

District: Campus Community Charter School
Address: 350 Pear Street, Dover DE 19904
Principal: Leroy Travis
AYP: Not Met

Telephone: (302) 736-0403
Web: www.campuscommunityschool.com

School Demographics

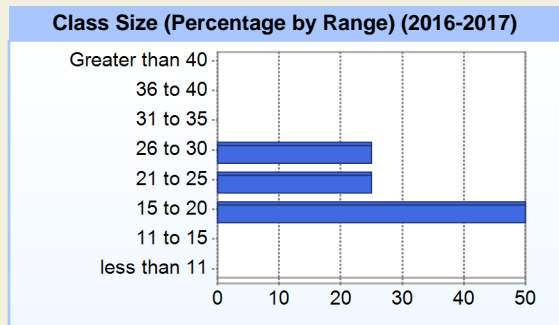
Fall Enrollment		
	2016	2017
Kindergarten	33	36
Grade 1	41	37
Grade 2	41	35
Grade 3	47	45
Grade 4	41	52
Grade 5	52	53
Grade 6	55	51
Grade 7	55	52
Grade 8	52	52
Total	417	413

Enrollment by Race/Ethnicity		
	2016	2017
African American	50.4%	51.8%
American Indian	0.5%	0.7%
Asian	1.9%	2.2%
Hawaiian	0.2%	0.2%
Hispanic/Latino	10.3%	10.7%
White	28.3%	27.4%
Multi-Racial	8.4%	7.0%

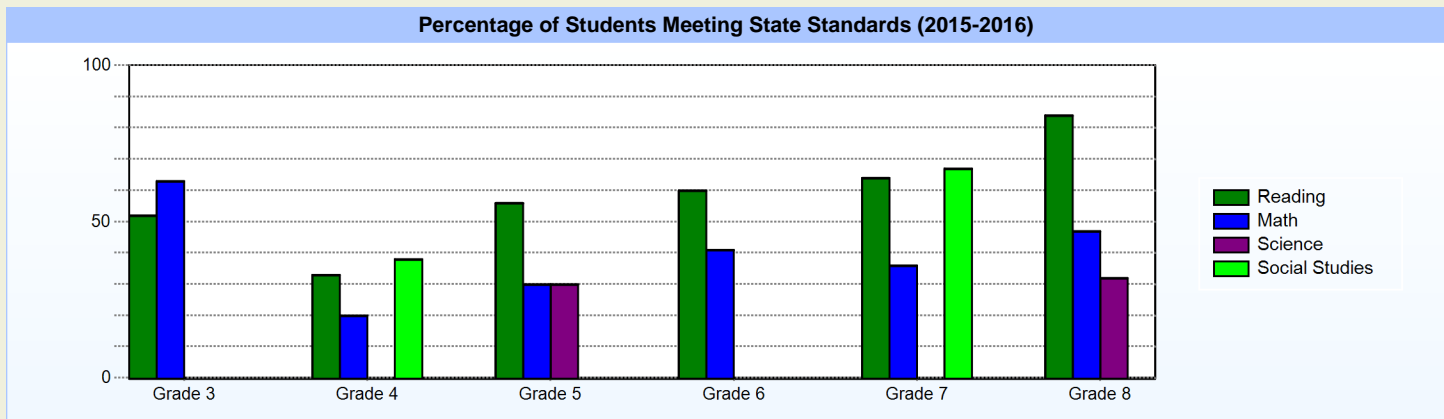
Other Student Characteristics		
	2016	2017
English Language Learner	0.5%	1.0%
Low Income	46.0%	42.1%
Special Education	7.0%	9.0%
Enrolled for Full Year	100.0%	N/A

School Promotion by Grade	
	2015
Kindergarten	94.4%
Grade 1	97.5%
Grade 2	100.0%
Grade 3	91.2%
Grade 4	96.1%
Grade 5	98.1%
Grade 6	94.5%
Grade 7	98.1%
Grade 8	97.4%

Recently Arrived ELL Students	
	2017
Number of Students Not Tested on ELA Assessment	0



Student Achievement



Exemplary Programs

Campus Community School works to make every school program exemplary. All programs are individually tailored to maximize every student's ability. Campus Community School uses the "Responsive Classroom" Approach to teaching and learning. Responsive Classroom is a research-based approach that focuses on the strong link between academic success and social-emotional learning (SEL). The 4 Key domains of "Responsive Classroom" are Engaging Academics, Positive Community, Effective Management, and Developmental Awareness. The guiding principals of "Responsive Classroom", adopted by Campus Community School are:

1. The social and emotional curriculum is as important as the academic curriculum.
2. How children learn is as important as what they learn.
3. Great cognitive growth occurs through social interaction.
4. To be successful academically and socially, children need to learn a set of social and emotional skills: cooperation, assertiveness, responsibility, empathy, and

