molina Upper Elementary Enrollment**

<b>Grade</b>	<b>Enrollment Count on Last Day of the 2021-2022 School Year</b>	<b>Projected Enrollment for the 2022-2023 School Year</b>
Grade 3	77	75
Grade 4	73	75
Grade 5	82	75
Grade 6	76	84
Grade 7	61	81
Grade 8	76	65
<b>Total</b>	<b>445</b>	<b>455</b>

**Site 4 East Camden Middle Enrollment**

<b>Grade</b>	<b>Enrollment Count on Last Day of the 2021-2022 School Year</b>	<b>Projected Enrollment for the 2022-2023 School Year</b>
Grade 5	0	80
Grade 6	82	80
Grade 7	87	80
Grade 8	65	85
<b>Total</b>	<b>234</b>	<b>325</b>

**Site 5 Mastery High School of Camden Enrollment**

<b>Grade</b>	<b>Enrollment Count on Last Day of the 2021-2022 School Year</b>	<b>Projected Enrollment for the 2022-2023 School Year</b>
Grade 9	190	200
Grade 10	171	190
Grade 11	204	160

Grade 12	149	185
<b>Total</b>	<b>714</b>	<b>735</b>

**Site 6 McGraw Elementary Enrollment**

<b>Grade</b>	<b>Enrollment Count on Last Day of the 2021-2022 School Year</b>	<b>Projected Enrollment for the 2022-2023 School Year</b>
K	69	70
Grade 1	67	75
Grade 2	67	60
Grade 3	74	70
Grade 4	83	75
Grade 5	76	0
<b>Total</b>	<b>436</b>	<b>350</b>

- 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	2,789
Final Funding from Camden City School District Fiscal Year 22	\$54,982,976.11
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	2,805
Projected Funding from Camden City School District Fiscal Year 23	\$59,252,015
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 a stable enrollment for the Mastery Schools of Camden, each school works diligently to track closely their attendance, enrollment, and attrition rates. There are a variety of tactics leveraged to ensure that the school enrollment is healthy throughout the year:

**Enrollment monitoring**

- The school actively takes and monitors attendance on a daily basis, as it is an essential lead indicator of healthy enrollment. Attendance is completed by 8:30 am, and follow ups to absent students happen during that morning. If students are absent for 3 consecutive days, letters are set home and meetings with the family are scheduled.
- Enrollment tracking, particularly around new enrollments and withdraws, occurs in real-time in the Mastery student information system (SIS), eSchool. Regular discussions around this data occurs between leaders in the school on a daily (at the start of the year) to weekly (later in the year) basis to ensure that trends are identified and acted upon.
- Applications and new enrollments are closely tracked throughout the year, so that appropriate outreach actions are taken to support members of the community to join the school.

**Attrition minimization**

- Students and parents are frequently engaged in conversations about the school community to ensure that their needs are met and they play a strong part in their education.
- For students who elect to leave the community, part of the withdraw process is an opportunity to share with the school why this withdraw occurred. This data is collated in the Mastery SIS for analysis. If trends are demonstrated (I.E. transportation, bullying, etc.), actions are taken by the school leader to mitigate these concerns/issues.

## Facilities

### 5.1. Funding

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

There are no anticipated changes in facility financing.

- 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.

McGraw Elementary – Exterior Entrance Improvement.

Molina Elementary - Interior Renovation

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

Site plans are within the confines of what was previously approved by New Jersey DoE and the Camden City School District as part of the substantial reconstruction plans.

- 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.

McGraw Elementary School; 3051 Freemont Ave, Camden, NJ 08105

Molina Elementary School- 601 Vine Street, Camden, NJ 08102

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

Improve exterior entrance to the school

Improve classroom aesthetics and increase total learning space

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

The facility meets regulations pertaining to health & safety of pupils.



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

Molina Elementary- Interior Renovation:

This project is slated to be substantially completed by June of 2024.

McGraw Elementary - Exterior Entrance Improvement:

This is a short-term project that is expected to be completed by Fall 2022, thus there is no separate Appendix G.

## Signatures

### School Official / School Lead

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Signature: 

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Date: 7/19/2022

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Print/Type Full Name: Scott Gordon

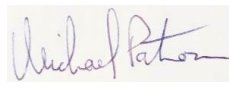
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Title: C.E.O.

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### Signatory Official (President, Board of Trustees)

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

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Date: 7/19/2022

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Print/Type Full Name: Michael Patron

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Title: Board Secretary

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# **MASTERY SCHOOLS OF CAMDEN**

## **Urban Hope Act Annual Report**

**August 1, 2022**

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## Annual Report Questions

### Basic Information about the School

Fill in the requested information in Table 1 below.

**Table 1: Basic Information**

Name of renaissance school project	Mastery Schools of Camden
Grade level(s) to be served in 2022-2023	K-12
2021-2022 Total enrollment as of June 30, 2022	2795
Projected enrollment for 2022-2023	2805
Current waiting list for 2022-2023	110
Waitlist within the district/region of residence	106
Waitlist of non-resident district/region of residence	4
Website address	<a href="http://www.masterynj.org">http://www.masterynj.org</a>
Name of board president	Jim Sheward
Board president email address	<a href="mailto:jim@shewardfamily.com">jim@shewardfamily.com</a>
Board president direct phone number	(610) 952-1201
Name of school leader	Scott Gordon
School leader email address	<a href="mailto:Scott.Gordon@Masterycharter.org">Scott.Gordon@Masterycharter.org</a>
School leader direct phone number and extension as necessary	267-872-8710
Name of School Business Administrator (SBA)	Chris Barts
SBA email address	<a href="mailto:Chris.Barts@Masterycharter.org">Chris.Barts@Masterycharter.org</a>
SBA direct phone number	267-838-1313

## 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**

School Site 1 Information	
Site name	Cramer Hill Elementary
Year site opened	2014
Grade level(s) served at this site in 2021-2022	K-8
Grade level(s) to be served at this site in 2022-2023	K-8
Site street address	1001 North 17th Street
Site city	Camden
Site zip	08105
Site phone number	856-726-0027
Site lead or primary contact's name	Jessie Gismondi
Site lead's email address	<a href="mailto:Jessie.Gismondi@MasteryNJ.org">Jessie.Gismondi@MasteryNJ.org</a>
Site lead or primary contact cell phone number	856-371-3368

School Site 2 Information	
Site name	Molina Lower Elementary
Year site opened	2017
Grade level(s) served at this site in 2021-2022	K-2
Grade level(s) to be served at this site in 2022-2023	K-2
Site street address	415 North 9th Street
Site city	Camden
Site zip	08102
Site phone number	856-993-7004

<b>School Site 2 Information</b>	
Site lead or primary contact's name	Kimberly Blake
Site lead's email address	<a href="mailto:Kimberly.Blake@MasteryNJ.org">Kimberly.Blake@MasteryNJ.org</a>
Site lead or primary contact cell phone number	856-298-3472

<b>School Site 3 Information</b>	
Site name	Molina Upper Elementary
Year site opened	2015
Grade level(s) served at this site in 2021-2022	3-8
Grade level(s) to be served at this site in 2022-2023	3-8
Site street address	601 Vine Street
Site city	Camden
Site zip	08102
Site phone number	856-966-8970
Site lead or primary contact's name	Rickia Reid
Site lead's email address	<a href="mailto:Rickia.Reid@MasteryNJ.org">Rickia.Reid@MasteryNJ.org</a>
Site lead or primary contact cell phone number	856-298-6606

<b>School Site 4 Information</b>	
Site name	East Camden Middle
Year site opened	2015
Grade level(s) served at this site in 2021-2022	6-8
Grade level(s) to be served at this site in 2022-2023	5-8
Site street address	3064 Stevens Street
Site city	Camden

<b>School Site 4 Information</b>	
Site zip	08105
Site phone number	856-966-5111
Site lead or primary contact's name	Stephen Williams
Site lead's email address	<a href="mailto:Stephen.Williams@masterycharter.org">Stephen.Williams@masterycharter.org</a>
Site lead or primary contact cell phone number	856-777-2509

