DELAWARE CHARTER SCHOOL ANNUAL REPORT

CHARTER SCHOOL INFORMATION

Charter School Name: Campus Community School

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Catherine M. Balsley, Ed.D.	December 1, 2014
Head of School	Date

Lisa McMasters	December 1, 2014
Board President	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

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ABSTRACT

Campus Community School (CCS) 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 a 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. In 2013-14 SY CCS served 311 students in a K-8 school program located at 350 Pear St. in Dover DE.

Campus Community School has an inquiry-based approach to learning, requires parental involvement community service learning 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 Statement
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.

Vision Statement
To provide excellence in educational outcomes for Campus Community School students, the school is organized in a collaborative community of learners.

Population
Campus Community School has a diverse population. CCS serves 411 students a majority of which live in Dover and its surrounding communities. Our students are represented by 40% white, 41% African American, 11% Hispanic/Latino, 4% multi-racial, 2% Asian and less than 1% each American Indian and Hawaiian. Approximately 56% of our students are from low income families.

Enrollment Demographics
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 2013-2014 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 www.campuscommunityschool.us

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 2013-2014, as defined by the Delaware Academic Performance Framework. The overall rating on the Academic Performance Framework meets standard.

Student Growth on DCAS:

Math

- 62.4% of CCS students met their fall to spring instructional growth target as compared to 40.3% the previous year.
- 81.3% of CCS students in the lowest quartile exceeded their fall to spring instructional growth target as compared to 46.6% the previous year.
- 82.2% of CCS students were on track to achieve proficiency within 3 years or by 10th grade as compared to 63.3% the previous year.

Reading

- 56% of CCS students met their fall to spring instructional growth target as compared to 41.3% the previous year.
- 65.8% of CCS students in the lowest quartile met their fall to spring instructional growth target as compared to 22.5% the previous year.
- 78.1% of CCS students were on track to achieve proficiency within 3 years or by 10th grade as compared to 62.9% the previous year.

This year CCS has made significant gains in student growth in both math and ELA. Students in the lowest-performing group exceeded standard for math. CCS met standard in both math and ELA for making sufficient annual growth to maintain or achieve proficiency within 3 years or by 10th grade. Factors that contributed to dramatic growth include adopting a results driven system for school improvement including a renewed school-wide focus on data driven instruction and a continuous cycle of improvement, focused/targeted professional development, increased academic rigor, curriculum refinement, the adoption of curricular and instructional resources aligned to common core state standards, and increased use of mentors, tutors and volunteers.

Student Achievement on DCAS:

Math

- 67% of CCS students were proficient, compared to the State average of 66% and Capital School District average 63.9%.
- 53.2% of CCS students with low socio-economic status were proficient, compared to the State average of 57.5%.
- 31.4% of CCS students with disabilities were proficient, compared to the State average of 28.1%.
- 51.7% of African American students at CCS were proficient, compared to the State average of 55.8%.
- 68.8% of Hispanic students at CCS were proficient, compared to the State average of 65.1%.
- 81.2% of White students at CCS were proficient, compared to the State average of 78.9%.

Reading

- 68.4% of CCS students were proficient, compared to the State average of 70.2% and Capital School District 68%.
- 52.3% of CCS students with low socio-economic status were proficient, compared to the State average of 62.1%.
- 40.0% of CCS students with disabilities were proficient, compared to the State average of 30.4%.
- 53.3% of African American students at CCS were proficient, compared to the State average of 61.9%.
- 71.9% of Hispanic students at CCS were proficient, compared to the State average of 65.6%.
- 80.4% of White students at CCS were proficient, compared to the State average of 81.5%.

CCS students have demonstrated marked improvement in achieving proficiency in both math and ELA school-wide and within sub-groups compared to previous years' school results and current State averages. While CCS is demonstrating accelerated academic improvement for all students, focused attention needs to be given to further closing the achievement gap among our demographic subgroups in particular African American and Low SES students.

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 2014 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 Spring 2014
2	72%	62%	43%	62%
3	71%	55%	55%	46%
4	50%	61%	60%	70%
5	68%	70%	62%	71%
6	67%	76%	63%	76%
7	63%	68%	65%	63%
8	62%	67%	65%	83%

Grade	Mathematics Spring 2011	Mathematics Spring 2012	Mathematics Spring 2013	Mathematics Spring 2014
2	69%	65%	78%	65%
3	61%	38%	51%	46%
4	55%	66%	35%	72%
5	53%	72%	54%	69%
6	29%	57%	59%	66%
7	43%	57%	58%	65%
8	48%	45%	47%	83%

Campus Community School   Report for Year: 2013-2014

We are proud of the academic growth and proficiency achieved during the 2013-14 school year. We worked diligently throughout the year to make the cultural shift to Common Core and data-driven decision-making to drive instruction. Looking at our end of year data, we considered what factors contributed to this tremendous growth and what areas still need increased attention.