Student - School Safety and Discipline

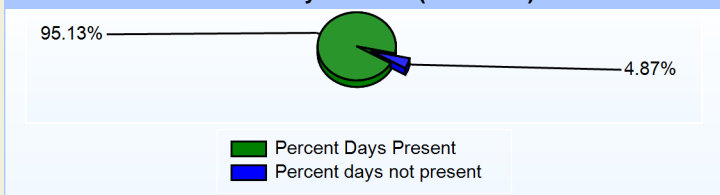
Number of Reported Offenses (2015-2016)

	<u>School</u>	<u>District</u>	<u>State</u>
School Crimes (Title 14, Delaware Code, §4112)	0	0	793
Department of Education (DOE) Offenses	7	7	12978
All School Safety Policy in Place	Yes		

Suspensions and Expulsions

	<u>2016</u>
Number of Suspensions	69
Number of Expulsions	0
Count of Students Suspended/Expelled	49
September 30 Enrollment	417
Percent of Students Suspended/Expelled	12%
District Percentage	12%
State Percentage	13%

Percent Days Present (2016-2017)



Our Staff

Number of Instructional Staff

	<u>2017</u>
Teachers	25
Instructional Support	5
Pupil Support	4
Total	34

Staff by Race/Ethnicity

	<u>2017</u>
American Indian	0.0%
African American	23.5%
Asian American	0.0%
Hispanic	2.9%
White	73.5%

Staffing Ratios

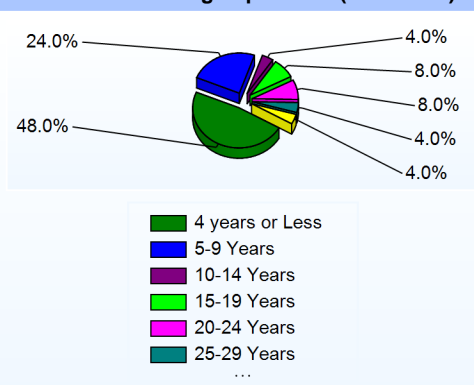
	<u>2017</u>
Students Per Teacher	17
Students Per Administrator	103
Students Per Instructional Staff	14
Students Per Pupil Support Staff	103
School Staff Per Administrator	10

Staff Qualifications

Percentage of Classes Taught by Highly Qualified Teachers (2015-2016)

	<u>Total Classes</u>	<u>% Highly Qualified</u>	<u>% Not Highly Qualified</u>
Reading/ Language Arts	6	100.0%	0.0%
Arts	5	100.0%	0.0%
Foreign Languages	5	100.0%	0.0%
Science	6	100.0%	0.0%
Mathematics	7	100.0%	0.0%
Social Studies	6	100.0%	0.0%
Elementary General	12	100.0%	0.0%

Years of Teaching Experience (2016-2017)



Education Level

	<u>2017</u>
Percent with Masters Degree and Above	47.1%
Percent Holding National Board for Professional Teaching Standards	4.2%

Curriculum Highlights

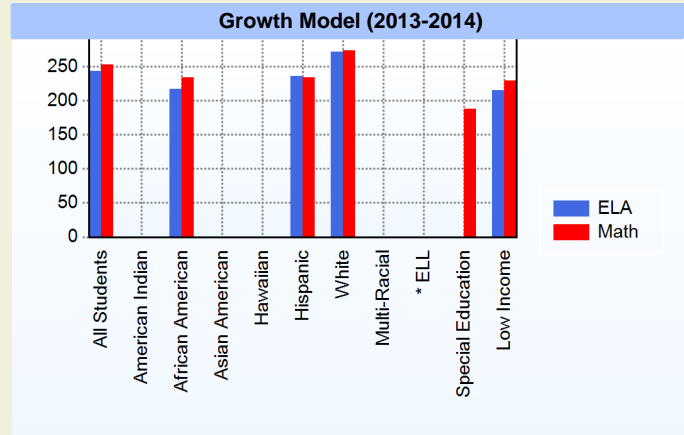
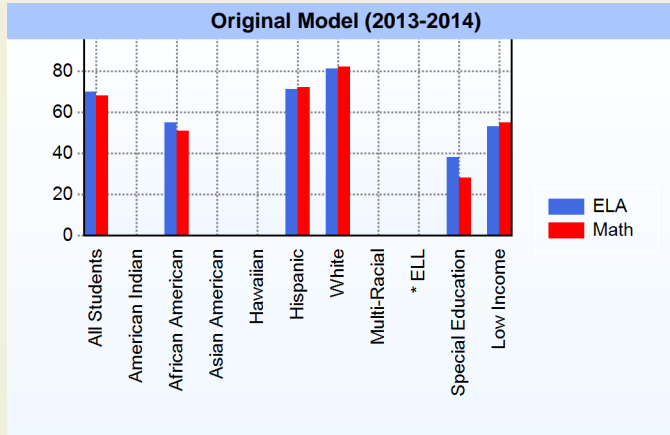
General themes provide overall focus to the curriculum, and within those themes, teachers use National Common Core Standards and Delaware's content standards as a guide for creating activities. Students are monitored and guided to meet high standards of content knowledge, achieve high levels of independent thinking and acquire cognitive skills that will enable them to be lifelong learners and problems solvers. Integrated projects are used to teach the curriculum within the context of relevant real world application. Students learn cooperatively much of the time, developing skills that will serve them well as they progress through school and beyond. High quality work is an expectation.