<b>School Site 5 Information</b>	
Site name	Mastery High School of Camden
Year site opened	2018
Grade level(s) served at this site in 2021-2022	9-12
Grade level(s) to be served at this site in 2022-2023	9-12
Site street address	800 Erie Street
Site city	Camden
Site zip	08102
Site phone number	856-966-5111
Site lead or primary contact's name	Andrew Anderson
Site lead's email address	<a href="mailto:Andrew.Anderson@masterycharter.org">Andrew.Anderson@masterycharter.org</a>
Site lead or primary contact cell phone number	908-839-1507

<b>School Site 6 Information</b>	
Site name	McGraw Elementary
Year site opened	2015
Grade level(s) served at this site in 2021-2022	K-5
Grade level(s) to be served at this site in 2022-2023	K-4



School Site 6 Information	
Site street address	3051 Fremont Street
Site city	Camden
Site zip	08105
Site phone number	856-966-8960
Site lead or primary contact's name	Danielle Horowitz
Site lead's email address	Danielle.Horowitz@masterycharter.org
Site lead or primary contact cell phone number	856-298-9942

## 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.)

**THE MISSION**

*All students learn the academic and personal skills they need to succeed in higher education, compete in the global economy, and pursue their dreams.*

Serving the students of Camden towards our ambitious mission has meant providing robust programming for students with a variety of special education and English language needs. Our programming is designed on an individual basis to respond to the needs of each student, to meet them where they are academically, behaviorally, and socio-emotionally to support them in meeting our rigorous expectations. At our high school, we have expanded programming to include multiple pathways for all learners. Dual enrollment and career and technical education partnerships have provided opportunities for students to engage in community-based learning that aligns with their post-secondary plans. In addition to our academic programs, students engage in daily social-emotional learning through community and morning meetings, in which teachers develop social skills and support students in their interactions with peers and school staff. Students and families also have access to daily aftercare services, if needed, and summer programming that provides opportunities for enrichment, homework support, and joyful activities such as arts and crafts and sports. Our summer program prioritized the needs of students in reading and math and partnered with outside organizations to provide further enrichment. We provided in-person support for all students in our summer credit recovery program, bringing back three-dimensional instructional support in the class while utilizing high quality, web-based course offerings. Furthermore, students experience a variety of enrichment courses throughout the year including Spanish, physical

education, art and music - all designed to provide access to varied coursework to prepare our students beyond Mastery. Our sports and extracurricular programs also help ensure students have a robust and holistic experience. Our mission has never been more important than now, given the challenges of the Covid-19 pandemic, and we have worked expeditiously to ensure all students have access to laptops, internet and the resources and supports they need to be successful.

## 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.

See Appendix A. Mastery Schools of Camden'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 2022-2023 school year we will be adopting Amplify Science (K-8) and TCI Social Studies (K-12) for our programming for science and social studies. Both programs are highly rated and went through a robust internal selection process before we landed on a decision last spring.

## 1.3 Instruction

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

Mastery describes and defines high quality instruction through our Instructional Standards. The Instructional Standards are a compilation of best teaching practices, successful teacher traits, and common measures of student success. Each standard is designed to create an effective, rigorous and joyful classroom experience that will serve to prepare students for post-secondary success, the global economy, and the pursuit of their dreams. There are five Instructional Standards:

1. Student Achievement: The degree to which students master the content, grow academically and achieve.
2. Content Engagement: The degree to which students are brought into and actively navigate their academic experience.
3. Supportive Community: The degree to which students participate in, support and enrich the academic experience of their classmates.
4. Lesson Design and Facilitation: The degree to which the teacher designs and facilitates a lesson that moves all students forward academically.
5. Motivation, Relationships & Classroom Management: The degree to which the teacher motivates, builds mindset and creates a supportive classroom community.

The Instructional Standards serve as the pedagogical basis for teacher reflection, coaching, professional development, and evaluation. Our Instructional Standards are our vision for excellent teaching and serve as the basis for our teacher development and evaluation. Teachers, school leaders and teacher coaches use the Instructional Standards to define strengths and opportunities to further teacher practice.

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

Our instructional program is rooted in balancing direct instruction with a conceptual approach, to attend to the demands of the NJ state standards. Our program ensures we meet students where they are in order to support them with achieving the rigorous bar set by the NJSLA assessments. As such, all of our programming offers our students multiple experiences to ensure they are both growing and improving against the grade level bar. We balance all of our instruction with a culture of joy, play and enriching experiences that meet the holistic needs of our learners.

### **Literacy**

Mastery believes the foundation of student achievement is reading. The National Research Council found that "Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skill at the end of 3rd grade." With this in mind, one of our most important priorities is to develop all teachers as exceptional reading instructors, employing best practices in reading instruction.

Mastery's early reading program is purposefully designed to meet students' needs in terms of decoding, comprehension, fluency, vocabulary and writing. At the K-2 level, Mastery dedicates 180+ minutes to literacy instruction through a balanced approach that includes guided reading, phonics instruction, and our KIPP Wheatley standards-aligned reading and writing program. Foundations is the curriculum that we use for phonics instruction- all K-2 students receive at least 30 minutes/day of systematic instruction to build their foundational reading skills. K-2 classrooms also have a higher teacher to student ratio where most classrooms have a Literacy Support teacher that provides additional support: this allows our staff to provide targeted interventions to struggling readers and provide differentiated instruction to meet unique student needs.

In grades 3-8, we use the KIPP Wheatley curriculum as our ELA curriculum, which includes reading, writing and support components. Wheatley includes close reading lessons with complex texts focused on building students' skills to deeply understand what they are reading as well as building knowledge. Through Wheatley writing lessons, students learn explicit frameworks for constructing narrative, explanatory, and argumentative writing products that draw on the essential themes and unique features of the texts students are reading. Through an additional Literature Centers block, teachers spent time with students on students' instructional levels to support reading growth through Guided Reading, independent reading, anchor novel support, and remediation.

At the high school level for grades 9-12, Springboard serves as our ELA curriculum. Springboard is a complete instructional program that prepares students for college-level work. It includes texts, daily objectives, checks for understanding, daily lesson assessments and end of unit assessments that are aligned with the rigor of the NJ learning standards and NJSLA and will provide formative and actionable data to drive instruction.

Throughout the K-8 program, students' reading is assessed in several important ways. First, we use the Fountas and Pinnell Benchmark Assessment System for all students in grades K-2 and for our special education students in our other grade levels to constantly measure student reading levels on an A-Z continuum in order to identify specific strengths and weaknesses. Second, students take NJSLA-aligned checkpoint assessments twice per quarter and quarterly benchmark assessments that align with our Wheatley curriculum modules every 8-10 weeks beginning in third grade. These assessments are used as the primary tool for teacher planning and instructional delivery in grades 3-

8. We also take a similar approach to quarterly ELA benchmark assessments in grades 9-12 that aligns with our Springboard curriculum as well. Third, we administer the NWEA MAP (Measures of Academic Progress) assessment to the fall, winter and spring to assess student growth over time. MAP provides valuable data to leaders and teachers to inform data-driven instruction to be responsive to the needs of individual learners.

## **Math**

Eureka Math is our K-8 math program and focuses on several guiding principles to support strong math instruction in the classroom:

Our approach to math instruction is to provide students with authentic experiences learning about numbers and how they work by way of investigation with the use of manipulatives and sharing their learning by engaging in robust discussions.

Students share their thinking about how to solve problems and learn from other students in the process.

In the Eureka program, students learn grade-level content, as defined by the NJ learning standards and NJSLA, by engaging in aligned fluency routines, high-quality tasks, problem sets, class discussions, and mathematical models to explore mathematical concepts and skills. Students solidify their learning through extended application, practice of the mathematics and the lesson debrief.

Agile Mind is the core resource for High School Algebra courses at Mastery High School of Camden for grades 9-12, and focuses on four areas of student preparation:

1. Cohesion – The common-core aligned curriculum used within these curricula prepares students for the rigors of NJSLA
2. Rigor – A balance of procedural and conceptual understanding within the curricula ensures that students are actively preparing for advanced study in mathematics
3. Critical Thinking – These curricula regularly incorporate real-world application opportunities grounded in the Standards for Mathematical Practice in order to build the critical thinking skills needed for post-secondary success.
4. Remediation - The Intensified Algebra curriculum is used in 9th and 10th grade to ensure that all students are provided a comprehensive research-based intervention to address unfinished learning while simultaneously engaging with grade-level content in preparation for NJSLA and post-secondary readiness.

- 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?

