

# **CAMPUS COMMUNITY SCHOOL**

**ANNUAL REPORT**

**2017-2018**



**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 2017-2018 <sup>1</sup>	417
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	Heidi Greene
School Leader Email and Phone Number	Heidi.Greene@ccs.k12.de.us (302) 736-0403
Name of Board President	Harry 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 2017-2018. (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	
	2017-2018 <sup>1</sup>
Total Enrollment	417
# of Students on Waiting List	82
Gender	
% Male	50.12%
% Female	49.88%
Ethnicity/Race	
% African American	54.92%
% American Indian	0.48%
% Asian	1.68%
% Hispanic/Latino	8.87%
% White	27.10%
% Multiracial	6.71%
Special Populations	
%Special Education <sup>2</sup>	9.35%
% English Language Learners	1.68%
% Low-Income	43.17%

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

*In addition to the above data, 67 % of our population was eligible to receive lunch at a free or reduced cost.*

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

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#### 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		
	2017-2018	
	Approved Enrollment	30-Sep Enrollment Count
K	40	42
Grade 1	40	43
Grade 2	42	47
Grade 3	44	42
Grade 4	46	44
Grade 5	50	52
Grade 6	50	52
Grade 7	50	52
Grade 8	50	43
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total	412	417

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	1	
Grade 1	32	88.89%
Grade 2	32	86.49%
Grade 3	29	82.86%
Grade 4	35	77.78%
Grade 5	40	76.92%
Grade 6	45	84.91%
Grade 7	45	88.24%
Grade 8	43	82.69%
Grade 9		
Grade 10		
Grade 11		
Grade 12		
<b>Total/Avg</b>	302	83.66%

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

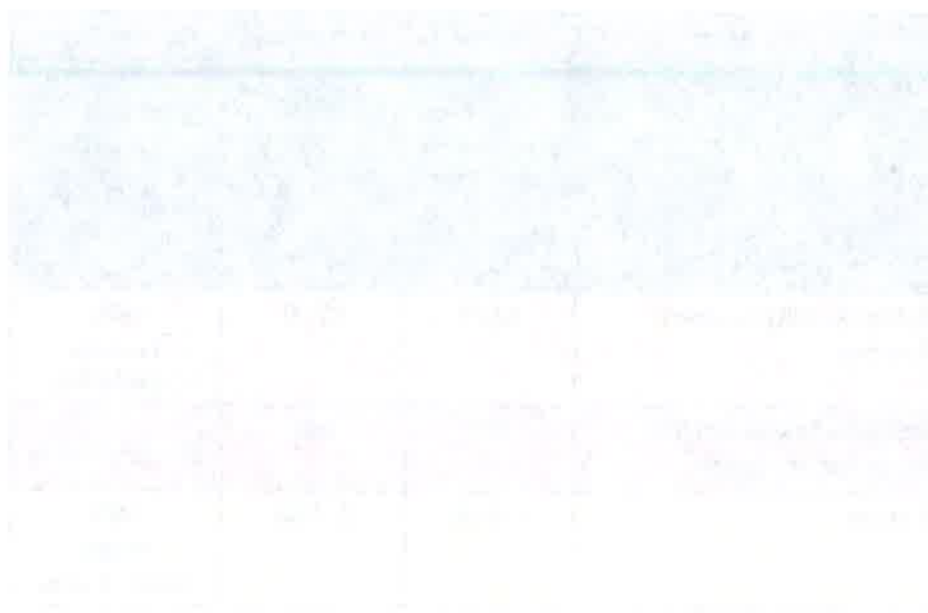
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Describe the school's plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.

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

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*also keep a monthly enrollment spreadsheet to monitor attrition rates. Our goal is to minimize attrition by building strong relationships with families through activities such as student-led conferences, various school events, and the use of parent and student surveys.*





## II. ACADEMIC PERFORMANCE

### 2.1 Delaware School Success Framework

#### Changes in the Academic Framework

From School Year (SY) 2014-15 through SY 2017-18, the academic performance of all charter schools was evaluated using the Delaware School Success Framework that were publishing annually. In December 2015, Congress reauthorized the Elementary and Secondary Education Act, the main federal law governing public education. The Every Student Succeeds Act (ESSA) replaced the No Child Left Behind Act (NCLB). ESSA implementation began in 2017-18 school year.

#### Overall Academic Ratings

#### Elementary (grades K-5)/Middle School (grades 6-8)

Indicator	Points	Point Earned	Percent Point
Academic Achievement	150.00	82.00	55% Meets Expectations
Academic Progress	200.00	147.00	74% Exceeds Expectations
School Quality/Student Success	50.00	45.00	90% Exceeds Expectations
Progress Toward English Language Proficiency	n/a	n/a	Not Applicable
Overall	400.00	274.00	69% Meets Expectations

- 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.

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*School Comments: We are happy with the progress we are making as a school. ELA continues to be a strong point for the school. We made significant gains in Math this year. This was one of our biggest accomplishments. A few things we did differently with Math were to incorporate more opportunities for spiraling back to previously taught concepts and skills, and to establish more routine fluency*

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## Performance Agreement

### Academic Performance Expectations

Campus Community School's academic ratings for school year 2015-16 overall are:

- Academic Achievement: Approaching Standard
- Growth: Exceeds Standard
- On Track to Graduation: Exceeds Standard
- College and Career: Approaching Standard

By September 2020, our expectation is to achieve overall ratings of "Meets" or "Exceeds" standard as measured by the Delaware School Success 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).

