

# **CAMPUS COMMUNITY SCHOOL**

## **ANNUAL REPORT**

**2016-2017**



**350 Pear Street ,  
Dover, Delaware 19904  
Phone:(302) 736-0403**

## I. OVERVIEW

### 1.1 School Overview:

Review the following chart with the school's basic information. (Note: This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

BASIC INFORMATION	
Name of School	Campus Community School
Year School Opened	1998
Enrollment 2016-2017 <sup>1</sup>	413
Approved Enrollment	412
School Address	350 Pear Street , Dover, Delaware 19904
District(s) of Residence	Capital School District
Website Address	<a href="http://campuscommunityschool.com/">http://campuscommunityschool.com/</a>
Name of School Leader	Leroy Travers
School Leader Email and Phone Number	Leroy.Travers@ccs.k12.de.us (302) 736-0403
Name of Board President	<b>Harry</b> Papaleo
<b>Mission Statement:</b> To create and maintain an environment for learning that allows each student to maximize his or her potential in developing habits of mind, acquiring knowledge and skills, and demonstrating individual and social responsibility.	

## 1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2016-2017. (Note: The remaining sections of the table will be completed by the Charter School Office. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

ENROLLMENT & DEMOGRAPHIC INFORMATION	
	2016-2017 <sup>1</sup>
Total Enrollment	413
# of Students on Waiting List	80
Gender	
% Male	47.46%
% Female	52.54%
Ethnicity/Race	
% African American	51.82%
% American Indian	0.73%
% Asian	2.18%
% Hispanic/Latino	10.65%
% White	27.36%
% Multiracial	7.02%
Special Populations	
%Special Education <sup>2</sup>	8.96%
% English Language Learners	0.97%
% Low-Income	42.13%

Schools are invited but not required to comment on any aspect of the demographic data above in table 1.2

### 1.3 Approved Minor and Major Modifications:

The table lists any approved minor and/or major modifications over the course of the school's current charter term.

(Note: This table will be completed by the Charter School Office. Please review the following table for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

Date	Modification Requested	Outcome

---

Schools are invited but not required to comment on any aspect of the demographic data above in table 1.3

---

#### 1.4 School Enrollment:

Please review the following chart with the school's enrollment trends during the current term of the charter. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Enrollment Trends		
Cells highlighted in grey were grade levels not serviced by this school		
	2016-2017	
	Approved Enrollment	30-Sep Enrollment Count
K	40	36
Grade 1	40	37
Grade 2	42	35
Grade 3	44	45
Grade 4	46	52
Grade 5	50	53
Grade 6	50	51
Grade 7	50	52
Grade 8	50	52
Grade 9		
Grade 10		
Grade 11		
Grade 12		
<b>Total</b>	<b>412</b>	<b>413</b>

---

Schools are invited but not required to comment on any aspect of the enrollment data above in table 1.4.

---

### 1.5 Reenrollment:

Reenrollment Rate<sup>2</sup> is the % of students continuously enrolled in the school from one year to the next.

Review the following chart with the school's reenrollment trends during the current charter term. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Reenrollment Trends		
Cells highlighted in grey were grade levels not serviced by this school		
	Campus Community School	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K		
Grade 1	26	78.79%
Grade 2	27	65.85%
Grade 3	32	78.05%
Grade 4	40	85.11%
Grade 5	33	80.49%
Grade 6	43	82.69%
Grade 7	43	78.18%
Grade 8	49	89.09%
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total/Avg	293	80.27%

\*\* School entry grade level. Reenrollment data not collected for this grade level.

Describe the school's plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.

The majority of our students that enroll within other schools do so in response to a change in living location. As students withdraw from our school we collect information as to the reason for withdraw and, when possible, discuss with the parents. While relocation is the main reason for withdraw, other factors do play a part. These factors often include our high academic and behavioral standards.