Mastery Schools of Camden implemented a multi-tiered system of supports (MTSS) to support students with unfinished learning given the pandemic. Students were screened using a universal screener and that data was triangulated with Start Strong results, prior NJSLA results, and formative assessment data. Students were assigned to intervention courses for math and ELA based on their needs. In addition, small group tutoring was offered to supplement core instruction.

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

Students who were required to quarantine continued to participate in their full academic schedule via Zoom. Teachers streamed students into the class, continued to assign classwork and homework and monitoring student learning.

- 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?

In 2021-22, 4 second graders, 2 fifth graders, and 2 sixth graders were retained at grade level. Based on their specific needs, students who are retained will be provided additional academic supports to ensure growth and achievement. Specifically, students will be scheduled to academic interventions. Parents will be engaged through academic conferences to ensure that students are progressing towards grade level standards.

### 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 13<sup>th</sup>, 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	124	55%	29	13%	36	16%
ELA 5	113	47%	51	21%	40	17%
ELA 6	126	54%	44	19%	39	17%

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 7	125	53%	54	23%	26	11%
ELA 8	123	56%	32	15%	39	18%
ELA 9	89	46%	26	13%	41	21%
ELA 10	50	25%	35	31%	35	22%
MAT 4	166	73%	18	8%	2	1%
MAT 5	177	74%	22	9%	8	3%
MAT 6	169	73%	28	12%	5	2%
MAT 7	156	66%	36	15%	15	6%
MAT 8	126	58%	47	21%	19	9%
Algebra I	126	55%	22	10%	21	9%
Geometry	78	57%	25	18%	13	9%
Algebra II	152	65%	32	14%	5	2%

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

Assessment	Below (%)	On (%)	Above (%)
ELA K	86.7%	13.3%	N/A
ELA 1	83.9%	16.1%	N/A
ELA 2	86.2%	13.8%	N/A
ELA 3	63.5%	19.9%	15.8%
ELA 4	62.6%	19.8%	17.2%
ELA 5	58.2%	26.4%	14.2%
ELA 6	58.4%	29.2%	10.7%
ELA 7	58.5%	25.0%	12.1%

Assessment	Below (%)	On (%)	Above (%)
ELA 8	53.9%	27.9%	16.4%
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	39.0%	41.5%	19.5%
MAT 1	61.1%	30.3%	8.6%
MAT 2	74.7%	16.9%	8.4%
MAT 3	74.6%	20.3%	5.1%
MAT 4	72.6%	23.5%	3.8%
MAT 5	73.7%	22.4%	3.9%
MAT 6	70.1%	22.8%	6.7%
MAT 7	63.7%	24.3%	11.1%
MAT 8	61.7%	25.2%	13.1%
Algebra I	62.0%	15.3%	20.8%
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	37.4%	62.6%	N/A
ELA 1	82.1%	17.9%	N/A
ELA 2	78.2%	21.8%	N/A
ELA 3	57.8%	21.6%	19.8%

Assessment	Below (%)	On (%)	Above (%)
ELA 4	57.5%	26.3%	14.9%
ELA 5	54.4%	32.0%	12.7%
ELA 6	62.6%	25.7%	10.9%
ELA 7	59.3%	26.2%	13.6%
ELA 8	54.5%	29.2%	13.9%
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	46.9%	25.9%	27.2%
MAT 1	42.2%	35.6%	22.2%
MAT 2	62.6%	23.4%	14.0%
MAT 3	69.3%	19.5%	11.3%
MAT 4	72.7%	19.4%	7.9%
MAT 5	65.2%	22.5%	12.3%
MAT 6	67.7%	24.8%	7.5%
MAT 7	61.4%	25.0%	13.6%
MAT 8	56.8%	32.2%	10.9%
Algebra I	63.6%	14.7%	20.8%
Geometry	N/A	N/A	N/A
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	



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

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	✓

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).

The network revamped our RTII program to ensure we have robust Tier 2 interventions in place.

- As part of the revamp we added a responsive teaching block that addresses the specific learning needs of students with a focus on remediation for students that need additional help.
- Tier 3 interventions were also revamped and a new suite of interventions was rolled out last year.

English and Math pacing guides were updated to address learning gaps and give teachers flexible time that can be used to address these gaps.

### Intervention and Specialized Programming

Grade Band	ELA	Math	Specialized Programs	ELL
K-2	ARC SchoolPace	iReady Number Worlds	EverFi (Anchor)	Imagine Learning
	Amira		Zones of Regulation (Anchor)	Benchmark Adelante
3-8	iReady		Freckle (Low Incidence)	National Geographic
9-12	Read 180	Vizzle (Low Incidence)		iLit
	System 44			

	Quill			
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- 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.

Subject	K-2	3-8	HS
English	MAP Reading Fluency  Wilson’s Foundations Unit Assessments  Network-created assessments each quarter	MAP Growth Reading  Network-created assessments each quarter	Network-created assessments each quarter  PSATs at the end of the school year
Math	Network-created assessments administered each quarter	MAP Growth Math  Network-created assessments each quarter	Network-created assessments each quarter  MAP Algebra I

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

We used assessment results in our screening tool to identify at-risk students. Each school provides additional support to these families. All students receive an intervention based on their needs.

Each quarter school leaders and teachers analyze their data to identify learning gaps and create action plans that are executed during the next quarter.

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

Administration - We have an internal Data Analytics tool that gives school and district leaders access to school, section, and student level data.

Parents and Students –

- Schools send parents the MAP Reading Fluency Student report with a letter than explains the report and student performance.
- The District sends parents a letter at the start of the year with information for each assessment. Schools send home SPRs for state assessments and the MAP Student Report. Parents have access to Benchmark information in the report card, and based on need, have a discussion concerning performance during parent-teacher conference.

Board - The Network reports State Assessments results 60 days after the final results are released, and MAP results 3 X per year.

**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.)

“Renewal at these 10-year intervals shall be presumed provided ... the renaissance school project's average percent of students proficient on the New Jersey Assessment of Skills and Knowledge ... exceed the average percent of students proficient for the renaissance school district in which it is located in like grades by 15 percent or more in language arts literacy, mathematics, or both after five years, and 25 percent or more in language arts literacy, mathematics, or both after ten years, or achieves the State-level proficiency standards during that period.”

Using 2019 NJSLA scores, the most recent available data, from Mastery and Camden City School District, Mastery’s proficiency rates exceed those of CCSD by more than 25% in all areas.

Test	Mastery	CCSD	Points Difference	Percent Difference
ELA 3-8	21%	15%	6%	40%
Math 3-8	14%	9%	5%	56%
ELA 9-11	28%	18%	10%	56%
Algebra I	24%	8%	16%	200%
Algebra II	16%	4%	12%	300%
Geometry	4%	3%	1%	33%

**1.6 Organizational Capacity**

- a) As **Appendix B**, provide an organizational chart of the renaissance school project for the 2022-2023 school year.

See Appendix B.

- 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.

See Appendix C.

**1.7 2022-2023 School Calendar**

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

See Appendix D.

## School Culture and Climate

### 2.1 School Culture and Climate

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- 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.)

Student Achievement Above All—our number one value as an organization is the success of our students rooted firmly in our mission statement: All students learn the academic and personal skills they need to succeed in higher education, compete in the global economy, and pursue their dreams. Specifically, during the closure, a renewed focus on our trauma-informed practices and engaging our families robustly has helped ensure we are meeting student’s most basic needs that are foundational to ensuring academic achievement. This called on us to provide ongoing professional development to our teaching staff as they learned to translate their in person teaching expertise to the online classrooms. We maintained our teacher development and evaluation programs, using classrooms observations, written feedback, coaching meetings, and weekly professional development to support teacher development and student learning.

A culture of achievement begins with airtight school policies and procedures and instruction that is rigorous, standards-based, and always drives towards measurable outcomes. Our program is designed to build skills report period by report period, grade by grade, in order to prepare students for college and beyond. The use of high quality curricular materials like Eureka (Math), Agile Minds (Math), and Springboard (ELA) ensured that classroom instruction was rigorous and aligned to state learning standards. As students progressed to the next grade and through the school year, these instructional materials provided rich opportunities for students to reinforce prerequisite skills and build new knowledge on grade level content.

In line with this, we use rigorous benchmark assessments, reading growth assessments, and portfolio assignments that push students to produce challenging work that represents the high instructional bar that Mastery sets. We celebrate our academic successes and we target deficits strategically and urgently, constantly focusing on moving students forward in measurable ways. Every minute counts—children’s futures depend on it.

