

**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.us

**School Demographics**

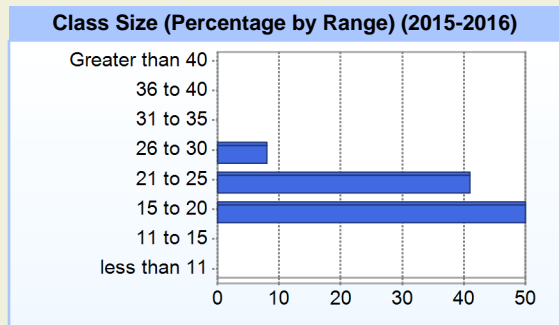
Fall Enrollment		
	2015	2016
Kindergarten	36	33
Grade 1	40	41
Grade 2	48	41
Grade 3	34	47
Grade 4	51	41
Grade 5	54	52
Grade 6	55	55
Grade 7	54	55
Grade 8	38	52
Total	410	417

Enrollment by Race/Ethnicity		
	2015	2016
African American	46.1%	50.1%
American Indian	0.2%	0.5%
Asian	2.2%	1.9%
Hawaiian	0.2%	0.2%
Hispanic/Latino	8.8%	10.3%
White	35.6%	28.8%
Multi-Racial	6.8%	8.2%

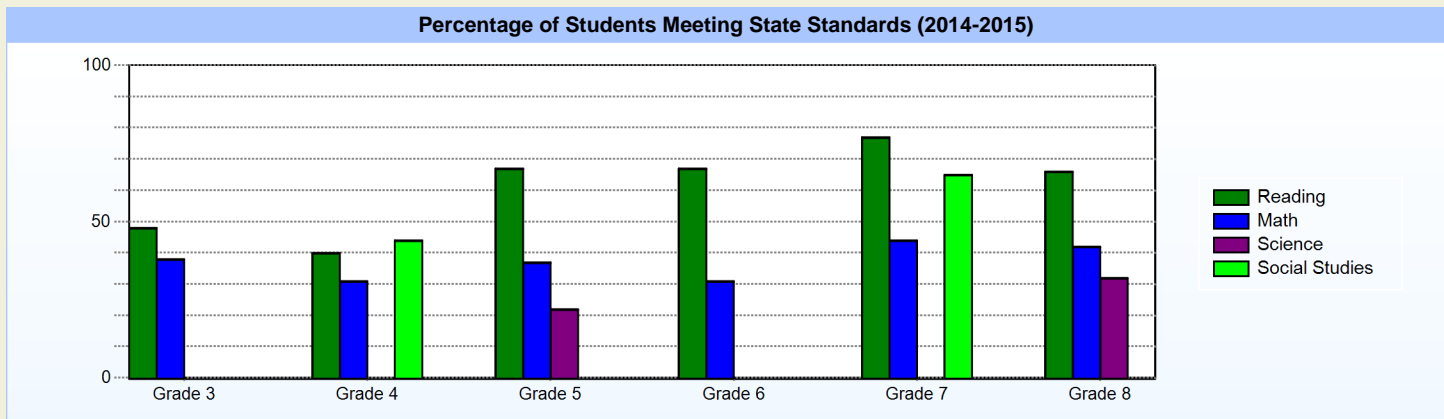
Other Student Characteristics		
	2015	2016
English Language Learner	1.5%	0.5%
Low Income	38.3%	46.0%
Special Education	8.3%	7.0%
Enrolled for Full Year	92.9%	N/A

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	
	2016
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. 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.

