

CAMPUS COMMUNITY SCHOOL

"Commitment to Excellence"

350 Pear Street, Dover, Delaware 19904

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www.campuscommunityschool.com

Charles Taylor, Head of School

Leroy Travers, Principal Heidi Greene, Director of Curriculum

November 26, 2013

Jennifer M. Nagourney
Executive Director, Charter School Office
Delaware Department of Education
401 Federal Street, Suite #2
Dover, DE 19901-3639

Dear Ms. Nagourney,

Enclosed you will find the Annual Report for Campus Community School for the 2012-2013 school year. Please contact me if you have any questions. Thank you.

Very truly yours,



Charles E. Taylor
Head of School



Lisa McMasters
President, Board of Directors

A Better Self, A Better World

DELAWARE CHARTER SCHOOL ANNUAL REPORT

CHARTER SCHOOL INFORMATION

Charter School Name: Campus Community School

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Charles E. Taylor
Head of School

November 18, 2013
Date

Lisa McMasters
Board President

November 18, 2013
Date

SUBMISSION DEADLINE: December 1st (September 30th for renewing charter schools)

All schools submit one (1) signed copy (PDF via email preferred) to the DDOE Charter School Office

TABLE OF CONTENTS

Abstract.....	4
Academic performance.....	5
• Student Progress Over Time.....	5
• Student Achievement.....	5
Financial Performance.....	10
• Strengths, Challenges, and Opportunities for Growth.....	10
Organizational Performance.....	12
• Strengths, Challenges, and Opportunities for Growth.....	12
Status of Conditions Placed Upon the Charter.....	14
Student Retention Goals and Targets.....	15
Innovation.....	17

ABSTRACT

Campus Community School was founded and opened in 1998, on the campus of Wesley College, with 300 students in grade 1-8. In 2002, with the acquisition of the facility on Pear St. and a charter modification the high school was added with 300 additional students. With the loss of the Wesley College facility, in 2011 the charter was amended to close the high school program and add a kindergarten. In the Spring of 2013 the final class of Seniors graduated. Today Campus Community School is a K-8 school located at 350 Pear St. in Dover DE.

Campus Community School has an inquiry-based learning approach to learning, requires parental involvement, and emphasizes students taking personal responsibility for their education and behavior. The focus on project-based, hands-on learning and student responsibility has created a highly positive learning environment where students are expected to work toward their potential.

MISSION

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 through the use of a social constructivist model.

VISION

To provide excellence in educational outcomes for Campus Community School students, the school is organized in a collaborative community of learners. Campus Community School has a diverse population. The breakdown follows:

- Low income 46.6%
- Special Education 10.3%
- ELL 2.8%
- Hispanic 9.6%
- African American 34.5%
- Caucasian 47.8%

Campus Community School targets students who are serious about getting a high quality education and developing strong character. Students enroll from the greater Kent County area including Capital, Appoquinimink, Caesar Rodney, Smyrna, Lake Forest, Milford, and Woodbridge School Districts. The total enrollment for the 2013-2014 school year is 411 students. This year-end report covers the 2012-2013 school year only.

This report serves as the document to report the progress of Campus Community School to the Department of Education. A copy of this report will be posted on the school website.

ACADEMIC PERFORMANCE:

WHAT ARE THE SCHOOL'S ACADEMIC PERFORMANCE OUTCOMES THAT WILL DEMONSTRATE STUDENT GROWTH, PROFICIENCY, AND COLLEGE AND CAREER READINESS LEVELS AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

The following data represents the academic performance of students at Campus Community School on DCAS in 2012-2013, as defined by the Delaware Academic Performance Framework.

Student Growth on DCAS:

Math

- 40.3% of CCS students met their fall to spring instructional growth target.
- 46.6% of CCS students in the lowest quartile met their fall to spring instructional growth target.
- 63.3% of CCS students were on track to achieve proficiency within 3 years or by 10th grade.

Reading

- 41.3% of CCS students met their fall to spring instructional growth target.
- 22.5% of CCS students in the lowest quartile met their fall to spring instructional growth target.
- 62.9% of CCS students were on track to achieve proficiency within 3 years or by 10th grade.

While proficiency is a challenge for some students who have significant gaps in their learning, growth should be expected each year. The above data shows that less than half of the students at CCS met the DCAS growth targets set by the Delaware Department of Education in 2012-13. This is an area of concern, and one that we intend to improve as we move forward.