That said, we measure our success and progress across our schools in a variety of formats. All of our schools in Camden have dramatically improved student attendance, decreased incidence of disciplinary infractions, and improved the climate and culture of their buildings. Our leader retention is among the highest in the country amongst our peers.

- 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.)

Students identified as having emotional support needs participate in a therapeutic program driven by their individual needs as laid out in the individualized education plans.

- Students are engaged in Second Step programming during morning meeting to build a core set of grade-level appropriate social emotional skills.
  - Additionally, students with counseling needs receive counseling services. A designated school social worker provides additional support to students in need.
  - Our school nurse meet the needs outlined in students’ health plans, as well as daily medication needs, and all screening requirements.
  - Our flexible learning model is also grounded in Trauma-Informed Practices, a renewed Equity Lens and significant differentiation provided through small-group instruction and technology.
- 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	226	2	0
1	208	4	0
2	238	2	0
3	246	32	0
4	237	49	0
5	249	52	0
6	238	69	0
7	239	47	0
8	236	53	0
9	200	44	0
10	169	20	0
11	201	34	0
12	151	20	0

In the prior year, suspensions were lower because of remote learning.

## **2.2. Family and Community Engagement**

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- 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.

#### August

- New & Returning Student Orientation - We showed our new families what a day in our school would look like and the school environment their child will be enjoying.
- Kindergarten Orientation – We trained parents on what Kindergarten classes contain and the school environment which their child will be enjoying.
- Enrollment Events – Parents and Community were invited for ice cream.
- Food Bank – Every month Molina Upper School and Mastery High School of Camden hosts a food bank with goods supplies from Southern Food Bank that allows families and community members to shop for food.

#### September

- Back to School Night – Parents met their teachers
- Title I Meeting – Parents were informed about our Title I program and invited to give input.
- Horizon Health Truck- We gave parents, guardians, staff, and the community an opportunity to get their blood sugar checked and blood pressure. They also offered lots of resources for families.
- Fiesta Latina – Families Participated in a celebration where they learned about different Hispanic Heroes and also learn how to Salsa Dance.
- Food Bank

#### October

- Fall Festival – Students and families participated in a series of rotations where they got to dance, draw, sing and much more.
- Food Bank

#### November

- Mastery Votes Campaign - We encouraged families to go out and vote.
- Spirit Week - Different themes every day like pajama day, crazy sock day, etc.
- RP1 Parent Teacher Conference – Parents met with their children’s teachers, reviewed report cards, and discussed their children’s progress.
- Parent Meeting - Guest Speaker spoke to families about Bullying Issues.
- Thanksgiving Baskets – We prepared beautiful baskets for parents and received food from the Goldberg Group to give to more parents.
- Food Bank

#### December

- Winter Concert - Parents enjoyed listening to their child singing songs they learned in music class.
- Camden Monarchs a Merry Christmas- Families were chosen to participate in this event and received presents for the whole family.
- Winter Wonderland - Students and Families were able to enjoy different rotations with different arts and crafts, snacks and music.
- Food Bank

#### January

- Title I Meeting – Parents were informed about our Title I program and invited to give input.

- Career Day- Parents were able to volunteer to talk to students about their career. Students were also able to dress up like what they wanted to be when they grow up and talk about why.
- RP2 Parent Teacher Conference – Parents met with their children’s teachers, reviewed report cards, and discussed their children’s progress.
- Parent Action Team Meeting
- Food Bank
- Black History Celebration /Career Day– Parents were invited to our Black History Month Celebration.
- Parent Meeting – Self Care
- Food Bank

March

- Parent Meeting - Families were invited to a meeting to give input and talk about their experience with the school and things they would like to see happen in our school.
- Parent Action Team Meeting
- Food Bank

April

- Parent Meeting – Parents learned about upcoming events and volunteer opportunities.
- Parent Teacher Conferences - Parents learned about their students’ progress.
- Spirit Week Activities culminating in Blue & White Night.
- Food Bank

May

- New Student Signing Day and Registration Day - New families were able to come in and learn more about our school and register.
- RP3 Parent Teacher Conference – Parents met with their children’s teachers, reviewed report cards, and discussed their children’s progress.
- Parent Action Team Meeting
- Food Bank

June

- Fun and Field Day - Students and families celebrated the end of the year.
- Title I Meeting – Parents were informed about our Title I program and invited to give input.
- K-8<sup>th</sup> Grade Move Up
- End of Year Awards Assembly
- Food Bank
- Graduation Ceremonies
- Student Award Ceremonies

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.

- Parent Association -
  - School events: set up decorations and spreading the word about school events
  - Outreach: Sharing information with families about school events
  - Parents volunteer and call incoming families total about their experience at Mastery
- Parent Volunteer Recruitment - Parents were given the charge to recruit parent volunteers.

- Parent Action Team

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**

<b>Partnering Organization</b>	<b>Description of the Partnership</b>	<b>Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.</b>
Camden County College	Dual enrollment	
HISPA	HISPA is a group of Hispanic role models that visit the middle school grades once a month to discuss and share their professional careers and college experiences.	In this 3 year partnership HISPA has serviced over 125 students and hosted 15 high schoolers to attend their annual conference at Princeton University.
Education Works	Education Works is our aftercare provider. Students participate in homework help, STEM activities and VAPA events.	Students in grade K-8 are enrolled.
Organization Booksmiles	Students learn the importance of books and receive texts to read over the summer.	All K-2 students at Molina Lower are enrolled.

**Table 7: Community Involvement with Community Institutions**



<b>Partnering Organization</b>	<b>Description of the Partnership</b>	<b>Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.</b>
KROC Center	Swim Classes	40 students and 2 staff, 10 sessions at end of year
After School All Stars	Upper School After School	80 students of 3rd – 8th grades were served
Scholastic Book Fair	In-school book fair	Week-long book fair for students, families and staff to shop and benefit the school with a portion of the proceeds
Salvation Army KROC Center	Community resource fair	Presentations to families at community resource fair about low-cost summer programs for youth
Parents for Great Camden Schools	Community resource fair	Presentations to families at community resource fair; Assistance in organizing parent association and conducting outreach to students' families
Cathedral Kitchen, Camden, NJ	Partner in Service Opportunity for Families	Accepted student & family placements for MLK Service Day.
Coopers Ferry Development	Get Healthy Camden Campaign works to help schools to develop comprehensive health and Wellness Policies for Camden Schools	Health and Wellness Policy is complete and ready to be submitted for board approval this Spring.
Parents for Great Camden School	PGCS works with ALL parents and ALL schools to promote parent advocacy for school improvement in Camden City. Two-part parent training on advocacy and engagement.	One of our sponsors for the visual and performing arts program i.e. Haunted House and Spring production – Once on an Island
Better Education for Kids	BEK is a new partner this year. They are a choice advocacy group that works closely with NJ Charter School Association.	This year they donated nearly 300 book bags to give away.

Jewish Community Relations Council	Bookmates Volunteers reading to students 30 minutes a day	20 students in 1st and 2nd grade
Camden County Police Department	Officers Volunteers to read 30 minutes at a time with students	10 Kindergarten students
YMCA	Soccer For success	Served about 50 students and teach them soccer skills and also team work
Food Bank of South Jersey	Monthly food event for families	Food Distributed for Mastery Families and the surrounding community to approximately 900 families
Girls Scouts of Central and South Jersey	Troop for students K-2	Weekly meetings with students from October to June
Scholastics	Book Fair	Week Long Book Fair for student's, families, and staff
Boys Scouts	Troop for students K-2	Weekly meetings from October to June
Sister City Girls' Choir	Students K-2	Weekly rehearsals followed by performances in and outside of the school
Math Hoops & Philadelphia 76ers	Math & Basketball competitions	Our team won a year-long math tournament in which students and families participated
Epiphany Fellowship Church Camden	Pastor Ernie is an invaluable asset to our school community contributing food, haircuts, school supplies and holiday gifts to families.	Donated freezer for the Food Pantry. Gave out 125 Easter baskets to families.
Project Little Warriors	Free yoga for students, parents, and teachers	20 students participated in 4 classes
WWITS	Human Trafficking Awareness Presentations	2 workshops for parents and students
Camden County College	Education Opportunity Fund	26 parents participated in the Education Opportunity Fund Program

NJ American Water Company	Project WET Workshop	Professional development provided to biology teachers
Allies in Caring	Mental health services for ESL families	Presented to ESL families on services
Southern Food Bank	Partners with Molina Upper to provide food to families in our area	300 families
All-Stars Program	Afterschool programming	80 students
Rutgers Program	Giving the opportunity for 6th-8th grade students to learn about our environment and river.	30 students

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

Our community and educational connections directly serve our mission to partner with families and the greater community to educate our students. Our partnerships provide our students with academic and enrichment experiences and resources that complement and enhance our daily instruction and social emotional support. These partnerships help establish connections and skills our students can use in and outside of the classroom. Where possible, we focus our partnerships on developing our students’ cultural identities and connections to their community.

