

Frederick Classical Charter School, Inc.  
February 2019



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# Annual Report

to the Frederick County Board of Education and  
Frederick County Public Schools

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# I. Introduction

Frederick Classical Charter School (FCCS) educates 376 public school students in Frederick County, MD using a classical education instructional program. As a Maryland public charter school, it exists by contract between the authorizer, Frederick County Public Schools (FCPS), and the operator, Frederick Classical Charter School, Inc. (FCCS, Inc.). The school's current charter contract expires in 2025.

Frederick Classical Charter School began operation in 2013 offering 280 seats in Kindergarten through 6<sup>th</sup> grade. FCCS has grown and educates children in Kindergarten through Grade 8, with 42 students in most grades and 20 students per classroom in Kindergarten. FCCS completed its expansion to 376 students in the 2018-2019 school year (SY 2019). Enrollment has historically exceeded 98%; the school reached and maintained 100% enrollment since the 2017-2018 school year (SY 2018). Demand for the school is high with 580 applicants for SY 2018. Forty-one teachers, administrators, and support staff were employed at FCCS in SY 2018. FCCS welcomed Dr. Camille S. Bell as Principal in July 2018. Harry Hanna became Classical Curriculum Coordinator in June 2018.

"The mission of the Frederick Classical Charter School is to provide elementary and middle school-aged children in Frederick County with a well-rounded, college-focused instructional program that develops students' knowledge, reason, and self-expression. The long-term vision of the Frederick Classical Charter School is to be nationally recognized as a replicable model for providing a traditional, rigorous liberal arts education using well-researched instructional approaches."<sup>1</sup> The classical education program at FCCS has been well received by students, parents, teachers and the community. FCCS is assigned a 4-star status in recently released Maryland Every Student Succeeds Act (ESSA) ratings. This report includes evidence that demonstrates the school continues to successfully fulfill the terms of its contract.

Frederick Classical incorporates the learning and practice of core virtues into all aspects of the school. These virtues include:

- Love - The bestowing of unconditional love and having a positive impact on the lives of others, showing a genuine concern for the good of others, with unselfish acts of kindness such as compassion, caring, thoughtfulness, service, and other humanitarian and noble actions.
- Humility - The quality or condition of being humble; modest opinion or estimate of one's own importance, rank, etc.; never bragging or boastful (especially to make others feel poorly of themselves).
- Courage - Bravery in the face of fear or uncertainty, doing the right thing even when it is hard or scary, trying new things, and admitting mistakes.
- Temperance - The practice of moderation, self-control, and self-discipline in all things.
- Constancy - The state of being fixed, unchangeable, steadfast, stable, persevering, faithful; is staying power; not giving up, but keeping on.
- Diligence - Working hard and doing your absolute best; taking special care by doing things step by step.
- Patience – Waiting without complaint, ability to wait for something without getting angry or upset, enduring discomfort without complaint, taking turns without complaint.

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<sup>1</sup> Frederick Classical Charter School Application, 2010

Our school expects scholars, teachers, staff, administration, parents, volunteers, trustees and consultants to demonstrate these virtues while engaged in activity of the school and beyond. These virtues are reflected in the daily work of the school.

Now in its sixth year of operation, FCCS is maturing through a period of adolescence. As new materials, assessments, tools, and standards become available, any variance between the Charter Application and the practical delivery of the educational service model are identified and collaboratively addressed. It is the desire of school leadership to utilize research in decision-making and to implement best practices.

FCCS is a sustainable educational option for children in Frederick County. The school facility provides space for Grade K-8 classrooms, language, art, physical education, music, special education, and cafeteria. The school's finances are well-managed. The student population represents much of the ethnic diversity in Frederick County (see *Appendix A – Demographics*).

Information is provided in this document to assist the Board of Education (BOE) in its review and analysis of the school's performance in the areas of Academic Accountability, Curriculum, Organization, Financial stability, and Facility. The principle evidence is described within the rubric table, *Section III – Annual Report Data and Information*, required by FCPS with supporting data reported in corresponding tables. The information demonstrates that FCCS meets the requirements outlined by BOE.

Additionally, *Section II – Key Personnel and Advisors* provides an updated organization overview regarding the current roles and key individuals leading and advising the school. In *Section IV - Requests*, requests for action by BOE are highlighted. FCCS, Inc. looks forward to ongoing dialogue with BOE regarding the advancement of the school. *Section V - Opportunities* highlights opportunities for FCPS and FCCS, Inc. to work together to improve the charter school's ability to accomplish its mission. Additional supporting information, as referenced in the text, is available in *Appendices*.