## II. ACADEMIC PERFORMANCE

### 2.1 Delaware School Success Framework

#### Overall Academic Ratings

Metrics	Delaware School Success Framework (DSSF)
	2016-2017
Academic Achievement	3 Stars (74/150pts) Approaching
Growth	3 Stars (119/200pts) Approaching
On Track to Graduation	5 Stars (48/50pts) Exceeds
College and Career Preparation	3 Stars (44/100pts) Approaching

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#)

- a) Based on the table above discuss the school's:
- overall academic achievement results,
  - major challenges,
  - and accomplishments over the course of the school year.

---

#### School Comments:

Regarding academic achievement and growth, our school has made great strides throughout the course of the last five years. We greatly exceed the state average and the surrounding district for performance and growth in ELA. We far exceed the surrounding district in performance and growth in Math. At this time, we fall slightly short of state average in math in performance and growth, however, we far exceed the state average in our middle school for performance and growth in Math. Our challenge continues to be the performance of our lower grades (3<sup>rd</sup>-5<sup>th</sup>). Our academic program builds upon itself, resulting in great performance in our middle grades.

---

## Performance Agreement

### Academic Performance Expectations

Campus Community School's overall academic rating is Does not Meet. By September 2018, our expectation is to achieve the overall rating of Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

- a) Discuss the school's academic performance based on its approved Performance Agreement (see above).

---

### School Comments

Regarding academic achievement and growth, our school has made great strides throughout the course of the last five years. We greatly exceed the state average and the surrounding district for performance and growth in ELA. We far exceed the surrounding district in performance and growth in Math. At this time, we fall slightly short of state average in math in performance and growth, however, we far exceed the state average in our middle school for performance and growth in Math. Our challenge continues to be the performance of our lower grades (3<sup>rd</sup>-5<sup>th</sup>). Our academic program builds upon itself, resulting in great performance in our middle grades.

---



## 2.2 Academic Achievement/Proficiency Data

Academic Achievement	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	3 Stars (74/150pts) Approaching	
	School	State
ELA	63.89 %	56.63%
Math	39.53%	45.13%
Science	39.22%	47.45%
Social Studies	n/a	n/a

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#).

The table above lists the school's available DSSF Academic Achievement ratings.

Respond to the following questions.

- a) Based on the school's Academic Achievement ratings over the course of the charter term, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results. Please include local assessment data if applicable.

---

### School Comments

While we are happy with our standing in ELA in comparison to state data as well as surrounding district data, we continue to look to improve in the areas of Math and Science. Considerable time has been spent looking at root causes that impact our student achievement in math and science. We believe the factors we have control over include student buy-in/accountability, classroom environment, and formative assessment/data analysis, curriculum selection and teacher professional development.

- 
- b) Looking ahead, what are your expected outcomes for Academic Achievement and what steps will you take to achieve them?

---

### School Comments

Going forward, we expect that achievement in ELA will continue to outpace that of the state and our surrounding district. We expect that our achievement in Math and Science will soon match state-wide achievement and eventually surpass that achievement. Our PLC's now focus on intense, individualized student data study. We have an RTI process in place that identifies students in need of more intense math and ELA instruction. Those students spend hours per week in an academic enrichment course that is designed to meet their needs. In after-school PLCs we will focus on social and emotional needs

---

as well as behavioral needs of students to ensure that there are no barriers to academic achievement. In addition we will ensure to take part in the following practices:

- Continue to develop and document units of study aligned to the CCSS.
- Ensure instructional resources are aligned to CCSS and are common across all grade levels.
- Increase awareness and application of mathematical practices in all classrooms.
- Increase rigor of math instruction.
- Ensure a shared-responsibility for literacy instruction.
- Emphasize close reading and text-based responses in all classrooms.
- Continue with the implementation of a standards-based grading system.
- Establish consistent school wide cycles of inquiry to drive student achievement.
- Ensure consistent analysis and use of formative assessment data.
- Ensure that all classroom environments are highly productive and maximize student success.
- Communicate and uphold high expectations and practices that are consistent across all school settings.
- Minimize time students are out of the classroom.
- Staff & students authentically utilize mindful behaviors in their daily practice
- Increase support and interventions for struggling students

---

c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Achievement outcomes?

