

# **CAMPUS COMMUNITY SCHOOL**

## **ANNUAL REPORT**

**2018-2019**



**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 2018-2019 <sup>1</sup>	408
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	Lindsey Fitzgerald
<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 2018-2019. (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	
	2018-2019 <sup>1</sup>
Total Enrollment	408
# of Students on Waiting List	
62	
Gender	
% Male	49.26%
% Female	50.74%
Ethnicity/Race	
% African American	55.39%
% American Indian	0.74%
% Asian	2.21%
% Hispanic/Latino	9.07%
% White	24.02%
% Multiracial	8.33%
Special Populations	
%Special Education <sup>2</sup>	9.07%
% English Language Learners	1.96%
% Low-Income	37.50%

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

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### 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		
	2018-2019	
	Approved Enrollment	30-Sep Enrollment Count
K	40	38
Grade 1	40	44
Grade 2	42	41
Grade 3	44	46
Grade 4	46	43
Grade 5	50	52
Grade 6	50	49
Grade 7	50	49
Grade 8	50	46
Grade 9		
Grade 10		
Grade 11		
Grade 12		
<b>Total</b>	<b>412</b>	<b>408</b>

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

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### 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	2	
Grade 1	33	78.57%
Grade 2	32	74.42%
Grade 3	38	80.85%
Grade 4	33	78.57%
Grade 5	39	88.64%
Grade 6	36	69.23%
Grade 7	39	75.00%
Grade 8	45	86.54%
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total/Avg	297	79.41%

\*\* 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 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*

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*student surveys. Please note, although this data may be down slightly from the 17-18 year, our retention rates grew in the 19-20 year. Student enrollment is up for 19-20, along with the waiting list.*

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## 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	129.00	65% Meets Expectations
School Quality/Student Success	50.00	47.00	94% Exceeds Expectations
Progress Toward English Language Proficiency	n/a	n/a	Not Applicable
Overall	400.00	258.00	65% 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 our overall academic achievement. Math is still our biggest challenge and the area we need to continue to revisit each year with new ideas for increasing student progress and growth. We see the most success in grades 3 and then again in middle school. Our middle school team is very strong and students tend to get stronger each year of being part of our middle school. We are extremely proud of this. More work is needed with grades 4 and 5.*

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## Performance Agreement

### Academic Performance Expectations

Our current overall rating is Meets Expectations. By September 2020, 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).

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*School Comments: We are happy with our overall academic achievement. Math is still our biggest challenge and the area we need to continue to revisit each year with new ideas for increasing student progress and growth. We see the most success in grades 3 and then again in middle school. Our middle school team is very strong and students tend to get stronger each year of being part of our middle school. We are extremely proud of this. More work is needed with grades 4 and 5.*

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## 2.2 Academic Achievement

Metric	Value	Points	Points Earned
Proficiency - ELA	65.44%	75.00	49.00
Proficiency - Math	43.57%	75.00	33.00

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 proficiency levels are very similar to the year before. We are continuing to look at how we teach math as a school to determine other strategies for increasing proficiency. It is our goal close the gap between math and ELA. We believe that students tend to be less confident in math. We are diligently working on increasing proficiency in math fluency. All grade levels practice and assess fluency on a routine basis. Analyzing and solving word problems is another area of concern. We need to work on getting student to understand the context of problems so that they know how to tackle the problem. ELA is a strength because we have a well-established culture of reading and writing in our school.*

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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: *In the 2019-20 school year we have 3 new ELA teachers. We will be meeting weekly with grade level teams and monthly with 3rd-8th to ensure fidelity to our ELA best practices. We will also spend more time as a department looking at data from cold reads and performance tasks. For Math, we have 2 new teachers. We will be meeting weekly with 4<sup>th</sup> and 5<sup>th</sup> grade and monthly with 3rd-8th to analyze data and to discuss school-wide strategies to increase confidence, passion, and proficiency in math. One new practice in math will be to have each student take an end of trimester assessment on all concepts and skills taught up to that point. This data will be used to plan for the next trimester and to get an idea on what students are retaining cumulatively. We will also more deliberately incorporate Smarter-like performance tasks into the math curriculum.*

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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. In the 2019-20 school year, all 3<sup>rd</sup>-8<sup>th</sup> grade ELA classrooms will engage in several cold reads throughout the year to monitor progress in reading*

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*comprehension. Similarly, all 3<sup>rd</sup>-8<sup>th</sup> grade Math classrooms will engage in end of trimester exams to monitor progress in math.*

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### 2.3 Academic Progress

Metric	Value	Points	Points Earned
Growth - ELA	66.38%	75.00	50.00
Growth - Math	59.96%	75.00	45.00
Growth of Highest Quartile - ELA	54.99%	12.50	7.00
Growth of Highest Quartile - Math	61.44%	12.50	8.00
Growth of Lowest Quartile - ELA	76.43%	12.50	10.00
Growth of Lowest Quartile - Math	72.85%	12.50	9.00