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*School Comments: We are happy with the progress we are making as a school. We met or exceeded in all areas of academic performance expectations. ELA continues to be a strong point for the school. We made significant gains in Math this year. This was one of our biggest accomplishments. A few things we did differently with Math were to incorporate more opportunities for spiraling back to previously taught concepts and skills, and to establish more routine fluency practice.*

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## 2.2 Academic Achievement

Metric	Value	Points	Points Earned
Proficiency ELA (Grades 3-8)	62.89%	75.00	47.00
Proficiency Math (Grades 3-8)	46.82%	75.00	35.00

Respond to the following questions.

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

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*School Comments: Our scores in ELA are very similar to the previous year. All but one grade level exceeded the state average. Students continue to be engaged in authentic reading and writing at our school. Many grade levels hold book challenges where students read 20-40 books per school year. Our math scores have increased at every grade level. We believe this is due to a focus on mathematical fluency and spiraling within the curriculum. In addition, we instituted a policy that required students scoring a 1 on SBAC to attend summer school and students scoring a 2 to be recommended for summer school. This policy added a level of accountability that helped students take the test more seriously. Students still struggle with word problems and sometimes resort to "guessing" rather than thinking through the necessary steps.*

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

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*School Comments: We expect to continue to grow in our academic performance. Our next steps in math are to strengthen mathematical problem-solving strategies as a school to enhance students' comfort-level and success rate with word problems. We also want to focus on getting students to assess the reasonableness of their answers.*

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

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*School Comments: STAR Reading and Math (administered 3 times a year), curriculum-based assessments, RTI data, formative assessments, and report card data are tracked throughout the year to determine progress toward our academic achievement goals. These measures help us to see if students are working at grade-level expectations. In addition to PLCs, we have 3 in-service days dedicated to analyzing student data and progress.*

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### 2.3 Academic Progress

Metric	Value	Points	Points Earned
Growth - ELA (grades 4-8)	74.75%	75.00	56.00
Growth - Math (grades 4-8)	73.14%	75.00	55.00
Growth of Highest Quartile - ELA(grades 4-8)	65.87%	12.50	8.00
Growth of Highest Quartile - Math(grades 4-8)	71.60%	12.50	9.00
Growth of Lowest Quartile - ELA(grades 4-8)	84.83%	12.50	11.00
Growth of Lowest Quartile - Math(grades 4-8)	62.76%	12.50	8.00

Respond to the following questions.

- a) Based on the school's Academic Progress 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.)

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*School Comments: We are so proud of the growth made by our students. Having an accountability policy helped increase student buy-in to the test-taking process. In addition, we sat down as a team to look at assessment data every marking period to adjust the supports we provide to students throughout a trimester. We also spent a great deal of time studying and implementing various components of engaging academics, as well as ways to increase productive struggle in our classrooms. Teachers have high expectations for students and make it a priority to help students grow.*

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

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*School Comments: It is equally important to us that the highest and lowest quartile of students continue to make progress. Our goal is to have similar outcomes in the 18-19 school year by continuing to implement and refine the practices previously mentioned.*

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

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*School Comments: STAR Reading and Math (administered 3 times a year), RTI data, and report card data will be tracked throughout the year to determine progress toward our academic progress goals. When compared over the course of the year, these measures help us to see if students are improving.*

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## 2.4 School Quality/ Student Success

Metric	Value	Points	Points Earned
Chronic Absenteeism	90.93%	50.00	45.00
Proficiency - Science(grades 5 and 8)		n/a	n/a
Proficiency - Social Studies(grades 4 and 7)		n/a	n/a

Respond to the following questions.

a) Based on the school's School Quality/ Student Success ratings over the course of the school year, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results.

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School Comments: *Attendance is a key factor in student success. We utilize the truancy process to ensure that parents and students meet attendance standards.*

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b) Looking ahead, what are your expected outcomes for School Quality/ Student Success and what steps will you take to achieve them?

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School Comments: *One way that we are enhancing our attendance procedures in the 18-19 school year is to meet with families before they are referred to truancy court. We hope that this will give us a chance to support the parent in determining a plan for improved attendance so that they can avoid truancy court, summer school, and/or retention.*

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c) Describe how you will measure progress to determine whether you are on track to meet your expected School Quality/ Student Success outcomes.

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School Comments: *We run an attendance report weekly to look for chronic patterns of tardiness or absences. This helps us address concerns quickly, before they turn in to major problems, and serves as a way to monitor the attendance rate in our school.*

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## 2.5 Progress toward English language proficiency (ELP) \* new

Beginning in the 2017-2018 school year, every school was measured on student “Progress toward English language proficiency (ELP)” This metric is an index calculation that measures the percentage of all current ELs who make annual progress toward ELP as measured by the statewide ELP assessment. ELP is defined as scoring a PL of 5.0 on the statewide ELP assessment. Attainment has been defined in Delaware as a PL of 5.0 and a level in which a student is considered to have met a proficiency level comparable to their native English speaking peers. [Therefore, a PL of 5.0 is considered a student’s Attainment Target \(AT\).](#)

Metric	Value	Points	Points Earned
Progress Toward English Language Proficiency		n/a	n/a

Respond to the following questions.

a) Based on your Progress toward English language proficiency (ELP) 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.

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School Comments: N/A

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b) Looking ahead, what are your expected outcomes for Progress toward English language proficiency (ELP) and what steps will you take to achieve them?

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School Comments: N/A

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c) Describe how you will measure progress to determine whether you are on track to meet your expected Progress toward English language proficiency (ELP) outcomes.

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School Comments: N/A

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### 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 DOE	1a1

- a) Rate the school's performance according to the criteria established by the school for its 2017-2018 mission specific goal(s).