---

#### School Comments

We use a number of intermittent assessments to ensure that students are on track for achievement goals. At the beginning of the school year and at the conclusion of each tri-mester, each student participates in the STAR Reading and Math assessments. These assessments are followed with a student-free professional development day for teachers to be used to analyze the data. Teachers use in-class assessments of all major subjects during the regular school day as well as enrichment time to assess progress. This data is studies weekly during PLC meetings.

---



## 2.3 Growth Data

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#).

Academic Achievement	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	3 Stars (119/200pts) Approaching	
	School	State
ELA	64.17 %	50.00 %
Math	55.00 %	50.00 %

The table above lists the school's available DSSF Growth ratings.

Respond to the following questions.

- a) Based on the school's Growth ratings for all students over the course of the school year, discuss the school's current performance and provide at least three explanations/root causes for the results (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

---

### School Comments

While our school is pleased to be outpacing the state average for growth in each subject, we realize that there is still much work to do to ensure that we are meeting the rigorous goals set before us. Considerable time has been spent looking at root causes that impact our student growth in both math and ELA. We believe the factors we have control over include student buy-in/accountability, classroom environment, and formative assessment/data analysis, curriculum selection and teacher professional development.

- b) Looking ahead, what are your expected outcomes for Growth for all students and what steps will you take to achieve them?

---

### School Comments

Going forward, we expect that growth in ELA and Math will continue to outpace that of the state and our surrounding district. We expect that our achievement in Math and Science will soon match state-wide achievement and eventually surpass that achievement. Our PLC's now focus on intense, individualized student data study. We have an RTI process in place that identifies students in need of more intense math and ELA instruction. Those students spend hours per week in an academic enrichment course that is designed to meet their needs. In after-school PLCs we will focus on social

---

and emotional needs as well as behavioral needs of students to ensure that there are no barriers to academic achievement. In addition we will ensure to take part in the following practices:

- Continue to develop and document units of study aligned to the CCSS.
- Ensure instructional resources are aligned to CCSS and are common across all grade levels.
- Increase awareness and application of mathematical practices in all classrooms.
- Increase rigor of math instruction.
- Ensure a shared-responsibility for literacy instruction.
- Emphasize close reading and text-based responses in all classrooms.
- Continue with the implementation of a standards-based grading system.
- Establish consistent school wide cycles of inquiry to drive student achievement.
- Ensure consistent analysis and use of formative assessment data.
- Ensure that all classroom environments are highly productive and maximize student success.
- Communicate and uphold high expectations and practices that are consistent across all school settings.
- Minimize time students are out of the classroom.
- Staff & students authentically utilize mindful behaviors in their daily practice
- Increase support and interventions for struggling students

---

c) Describe how you will measure progress to determine whether you are on track to meet your expected Growth outcomes for all students.

---

#### School Comments

We use a number of intermittent assessments to ensure that students are on track for achievement goals. At the beginning of the school year and at the conclusion of each tri-mester, each student participates in the STAR Reading and Math assessments. These assessments are followed with a student-free professional development day for teachers to be used to analyze the data. Teachers use in-class assessments of all major subjects during the regular school day as well as enrichment time to assess progress. This data is studies weekly during PLC meetings.

---

## 2.4 On Track to Graduation Data

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#).

On Track to Graduation	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	5 Stars (48/50pts) Exceeds	
	School	State
Attendance	95.02 %	94.75 %
On-Track in the 9th grade	**	89.45 %
4-year Cohort Graduation Rate <sup>3</sup>	**	84.66 %
5-year Cohort Graduation Rate	**	85.60 %
6-year Cohort Graduation Rate	**	*Not calculated at the state level

\*\*The school did not service students in the grade levels assessed by this metric.