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 proud of the growth made by our students. Having a SBAC accountability policy helps increase student buy-in to the test-taking process. The data shows that our struggling students have made the most growth. This may be a result of us focusing heavily on interventions for these students. Plus the lowest scoring students have the most growth to make. In addition, the growth of the lowest quartile is more balanced between math and ELA this school year. This may be a result of more concerted efforts with math fluency practice.*

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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 important to us that the highest and lowest quartile of students continue to make progress. The majority of our lowest quartile of students are making progress. Our goal is to maintain or exceed these outcomes in the 19-20 school year. Within our weekly and monthly content meetings, we will continue to analyze assessment data and discuss how to move all students. This will be done in grade level teams and as a whole school. The more we are looking at and talking about the data, the more we can hold ourselves accountable for taking action.*

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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), 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. In the 2019-20 school year, all 3<sup>rd</sup>-8<sup>th</sup> grade ELA classrooms will engage in several cold reads throughout the year to monitor progress in reading*

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## 2.4 School Quality/ Student Success

Metric	Value	Points	Points Earned
On-Track Attendance	94.75%	50.00	47.00
Proficiency - Science		n/a	n/a
Proficiency - Social Studies		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: *Student attendance shows that our students enjoy coming to school and that we make attendance a priority. We are happy with these results.*

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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: *We meet with families before they are referred to truancy court. This gives 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 2018-2019 mission specific goal(s).

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School Comments: *In 2018-19, 135 out of 141 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	
2018-2019	M	M	M	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.)

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School Comments: Meets Standards

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

### 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 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: *As of the 18/19 school year we have obtained a "Meets Standards" in all categories.*

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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 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	President/Treasurer	10/24/2017
Annie	Norman	Community Member	3/19/2014
Harry	Papaleo	Community Member	9/29/2014
Jennifer	Boland	Teacher Representative	Pending
Leroy Heidi	Travers Greene	Head of School – Resigned 11/18 Head of School Eff 11/18	10/24/2017 Prior to 2010
Silvia	Lopez	Parent Representative	Pending
Laura	Axtell	Community Member	Pending

\*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: *Our most recent Board Governance Training occurred on May 9, 2019. See Appendix 2 for verification letter.*

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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

	Last Name	Role/Title	Financial Training Date
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/Board President	10/24/2017
Carolyn	Lyon	Ex Officio/Business Manager	7/1/2010
Harry	Papaleo	Board Member	9/29/2014
Richard	Riggs	DOE Representative	11/30/2015
Leroy	Travers	Ex-officio/Head of School Resigned 11/18	10/24/2017
Heidi	Greene	Ex-officio/Head of School Effective 11/18	Prior to 2010
Jhonita	Ervin	Parent	2/24/19

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School Comments: N/A

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

2018-2019		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
71	17	24

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 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.

In addition, we reduced our teaching staff by one, due to the fact that we did not replace the Spanish teacher that retired in 17/18.

*CCS had 7 teachers who did not return in 19/20 from the 18/19 school year. The reasons are as follows:*

- 1) One teacher retired.
- 2) One teacher is changing professions.
- 3) Three teachers moved out of state to be with their families.
- 4) One teacher moved to another district.
- 5) One teacher moved to teach at the high school level.

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 2018-19 staff engaged in monthly PD related to Responsive Classroom from two of our teachers who attended advanced training in the summer of 2018. Our Special Ed team and principal participated in a year-long Spec Ed PLN through DASL and University of Delaware. We also hired a consultant to work with our new Special Ed Coordinator and Special Ed Department to work on implementation of best practices.*

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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	
2018-2019	M	M	M	M	F	M	F	AS	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: *Overall we met standards. We are always seeking ways to strengthen our financial position. For the 2018/2019 school year we settled two special education legal claims that were filed in 2015. In addition, we continue to monitor and make process improvements in our special education department to ensure we are in compliance and meeting the needs of the students.*

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

**Measure 2a. Total Margin:**

*Net Income divided by Total Revenue*

2018-2019
1 YR: -17.22%
3 YR: -2.72%

Total margin measures the deficit or surplus a school yields out of its total revenues ; in other words, whether or not the school is living within its available resources. The preferred result is a positive margin for the past year and the past 3 years.

**School Response To Rating:**

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*In the 2018/2019 school year Campus Community School paid one time settlement costs and plaintiffs legal fees for 2 legal cases (siblings) that were filed in 2015. The cost of these expenses totaled \$ 633,427.50. Although these payments resulted in a reduction of our cash on hand reserve, we still have an excess of 1 million dollars in reserve and a stable financial foundation. In addition, each year we continue to strengthen our special education department to service our students at a higher level and ensure compliance.*

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**Measure 2c. Cash Flow**

2018-2019
1 YR: \$-321059
3 YR: \$-130699

Cash flow indicates the trend in the school's cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year-to-year can have a long-term impact on a school's financial health, this metric assesses both three-year cumulative cash flow and annual cash flow. The preferred result is greater than zero.