Student Achievement on DCAS:

Math

- 51.2% of CCS students were proficient, compared to the State average of 65.9% and Capital School District's average of 62.2%.
- 42.1% of CCS students with low socio-economic status were proficient, compared to the State average of 59.2%.

- 38.8% of CCS students with disabilities were proficient, compared to the State average of 45.9%.
- 34.3% of African American students at CCS were proficient, compared to the State average of 55.7%.
- 45.7% of Hispanic students at CCS were proficient, compared to the State average of 64.3%.
- 62.2% of White students at CCS were proficient, compared to the State average of 77%.

Reading

- 61.8% of CCS students were proficient, compared to the State average of 69.5% and Capital School District's average of 68.4%.
- 49.7% of CCS students with low socio-economic status were proficient, compared to the State average of 62.6%
- 40.3% of CCS students with disabilities were proficient, compared to the State average of 46.7%.
- 47.5% of African American students at CCS were proficient, compared to the State average of 60.8%.
- 62.9% of Hispanic students at CCS were proficient, compared to the State average of 65.2%.
- 70.1% of White students at CCS were proficient, compared to the State average of 79.5%.

In each of the above areas and sub groups, the State outperformed CCS students. It is important to note the differences between CCS averages and the state average are impacted by the small N size in all categories. One CCS student is equivalent to about 2% in any grade level. This is both a challenge and an opportunity. While just a few students can impact our average and can make it lower, this also means that it only takes a few students to make it higher. Moving forward, we need to look more closely not only at students' overall needs but also at students' individual needs.

In addition to the data from the Academic Performance Framework, the following chart shows DCAS proficiency levels at each grade level across several years. Read across the rows to compare 2013 students to those students in the same grade level from a previous year. Read down a colored diagonal to follow the "same" group of students over several years.

Grade	Reading Spring 2011	Reading Spring 2012	Reading Spring 2013	Reading State Avg 2013
2	72%	62%	43%	67%
3	71%	55%	55%	71%
4	50%	61%	60%	73%
5	68%	70%	62%	76%
6	67%	76%	63%	73%
7	63%	68%	65%	72%
8	62%	67%	65%	72%

Grade	Mathematics Spring 2011	Mathematics Spring 2012	Mathematics Spring 2013	Math State Avg 2013
2	69%	65%	78%	80%
3	61%	38%	51%	73%
4	55%	66%	35%	74%
5	53%	72%	54%	71%
6	29%	57%	59%	66%
7	43%	57%	58%	67%
8	48%	45%	47%	71%

Based on our data analysis at the end of the 2012-13 school year, the following was noted and concluded by teachers and administrators:

- Significant growth was made in 2nd and 3rd grade math from one year to the next.
- Proficiency in math at 2nd grade was 2% (one student) below state average.
- We continue to be stronger in Reading than Math.
- The majority of students scoring low in Reading are also scoring low in Math.
- Algebraic reasoning and geometry are two areas that need work.

While students are growing each year, there needs to be a more rigorous plan to close the gap. Current achievement levels, which are similar from year to year, show that students are making yearly growth; however, many of our students need to make more than a year's worth of growth to reach proficiency. When we looked at individual students, we noticed that the majority of our students scored a 1, 3, or 4 on the Spring test. This is a challenge that we will need to address moving forward. We need to determine high leverage strategies that allow students to catch up on foundational skills while also mastering the standards at their grade level.

Considerable time was spent looking at root causes that impact our student achievement. We believe the factors we have control over include student buy-in/accountability, classroom environment, and formative assessment/data analysis. It was also noted that the design of DCAS does not match the instructional methods of our classes. Classrooms at CCS are collaborative and inquiry-based. Students are given rich tasks to research and problem-solve. Often there is no single answer to the problems students are given. Process is valued just as much as product. Students are not frequently exposed to multiple choice problems with a finite answer and method. While we still believe that our instructional method reflects the real-world and helps to build critical thinkers, it does not always align to how students are tested. This is a challenge that we need to address. We need to ensure that students are able to tackle any type of problem we give them, even those that are more traditional in design.

Moving forward into 2013-2014, Campus Community's top priority is to improve student achievement. Our students must meet their DCAS growth targets and our proficiency levels on DCAS must meet or be better than the State's average.