The table above lists the school's available DSSF On Track to Graduation ratings.

Respond to the following questions.

a) Based on the school's On Track to Graduation ratings over the course of the charter term, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results.

### School Comments

Campus Community School feels that attendance is vital to student performance and success. We educate parents on this throughout the school year. We utilize the truancy process to ensure that parents and students meet attendance standards.

b) Looking ahead, what are your expected outcomes for On Track to Graduation and what steps will you take to achieve them?

We will continue to set high standards for attendance using a combination of education and consequences to ensure acceptable student attendance.

### School Comments



c) Describe how you will measure progress to determine whether you are on track to meet your expected On Track to Graduation outcomes.

---

**School Comments**

We run attendance reports each month to track overall school attendance and individual student attendance.

---

## 2.5 College & Career Preparation Data

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#).

Academic Achievement	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	3 Stars (44/100pts) Approaching	
	School	State
Growth to Proficiency ELA	59.66 %	59.19 %
Growth to Proficiency Math	28.14 %	35.41 %
College & Career Preparation	n/a	49.64 %

The table above lists the school's available DSSF College and Career Preparation ratings.

Respond to the following questions.

a) Based on your College and Career Preparation ratings over the course of the school year, discuss the school's current performance and provide explanations/root causes for the results. Please include local assessment data if applicable.

---

### School Comments

#### School Comments

While we are happy with our standing in ELA in regards to growth to proficiency when compared to the state, we continue to look to improve in this area and ensure a complete focus on Math. Considerable time has been spent looking at root causes that impact our student achievement in math and science. We believe the factors we have control over include student buy-in/accountability, classroom environment, and formative assessment/data analysis, curriculum selection and teacher professional development.

---

b) Looking ahead, what are your expected outcomes for College and Career Preparation and what steps will you take to achieve them?

---

#### School Comments

Going forward, we expect that growth to proficiency in ELA will continue to outpace that of the state. We expect that our growth to proficiency in Math will soon match state-wide growth and eventually surpass that growth. Our PLC's now focus on intense, individualized student data study. We have an RTI process in place that identifies students in need of more intense math and ELA instruction. Those students spend hours per week in an academic enrichment course that is designed to meet their needs. In after-school PLCs we will focus on social and emotional needs as well as behavioral needs of students to ensure that there are no barriers to academic achievement. In addition we will ensure to take part in the following practices:

- Continue to develop and document units of study aligned to the CCSS.
- Ensure instructional resources are aligned to CCSS and are common across all grade levels.
- Increase awareness and application of mathematical practices in all classrooms.
- Increase rigor of math instruction.
- Ensure a shared-responsibility for literacy instruction.
- Emphasize close reading and text-based responses in all classrooms.
- Continue with the implementation of a standards-based grading system.
- Establish consistent school wide cycles of inquiry to drive student achievement.
- Ensure consistent analysis and use of formative assessment data.
- Ensure that all classroom environments are highly productive and maximize student success.
- Communicate and uphold high expectations and practices that are consistent across all school settings.
- Minimize time students are out of the classroom.
- Staff & students authentically utilize mindful behaviors in their daily practice
- Increase support and interventions for struggling students

---

c) Describe how you will measure progress to determine whether you are on track to meet your expected College and Career Preparation outcomes.

---

### School Comments

We use a number of intermittent assessments to ensure that students are on track for achievement goals. At the beginning of the school year and at the conclusion of each tri-mester, each student participates in the STAR Reading and Math assessments. These assessments are followed with a student-free professional development day for teachers to be used to analyze the data. Teachers use in-class assessments of all major subjects during the regular school day as well as enrichment time to assess progress. This data is studies weekly during PLC meetings.

---



### III. ORGANIZATIONAL PERFORMANCE

The Organizational Performance Framework reflects expectations the charter school is required to meet through state and federal law and the charter performance agreement, and seeks to provide information regarding these key questions:

- Is the school organizationally sound and well operated?
- Is the school fulfilling its legal obligations and sound public stewardship?
- Is the school meeting its obligations and expectations for appropriate access, education, support services, and outcomes for students with disabilities?