**Student - School Safety and Discipline**

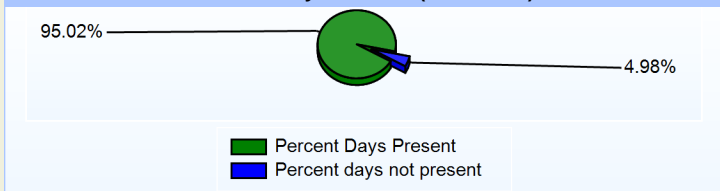
**Number of Reported Offenses (2015-2016)**

	<u>School</u>	<u>District</u>	<u>State</u>
School Crimes (Title 14, Delaware Code, §4112)	0	0	1612
Department of Education (DOE) Offenses	14	14	26031
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 (2015-2016)**



**Our Staff**

**Number of Instructional Staff**

	<u>2016</u>
Teachers	25
Instructional Support	5
Pupil Support	4
Total	34

**Staff by Race/Ethnicity**

	<u>2016</u>
American Indian	0.0%
African American	14.7%
Asian American	0.0%
Hispanic	2.9%
White	82.4%

**Staffing Ratios**

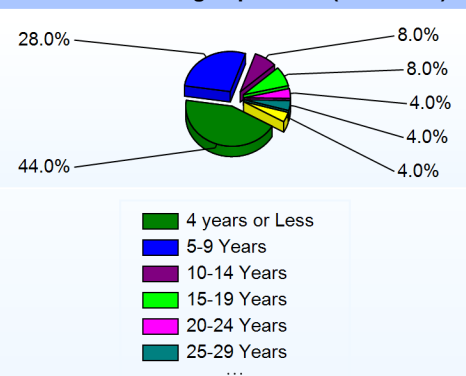
	<u>2016</u>
Students Per Teacher	17
Students Per Administrator	83
Students Per Instructional Staff	14
Students Per Pupil Support Staff	104
School Staff Per Administrator	8

**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 (2015-2016)**



**Education Level**

	<u>2016</u>
Percent with Masters Degree and Above	47.1%
Percent Holding National Board for Professional Teaching Standards	4.0%

Curriculum Highlights

Integrated Arts:

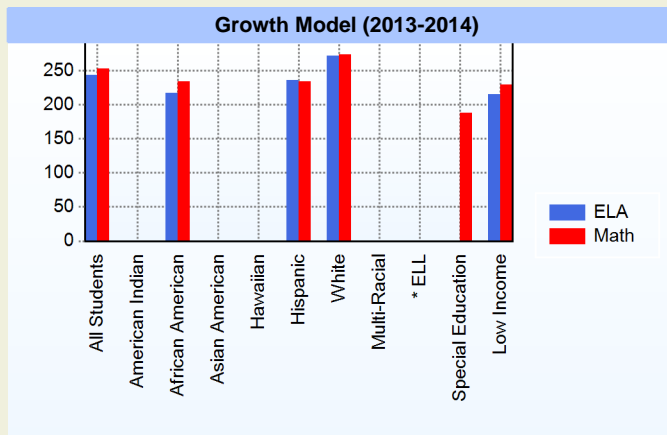
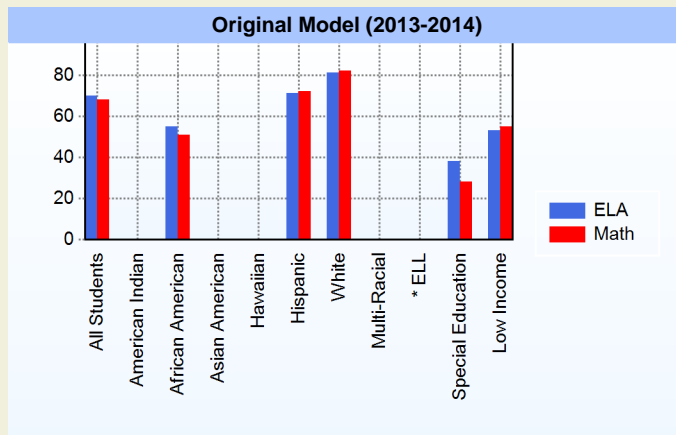
At Campus Community School all curriculum areas are integrated and focus on a central theme. The Arts are an important part of the integrated approach. Art, Music, Spanish, Physical Education and Technology are seen as a way to learn and study math, science, social studies, and language arts as well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

Varied Resources:

A project based learning approach relies on student access to a variety of research resources. While CCS does not rely on any one text book, our classrooms are full of content rich resources. The teacher works to facilitate the exploration of those resources in supportive learning communities.