Plans for improvement include an increased focus on formative assessment and data analysis, an increased focus on establishing and maintaining clear norms and high expectations for academics and behavior, and an increased focus on providing teachers with additional Math and Reading resources/PD.

We have purchased STAR Math and Reading to serve as our Universal Screening and progress monitoring tool. We will utilize 6-week cycles of inquiry

within PLC to keep close track of student progress. Along with this, we will increase the use of small group instruction to differentiate learning.

In Math, we have purchased the Investigations curriculum to be used at K-5 and the CMP3 curriculum to be used at 6-8. Our intention is to increase the coherency of math instruction across the school by using a consistent core math curriculum. In addition, we have hired a math specialist to provide additional support to our teachers in the area of mathematics.

During the 2012-13 school year, we developed a Common Ground for Common Core Team to make sure that we were moving forward to align curriculum, instruction and assessment with the Common Core Standards. In the summer of 2013, we submitted a two-year plan to DOE with the following objectives in instruction, assessment, and the learning environment:

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

Moving forward, we are looking for a consistent upward pattern of student growth. Our strength lies in the commitment and persistence of our staff. Our challenges are our opportunities.

FINANCIAL PERFORMANCE:

WHAT ARE THE SCHOOL'S FINANCIAL PERFORMANCE EXPECTATIONS THAT WILL DEMONSTRATE VIABILITY AND SUSTAINABILITY AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

Based on Campus Community School's 2012-2013 Delaware Financial Performance Framework we have received an overall rating of "Meets the Standards". As shown from the data below we have met the standards for the last three years.

In regard to Total Margin (2a), fiscal year 12-13 CCS includes a one-time renovation cost of \$440,591. Total Margin (2a) without this cost included is

Year	1.a.	1.b.	1.c.	1.d.	2.a.	2.b.	2.c.	2.d.	OVER ALL RATING
10-11	M	M	M	M	NR	M	NR	D	M
11-12	M	M	M	M	NR	M	NR	D	M
12-13	M	M	M	M	D	M	F	M	M

8.66%. The Aggregated Total Margin (2a) is 2.06%. These calculations now "Meet The Standard".

In regard to the Cash Flow (2c) measure, we have two issues that have had an effect on this measure. Removing the one-time cost associated with the renovation, the One-Year Cash Flow is (\$77,009). The three-year calculation has two one-time expenses included; \$763,184 related to a debt restructuring which includes establishing an escrow account and the \$440,591 renovation costs. The Three-Year Cash Flow, excluding these two one-time expenses is \$593,104. This calculation would move us from "Falls Far Below" status to "Does Not Meet" Standard.

In addition to meeting the Overall Financial Performance Framework standards, CCS received a clean audit opinion on its Single Audit performed by an independent CPA firm for fiscal year ended June 30, 2013. This audit also assures that CCS has appropriate internal controls in place. CCS has had clean audit opinions in all previous fiscal years.

The Citizen's Budget and Oversight Committee meets monthly to review our budget and ensure the financial stability of the school. In addition, the Board of Directors reviews and approves the financial report on a monthly basis. In addition, Board approved Financial Reports are posted on our website.

Strengths, Challenges, and Opportunities for Growth

The biggest financial challenge that CCS has faced in the past years is the loss of the facility that housed the grades 1-7 program on the campus of Wesley College. The loss of this free facility forced CCS to close its high school program and relocate its elementary and middle school programs into the facility it owns on Pear Street, Dover, DE.

Because of the frugal and efficient management of the school's finances, CCS was able to fully fund the relocation and renovations that were necessary to modify the high school building to accommodate an elementary program.

CCS is now operating as a K-8 school. We were able to fill our kindergarten enrollment in our very first year. In addition, we have waiting lists for other grade levels, especially 4th through 7th grade, which provides the opportunity for CCS to grow its elementary and middle school program. In addition to growing the student population, CCS will put a greater focus on identifying alternative sources of revenue such as grants and fundraising.