There were several key strategies employed to accelerate achievement during the 2013-14 school year. The first was focused 6-8 week cycles of inquiry in Reading and Math to monitor student progress and plan for differentiated instruction that targeted students' areas of need. STAR Reading and Math was a main tool for progress monitoring. Data analysis and planning for differentiation/intervention was monitored primarily through data Professional Learning Communities (PLCs). In order to ensure a more consistent and comprehensive approach, data PLCs were increased to a weekly basis. Several half-day data analysis and planning sessions were also held throughout the school year. As part of this staff focus on data and student growth, student "ownership" of their own progress facilitated greater individual growth.

A second strategy used was to adopt a K-8 math curriculum aligned to common core standards and provide teachers with additional Math professional development and resources to support its implementation. To increase the effectiveness of our Math instruction and to prepare students for the next generation of testing, we hired a full time Math Specialist to work with students and teachers; established a bi-monthly Math PLC that focused on Rigor (conceptual understanding, fluency, application), analyzed and planned from the DCAS/Smarter Balanced comparisons, and Mathematical Practices; provided professional development; implemented a school-wide core curriculum (Investigations for K-5 and CMP3 for 6-8th); and added an Algebra class.

A third strategy used was to recommit to our initial work with the Common Ground for Common Core Plan. In the summer of 2013, we submitted a two-year plan to DOE with the following objectives in instruction and assessment:

- 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.

The essence of the Common Ground for the Common Core Plan is to support the transition to a Common Core culture for teaching and learning. This plan provides a framework for action to ensure that CCS develops the structures and processes for creating the shift to an aligned common core standards based system for curriculum, instruction and assessment.

In addition to the strategies used with curriculum, instruction and assessment, there were significant changes made to the structures that support their implementation. They included increasing the length of the school day to allow for more instructional time, flexible/ability grouping for Math and Reading based upon STAR data results, mandatory summer school for failing students, targeting lowest performing students with more individualized academic time on task through the use of tutors, mentors, volunteers and the development of a special learning academy during spring break.

What we also learned is that while all students have experienced accelerated academic achievement, some sub-group student populations continue to lag behind in their performance, particularly African American and low income students. The Response to Intervention process and in particular differentiated instructional strategies are two areas that need concentrated work.

Moving forward into 2014-2015 Campus Communities top priorities include:

- Continue to improve student achievement for all students;
- Close the achievement gap among all student sub-groups;
- Maintain a school culture that is committed to high expectations, excellence and continuous improvement;
- Ensure all curriculum, instruction, assessment, and professional development practices are fully aligned to the Common Core.

We are looking for a continued upward pattern of student growth and academic achievement. Our strength lies in the commitment and persistence of our staff. Our challenges are our real 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 2013-2014 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 four years.

Year	1.a.	1.b.	1.c.	1.d.	2.a.	2.b.	2.c.	2.d.	Overall 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
13-14	D	D	M	M	D	M	F	M	M

Campus Community School contracted with a new auditing firm for the 2013-2014 school year. This change resulted in some reclassification of assets, which in turn had an effect on the calculations of our ratios for this year. CCS staff and board members met with DOE to review the impact of these changes. Upon review, it was determined that the overall rating for CCS is "Meets Standards."

In addition to meeting the Overall Financial Performance Frameworks Standards, CCS received a clean audit opinion on its Single Audit performed by an independent CPA firm for fiscal year ended June 30, 2014. This audit also assures that CCS has appropriate internal controls in place. CCS has had clean audit opinions in all previous fiscal years.

The CCS Finance Committee meets monthly along with the Citizen's Budget and Oversight Committee, which meets 3 to 4 times per year 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. These reports are posted on the CCS website.

Strengths, Challenges, and Opportunities for Growth

Our greatest strength is our ability to continually provide prudent fiscal management and responsible financial stewardship over budgetary matters.

The biggest financial challenge that CCS has faced in the past years has been 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. The lack of capital funding is a major obstacle.