#### 3.1 Mission Specific Goal(s)

Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

Essential Question Indicator 1a. Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable				
Staff				
Measure	Definition of Rating	Data Source	Data Collection Process	Measure
	<p><b>Meets Standard:</b> 85– 100 percent of Middle School students complete a service learning course, including the required activity or project and written reflection.</p> <p><b>Approaching Standard:</b> 70- percent of Middle School students complete a service learning course, including the required activity or project and written reflection.</p> <p><b>Far Below Standard:</b> Less than 70 percent of Middle School students complete a service learning course, including the required activity or project and written reflection.</p>	Students log community service hours on a community service log.	PDF Upload and entry into system by DCE	1a1

a) Rate the school's performance according to the criteria established by the school for its 2016-2017 mission specific goal(s).

#### School Comments

93% of middle school students completed a service learning course, including the required activity and project, logging their hours.

b) Provide as **Appendix 1** the results (data source) of the school's mission specific goal(s). Remember not to include any personally identifiable information (PII).

Attached is the gradebook tracking each middle school student and the service learning that they took part in (highlighted in yellow). Names have been redacted.



### 3.2 Organizational Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Organizational Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

## SUMMARY AND OVERALL RATING

### Campus Community School

Year	Education Program				Governance & Reporting			Students & Staff		Facilities, Transportation, Health & Safety	OVERALL RATING
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements	Students Rights	Req. on Teacher Certification & Hiring Staff		
	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	
2016-2017	M	AS	AS	M	M	M	M	M	M	M	Meets Standard

a) Describe the school's organizational performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

#### School Comments:

Campus Community is approaching standard in section 1b and 1c. We are currently working with the Delaware Department of Education to improve our documentation standards as it relates to federal programs (section 1b). In regards to section 1c Campus Community School was deemed to be fully compliant in regards to special education records in January of 2017. We continue to monitor our records and work with the Delaware Department of Education to ensure full compliance with all state and federal special education regulations.

b) Identify changes to organizational practices that the school has implemented to improve the school's organizational outcomes.

#### School Comments:

- CCS complies with all applicable state and federal requirements in a timely and thorough way including ensuring all board agenda, minutes and financial reports are placed on our web

---

page.

- Our governing board is compliant with all laws, rules and regulations, attends required trainings and participates in board development by having a close and on- going relationship with the Head of School and administrative team;
  - The administrative team holds weekly meetings to review all monitored activities to ensure compliance with areas such as health and safety requirements, discipline and student behavior, special education concerns etc. We prioritize our findings (developed by data analysis) and proceed to develop weekly targets for our work as an administrative team.
  - In the fall of 2016, our board of directors and administrative team underwent extensive training in regards to board recruitment and development. We have since expanded our Board of Directors to include new, dedicated members.
-

c) Address any measure where school did not meet standard or is approaching standard.

## 1. EDUCATION PROGRAM

### Measure 1b.

Is the school materially fulfilling applicable state and federal requirements pertaining to its education program (with the exception of responsibilities relating to SWDs and ELs, which are addressed separately under measures 1c. and 1d. in this framework)?

#### DOE Rating Information:

The school is not implementing some mandated programming in accordance with the Consolidated Grant terms but is actively working with the Department on a corrective action plan where it has met all deadlines and compliance requirements.

#### School Response To Rating:

As a result of an audit of federal programs during the 2016/2017 school year, Campus Community School has been working cooperatively with the Department of Education to ensure that record keeping in regards to employee schedules meets a more rigorous standard.

### Measure 1c.

Is the school fulfilling legal responsibilities for students with disabilities (SWDs)?

#### DOE Rating Information:

The school had some individual student special education records out of compliance measured by this indicator and is engaged in a Corrective Action Plan.