## 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 Criminal Background Check	Date of all NJSBA Training
Reuel Robinson	6/16/14	6/22/23	Member	<a href="mailto:miciaha@yahoo.com">miciaha@yahoo.com</a>	7/15/15	10/14/20
Judith Tschirgi	6/16/14	6/22/23	Member	<a href="mailto:jtschirgi@gmail.com">jtschirgi@gmail.com</a>	2/4/15	1/31/22
James Reynolds	5/18/16	6/22/24	Member	<a href="mailto:jmreynolds@jmreynolds.com">jmreynolds@jmreynolds.com</a>	7/20/16	12/31/21
Sharell Sharp	5/18/16	Resigned	Member	<a href="mailto:trose910@gmail.com">trose910@gmail.com</a>	10/12/16	7/1/19
Jim Sheward	6/15/16	6/22/24	President	<a href="mailto:jim@shewardfamily.com">jim@shewardfamily.com</a>	3/1/17	7/18/19

- 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.*

See Appendix E.

- c) As **Appendix F**, provide a copy of any amendments to the bylaws the board of trustees adopted during the 2021-2022 school year.

See Appendix F.

- 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.

<http://www.masterycharter.org/about/board-of-trustees/>

- e) Please identify the number of board members required by the renaissance school project’s bylaws.

The Board shall consist of no less than 3 and no more than 7 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 Sites 1-6**

### Site 1 Cramer Hill Elementary Enrollment

Grade	Enrollment Count on Last Day of the 2021-2022 School Year	Projected Enrollment for the 2022-2023 School Year
K	88	84
Grade 1	77	81
Grade 2	89	78
Grade 3	87	81
Grade 4	82	81
Grade 5	80	81
Grade 6	83	81
Grade 7	82	84
Grade 8	87	84
<b>Total</b>	<b>755</b>	<b>735</b>

### Site 2 Molina Lower Elementary Enrollment

Grade	Enrollment Count on Last Day of the 2021-2022 School Year	Projected Enrollment for the 2022-2023 School Year
K	66	75
Grade 1	68	65
Grade 2	74	65
<b>Total</b>	<b>208</b>	<b>205</b>

**Site 3 Molina Upper Elementary Enrollment**

<b>Grade</b>	<b>Enrollment Count on Last Day of the 2021-2022 School Year</b>	<b>Projected Enrollment for the 2022-2023 School Year</b>
Grade 3	77	75
Grade 4	73	75
Grade 5	82	75
Grade 6	76	84
Grade 7	61	81
Grade 8	76	65
<b>Total</b>	<b>445</b>	<b>455</b>

**Site 4 East Camden Middle Enrollment**

<b>Grade</b>	<b>Enrollment Count on Last Day of the 2021-2022 School Year</b>	<b>Projected Enrollment for the 2022-2023 School Year</b>
Grade 5	0	80
Grade 6	82	80
Grade 7	87	80
Grade 8	65	85
<b>Total</b>	<b>234</b>	<b>325</b>

**Site 5 Mastery High School of Camden Enrollment**

<b>Grade</b>	<b>Enrollment Count on Last Day of the 2021-2022 School Year</b>	<b>Projected Enrollment for the 2022-2023 School Year</b>
Grade 9	190	200
Grade 10	171	190
Grade 11	204	160

Grade 12	149	185
<b>Total</b>	<b>714</b>	<b>735</b>

**Site 6 McGraw Elementary Enrollment**

<b>Grade</b>	<b>Enrollment Count on Last Day of the 2021-2022 School Year</b>	<b>Projected Enrollment for the 2022-2023 School Year</b>
K	69	70
Grade 1	67	75
Grade 2	67	60
Grade 3	74	70
Grade 4	83	75
Grade 5	76	0
<b>Total</b>	<b>436</b>	<b>350</b>



- 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	2,789
Final Funding from Camden City School District Fiscal Year 22	\$54,982,976.11
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	2,805
Projected Funding from Camden City School District Fiscal Year 23	\$59,252,015
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 a stable enrollment for the Mastery Schools of Camden, each school works diligently to track closely their attendance, enrollment, and attrition rates. There are a variety of tactics leveraged to ensure that the school enrollment is healthy throughout the year:

**Enrollment monitoring**

- The school actively takes and monitors attendance on a daily basis, as it is an essential lead indicator of healthy enrollment. Attendance is completed by 8:30 am, and follow ups to absent students happen during that morning. If students are absent for 3 consecutive days, letters are set home and meetings with the family are scheduled.
- Enrollment tracking, particularly around new enrollments and withdraws, occurs in real-time in the Mastery student information system (SIS), eSchool. Regular discussions around this data occurs between leaders in the school on a daily (at the start of the year) to weekly (later in the year) basis to ensure that trends are identified and acted upon.
- Applications and new enrollments are closely tracked throughout the year, so that appropriate outreach actions are taken to support members of the community to join the school.

**Attrition minimization**

- Students and parents are frequently engaged in conversations about the school community to ensure that their needs are met and they play a strong part in their education.
- For students who elect to leave the community, part of the withdraw process is an opportunity to share with the school why this withdraw occurred. This data is collated in the Mastery SIS for analysis. If trends are demonstrated (I.E. transportation, bullying, etc.), actions are taken by the school leader to mitigate these concerns/issues.

## Facilities

### 5.1. Funding

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

There are no anticipated changes in facility financing.

- 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

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

McGraw Elementary – Exterior Entrance Improvement.

Molina Elementary - Interior Renovation

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

Site plans are within the confines of what was previously approved by New Jersey DoE and the Camden City School District as part of the substantial reconstruction plans.

- 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.

McGraw Elementary School; 3051 Freemont Ave, Camden, NJ 08105

Molina Elementary School- 601 Vine Street, Camden, NJ 08102

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

Improve exterior entrance to the school

Improve classroom aesthetics and increase total learning space

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

The facility meets regulations pertaining to health & safety of pupils.

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

Molina Elementary- Interior Renovation:

This project is slated to be substantially completed by June of 2024.

McGraw Elementary - Exterior Entrance Improvement:

This is a short-term project that is expected to be completed by Fall 2022, thus there is no separate Appendix G.

## Signatures

### School Official / School Lead

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Signature: 

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Date: 7/19/2022

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Print/Type Full Name: Scott Gordon

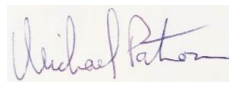
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Title: C.E.O.