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School Comments: *In 2017-18, 137 out of 143 middle school students (96%) completed at least one trimester of a service learning enrichment class. Many students participate in more than one.*

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- 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 spreadsheet tracking each middle school student and the service learning that they took part in (highlighted in yellow). Names have been redacted. (Appendix 1)*

### 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	
2017-2018	M	M	AS	M	M	M	M	AS	M	AS	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: **Meets Standard**

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

School Comments: **Meets Standard**

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

## 1. EDUCATION PROGRAM

### Measure 1c.

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

#### DOE Rating Information:

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The school has been identified as noncompliant for this IDEA regulatory area and is engaged in a Corrective Action Plan.

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**School Response To Rating:** *A corrective action plan was submitted in February 2018 to address Disproportionate Representation. We are currently compliant in this area; see attached letter from Mary Ann Mieczkowski.(Appendix 2)*

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## 3. STUDENTS AND STAFF

### Measure 3a.

**Is the school protecting the legal rights of all students?**

#### DOE Rating Information:

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The school did not participate in the ASV process.

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#### School Response To Rating:

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*We have reached out to DOE to ensure that we have a full understanding of this process. It will be completed in a timely manner moving forward.*

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## 4. FACILITIES, TRANSPORTATION, HEALTH, AND SAFETY

### Measure 4a.

**Is the school meeting facilities, transportation, health and safety requirements?**

#### **DOE Rating Information:**

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On 6/6/2017 a desk audit was completed to review implementation of Health and Safety regulations for the School Health Services program. The school's request for an extension to 9/15/2018 was granted for Follow-Up Plan to address areas needing attention.

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**School Response To Rating:** *Documentation, as well as a corrective plan, from our school nurse was submitted in the fall of 2018 to fine-tune various health services and documentation. We are currently compliant in this area; please see attached letter from Jane Boyd. (Appendix 3)*

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## Performance Agreement

### Organizational Performance Expectations

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

Campus Community School's 2015-16 overall organizational rating is Meets Standard. By September 2020, 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 organizational performance based on its approved Performance Agreement (see above).

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*School Comments: While we had three areas that were approaching the standard, our overall rating was Meets Standard. We are committed to making sure that we meet or exceed in all measures moving forward.*

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### 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
- b) y 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	Role/Title	Financial Training Date
Lindsey	Fitzgerald	Community Member	10/24/2017
Annie	Norman	Community Member	3/19/2014
Harry	Papaleo	President	9/29/2014
Patti	Sandy	Teacher Representative	10/27/2017
Leroy	Travers	Head of School	10/24/2017
Lisa	Weis	Parent Representative	9/29/2014
Sarah	Zimmerman	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.**

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*School Comments: Campus Community School underwent a series of Board development and training workshops during 2015 and 2016. The training was provided by the Delaware Alliance for Nonprofit Advancement. (Please see attached letter from DANA – Appendix 4) In addition, CCS is planning additional training in the spring of 2019. We have two Board members whose terms will end in May of 2019. The goal is to have new Board members in place prior to having the training.*

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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 the allotted timeframe of his/her 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	Role/Title	No
Shelly	Baker Redden	Business Assistant	Not a member in the 17/18 School Year
Marc	Cote	Parent/Community Member	7/1/2007
Lindsey	Fitzgerald	Treasurer	10/24/2017
Carolyn	Lyon	Ex Officio/Business Manager	7/1/2010
Harry	Papaleo	Board President	9/29/2014
Richard	Riggs	DOE Representative	11/30/2015
Leroy	Travers	Ex-officio/Head of School	10/24/2017

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School Comments:

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

2017-2018		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
72%	18	25

**\* To be completed by the school**

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.

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School Comments: *Campus Community strives to provide an environment that is a collaborative and team approach to educating our students. The following strategies are utilized to maximize the retention of our teaching staff:*

- 1) Teacher autonomy – teachers have great autonomy over the instruction and curriculum within their classrooms.
- 2) An administrative staff that has an open door policy; along with frequent meetings with staff to review the goals, strengths, and areas of improvement for staff members, as well as the overall school. Administration is receptive to staff feedback. A true team approach.
- 3) The school strives to offer competitive pay, benefits and a positive work environment.
- 4) The interview process screens candidates for content knowledge and pedagogy, along with core values and traits that align with Campus Community School.

*CCS had 7 teachers who did not return in 17/18 from the 16/17 school year. The reasons are as follows:*

- 1) Two teachers – we did not renew their contracts due to overall job performance not meeting expectations.
- 2) Two teachers gave birth and did not return to work afterwards.
- 3) One teacher moved to a different district to pursue a career geared towards working with only special education students.
- 4) One teacher moved out of state.
- 5) One position in 16/17 was filled with a long-term substitute. In 17/18 the position was filled with a long term teacher.

*CCS had 7 teachers who did not return in 18/19 from the 17/18 school year. The reasons are as follows:*

- 1) Two teachers retired.
- 2) One teacher is pursuing a doctorate degree full time.
- 3) One teacher moved out of State to return to her home state.
- 4) Three teachers moved to a district closer to their home to reduce their daily commute.

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

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School Comments:

*Each year we have a 3-day new staff orientation to acclimate new staff to our school. We also have a mentoring program that includes one on one time between mentors and mentees, classroom observations, and monthly meetings.*

*In 2017-18 staff engaged in bi-monthly PD related to two aspects of Responsive Classroom: teacher language and engaging academics. These two areas were a priority for the whole school as we continue our journey into Responsive Classroom. Another focus for the whole staff was about Habits of Mind. These PD sessions took place over multiple in-service days.*

*In addition to whole-staff PD, staff is encouraged and supported in pursuing individualized PD. Examples of this in 2017-18 include 3 teachers attended the NSTA conference in Baltimore, several teachers went to the Spring Literacy Event about teaching argument/opinion writing, our special ed team attended the Inclusion Conference, etc.*

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## 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	
2017-2018	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.)