#### School Response To Rating:

Campus Community School was deemed to be fully compliant in regards to special education records in January of 2017. We continue to monitor our records and work with the Delaware Department of Education to ensure full compliance with all state and federal special education regulations. Our school is not currently engaged in a Corrective Action Plan pertaining to student records and has not been since January of 2017.



## **Performance Agreement**

### **Organizational Performance Expectations**

Discuss the school's organizational performance based on its approved Performance Agreement.

Campus Community School's overall organizational rating is Meets. By September 2018, our expectation is to achieve the overall rating of "Meets," as measured by the Organizational Performance Framework. Each year; we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

a) Discuss the school's academic performance based on its approved Performance Agreement (see above).

---

School Comments:

---



### 3.3 Board Financial and Governance Members and Training

a) Please complete the chart below with the necessary information. In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years.

#### Board Financial and Governance Training

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Board Governance Training Date*
Annie	Norman	5/15	2/18	Community Member	3/19/2014	6/9/15
Harry	Papaleo	12/13	12/17	President	9/29/2014	6/9/15
Jim	Purcell	12/13	7/17	Community Member		6/9/15
Patti	Sandy	10/11	10/19	Teacher Representative	10/27/2017	6/9/15
Lisa	Weis	5/15	2/18	Parent Representative	9/29/2014	6/9/15
Sarah	Zimmerman	9/17	9/21	Community Member	10/24/2017	
Lindsey	Fitzgerald	7/17	7/21	Community Member	10/24/2017	

\*Please list only the most recent training date.

Please attach all certificates or evidence of Board Governance Training for active board members.

---

School Comments:

Please see the attached letter certifying Board training.

---

b) Please complete the chart below with the necessary information. Pursuant to [14 Del. Admin. Code 736](#) 6.1 Each member of a Citizen Budget Oversight Committee shall attend and receive a Certificate of Completion for the Citizen Budget Oversight Committee training within three ((3) months of subsequent appointment to a Citizen Budget Oversight Committee. Provided further, additional training may be required from time to time as determined by the Department.

#### Citizen Budget Oversight Committee Membership & Trainings

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date
Shelly	Baker Redden	1/14	5/17	Bus. Asst.	
Marc	Cote	7/14	7/18	Parent/Community Member	7/1/2007
Carolyn	Lyon	4/10	TBD	Business Manager	7/1/2010
Harry	Papaleo	4/14	4/18	Board President	9/29/2014
Leroy	Travers	5/16	TBD	Educator/HOS	10/24/2017
Lindsey	Fitzgerald	11/17	11/21/17	Treasurer/Community Member	10/24/17

#### School Comments:

We are currently recruiting for a parent to join the committee.

**3.4 Teacher Retention: Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teaching staff?**

2016-2017		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
80	20	25

Review the table above with the school's teacher retention trends and answer the following questions.

a) Describe the school's plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.

---

**School Comments:**

Campus Community prides itself on its retention of quality employees. During the 2016/2017 school year, only two openings (6%) became available. The following strategies are utilized to maximize the retention of quality teachers:

- Teacher autonomy – teachers have great autonomy over instruction and curriculum within their classrooms.
- Each teacher receives a meeting with administration at mid-year and at the end of the year discuss strengths, areas for improvement, and provide feedback to administration.
- A staff satisfaction survey is conducted at the beginning of each year.
- A compensation committee made up of a representative group of staff members is in place and meets regularly to determine how to improve the school's compensation structure.
- Campus Community School now has an interview process in place that insures that potential candidates are screened for knowledge of content and pedagogy along with values and traits that align with our school.

---

b) Describe how the school's professional development plans support teachers and leadership.

---

**School Comments:**

Surveys are given twice per year to drive and personalize professional development throughout the year. This data is used to plan individualized development. Teachers use days throughout the year to meet with the Director of Curriculum to plan instruction, curriculum, and assessment.