**School Response To Rating:**

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*In the 2018/2019 school year Campus Community School paid one time settlement costs and plaintiffs legal fees for 2 legal cases (siblings) that were filed in 2015. The cost of these expenses totaled \$ 633,427.50. Although these payments resulted in a reduction of our cash on hand reserve, we still have an excess of 1 million dollars in reserve and a stable financial foundation. In addition, each year*

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*we continue to strengthen our special education department to service our students at a higher level and ensure compliance.*

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**Measure 2d. Debt Service Coverage Ratio:**

*(Net Income + Depreciation + Interest Expense) / (Principal and Interest Payments)*

2018-2019
-0.75

The debt service coverage ratio indicates a school's ability to cover its debt obligations in the current year.

**School Response To Rating:**

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*In the 2018/2019 school year Campus Community School paid one time settlement costs and plaintiffs legal fees for 2 legal cases (siblings) that were filed in 2015. The cost of these expenses totaled \$ 633,427.50. Although these payments resulted in a reduction of our cash on hand reserve, we still have an excess of 1 million dollars in reserve and a stable financial foundation. In addition, each year we continue to strengthen our special education department to service our students at a higher level and ensure compliance.*

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## Performance Agreement

### Financial Performance Expectations

Campus Community School's 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: There were no finding to address with the fiscal year 2019 audit.*

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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 area for 2018-19 was level two of Responsive Classroom and

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## Content Studies.

**\*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 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.

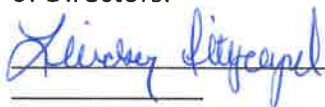
**\*Habits of Mind** - Habits of mind are an essential part of the environment at Campus Community School. Each trimester, students are graded in the areas of Citizenship, Reflection, Self-Direction, and Persistence. Campus Community emphasizes these traits throughout the school, and teaches them to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

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## VII. ANNUAL REPORT CERTIFICATION STATEMENT

<b>Name of School:</b>	Campus Community School
<b>Location:</b>	350 Pear Street Dover, DE. 19904

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.



12/6/19

Signature: Chairperson of Board of Directors (or designated signatory authority)

Date

Print/Type Name:	Lindsey Fitzgerald
Title (if designated):	Board President
Date of approval by board of directors:	December 6, 2019

## 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.

# Appendix 1 (4 pages)

Student	Grade	Service Enrichment 2018-19	Service Learning Requirement Met?
Student 1	6	First State	yes
Student 2	6	Reading Buddies	yes
Student 3	6	Reading Buddies	yes
Student 4	6	First State	yes
Student 5	6	Learning Buddies	yes
Student 6	6	Girl Talk	yes
Student 7	6	Girl Talk	yes
Student 8	6	Girl Talk	yes
Student 9	6	Girl Talk	yes
Student 10	6	CROCS	yes
Student 11	6	Japanese Club	yes
Student 12	6	Learning Buddies	yes
Student 13	6	Learning Buddies	yes
Student 14	6	Reading Buddies	yes
Student 15	6	Learning Buddies	yes
Student 16	6	Gentlemen of Quality	yes
Student 17	6	Learning Buddies	yes
Student 18	6	Gentlemen of Quality	yes
Student 19	6	Reading Buddies	yes
Student 20	6	Japanese Club	yes
Student 21	6	First State	yes
Student 22	6	Girl Talk	yes
Student 23	6	Girl Talk	yes
Student 24	6	N/A	no
Student 25	6	Japanese Club	yes
Student 26	6	Girl Talk	yes
Student 27	6	Japanese Club	yes
Student 28	6	Girl Talk	yes
Student 29	6	CROCS	yes
Student 30	6	First State	yes
Student 31	6	Japanese Club	yes
Student 32	6	Japanese Club	yes
Student 33	6	Robotics	yes
Student 34	6	Learning Buddies	yes
Student 35	6	Girl Talk	yes
Student 36	6	Art - Biggs Museum	yes
Student 37	6	Art - Biggs Museum	yes
Student 38	6	CROCS	yes
Student 39	6	Art - Biggs Museum	yes
Student 40	6	Learning Buddies	yes
Student 41	6	CROCS	yes
Student 42	6	Art - Biggs Museum	yes
Student 43	6	Learning Buddies	yes
Student 44	6	First State	yes
Student 45	6	First State	yes
Student 46	6	News Crew	yes