CCS now operates as a fully enrolled K-8 school. In addition, we have waiting lists for some grade levels, especially 5th 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 must place a greater emphasis 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 an overall rating of "Meets Standards" based on the 2013-2014 Delaware Organizational Performance Framework. The only area that did not meet was 4c: "Is the school meeting all staff credentialing requirements?"   During the 2013-14 school year, one teacher, a middle school mathematics teacher did not meet the highly qualified teacher (HQT) criteria. In the 2014-15 school year, the substitute teacher was replaced with highly qualified mathematics teacher. 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

In the face of many challenges this year our greatest success has been the tremendous improvement in academic growth and achievement of all students. That being said, there were three challenges of historical significance that continue to impact CCS. They are (1) the loss of the free facility Wesley College provided for the elementary school, impacting our financial ability to provide additional resources for teaching and learning (2) establishing a standards-based common core culture for teaching and learning and (3) the changing demographics of the student population. These challenges have led to very positive and bold changes spearheaded by the CCS Board of Directors including:

- Changes to administrative leadership/school organization - appointment of an interim head of school the summer of 2013 and subsequent appointment of new school leader January 2014; appointment of a new school Principal; reappointment of the director of curriculum and instruction;
- Extensive board development activities including recruitment expansion training of members and development of board workgroups;
- Involvement in the Common Ground for Common Core DOE initiative;
- Realignment of budget priorities to purchase much needed instructional materials and additional resources (Mathematics Specialist);
- Collaboration and partnerships with multiple community-based organizations such as Communities in Schools and the Delaware Food Bank to address the multiplicity of health and human service needs of an ever growing low-income/living in poverty student population.

STATUS OF CONDITIONS PLACED UPON THE CHARTER:

There are no conditions on Campus Community School for the school year 2013-2014.

STUDENT RETENTION GOALS AND TARGETS:

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

85% (332 out of 392) of the non-graduating students enrolled at the end of the 2013-2014 school year re-enrolled in our program for 2014-2015. The schools' demographics for re-enrollment were as follows:

Caucasian 81%

African American 84%

Multi-Racial 90%

American-Indian <1%

Pacific Islander <1%

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 twenty students left school before the school year was over. Five students withdrew to attend an out of state school; 3 students left to attend private school;1 student left to find more special services support;1 left to attend a gifted /talented program;1 left due to stated conflicts with CCS teaching methods and the remaining 11 cited "personal reasons" or provided no reason for leaving. The demographics of the population leaving included 11 white, 6 African American, and 3 Asian students.

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

Six students (<1%) were retained during the 2013-2014 school year.

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

Our average daily attendance was 95% last year which meets our AYP target. It is our goal to retain 100% of our students from year to year. However, we recognize that CCS is a school of choice and our program may not be a "best fit" for everyone.

To address reasons for withdraw we have to first do a better job of understanding why families choose to leave CCS. The exit survey will be revised to gain further perspectives and an insight into student withdraws.

To address the issue of providing a program to address the needs of gifted/ talented students or an accelerated learning experience, in 2013-2014 school year, we offered advanced math courses to include Algebra and Pre-Algebra. We will continue to explore the options to develop advanced Math classes for elementary students and advanced Reading for middle school students. We also structured 45 minutes five times per week as "enrichment time". Students who needed additional academic support were provided with remediation while more advanced students were exposed to supplemental curricular extensions in small group instruction settings.

During this academic year the department of special services was reviewed by an outside university expert consultant to provide guidance on organization and delivery of services. As part of the recommendations a restructuring of staff and organizational duties and the development of a Response to Intervention (RtI) plan for behavior were proposed for the 2014-15 school year. These report recommendations have been adopted for the 2014-15 school year.

INNOVATION:

Student Led Conferences

Historically, each trimester Campus Community School has conducted 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. Beginning in the 2014-15 school year CCS will convert to a quarterly marking period. The student-led conferences will be conducted first and third marking period.

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 k-8 focused on increasing access to high quality Science, Technology, Engineering, Art and Math instruction. "S.T.E.A.M. into Learning: Explore, Discover, and Create" features standards-based, supplemental instruction along with integrated enrichment projects.

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

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.

The 2014-2015 STEAM program will develop its curriculum cycle based on quarter semesters.

Multi Tier Behavior Plan

In the 2013-14 school year Campus Community employed a Behavior Coach to assist with the climate and culture of the school. The purpose of this new position was 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 handled students when removal from the classroom was necessary and facilitated the student's accountability for misbehavior and the return to class.

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

Moving forward into the 2014-15 school year this position will be eliminated. Upon recommendation of an outside consultant, CCS will plan to adopt a multi-tied behavior support system, including a RtI Behavior Plan, to more adequately address issues of climate and culture in a systemic and holistic manner.

Academic Enrichment

All K-8 students participated five times a week in Academic Enrichment. 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 unique and individual needs.