---

## IV. FINANCIAL PERFORMANCE

### 4.1 Financial Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Financial Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

Financial Performance Framework Ratings	Near Term Indicators				Sustainability Indicators				Financial Management and Oversight	Overall Rating
	Current Ratio	Days Cash	Enrollment Variance	Default, Loan Covenants, & Debt Service Payments	Total Margin	Debt Asset Ratio	Cash Flow	Debt Service Coverage Ratio		
Year	1a	1b	1c	1d	2a	2b	2c	2d	3	
2016-2017	M	M	M	M	M	M	M	M	M	Meets Standard

a) Describe the school's Financial performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments: **Meets Standards**

b) Identify changes to Financial practices that the school has implemented to improve the school's financial outcomes.

School Comments: **Meets Standards**



c) Address any measure where school did not meet standard or is approaching standard

**Meets Standards**

## Performance Agreement

### Financial Performance Expectations

Campus Community School's overall financial rating is Meets. By September 2015, our expectation is to achieve the overall rating of ""Meets"" standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

- a) Discuss the school's financial performance based on its approved Performance Agreement.

---

School Comments: The School's financial position grows stronger each year. Annual Audits are completed each year and no findings have been reported. CCS follows all GAAP accounting guidelines and standard accounting principles. We have a strong administrative and CBOC team which monitors the budget and expenditures on a monthly basis. In addition, we are always looking for new processes and procedures which can increase our financial performance. Part of our success is related to having the right people, with the correct skill set, in all positions. In addition, our Board President, who owns an accounting firm and has over 30 years for accounting experience.

---

- b) Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable).

---

School Comments: N/A

---

## V. INNOVATION

Describe the school's innovative practice(s) that could be replicated at other schools in Delaware. Please include the data that supports the success of these practice(s).

---

### School Comments:

Creating a culture of learning within the CCS school community naturally lends itself to innovation and unique features. Foremost, there is an overall raising expectation that everyone and everything is constantly evolving, growing with infinite capacity, where all students can be successful. Second, relationship building between and among teachers, students, families, and the larger community is essential to understanding the interconnectivity and interdependence of all learning. Fourth, a deepening appreciation, respect and understanding of the influences of poverty, race, ethnicity, culture on learning. Finally, develop in students the capacity to nurture passion creativity and intrinsic motivation to learn.

### Professional Learning Communities

The school environment itself is learner-centered for both children and adults. Staff are organized into professional learning communities that meet weekly to reflect and improve upon the results of data analysis and classroom practice, with the goal of continuous improvement. Staff also meets one or more times per month to discuss and study academic focus areas. The focus area for 2015/2016 was Assessment. The focus area for 2016/2017 is science. Staff also meet regularly in workgroups to discuss academic programs, assessment initiatives and climate and culture issues that impact the whole school. Daily academic expectations include collaborative team planning, use of differentiated instruction and moving students forward to become independent learners. Administrators and teachers leverage tools such as routine practices, supportive and consistent messaging, and modeling.

---



---

These tools are used to develop and maintain a positive culture for critique and continuous improvement among peers and their students.

### **Student-led conferences**

Another innovative practice at CCS is our student-led conference. A student-led conference is a meeting with the student and his or her family and the teacher to discuss school progress. The student has the leadership role in informing parents of their progress by sharing evidence of their learning in meeting state standards. Students use this time to discuss school expectations as well as personal growth goals. Student-led conferences help students develop ownership and accountability for their learning. These conferences are required and take place twice per year.

### **Habits of Mind**

Habits of mind are an essential part of the environment at Campus Community School. Each quarter, students are graded in the areas of Citizenship, Reflection, Self-Direction, and Persistence. Campus Community has emphasized these traits throughout the school and teaches them to students along with the academic curriculum.