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School Comments: **Meets Standards**

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

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School Comments: **Meets Standards**

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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 2015-16 overall financial rating is Meets. By September 2020, 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.

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*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 that 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, has over 30 years for accounting experience.*

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

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School Comments: **N/A**

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## 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).

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### 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 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. Finally, we believe in developing in students the capacity to nurture passion creativity and intrinsic motivation to learn.

**\*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 six guiding principles that Campus Community has adopted as school-wide guiding principles. These are:

-  Teaching social and emotional skills is as important as teaching academic content.
-  How we teach is as important as what we teach.
-  Great cognitive growth occurs through social interaction.
-  What we know and believe about our students—individually, culturally, and developmentally—informs our expectations, reactions, and attitudes about those students.
-  How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.
-  Partnering with families – knowing them and valuing their contributions – is as important as knowing the children we teach.

**\*Professional Learning Communities** - The school environment 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 areas for 2017-18 were two aspects of Responsive Classroom: Teacher Language and Engaging Academics.

**\*Academic Enrichment** - All K-8 students participate daily in Academic Enrichment, as part of Campus Community's day. The purpose of Academic Enrichment is to provide students with additional time to

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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 are considered when designing this time. Additional time for students on RTI tier 2 and 3 is met through Academic Enrichment. 4<sup>th</sup>-8<sup>th</sup> grade students also receive enrichment based around their interest through clubs, such as Robotics, Gentlemen of Quality, and Band.

**\*Standards-Based Grading/Reporting** – We have completely transformed our report card to show more than just a grade for each class/subject. Our new report card also shows how students are progressing in their mastery of academic standards at each grade level. This end product is preceded by assessments that are intentionally designed to align to the standards. Teachers keep a standards-based gradebook, as well.

**\*Student-led Conferences** - Another innovative practice at CCS is our student-led conferences. A student-led conference is a meeting with the student, his or her family, and the teacher to discuss school progress. The student has the leadership role in informing parents of his/her progress by sharing evidence of their learning in meeting state standards and habits of mind. 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 trimester, students are graded in the areas of Citizenship, Reflection, Self-Direction, and Persistence. Campus Community emphasizes these traits throughout the school, and teaches them to students along with the academic curriculum.

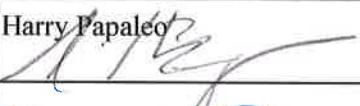


## VII. ANNUAL REPORT CERTIFICATION STATEMENT

<b>Name of School:</b>	Campus Community School
<b>Location:</b>	350 Pear St., Dover, DE 19004

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) 12-19-18 Date

<b>Print/Type Name:</b>	Harry Papaleo 
<b>Title (if designated):</b>	Board President
<b>Date of approval by board of directors:</b>	December 19, 2018

## 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.

Student	Grade	Service Learning Req	A Day - 1st trimester	B Day - 1st trimester
Student 1	6 Y		Band	Yearbook
Student 2	6 Y		Study Hall	GQ
Student 3	6 Y		Robotics	Sports
Student 4	6 NO		Study Hall	Choir
Student 5	6 NO		Math - Hippolyte	Sports
Student 6	6 Y		Girl Talk - Stafford	Choir
Student 7	6 Y		Drama	R/M - Gorman
Student 8	6 Y		Girl Talk - Stafford	Educational Games
Student 9	6 Y		Study Hall	Sports
Student 10	6 Y		Art/Biggs Museum	Sports
Student 11	6 Y		Girl Talk - Stafford	Choir
Student 12	6 NO		Robotics	Sports
Student 13	6 Y		Art/Biggs Museum	Sports
Student 14	6 Y		Band	First State
Student 15	6 Y		Girl Talk - Stafford	First State
Student 16	6 Y		News Crew	Learning Buddies - Thompson
Student 17	6 Y		Robotics	Library Assistant
Student 18	6 Y		Girl Talk - Stafford	Salsa
Student 19	6 Y		Drama	Sports
Student 20	6 Y		Robotics	Sports
Student 21	6 Y		Robotics	Strategies for Success
Student 22	6 Y		CROCS	R/M - Gorman
Student 23	6 NO		Study Hall	Sports
Student 24	6 Y		Art/Biggs Museum	Strategies for Success
Student 25	6 Y		News Crew	Sports
Student 26	6 Y		Learning Buddies - Wooleyhand	Sports
Student 27	6 Y		Reading - Edler	GQ
Student 28	6 Y		News Crew	Salsa
Student 29	6 Y		Study Hall	GQ
Student 30	6 Y		Art/Biggs Museum	Educational Games
Student 31	6 Y		Reading - Edler	Yearbook
Student 32	6 Y		Art/Biggs Museum	R/M - Gorman
Student 33	6 Y		Learning Buddies - Collins	Girl Talk - Smith