FCCS continues its operations with great excitement and hope for all things to be learned and experienced. The school is focused on developing a culture that increases every child's love of learning and instills a desire to live virtuously, thereby improving our community and our future. The Board of Trustees wishes to thank the Frederick County Board of Education and FCPS for providing the opportunity to operate this school and looks forward to continuing to offer classical education to FCPS students. FCCS is important to the community of Frederick County, as one of the many innovative educational opportunities offered by FCPS. We encourage the Board of Education and other FCPS and local leaders to visit our school and learn with our scholars.

## II. Key Personnel and Advisors

Frederick Classical Charter School maintains a stable organizational structure and has developed relationships with subject matter experts who support advancement of the school.

The organization of Frederick Classical Charter School, Inc. is operated by the Board of Trustees (BOT), which currently includes four Officers and four Trustees. President Nkechi Ileka-Adeoye and Vice President Shelly Smallwood were elected at the Fall Membership meeting 2018. The Nominating Committee is working to identify additional leaders, up to 11 positions total, to support the workload and expand expertise of the Board of Trustees.

In SY 2018, newly elected Officers recognized the need for advancement in governance and strategic planning. The BOT engaged in strategic planning and professional development activities throughout the school year.

At Frederick Classical, staff retention is critical as students benefit from a stable culture and long-term relationships. It was the desire of the school's founders, and still remains a critical goal of school leadership, to invest in strong teachers and become a leader in teacher professional development. Retention is critical due to the investment in training that prepares teachers to teach classically and supports them as they utilize the curriculum and approaches unique to FCCS. The school encourages staff to advance their professional skills and knowledge in areas aligned with Frederick Classical.

Principal Erica Cummins was on medical leave for much of the 2018 school year. For the final four months of the school year, former Assistant Principal Mr. Lee Hand returned to the school to lead the school administration. Dr. Camille S. Bell joined FCCS as Principal in July 2018.

In SY 2018, the school leadership positions were adjusted as FCCS worked to create a new administrative position of Classical Curriculum Coordinator. Mr. Harry Hanna was appointed to the position in June 2018. Also in SY 2018, FCCS expanded the Guidance Counselor position to full-time and added an Instructional Assistant position. The school welcomed Mrs. Nicole Preudhomme as Guidance Counselor, Mrs. Cheryl Ehrlich as Administrative Secretary, four new teachers and a new instructional assistant. Reading Specialist Pam Trammel retired in December 2017 – a temporary teacher substitute started in March 2018 and a permanent replacement was not found until hiring for SY 2019. FCCS increased after-school and substitute custodial support.

In SY 2019, FCCS expanded the Reading Specialist position to full-time and added a nearly full-time (0.75 FTE) Math Specialist position. The school welcomed Ms. Shari Arrington as Reading Specialist and Mr. Dan Fleming as Math Specialist. The school welcomed eight new teachers, including new teachers in all part-time arts, PE, and language teaching positions. FCCS hired an after-school band instructor.

As FCCS has transitioned from a start-up school to a stable operation, the use of experts in classical education and curriculum has remained an important component of advancement of the school. FCCS looks forward to continuing to increase the experience in its own staff members to develop on-site expertise through long-term investment in professional development opportunities and a rigorous hiring process.

Jason Ulbrich, Executive Director at public charter school Eagle Ridge Academy in Minnesota, serves as an Advisor to FCCS in Classical Education.

Dr. Carol Tolman continues as the school's literacy advisor and was available for consultation in SY 2018. The SY 2019 budget includes funding for renewed LETRS training to reinstate onsite expertise due to the retirement of the Reading Specialist and new teachers in Kindergarten and 1<sup>st</sup> grade classrooms. It is expected that Dr. Tolman will remain the primary external advisor in implementation and evaluation of reading and writing programs at FCCS.

Frederick Classical has transitioned to a new advisor, Singapore Math expert Mr. Bill Jackson. Mr. Jackson participated in development of the Singapore textbooks that are currently in use at Frederick Classical. He has made three onsite visits to FCCS since February 2018 and is available to teachers for ongoing consultation.

FCCS, Inc. maintains strong relationships with core founders of the school and regularly reaches out to previous leadership for perspective and advice. Additionally, FCCS, Inc. leadership encourages school administration to utilize the resources and expertise available from FCPS.

### III. Data and Information

FCPS has developed a rubric to be used to evaluate the performance of charter schools. A response and reference to supporting evidential data that these standards and criteria have been satisfactorily met by FCCS is provided. The most recent data available has been reported in response to each requirement. When noted, referenced supporting data and reports can be found as an Appendix. Other supporting evidence will be provided by the school upon request.