### **Responsive Classroom**

Campus Community has adopted the Responsive Classroom approach to teaching and learning. Responsive Classroom is a researched based approach that focuses on the strong link between academic success and social/emotional learning. Responsive Classroom is structured around 4 domains; Engaging Academics, Positive Community, Effective Management, and Organizational Awareness. The program has a set of seven guiding principles that Campus Community has adopted as school-wide guiding principles. These are:

- 
- The social and emotional curriculum is as important as the academic curriculum.
  - How children learn is as important as what they learn.
  - Great cognitive growth occurs through social interaction.
  - To be successful academically and socially, children need to learn a set of social and emotional skills: cooperation, assertiveness, responsibility, empathy, and self-control.
  - Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.
  - Knowing the families of the children we teach is as important as knowing the children we teach.
  - How we, the adults at school, work together is as important as our individual competence: Lasting change begins with the adult community.

#### After School and Summer Enrichment Program

Campus Community School's 21<sup>st</sup> Century Community Learning Center offers an intensive after-school enrichment program to students in grades k-8 focused on increasing access to high quality Science, Technology, Engineering, Art and Math instruction. "S.T.E.A.M. into Learning: Explore, Discover, and Create" features standards-based, supplemental instruction along with integrated enrichment projects.

Throughout the school year, this program takes place every Monday through Thursday, after school for two hours. There is a S.T.E.A.M Enrichment Program that takes place in the summer as well. Collaboration with multiple community based organizations offers the opportunity for children to engage in high interest extensions of the curriculum in addition to supporting their social and emotional growth.



---

## Academic Enrichment

All K-8 students participate everyday in Academic Enrichment, as part of Campus Community's day.

The purpose of Academic Enrichment is to provide students with additional time to enhance their academic skills in the core content areas, especially reading, writing and math. Some students may need more support, while others may need more of a challenge. Whole class and individual needs were considered when designing this time. Additional time for students on RTI tier 2 and 3 is met through Academic Enrichment. Students also receive enrichment based around their interest through clubs, such as Robotics, Yearbook, and Cougars Reaching Out. Every educator in our building is assigned to a group of students to help support their needs.

## Mentoring

Partnering with Communities in Schools, Campus Community School implements a mentoring program for at risk students. Students are identified by their teachers based on academic and behavioral concerns. Mentors are recruited from the community (Wesley College, local businesses, school board members, Delaware State University, etc.) and receive extensive training from our Site Coordinator. Mentors meet with their assigned mentees at least once a week to build relationships, provide a positive role model, and provide tutoring. Having this one-on-one relationship with a caring adult is critical to our students' success. Campus Community has also implemented a student mentoring program in which older students mentor younger students.

---

## VII. ANNUAL REPORT CERTIFICATION STATEMENT

<b>Name of School:</b>	Campus Community School
<b>Location:</b>	Dover, DE

I hereby certify that the information submitted in this annual of a charter school is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Directors.

  
Signature: Chairperson of Board of Directors (or designated signatory authority) 12/1/17 Date

<b>Print/Type Name:</b>	Harry Papaleo
<b>Title (if designated):</b>	President, Campus Community Board of Directors
<b>Date of approval by board of directors:</b>	12/1/2017

## References:

<sup>1</sup> Based on September 30<sup>th</sup> Unit Count

<sup>2</sup> Pursuant to the Family Education Rights and Privacy Act (FERPA) (34 CFR §99), the DDOE applies the following statistical methods to avoid disclosure of personally identifiable information in aggregate reporting.

1. For all data, counts for groups or subgroups with 15 or fewer students are suppressed and represented by “-” in data reports. Complementary suppression of one or more non-sensitive cells in a table may be required so that the values of the suppressed cells may not be calculated by subtracting the reported values from the row and column totals.
2. Only report percentages for grade level reporting within a school and district.
3. Percentages are suppressed when the underlying student counts can be derived for groups or subgroups with 15 or fewer students (i.e., if the number tested and proficient are reported, then the percentage may need to be suppressed).
4. Any percentage above 95 or below 5 will be reported as >95% and <5%, respectively.

<sup>3</sup> Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.