Appendix 1

Student 34	6 Y	Girl Talk - Stafford	Study Hall
Student 35	6 Y	Learning Buddies - Collins	Yearbook
Student 36	6 Y	CROCS	GQ
Student 37	6 Y	Study Hall	Sports
Student 38	6 Y	Math - Hippolyte	Salsa
Student 39	6 Y	Math - Hippolyte	Girl Talk - Smith
Student 40	6 Y	Drama	Yearbook
Student 41	6 Y	Reading - Edler	Sports
Student 42	6 Y	CROCS	Yearbook
Student 43	6 Y	Reading - Edler	Sports
Student 44	6 Y	Robotics	GQ
Student 45	6 NO	Science Fair	Study Hall
Student 46	6 Y	Learning Buddies - Maguire	Sports
Student 47	6 Y	Girl Talk - Stafford	Sports
Student 48	6 Y	CROCS	Girl Talk - Smith
Student 49	6 Y	Learning Buddies - Sandy	First State
Student 50	7 Y	Drama	First State
Student 51	7 Y	Reading - Edler	GQ
Student 52	7 Y	Robotics	First State
Student 53	7 Y	Robotics	Yearbook
Student 54	7 Y	Learning Buddies - Wooleyhand	Educational Games
Student 55	7 Y	R/M - Smith	Yearbook
Student 56	7 Y	CROCS	Strategies for Success
Student 57	7 Y	Science Fair	Yearbook
Student 58	7 Y	Art/Biggs Museum	Learning Buddies - Maguire
Student 59	7 Y	Science Fair	Yearbook
Student 60	7 NO	Robotics	Strategies for Success
Student 61	7 Y	Learning Buddies - Ruff	Salsa
Student 62	7 Y	CROCS	Reading - Stafford
Student 63	7 Y	CROCS	Girl Talk - Smith
Student 64	7 Y	Robotics	First State
Student 65	7 Y	CROCS	Salsa
Student 66	7 Y	Science Fair	Yearbook
Student 67	7 Y	Reading - Edler	Girl Talk - Smith

Student 68	7 Y	CROCS	Salsa
Student 69	7 Y	Band	First State
Student 70	7 Y	Art/Biggs Museum	GQ
Student 71	7 Y	Drama	Yearbook
Student 72	7 Y	CROCS	Learning Buddies - Ruff
Student 73	7 Y	News Crew	Educational Games
Student 74	7 Y	Reading - Edler	Choir
Student 75	7 Y	Reading - Flynn	GQ
Student 76	7 Y	Robotics	Yearbook
Student 77	7 Y	News Crew	Choir
Student 78	7 Y	CROCS	Strategies for Success
Student 79	7 Y	Library Assistant	R/M - Gorman
Student 80	7 Y	Drama	First State
Student 81	7 Y	Science Fair	First State
Student 82	7 Y	Science Fair	First State
Student 83	7 Y	CROCS	R/M - Gorman
Student 84	7 Y	CROCS	Reading - Stafford
Student 85	7 Y	Math - Hippolyte	Choir
Student 86	7 Y	Robotics	Educational Games
Student 87	7 Y	Reading - Flynn	Yearbook
Student 88	7 Y	Reading - Flynn	GQ
Student 89	7 Y	Science Fair	Yearbook
Student 90	7 Y	Drama	Strategies for Success
Student 91	7 Y	Science Fair	Salsa
Student 92	7 Y	Art/Biggs Museum	Learning Buddies - Wooleyhand
Student 93	7 Y	R/M - Smith	Learning Buddies - Wooleyhand
Student 94	7 Y	Math - Hippolyte	GQ
Student 95	7 Y	CROCS	GQ
Student 96	7 Y	Robotics	First State
Student 97	7 Y	Art/Biggs Museum	Girl Talk - Smith
Student 98	7 Y	CROCS	Girl Talk - Smith
Student 99	7 Y	Learning Buddies - Thompson	Educational Games
Student 100	7 Y	Reading - Flynn	Yearbook
Student 101	8 Y	8th Health	Learning Buddies - Collins

Student 102	8 Y	Science Fair	8th Health
Student 103	8 Y	8th Health	Sports
Student 104	8 Y	8th Health	First State
Student 105	8 Y	8th Health	Sports
Student 106	8 Y	8th Health	Choir
Student 107	8 Y	Girl Talk - Stafford	8th Health
Student 108	8 Y	Robotics	8th Health
Student 109	8 Y	Robotics	8th Health
Student 110	8 Y	Health	First State
Student 111	8 Y	8th Health	First State
Student 112	8 Y	Science Fair	8th Health
Student 113	8 Y	Science Fair	8th Health
Student 114	8 Y	8th Health	Yearbook
Student 115	8 Y	8th Health	Sports
Student 116	8 Y	Band	8th Health
Student 117	8 Y	8th Health	Sports
Student 118	8 Y	Science Fair	8th Health
Student 119	8 Y	CROCS	8th Health
Student 120	8 Y	8th Health	Sports
Student 121	8 Y	8th Health	Reading - Stafford
Student 122	8 Y	8th Health	First State
Student 123	8 Y	8th Health	Sports
Student 124	8 Y	8th Health	Sports
Student 125	8 Y	Library Assistant	8th Health
Student 126	8 Y	R/M - Smith	8th Health
Student 127	8 Y	8th Health	GQ
Student 128	8 Y	8th Health	Girl Talk - Smith
Student 129	8 Y	R/M - Smith	8th Health
Student 130	8 Y	News Crew	8th Health
Student 131	8 Y	8th Health	Reading - Stafford
Student 132	8 Y	8th Health	Learning Buddies - Maguire
Student 133	8 Y	8th Health	First State
Student 134	8 Y	8th Health	Sports
Student 135	8 Y	Study Hall	8th Health

Student 136	8 Y	8th Health	Reading - Stafford
Student 137	8 Y	Science Fair	8th Health
Student 138	8 Y	8th Health	Educational Games
Student 139	8 Y	Science Fair	8th Health
Student 140	8 Y	Robotics	8th Health
Student 141	8 Y	CROCS	8th Health
Student 142	8 Y	8th Health	Reading - Stafford
Student 143	8 Y	8th Health	GQ