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### Signatory Official (President, Board of Trustees)

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

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Date: 7/19/2022

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Print/Type Full Name: Michael Patron

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Title: Board Secretary

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**Curriculum Statement of Assurance**

**Mastery Schools of Camden**

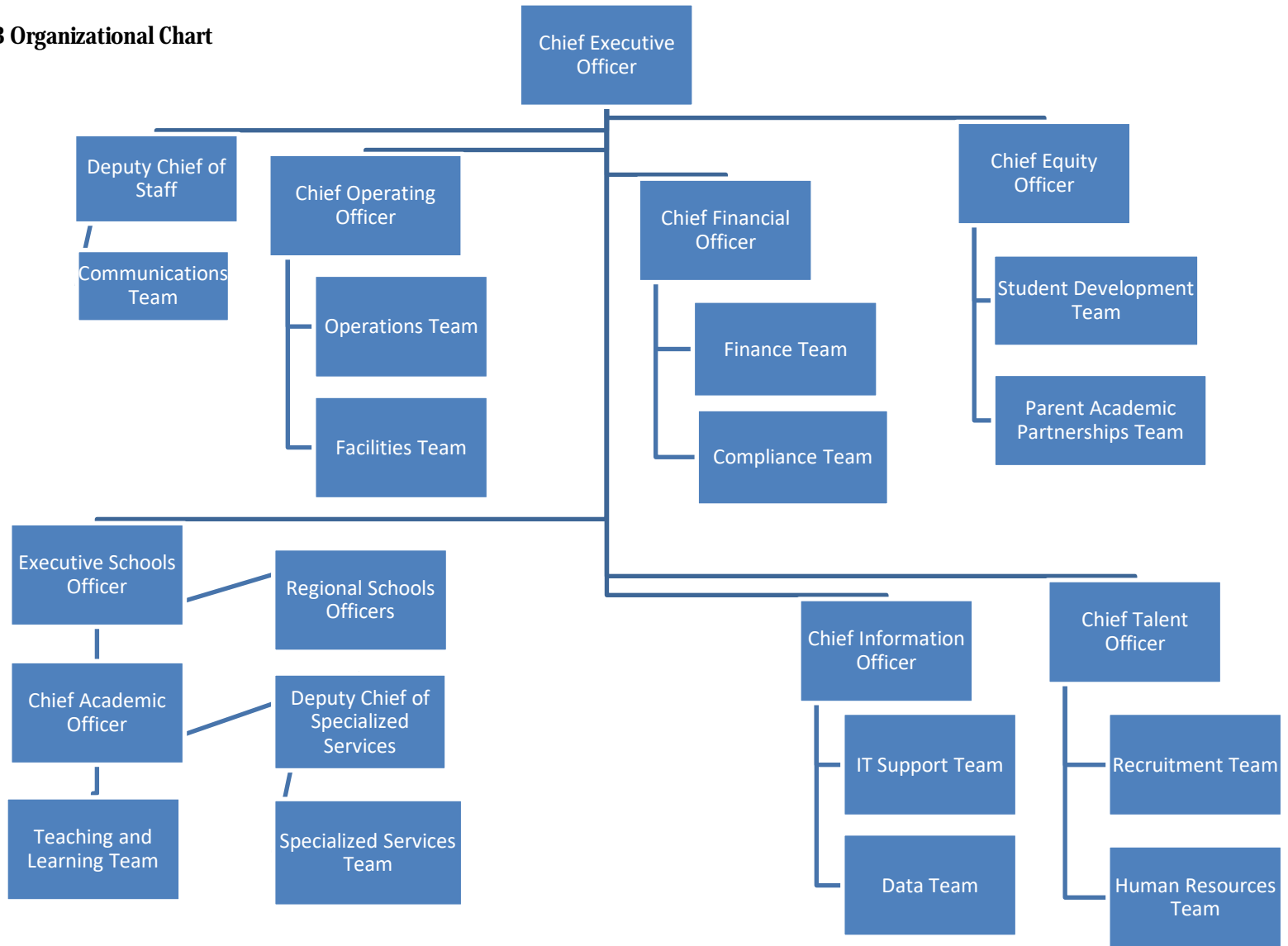
I affirm that Mastery Schools of Camden's curriculum is aligned to the New Jersey Student Learning Standards

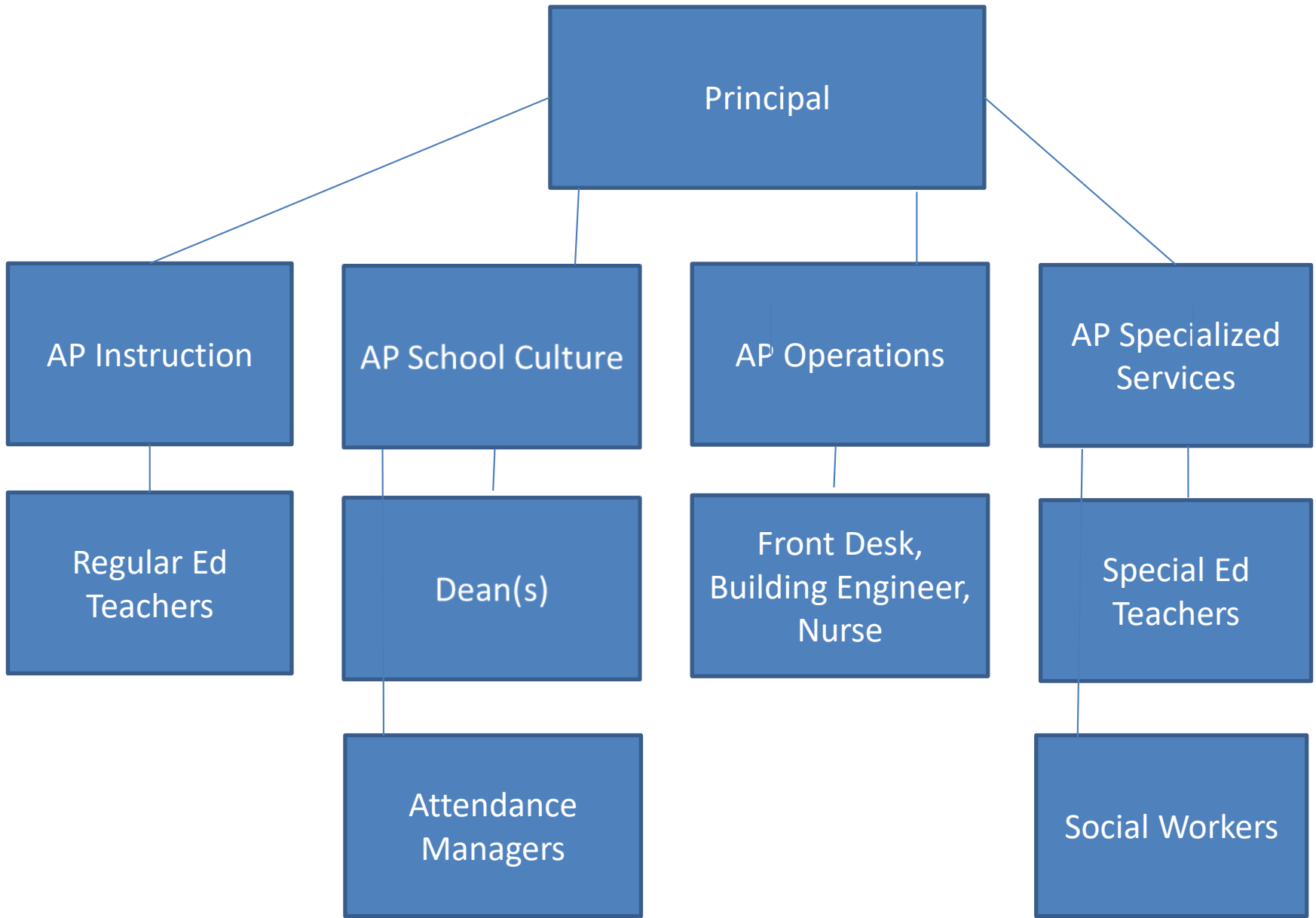
A handwritten signature in blue ink that reads "Scott Gordon". The signature is written in a cursive style with a large initial "S".

---

Renaissance Project Lead, Scott Gordon

# Appendix B Organizational Chart





## Appendix C Staff List

2021 -22 Certified Staff			
Last Name	First Name	Certification Area(s)	Clearance Date
Adriano	Kristina	Elementary K-6	6/1/2016
Bell (Vennell)	Alison	Students with Disabilities, Elementary K-6	8/20/2014
Bell	Jeremy	Elementary K-6	5/31/2017
Bonner Jr.	Robert	Elementary K-5	12/9/2015
Butkovsky	Jenna	Elementary K-6, ESL	7/29/2015
Cardoza	Zuleika	PK-3, TOSD	6/11/2021
Clark	Kimberly	Elementary K-5	9/2/2015
Crescenti	Brian	Elementary K-6, TOSD	8/17/2016
Day	Anthony	Teacher of Social Studies	7/25/2018
Deevey	Daniel	Teacher of Social Studies	5/31/2017
Denison	David	Elementary K-6, Elementary with ELA 5-8	8/10/2016
Fleming	Angela	Elementary K-6, TOSD	4/12/2019
Fronza	Heather	PK-3, Students with Disabilities	7/12/2017
Garvin	Kimberly	Elementary School Teacher (K-8)	8/27/2014
George	Andrew	Elementary K-6	7/26/2017
Gray	Dean	Elementary School Teacher (K-8)	11/2/2021
Hall	Erica	Elementary K-6	8/20/2014
Harris	Cintrella	PK-3	8/20/2014
Hastings (Dressler)	Jennifer	Elem K-6, TOSD	8/1/2018
Haughey	Joseph	Elementary K-6	5/31/2018
Hennis (Donnelly)	Lauren	Elementary K-6, TOSD	9/12/2018
Holohan	Reese	Teacher of Math	5/25/2021
Hood	Sharon	Elementary K-6	8/29/2018
House	Abby	Elem K-6, TOSD	8/8/2018
Jenkins	Farrah	Elem K-6, TOSD	4/12/2019
Lao	Walmar	Teacher of Social Studies, Teacher of Spanish	6/11/2021
Lappin	Lauren	Elementary K-8	8/20/2014
Love	Melissa	Elementary K-6, Math 5-8	7/18/2018
Lynard	Shikeena	Teacher of Health and Physical Education	6/21/2019
Lynch	Jessica	Elementary K-6, ESL	6/7/2019
Magdin	Christina	Elementary K-6	10/26/2021
Makin	Rebekah	Elem K-6, TOSD	6/18/2021