AYP

Only groups with greater than 40 students are reported



\* English Language Learner

\* English Language Learner

% Test Participation (2013-2014)

	ELA	Math	ELA Goal	Math Goal
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.

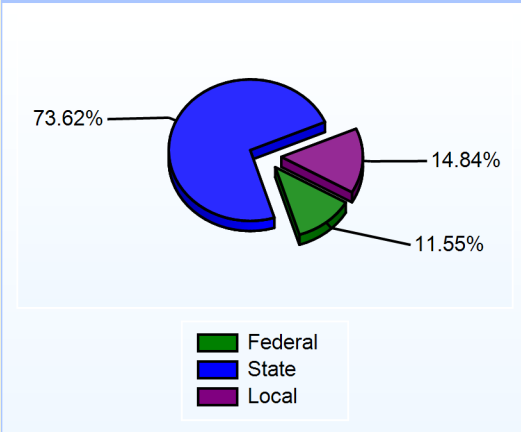
**Responsive Classroom:**

Responsive Classroom is a research-based approach to K-8 teaching that focuses on the strong link between academic success and social-emotional learning (SEL). We believe that a high-quality education for every child is built on the foundation of a safe and joyful learning community. CCS teachers will undergo extensive training in Responsive Classroom and strategies will be implemented throughout the school year.

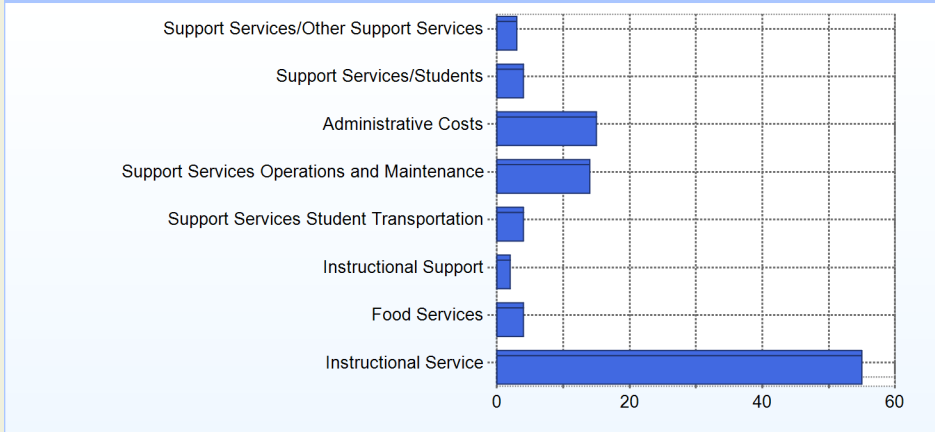
**School Finances**

**District Expenditure per Pupil (2014-2015):** \$10,604

**District Sources of Revenue (2014-2015)**



**Percent District Allocation of Current Expenses by Category (2014-2015)**

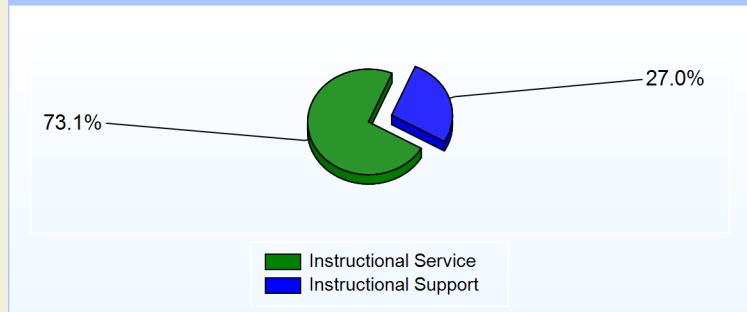


**School Salary Allocation**

Instructional Service	
2016	
Teachers	61.6%
Instructional Support	4.8%
Pupil Support	6.7%
<b>Total</b>	<b>73.1%</b>

Instructional Support	
2016	
Administration	18.1%
Secretaries	4.0%
Food Services	0.6%
Maintenance	4.3%
<b>Total</b>	<b>27.0%</b>

**Instructional vs. Support (2015-2016)**



**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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