ORGANIZATIONAL PERFORMANCE:

WHAT ARE THE SCHOOL'S PERFORMANCE EXPECTATIONS IN MEETING ITS ORGANIZATIONAL RESPONSIBILITIES INCLUDING, BUT NOT LIMITED TO, ADMINISTRATIVE OPERATIONS, REPORTING, AND LEGAL RESPONSIBILITIES AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

Campus Community School has a rating of "Meets Standards" based on the 2012-2013 Delaware Organizational Performance Framework. The only area that did not meet was 5b: "Is the school complying with health and safety requirements?" There was not a current safety plan on file with the Department of Education. On November 4, 2013 an updated safety plan was submitted to the Department of Education. This plan met all requirements. The other areas that are listed on the Delaware Organizational Performance Framework were rated as "Meets Standards." Campus Community School strives to receive "Meets Standards" in all categories.

Strengths, Challenges, and Opportunities for Growth

Strengths

Campus Community School has a history of being in compliance with all requirements. This is evident in past Performance Frameworks.

The Board, Administration, and staff have great capacity to meet all requirements no matter how challenging they may be

Challenges and Opportunities for Growth

There have been many challenges throughout the history of Campus Community School, the most difficult of which was the loss of the facility Wesley College provided for the elementary school and the changing demographics of the student population. Campus Community School is focused on improving student achievement as measured by DCAS scores and developing additional resources to support the school.

Campus Community School is currently undertaking extensive board development activities including recruiting approximately 5-7 highly qualified individuals from the community with specific expertise as new board members, participating in board training with DANA and engaging in a comprehensive strategic planning process.

The schools administration changed in the summer of 2013. The Interim Head of School, Mr. Taylor, is a highly qualified, successful and experienced charter school administrator. He will serve in this capacity until a strong permanent candidate is in place. In addition, Mr. Travers, the Principal, comes to CCS with experience in a turn-around success story from a DE public school. These new

administrators will strengthen the existing team at CCS in addressing the challenges ahead.

STATUS OF CONDITIONS PLACED UPON THE CHARTER:

There are no conditions on Campus Community School for the school year 2012-2013.

STUDENT RETENTION GOALS AND TARGETS:

The percentage of students who have re-enrolled from the prior year according to ESEA demographic categories.

85% (346 out of 406) of the non-graduating students enrolled at the end of the 2012-2013 school year re-enrolled in our program for 2013-2014. The schools' demographics for re-enrollment were as follows:

Caucasian- 46%

African American – 45.4%

Bi-Racial – 3%

American-Indian – 2%

Pacific Islander - 0.5%

A total of sixty students did not re-enroll in our program. Eight students withdrew to attend an out of state school; one student withdrew to be home-schooled. Fifty-one students withdrew to attend their home district. Lack of behavior support for students with behavioral issues was the largest cited reason for withdraws. Other reasons included lack of an accelerated program and bullying. Lack of a diverse sports and band program were also cited as reasons.

The number of students who have left your school before the year is over or before the end of the charter school's grade configuration per ESEA demographic category and provide a summary of why they left.

A total of 26 students left our school before the school year was over. Three students moved out of state, three left to attend private school, and four left to be home-schooled. Sixteen withdrew to attend their home district. Lack of behavior support for students with behavior issues was the largest cited reason for withdraws. Other reasons included lack of an accelerated program and bullying. Lack of a diverse sports and band program were also cited as reasons.

The twenty-six withdraws represented the following demographics:

50% (13 students) – Caucasian

42% (11 students) – African-American

8% (2 students) – Multi-racial

Percentage of students who did not pass from one grade to the next.

Two students (0.5%) were retained during the 2012/2013 school year.

Your plan to improve student retention and average daily attendance if less than your stated targets.

Our average daily attendance was 96% last year which meets our target. It is our goal to retain 100% of our students from year to year. To address the issues stated above we have implemented numerous interventions. To ensure that issues of behavior and bullying are dealt with in an adequate manner we have hired a behavior interventionist. The role of the behavior interventionist is two-fold. This person will work with and counsel students who participate in at-risk or unacceptable behavior. They will also work with teachers providing professional development and strategies to improve classroom management.

At the beginning of the 2013-14 school year, Campus Community School underwent changes to the school administration, in part to improve climate and culture throughout the school. This improvement will involve lowering in-school absenteeism, instances of students missing instruction due to being removed from class. Incentives will be put in place for those students that follow the behavioral guidelines of the school.