A Day - 2nd trimester	B Day - 2nd trimester	A Day - 3rd trimester	B Day - 3rd trimester
Health	Mandatory Study Hall - Edler	Coding	GQ
Health	GQ	CROCS	GQ
Strategies - Edler	Health	Coding	Library Assistant
Health	Mandatory Study Hall - Edler	Mandatory Study Hall - Flynn	Walking
Health	Mandatory Study Hall - Edler	Mandatory Study Hall - Flynn	Reading - Stafford
Girl Talk - Stafford	Health	Learning Buddies - Wooleyhand	Newspaper
Health	Mandatory Study Hall - Flynn	Mandatory Study Hall - Flynn	Newspaper
Health	Drama	CROCS	Study Hall - Edler
Sports	Health	Library Assistant	Walking
Health	Drama	Learning Buddies - Thompson	GQ
Health	Choir	Girl Talk - Stafford	First State
Sports	Health	Mandatory Study Hall - Smith	Reading - Flynn
Sports	Health	Coding	Walking
Health	Mandatory Study Hall - Edler	Girl Talk - Stafford	Mandatory Study Hall - Edler
Health	Mandatory Study Hall - Edler	Girl Talk - Stafford	Mandatory Study Hall - Edler
Health	News Crew	Drama	Walking
Health	Mandatory Study Hall - Flynn	Mandatory Study Hall - Smith	Reading - Flynn
Mandatory Study Hall - Edler	Health	Mandatory Study Hall - Flynn	First State
Art/Biggs Museum	Health	Forensics	GQ
Health	Mandatory Study Hall - Flynn	Talent Show	Reading - Flynn
Health	Mandatory Study Hall - Flynn	Art/Biggs Museum	Reading - Flynn
Health	Reading - Stafford	Art/Biggs Museum	Reading - Stafford
Sports	Health	Forensics	Culture Club
Mandatory Study Hall - Edler	Health	Math - Watson	Mandatory Study Hall - Edler
Health	News Crew	Coding	First State
Sports	Health	Girl Talk - Stafford	Mandatory Study Hall - Edler
Health	Mandatory Study Hall - Edler	Mandatory Study Hall - Flynn	GQ
Health	News Crew	Drama	Morning News Crew
Health	GQ	Study Hall - Flynn	GQ
Mandatory Study Hall - Edler	Health	Mandatory Study Hall - Flynn	GQ
Health	R/M - Watson	Mandatory Study Hall - Flynn	Choir
Mandatory Study Hall - Edler	Health	Math - Watson	Mandatory Study Hall - Edler
Sports	Health	Forensics	Learning Buddies - Wooleyhand

Learning Buddies - Long	Health	Girl Talk - Stafford	Study Hall - Edler
Learning Buddies - Ruff	Health	Learning Buddies - Wooleyhand	Culture Club
Mandatory Study Hall - Edler	Health	Mandatory Study Hall - Flynn	GQ
Mandatory Study Hall - Edler	Health	Forensics	Learning Buddies - Collins
Health	Mandatory Study Hall - Edler	Learning Buddies - Collins	First State
Health	Mandatory Study Hall - Edler	Girl Talk - Stafford	Mandatory Study Hall - Edler
Mandatory Study Hall - Edler	Health	Coding	Newspaper
Health	Reading - Stafford	CROCS	Reading - Stafford
Health	Mandatory Study Hall - Edler	CROCS	Mandatory Study Hall - Edler
Mandatory Study Hall - Edler	Health	Mandatory Study Hall - Flynn	GQ
Sports	Health	Learning Buddies - Collins	GQ
Mandatory Study Hall - Gorman	Health	Math - Watson	Mandatory Study Hall - Edler
Learning Buddies - Thompson	Health	CROCS	First State
Mandatory Study Hall - Edler	Health	Art/Biggs Museum	First State
Learning Buddies - Maguire	Health	Girl Talk - Stafford	Mandatory Study Hall - Edler
Health	First State	CROCS	First State
CROCS	Math - Watson	Math - Watson	7th Health
Mandatory Study Hall - Edler	First State	Mandatory Study Hall - Edler	7th Health
Sports	Mandatory Study Hall - Hippolyte	7th Health	Study Hall - Hippolyte
Robotics	Mandatory Study Hall - Hippolyte	Mandatory Study Hall - Edler	7th Health
Sports	Learning Buddies - Collins	Learning Buddies - Maguire	7th Health
Art/Biggs Museum	Reading - Stafford	Math - Watson	7th Health
CROCS	Mandatory Study Hall - Hippolyte	Mandatory Study Hall - Edler	7th Health
Science Fair	Learning Buddies - Sandy	Forensics	7th Health
Sports	Study Hall	7th Health	Morning News Crew
Science Fair	Learning Buddies - Ruff	Forensics	7th Health
Robotics	Mandatory Study Hall - Hippolyte	Mandatory Study Hall - Edler	7th Health
CROCS	Learning Buddies - Long	Forensics	7th Health
Robotics	Mandatory Study Hall - Hippolyte	7th Health	Study Hall - Hippolyte
Sports	Japanese	7th Health	Culture Club
Robotics	First State	Forensics	7th Health
Art/Biggs Museum	Study Hall	Forensics	7th Health
Science Fair	News Crew	CROCS	7th Health
Sports	Learning Buddies - Collins	Forensics	7th Health