Integrated Arts:

At Campus Community School all curriculum areas are integrated and focus on a central theme. The Arts are an important part of the integrated approach. Art, Music, Spanish, Physical Education and Technology are seen as a way to learn and study math, science, social studies, and I

AYP

Only groups with greater than 40 students are reported



* English Language Learner

* English Language Learner

% Test Participation (2013-2014)

	<u>ELA</u>	<u>Math</u>	<u>ELA Goal</u>	<u>Math Goal</u>
All Students	100	100	95	95
American Indian	*	*	95	95
African American	100	100	95	95
Asian American	*	*	95	95
Hawaiian	*	*	95	95
Hispanic	100	100	95	95
White	100	100	95	95
Multi-Racial	*	*	95	95
English Language Learner	*	*	95	95
Special Education	100	100	95	95
Low Income	100	100	95	95



Other

Student Led Conferences:

In an effort to provide a team approach to student success, and promote personal responsibility, students keep portfolios of their work and share their progress with their parents at the end of each trimester. Student led conferences allow students to take an active part in their learning, accept responsibility for their achievements and identify areas in need of attention. These conferences also provide a great deal of information to parents about the types of experiences their children are having on a daily basis.

Habits of Mind:

Campus Community School students and staff have developed a strong focus on the following Habits of Mind:

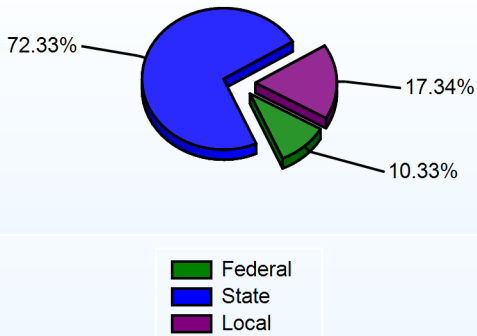
- Persistence
- Reflection
- Citizenship
- Self-Direction

Students are instructed and graded on there effectiveness within these habits.

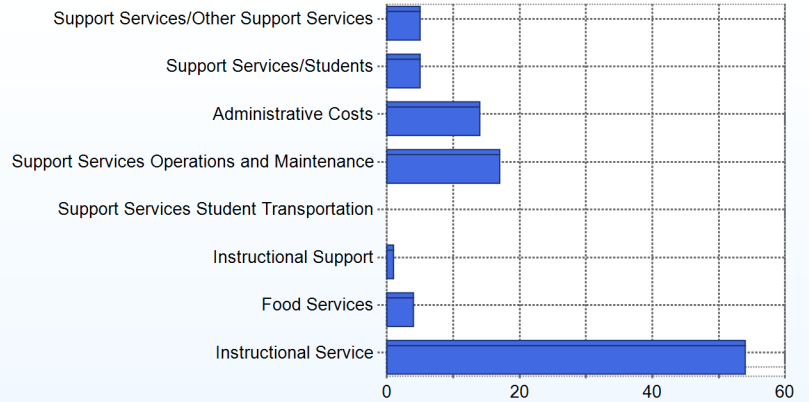
School Finances

District Expenditure per Pupil (2015-2016): \$10,793

District Sources of Revenue (2015-2016)



Percent District Allocation of Current Expenses by Category (2015-2016)



School Salary Allocation

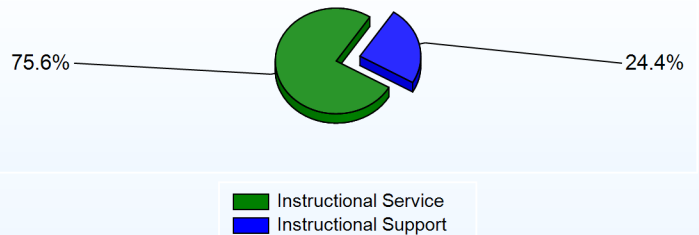
Instructional Service

	2017
Teachers	64.9%
Instructional Support	5.0%
Pupil Support	5.7%
Total	75.6%

Instructional Support

	2017
Administration	16.1%
Secretaries	4.1%
Food Services	0.8%
Maintenance	3.4%
Total	24.4%

Instructional vs. Support (2016-2017)



For further information and detailed reports, visit

<http://profiles.doe.k12.de.us>

or contact your local school district office.

Glossary: <http://profiles.doe.k12.de.us/glossary.aspx>



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