Marshall	Kadin	Elementary K-6	7/25/2018
McGowan	Amanda	Elementary K-6	6/17/2015
Moore	Shavonne	Elementary K-6	7/9/2019
Newell	Justin	Elementary with ELA 5-8	8/30/2017
Nolan (Herner)	Amanda	Elementary K-6	7/27/2016
O'Neil	Shawn	Teacher of Health and PE	6/15/2016
Pearson	Jasmine	PK-3	4/27/2016
Penza	Megan	Elementary K-6	6/17/2015
Philpott	Haley	Elementary K-6, TOSD	6/24/2015
Pizzo	Andrea	Elem K-6	5/28/2021
Quinones	Jocelyn	Elem K-6	7/24/2020
Quirk	Michelle	Students with Disabilities, Elementary K-5, English	8/6/2014
Reiss	Ashley	Elementary K-6, ESL	8/20/2014
Roberts	O'tillia	Elementary K-6, TOSD	8/19/2015
Schatz-Spargo	Sydney	Students with Disabilities, Elementary K-6	8/13/2014
Schmidt	Laura	Elementary K-8	8/13/2014
Shani	Chinyere	Elementary K-6	8/27/2015
Smith	Denzel	Elementary K-6	3/30/2016
Spivak	Marc	Elementary K-6	6/15/2016
Steckel	Catherine	Elementary K-6, TOSD	8/5/2015
Taylor	Brittany	Elementary K-6, Elementary with Math 5-8	8/2/2017
Taylor	Cynthia	Elementary School Teacher (K-8)	8/16/2017
Thompkins Jr.	Martel	Teacher of Art	7/12/2017
Tirolly	Kirsten	Teacher of Music	7/23/2021
Williams	Niki	Elementary K-5, Teacher of Art	8/6/2014
Wilson	Deraurah	Elementary K-6	9/28/2016
Zucatti	Lauren	PK-3	8/13/2014
Bivins	Valerie	Elementary K-6, TOSD	8/19/2015
Cooke	Milahn	Teacher of Art	5/14/2021
Cuffee	Yvette	Elementary with Language Arts/Literacy 5-8	8/13/2014
Harrigan	Caitlin	Teacher of English	6/2/2019
Hudson	Cashana	Teacher of Biological Science	8/24/2016
Khan	Sofia	Elem K-6, Math 5-8	8/11/2020
Mekosh	Colleen	Elem K-6, Math 5-8, TOSD	4/12/2019

Perry	Rafelle	Elementary K-6, TOSD	11/9/2018
Plenty	William	Teacher of Health and Physical Education	8/17/2021
Principato	Laura	Elementary K-6	7/5/2019
Smith	Anysa	Teacher of Social Studies	5/16/2018
Smith	Erika	ESL	7/24/2020
Solomon	Samantha	TOSD, Elementary K-6, Math 5-8, Teacher of Pyschology	8/8/2018
Travers	Michael	Elementary K-6	7/15/2015
Vincent	Leah	Teacher of the Handicapped	8/22/2018
Willams	Kelli	Teacher of English	6/19/2020
Wolfson	Dawn	Elementary K-5, Language Arts/Literacy 5-8	2/25/2022
Bachman	Jennifer	Elementary K-6, TOSD	7/5/2017
Baker	Rachel	Elementary K-6, TOSD	12/20/2017
Bonner (Yerkes)	Amanda	Elementary School Teacher	7/22/2015
Choi	Christina	Elementary K-5, ELA 5-8, Math 5-8	8/27/2019
Deevey (Neide)	Sarah	Elementary K-6	11/1/2017
Dominguez	Sandra	Elementary K-6, Bilingual, ESL	12/4/2020
Grayson	Cara	Elementary K-6	8/16/2017
Kennedy	Samantha	PK-3, K-6, TOSD	3/9/2016
Lubas	Jenna	Teacher of Music	8/26/2009
Martinez	Ashley	Elementary K-6	6/9/2019
Maurizio	Kourtney	Elementary K-6	8/24/2016
McDonough	Christina	Early Childhood PK-3	7/15/2015
Rodriguez	Daisy	Elementary K-6	7/18/2018
Roman	Katherine	Elementary School Teacher, ESL ,TOSD	7/22/2015
Romero	Melissa	Elementary K-6, Bilingual, ESL	8/8/2018
Skolnik	Lara	Elementary K-6	9/5/2018
Soto	Marla	Teacher of ESL	12/27/2017
Trendler	Elise	Elementary School Teacher	8/5/2015
Wilgus	Tina	Health & Physical Education	8/9/2017
Arkainno	Jeff	Health and Physical Education	7/8/2015
Bellamy	Kristin	Elementary K-6	4/5/2017
Berkemeijer	Amber	Elementary K-6	4/16/2021
Bono	Dominique	Elementary K-6	8/12/2015
Charlino	Ashley	Elementary K-6, TOSD	6/6/2019

Cherry	Leslie	Elementary K-6	6/25/2019
Daniels	Carrie	Elementary K-8	6/21/2019
Datil	Desiree	Elementary K-6, Social Studies 5-8	2/24/2016
Diaz	Irma	Elementary K-6, Bilingual	7/15/2015
Durham (Holding)	Allison	Elementary K-6	9/2/2015
Farrell	Erin	Elementary K-6	6/14/2017
Feliciano	Jayah	Elementary K-6	8/8/2018
Gonzalez	Marcus	ESL	6/25/2015
Harvey	Raila	Teacher of Spanish	6/22/2021
Henderson	Toyka	Elementary K-6	6/29/2021
Hunter	Paula	Elementary K-6, TOSD	6/28/2017
Karichner	Amber	PK-3, TOSD	7/20/2021
Lander	Sherry	Elementary K-5	7/8/2015
MacMinn	Brett	Elementary School Teacher K-8	1/28/2022
Manning	Marcellus	Elementary K-6	11/13/2020
Martin (Montini)	Christina	Elementary K-6	7/20/2016
Murphy	Tamia	Elementary School Teacher	7/1/2015
Muscelli	Stephen	Elem K-6, Math 5-8	8/2/2017
Pringle	Ciane	Teacher of English	12/21/2018
Quirk (Agnello)	Tiffany	PK-3	11/26/2021
Robinson	Imani	Teacher of English	10/15/2021
Ruff	Elisabeth	Elementary K-6	6/7/2019
Shacklett	Eric	Music	5/16/2018
Sosa Gomez	Reyna	Teacher of Social Studies, TOSD	5/21/2021
Stevens	Kia	Elementary K-6, Science 5-8	7/29/2015
Titus	Alaina	PK-3	6/18/2021
Towns	Maurice	Elementary K-6, Math 5-8	4/12/2019
Trautz	Heather	Art/Visual Arts	6/10/2015
Ward (Martinez)	Veronica	Elementary K-6, ESL	9/27/2015
Williams	Afton	Elementary K-6, TOSD	7/27/2016
Zindel	Ken	Elementary K-6, Math 5-8	4/12/2019
Boas	Melissa	Elementary K-6	6/25/2021
Brown	Tiana	Elementary K-6	7/8/2015
Carmichael	Erica	Elem K-6	5/11/2016