Art/Biggs Museum	Study Hall	Forensics	7th Health
Sports	Study Hall	7th Health	Choir
Mandatory Study Hall - Smith	GQ	7th Health	Mandatory Study Hall - Gorman
Mandatory Study Hall - Gorman	Drama	Mandatory Study Hall - Edler	7th Health
CROCS	Library Assistant	CROCS	7th Health
Mandatory Study Hall - Gorman	News Crew	7th Health	Reading - Stafford
Learning Buddies - Collins	Girl Talk - Smith	CROCS	7th Health
Mandatory Study Hall - Gorman	GQ	Math - Watson	7th Health
Robotics	GQ	7th Health	GQ
Mandatory Study Hall - Smith	News Crew/Choir	7th Health	Morning News Crew
CROCS	Study Hall	7th Health	Mandatory Study Hall - Gorman
CROCS	Mandatory Study Hall - Hippolyte	Mandatory Study Hall - Edler	7th Health
CROCS	First State	7th Health	First State
Sports	Study Hall	7th Health	Study Hall - Gorman
Science Fair	Japanese	Forensics	7th Health
Mandatory Study Hall - Smith	Learning Buddies - Wooleyhand	7th Health	Mandatory Study Hall - Gorman
Mandatory Study Hall - Smith	Girl Talk - Smith	7th Health	Reading - Stafford
CROCS	Choir	Mandatory Study Hall - Edler	7th Health
Robotics	Learning Buddies - Thompson	7th Health	Morning News Crew
Mandatory Study Hall - Smith	Girl Talk - Smith	7th Health	Mandatory Study Hall - Gorman
Sports	Reading - Stafford	7th Health	GQ
Sports	Japanese	CROCS	7th Health
Mandatory Study Hall - Smith	Drama	7th Health	Mandatory Study Hall - Gorman
Science Fair	Girl Talk - Smith	7th Health	Culture Club
Sports	GQ	7th Health	GQ
Mandatory Study Hall - Smith	Japanese	7th Health	Mandatory Study Hall - Gorman
Mandatory Study Hall - Edler	Math - Watson	Math - Watson	7th Health
Mandatory Study Hall - Gorman	GQ	Mandatory Study Hall - Edler	7th Health
Mandatory Study Hall - Smith	First State	7th Health	Mandatory Study Hall - Gorman
Art/Biggs Museum	Japanese	7th Health	Culture Club
Sports	Japanese	7th Health	Culture Club
Sports	GQ	7th Health	Study Hall - Gorman
CROCS	Reading - Stafford	7th Health	Reading - Stafford
Learning Buddies - Sandy	Mandatory Study Hall - Hippolyte	Mandatory Study Hall - Smith	Mandatory Study Hall - Hippolyte

Science Fair	First State	Talent Show	First State
Girl Talk - Stafford	Mandatory Study Hall - Hippolyte	Sports	Math - Watson
Mandatory Study Hall - Gorman	First State	Mandatory Study Hall - Smith	First State
Art/Biggs Museum	Strategies - Hippolyte	Sports	Study Hall - Hippolyte
Dance	Mandatory Study Hall - Hippolyte	Mandatory Study Hall - Smith	Choir
Learning Buddy - Collins	Girl Talk - Smith	Learning Buddies - Sandy	Walking Club
Robotics	GQ	Forensics	GQ
Robotics	First State	Sports	First State
Girl Talk - Stafford	First State	CROCS	First State
CROCS	First State	Sports	First State
Science Fair	Learning Buddy - Maguire	Sports	Learning Buddies - Maguire
Science Fair	First State	Talent Show	Learning Buddies - Sandy
CROCS	Mandatory Study Hall - Hippolyte	CROCS	Mandatory Study Hall - Hippolyte
Art/Biggs Museum	Mandatory Study Hall - Flynn	Sports	Reading - Flynn
CROCS	Choir	Sports	Learning Buddies - Ruff
CROCS	Japanese	Learning Buddies - Ruff	Walking Club
Science Fair	First State	Sports	First State
CROCS	Japanese	CROCS	Learning Buddies - Thompson
Mandatory Study Hall - Gorman	Girl Talk - Smith	Mandatory Study Hall - Smith	Math - Watson
Girl Talk - Stafford	Drama	Mandatory Study Hall - Smith	Culture Club
Library Assistant	First State	Sports	First State
CROCS	GQ	Sports	Mandatory Study Hall - Hippolyte
Art/Biggs Museum	GQ	Sports	GQ
Dance	Mandatory Study Hall - Flynn	Study Hall - Smith	Mandatory Study Hall - Hippolyte
Girl Talk - Stafford	Mandatory Study Hall - Hippolyte	CROCS	Math - Watson
Art/Biggs Museum	First State	Sports	Learning Buddies - Wooleyhand
CROCS	Mandatory Study Hall - Hippolyte	Mandatory Study Hall - Smith	Newspaper
Learning Buddies - Wooleyhand	GQ	Sports	Study Hall - Hippolyte
Learning Buddies - Wooleyhand	News Crew	Art/Biggs Museum	Math - Watson
CROCS	Mandatory Study Hall - Flynn	Art/Biggs Museum	Mandatory Study Hall - Hippolyte
CROCS	Choir	Sports	Learning Buddies - Collins
CROCS	First State	CROCS	First State
Mandatory Study Hall - Gorman	Japanese	Mandatory Study Hall - Smith	GQ
Art/Biggs Museum	First State	Mandatory Study Hall - Smith	First State

Art/Biggs Museum	Girl Talk - Smith	Sports	Culture Club
Science Fair	First State	CROCS	First State
Art/Biggs Museum	First State	Study Hall - Smith	Debate Club
Science Fair	Library Assistant	Forensics	Debate Club
Robotics	First State	CROCS	Debate Club
CROCS	Learning Buddies - Wooleyhand	Sports	Study Hall - Hippolyte
CROCS	Girl Talk - Smith	Sports	Mandatory Study Hall - Hippolyte
Art/Biggs Museum	First State	Sports	Newspaper



## DEPARTMENT OF EDUCATION

Townsend Building  
401 Federal Street Suite 2  
Dover, Delaware 19901-3639  
DOE WEBSITE: <http://www.doe.k12.de.us>

Susan S. Bunting, Ed.D.  
Secretary of Education  
Voice: (302) 735-4000  
FAX: (302) 739-4654

May 14, 2018

Mr. Leroy Travers  
Head of School  
Campus Community Charter School  
350 Pear Street  
Dover, DE 19904

**RE: *Significant Disproportionality and Coordinated Early Intervening Services (CEIS)***

Dear Mr. Travers:

As you know, the Delaware Department of Education ("DOE") is responsible for identifying Local Education Agencies ("LEAs") whose data demonstrates significant disproportionality based on race and ethnicity in special education under the Individuals with Disabilities Education Act ("IDEA") and corresponding state regulations.