To address other needs and reasons for withdraw we have adjusted academic and extra-curricular activities. We have implemented a chorus program for elementary students and plan to develop an instrumental music club. Beginning in the 2013-2014 school year we will offer advanced math courses to include Algebra and Pre-Algebra. We will explore the possibilities to develop advanced Math classes for elementary students and advanced Reading for middle school students.

INNOVATION:

Student Led Conferences

Each trimester Campus Community School has student-led conferences which include all students, parents and teachers. The purpose of the conferences is to allow students to take responsibility for their learning as well as accept accountability for their actions. The conferences include academic as well as behavior data.

After School and Summer Enrichment Program

Campus Community School's 21st Century Community Learning Center offers an intensive summer and after-school enrichment program to students in grades 2-8 focused on increasing access to high quality Science, Technology, Engineering, Art and Math instruction. "S.T.E.A.M. into Learning: Explore, Discover, and Create" features standards-based, supplemental instruction along with integrated enrichment projects.

Collaboration with multiple community based organizations will offer the opportunity for children to engage in high interest extensions of the curriculum in addition to supporting their social and emotional growth.

The Goals of this program are to:

- (1) Increase academic achievement in math and science along with increased access to the Arts, Technology and Health/Wellness opportunities.
- (2) Increase school connectedness of participants, including families, caregivers, and school teachers through small group instruction, collaborative learning environments, mentoring and parent/child showcase opportunities.
- (3) Increase capacity of participants to become productive adults through increased academic achievement coupled with a focus on development of the whole child.

The summer program runs from 9:00 to 3:00 Monday – Friday for 6 ½ weeks. Core content instruction takes place in the morning with enrichment projects in the afternoon. The program includes three different afternoon enrichment opportunities aimed at school connectedness and increasing the possibility of students becoming productive adults through college and career readiness. The enrichment projects change every two weeks and take advantage of multiple community partnerships. Every week the students attend a full-day field trip relevant to the theme for the summer program.

Additionally, through participation in the afternoon enrichment portion of the program, students are able to make connections between the core concepts and real world application. These STEAM projects will serve to strengthen competency, build teamwork and self confidence in participants, and

expose children, who might not otherwise have enrichment opportunities, to participate in creative expression, peer mentoring, collaborative projects and technical application through discovery.

These experiences are aligned with the Delaware STEM Council Goals:

(1) Expand the number of Delaware students who ultimately pursue advanced degrees and careers in STEM fields and broaden the participation of women and minorities in these fields.

(2) Expand the STEM capable workforce to create, grow and attract STEM related businesses to Delaware.

(3) Increase STEM literacy for all Delaware students including those who pursue non-STEM careers, but need STEM skills.

The after school program runs from 3:30-5:30 Monday, Wednesday, and Friday. Each afternoon begins with snack/games and then small group instruction in Math/Science/Literacy followed by small group enrichment projects. Each trimester (Sept-Nov; Dec-February; March-June) has a different enrichment focus which reinforces math and science standards as well as the mathematical practices.

Trimester 1 - STEM Robotics through a partnership with Computer Explorers

Trimester 2 - Dover Art League, local artists and CCS teachers work together to provide project based learning opportunities focused on creativity in the visual and performing arts.

Trimester 3 - Teamwork through physical activity and development of the whole child, including addressing social and emotional needs.

Behavior Coach

Campus Community has employed a Behavior Coach to assist with the climate and culture of the school. The purpose of this new position is to provide support to faculty in structuring classroom procedures to minimize behavioral interruptions to learning and train teachers in effective strategies to quickly and effectively deal with disruption. In addition, the Behavior Coach handles students when removal from the classroom is necessary and facilitates the student's accountability for misbehavior and the return to class.

Student assemblies and a gathering have been held to encourage and support students taking responsibility for their choices and to celebrate growth and success in this area.

Academic Enrichment

All K-8 students participated three times a week in Academic Enrichment, a new part of Campus Community's day. The purpose of Academic Enrichment is to provide students with additional time to enhance their academic skills in the core content areas, especially reading, writing and math. Some students may need more support, while others may need more of a challenge. Whole class and individual needs were considered when designing this time. Additional time for students on RTI tier 2 and 3 was met through Academic Enrichment. Every educator in our building was assigned to a group of students to help support their needs. Moving forward into the 2013-2014 school year, Campus Community will increase this time from 3 days a week to 5.

Mentoring

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