Chung-Johnson	Sarah	Elem K-6	7/20/2021
Cordrey	Lauren	Elementary K-6, TOSD	8/1/2018
Cuthbertson	Rebekah	Elementary K-6	5/19/2020
Farmer	Danielle	Elementary K-6	12/13/2017
Hansen-Liranzo	Alondra	Elementary K-6	2/25/2022
Hunter	LaToya	Elementary K-6	5/27/2015
Jamison (Ceasar)	Ariel	Elementary K-6	12/6/2019
Lastique	Chelsea	PK-3	8/22/2018
Lopez-Mendez	Griselda	Elementary K-6	9/16/2015
Lorenz	Amanda	Elementary K-6	6/4/2019
Lundstedt	Melissa	Elementary K-6, TOSD, Supervisor	12/6/2017
Markakis	Athena	Art	7/13/2016
McDonnell	James	Elementary K-6	7/19/2017
McDuffie (Rivera)	Stephanie	Early Childhood PK-3	6/17/2015
Pace	Christina	Elem K-6	7/9/2019
Pinto	Jade	Elementary K-6	6/9/2019
Orlando (Ranck)	Allison	ESL, Spanish, Bilingual, Elementary K-6	6/15/2016
Ramirez	Lauren	Health & Physical Education	6/27/2018
Ramos	Grenny	ESL	10/18/2019
Rhock	Aaron	Elementary K-6	8/3/2016
Roberts (Szkaradnik)	Jennifer	Elementary K-6, TOSD	5/20/2015
Saggiomo	Kristen	Elementary K-6, TOSD	8/12/2015
Scelfo	Nancy	Elementary K-6, TOSD	3/30/2016
Schemenaur	Rachel	Teacher of Dance	12/10/2021
Smith	Cheyenne	PK-3	9/11/2020
Thornsberry	Joyce	Elementary K-6	9/28/2016
Timko	Meghan	Elementary K-6	7/6/2021
Vanderslice	JoAnna	Elementary School Teacher, TOSD	7/26/2019
Venafro	Krista	Elementary K-6	6/3/2015
Williams	Jasmine	PK-3, TOSD	8/7/2021
Aziz	Sarah	Teacher of Spanish, ESL	7/12/2019
Boettcher	Andrew	Teacher of Social Studies	8/1/2018
Cain	Laura	Teacher of Art	7/26/2019
Chase	Natasha	Teacher of English	6/14/2019

Chatman	Miracle	Teacher of Math	7/24/2020
Chapman	Angela	PK-3, Elem K-6, TOSD	12/14/2021
Colley	Gavin	Elem K-6, Teacher of Chemistry	4/12/2019
Considine	John	Health and Physical Education	2/1/2022
Davis	Janice	Teacher of Biological Science	7/16/2019
DeShazor	Lolita	Teacher of English, TOSD	12/6/2017
Diamanti	Elisa	Teacher of English as a Second Language	8/20/2021
Durkin	Katherine	Teacher of Spanish, ESL	10/9/2013
Ehle	Ralph	Elem K-6, Math 5-8, TOSD, Teacher of Math	7/30/2019
Elk	Benjamin	Teacher of Social Studies	1/25/2022
Eural	Daniel	Teacher of Music	8/1/2018
Foti	Chris	Teacher of Health and Physical Education	7/18/2018
Frederick	Amanda	Teacher of English, Theater	7/23/2019
Garcia	Alex	Teacher of English	3/5/2019
Garrido	Odeymarys	ESL	8/16/2019
Grant	Cheryl	Teacher of handicapped, Elementary K-6	12/4/2018
Guenther	Shahna	Teacher of English, TOSD	5/14/2019
Honablew	William	Teacher of Math	7/16/2019
Jones	Wheatonia	Teacher of handicapped	8/1/2018
Juckett	Michael	Teacher of Social Studies	10/11/2017
Kelly	Ronald	Teacher of Health and PE	7/23/2019
Lynch	Samantha	Teacher of Chemistry	6/18/2021
Malony	Stephanie	Elementary K-6, Math 5-8, TOSD	5/2/2019
Mariani	Larissa	Teacher of English	5/22/2020
Mejia	Celeste	Teacher of Spanish	7/31/2020
Meora	Adam	Teacher of English	4/12/2019
Orengo	Nicole	Elementary K-6, TOSD	8/11/2020
Parks	Julia	Teacher of Math	8/2/2019
Perelman (Schueren)	Dara	Teacher of Social Studies	5/10/2017
Piro	Crystal	Teacher of Biological Science	6/21/2019
Ramos	Tanya	Teacher of Spanish	3/26/2021
Rivera	Folashade (Shade)	PK-3, K-6, Supplemental Inst Reading & Math 5-8, TOSD	6/17/2015
Rucker	Michael	Teacher of Social Studies	6/28/2019
Stanford	Cecily	Teacher of English	6/29/2021

Surgick	Eboni	Elementary K-6, TOSD	4/12/2019
Williams	Heather	Teacher of Math	7/25/2018
Wilson	Jonathan	Teacher of Social Studies	7/19/2019
Zaman	Ayesha	Teacher of Biological Science	9/3/2021
D'Antonio	Heather	Supervisor, LDTC, & Elementary K-6	8/20/2014
Gallagher (Blake)	Kimberly	Principal	5/17/2017
Gismondi	Jessie	Principal	8/13/2014
Grenier	Trevin	Supervisor	11/15/2017
Horowitz	Danielle	Principal	7/6/2016
Howard	Tonya	Supervisor	7/19/2017
Reid	Rickia	Principal	7/8/2015
Sherwood	Courtney	LDTC	5/18/2016
Stewart	Thea	LDTC	11/5/2014
Williams	Stephen	Principal	7/27/2016
Anderson	Andrew	Principal	8/3/2016
Almquist	Danielle	School Social Worker	9/27/2017
Golden-Rigby	Nicole	School Social Worker	8/21/2021
Gonzalez	Frances	School Social Worker	7/20/2016
Hart	Sayla	School Social Worker	8/2/2017
Hicks	Christiana	School Social Worker	9/7/2021
Keenan	Summer	School Counselor	7/20/2021
Lozada-Shaw	Lisa	School Social Worker	9/24/2021
Perez	Jessica	School Social Worker	11/2/2016
Smith	Ambrial	School Social Worker	4/18/2018
Yeager	Deborah	School Social Worker	9/6/2017
Johnson	Kate	School Social Worker	4/25/2018



# 2022-2023 Academic Calendar (NJ)

August				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
13	14	15	16	17
22	23	24	25	26
29	30	31		

22: 1st-12th grade First Day of School  
22: Family & Student Orientations

September				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

5: Labor Day  
26: Rosh Hashanah  
28: Mid-RP Progress Reports

October				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

5: Yom Kippur  
28: RP1 Ends & Full PD Day  
31: RP2 Begins

November				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

2: Election Day  
11: Reprt Cards Released  
17-18: Report Cards Conferences  
23-25: Thanksgiving Break

December				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

14: Mid-RP Progress Reports  
23: Half Day  
26-30: Winter Break

January				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

2: New Year's Day Observance  
3: Students Return to School  
6: Three King's Day - Full Staff PD day  
13: RP2 Ends & Half Day  
16: MLK Jr. Day  
17: RP3 Begins  
27: Report Cards Released

February				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

8-9: Report Card Conferences -  
Half Day for Students  
10: Full Staff PD Day  
20: President's Day

March				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

1: Mid-RP Progress Reports  
24: RP3 Ends & Half Day  
27: RP4 Begins

April				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

7: Report Cards Released  
7-14: Spring Break

May				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

3: Mid-RP Progress Reports  
5: Half Day for Students  
29: Memorial's Day

June				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

8: Last Day of School for Students 16:  
Report Cards Released

July				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

4-5: Independence Day Observation  
5-28: Summer School

Important Calendar Dates

Report Period Start/End

Interim Reports/Report Cards Released

Half Day for Student

Schools Closed/Staff Professional Development (No School for Students)

Schools & Administrative Offices Closed

**School Ethics Act Statement of Assurance**

**Mastery Schools of Camden**

We affirm that the board of trustees for Mastery Schools of Camden 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.*



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School Lead, Scott Gordon



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Board Secretary, Michael Patron



Appendix F

Amendments to Bylaws

Not Applicable – There were no amendments to the bylaws of the board of trustees during the past year.

Appendix G

Facilities Timeline

Not Applicable – There were no modifications to the existing plans.