**A. Background**

States have a responsibility, under the IDEA, to collect and examine data from the LEA to determine whether significant disproportionality, based on race and ethnicity, is occurring in the LEA and throughout the State with respect to: (a) the identification of children as children with disabilities, including identification in certain disability classifications – Indicator 9 and Indicator 10; (b) the placement of these children in particular educational settings– Indicator 5; and (c) the incidence, duration, and type of disciplinary actions, including suspensions and expulsions, Indicator 4.

The DOE must identify LEAs with significant disproportionality on an annual basis. The DOE must: (1) provide for the review and, if appropriate, revision of LEA policies, procedures, and practices; (2) require the LEA to reserve 15% of its IDEA funds for comprehensive early intervening services ("CEIS"); and (3) require the LEA to report publicly on the revision of procedures, policies, and practices, if any, as a result of the review. *See*, 34 C.F.R. § 300.646; 14 DE Admin Code § 927.46.0

The DOE applies a formula to calculate significant disproportionality using September 30<sup>th</sup> enrollment data and December 1<sup>st</sup> child count data using two years of data. The DOE applies a relative risk ratio methodology to identify LEAs with significant disproportionality. A further explanation and example of how the DOE calculates both disproportionate representation and significant disproportionality can be found in the State's Annual Performance Report submitted to the U.S. Office of Special Education Programs.

Appendix 2

Campus Community Charter School  
May 14, 2018  
Page 2

## **B. Determination**

Based on a review of your LEA's data, your LEA is **not required to set aside IDEA funds for CEIS. No further action is needed at this time.** However, if you choose to set aside IDEA funds for CEIS voluntarily, please remember that you may set aside up to 15% of IDEA funds.

For additional information regarding CEIS, please refer to the following:

[http://www2.ed.gov/policy/speced/guid/idea/ceis\\_pg3.html](http://www2.ed.gov/policy/speced/guid/idea/ceis_pg3.html)

Please contact the DOE's Exceptional Children Resources Group with any questions concerning this determination. Thank you for your cooperation and efforts.

Sincerely,



Mary Ann Mieczkowski  
Director, Exceptional Children Resources

MAM: ANB  
Attachment

cc: Susan S. Bunting, Ed.D., Secretary of Education  
Kelsie Ward, Special Education Coordinator  
Denise Stouffer, Education Associate, Charter School Office  
Maria N. Locuniak, Ph.D., NCSP, Education Associate, Exceptional Children Resources  
Tracy Neugebauer, Education Associate, Exceptional Children Resources



## DEPARTMENT OF EDUCATION

Townsend Building  
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May 14, 2018

Mr. Leroy Travers  
Head of School  
Campus Community Charter School  
350 Pear Street  
Dover, DE 19904

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Campus Community Charter School  
May 14, 2018  
Page 2

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Sincerely,



Mary Ann Mieczkowski  
Director, Exceptional Children Resources

MAM: ANB  
Attachment

cc: Susan S. Bunting, Ed.D., Secretary of Education  
Kelsie Ward, Special Education Coordinator  
Denise Stouffer, Education Associate, Charter School Office  
Maria N. Locuniak, Ph.D., NCSP, Education Associate, Exceptional Children Resources  
Tracy Neugebauer, Education Associate, Exceptional Children Resources



# Delaware Department of Education

## Student Support Team School Support Services

October 9, 2018

Leroy Travers  
School Leader  
Campus Community School  
350 Pear Street  
Dover, DE 19904

Dear Mr. Travers,

This letter is in follow-up regarding the June 2018 desk review on implementation of Health and Safety regulations related to School Health Services conducted by the Department of Education.

I have reviewed the follow-up plan that submitted by Howard Kimmel, RN. I appreciate receipt of the documentation in such a timely and well organized fashion. All areas that needed attention (red highlighted) were addressed. At this point, no further action needs to be taken.

Please do not hesitate to contact me if you or your school nurse should have any questions or further concerns. I can be reached at (302) 857-3356 or via email at [jane.boyd@doe.k12.de.us](mailto:jane.boyd@doe.k12.de.us).

Respectfully,

Jane C. Boyd, MSN, RN  
Education Specialist  
School Support Services

Cc: Susan Keene Haberstroh, Director, School Support Services

Appendix 3



LEADING  
THE SECTOR  
FORWARD

100 W. 10th Street  
Suite 1012  
Wilmington, DE 19801

P 302 777 5500  
F 302 777 5386  
[www.delawarenonprofit.org](http://www.delawarenonprofit.org)

November 1, 2017

Campus Community Charter School  
350 Pear Street  
Dover, Delaware 19904

Attention: Mr. Leroy Travis

Dear Mr. Travis,

This letter is to certify that DANA consultants completed development work with the Campus Community School Board of Directors and senior staff in 2015 and 2016. The 2015 development work included the review of accomplishments of the past strategic plan and the establishment of a new plan with measurable objectives. The 2016 board development work included the creation of a board recruitment process to ensure new board members reflected the values and diversity needed on the board and had the necessary skill sets.

Please let me know if you need anything further from me.

Sincerely,

Paul Stock  
Executive Vice President,  
Excellence Academy

Appendix 4