Student 47	6	Art - Biggs Museum	yes
Student 48	6	Girl Talk	yes
Student 49	7	First State	yes
Student 50	7	N/A	no
Student 51	7	N/A	no
Student 52	7	N/A	no
Student 53	7	Japanese Club	yes
Student 54	7	Art - Biggs Museum	yes
Student 55	7	Gentlemen of Quality	yes
Student 56	7	First State	yes
Student 57	7	First State	yes
Student 58	7	CROCS	yes
Student 59	7	Gentlemen of Quality	yes
Student 60	7	Learning Buddies	yes
Student 61	7	Girl Talk	yes
Student 62	7	Gentlemen of Quality	yes
Student 63	7	First State	yes
Student 64	7	News Crew	yes
Student 65	7	Library Assistant	yes
Student 66	7	Girl Talk	yes
Student 67	7	Learning Buddies	yes
Student 68	7	First State	yes
Student 69	7	Gentlemen of Quality	yes
Student 70	7	First State	yes
Student 71	7	Girl Talk	yes
Student 72	7	CROCS	yes
Student 73	7	Gentlemen of Quality	yes
Student 74	7	First State	yes
Student 75	7	Reading Buddies	yes
Student 76	7	Japanese Club	yes
Student 77	7	CROCS	yes
Student 78	7	Art - Biggs Museum	yes
Student 79	7	Learning Buddies	yes
Student 80	7	News Crew	yes
Student 81	7	Gentlemen of Quality	yes
Student 82	7	Learning Buddies	yes
Student 83	7	First State	yes
Student 84	7	Art - Biggs Museum	yes
Student 85	7	N/A	no
Student 86	7	First State	yes
Student 87	7	First State	yes
Student 88	7	Girl Talk	yes
Student 89	7	First State	yes
Student 90	7	Japanese Club	yes
Student 91	7	First State	yes
Student 92	7	Japanese Club	yes
Student 93	7	Gentlemen of Quality	yes

Student 94	7	Gentlemen of Quality	yes
Student 95	7	First State	yes
Student 96	7	First State	yes
Student 97	8	First State	yes
Student 98	8	Gentlemen of Quality	yes
Student 99	8	Library Assistant	yes
Student 100	8	CROCS	yes
Student 101	8	CROCS	yes
Student 102	8	CROCS	yes
Student 103	8	CROCS	yes
Student 104	8	CROCS	yes
Student 105	8	CROCS	yes
Student 106	8	CROCS	yes
Student 107	8	CROCS	yes
Student 108	8	CROCS	yes
Student 109	8	Gentlemen of Quality	yes
Student 110	8	CROCS	yes
Student 111	8	First State	yes
Student 112	8	Reading Buddies	yes
Student 113	8	CROCS	yes
Student 114	8	First State	yes
Student 115	8	Gentlemen of Quality	yes
Student 116	8	News Crew	yes
Student 117	8	Gentlemen of Quality	yes
Student 118	8	Reading Buddies	yes
Student 119	8	CROCS	yes
Student 120	8	Gentlemen of Quality	yes
Student 121	8	Reading Buddies	yes
Student 122	8	Learning Buddies	yes
Student 123	8	Learning Buddies	yes
Student 124	8	Learning Buddies	yes
Student 125	8	First State	yes
Student 126	8	Japanese Club	yes
Student 127	8	CROCS	yes
Student 128	8	Japanese Club	yes
Student 129	8	First State	yes
Student 130	8	CROCS	yes
Student 131	8	Gentlemen of Quality	yes
Student 132	8	News Crew	yes
Student 133	8	Learning Buddies	yes
Student 134	8	Learning Buddies	yes
Student 135	8	CROCS	yes
Student 136	8	First State	yes
Student 137	8	Reading Buddies	yes
Student 138	8	Learning Buddies	yes
Student 139	8	Learning Buddies	yes
Student 140	8	Art - Biggs Museum	yes

Student 141	8	N/A	no
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Appendix 2



100 W. 10th Street P 302 777 5500  
Suite 1012 F 302 777 5388  
Wilmington, DE 19801 [www.delawarenonprofit.org](http://www.delawarenonprofit.org)

May 14, 2019

Campus Community Charter School  
350 Pear Street  
Dover, DE 19904

Attention: Heidi Greene

Dear Heidi,

This letter is to certify that charter board excellence governance training was completed in May 2019 for the below listed board members of Campus Community Charter School:

Sarah Zimmerman  
Heidi Greene  
Lindsay Fitzgerald  
Jennifer Boland  
Carolyn Lyin  
Annie Norman  
Harry Papaleo  
Sylvia Lopez

Board members will receive a certificate signed by the President and CEO and the Executive Vice President, Excellence Academy of DANA.

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

Sincerely,

A handwritten signature in black ink that reads "Paul Stock". The signature is written in a cursive, flowing style.

Paul Stock  
Executive Vice President,  
Excellence Academy