**FCPS Charter School Reporting Rubric**

Focus Area	Indicator	Standard/Criteria	Sources of Evidence
Federal Accountability	Federal/State recognized performance level requirements	The school has not been identified as a school in need of improvement or underperforming	Federal/State recognized performance level requirements
	AYP attainment	The school has met at least a Proficient performance level	
	Student group(s) attainment of AYP	The school has achieved its performance targets in identified student group(s)	
State & Local Accountability	Federal/State recognized achievement requirements	Students at the school demonstrate proficiency or progress towards meeting proficiency, in subjects tested (English/Language Arts, writing, mathematics and science)	Federal/State recognized data requirements
	Annual gains of students achieving in the bottom 25%	50% make one-year’s worth of growth	Federal/State recognized data requirements
	% of students tested	The school is appropriately administering applicable state standardized tests to its students.	Federal/State recognized participation requirements
	Relative performance	The school’s performance meets or exceeds the performance of schools with closely comparable student populations.	Federal/State recognized data requirements
	Comparative performance		
	Other Charter Agreement Indicators		

#### **A school in good standing**

FCCS is in good standing and has not been formally identified as a school in need of improvement. FCCS meets or exceeds expectations in performance in most academic achievement areas. FCCS earned a 4-star rating on ESSA in December 2018. Points were not allocated for a well-rounded curriculum in middle school due to a flaw in the ratings model (impacting many charter schools in the state) as credit was not given due to variations in course titles. FCPS is assisting with notification to the Maryland State Department of Education in order to correct this error. FCCS is also focused on improving results in the area of student growth.

## PARCC ELA

FCCS students meet the standard for English/Language Arts/writing (ELA) based on PARCC assessments conducted in 2018 for Grades 3-8; FCCS PARCC ELA student scores outperformed the FCPS average. See *Appendix D, Educational Performance Data* for detailed results.

The percent of students achieving performance level of 4 or 5 was 57.9%, compared to the county combined elementary and middle school average of 52.5%.

FCCS achieved the following SY 2018 results vs. CSI plan goals in English (actual data reported by FCCS Administration via RADAR data):

- *Goal: Increase from 62.1% to 63.6% of all students achieving performance levels 4-5 on the PARCC Assessment in Reading. Actual: 57.9%*
- *Goal: Increase the performance of Special Education student group from 33.3% to 35.9%. Actual: 20.8%*
- *Goal: Increase the performance of Hispanic/Latino student group from 31.6% to 34.2%. Actual: 35.3%*
- *Goal: Increase performance of Free and Reduced Meal student group from 42.9% to 45.1%. Actual: 48.4%*

As a result of FCCS SY 2018 performance on the PARCC ELA assessment, the following instructional modifications have been made to ensure an upward performance trajectory moving into the 2019 testing season. FCCS has instituted the following through the SY 2019 Continuous School Improvement Plan (<https://tinyurl.com/FCCSCSI2019>):

- Implementation of a master schedule that includes a dedicated enrichment/intervention block for all grades.
- A Response to Intervention (RTI) program has been updated to include a comprehensive roll-out of the *i-Ready* program which includes:
  - *i-Ready* diagnostic tool
  - Individualized math online student instruction
  - Standards Mastery Progress monitoring tool used for ELA
- Integration with the Common Core Standards with the FCCS classical curriculum.
- Professional Development provided by Curriculum Associates three times during the school year.
- A strong focus has been placed on the conventions of writing in grades 2-5 and the Institute of Excellence in Writing (IEW) program for the middle school grades.
- Students will have daily exposure to informational texts and critical content vocabulary.
- Teachers are being provided specific professional development to support instructional enhancements through coaching support in ELA from the Literacy Specialist and Principal to ensure growth in these areas.

Additionally, FCCS is utilizing the reading curriculum materials from Curriculum Associates *Ready* reading for Grades K-5 for SY 2019.

As a result, FCCS expects to increase student ELA performance in the Mean Growth Percentile by School at the elementary level from 39.2% to 50%. For Middle School grades, the goal is to



increase from 55.3% to 60%. The overall ELA achievement, we would increase from 57.9% to 63.0%.

### **PARCC Math**

FCCS students meet the standard for Mathematics based on PARCC assessments conducted in 2018 for Grades 3-8; FCCS PARCC Math student scores outperformed the FCPS average. See *Appendix D, Educational Performance Data* for detailed results.

The percent of students achieving Math performance level of 4 or 5 was 49.6%, compared to the county combined elementary and middle school average of 48.0%.

FCCS achieved the following SY 2018 results vs. CSI plan goals in Math (actual data reported by FCCS Administration via RADAR data):

- *Goal: Increase the performance of Special Education student group from 28.6% to 31.3%. Actual: 8.3%*
- *Goal: Increase the performance of Hispanic/Latino student group from 21.1% to 24.1%. Actual: 21.4%*
- *Goal: Increase the performance of Black/African American student group from 41.7% to 43.9%. Actual: 43.8%*
- *Goal: Increase the performance of Two or More Races student group from 30.8% to 33.5%. Actual: 21.4%*
- *Goal: Increase the performance of the Free and Reduced Meal student group from 22.9% to 25.9%. Actual: 27.6%*

As a result of FCCS SY 2018 performance on the PARCC math assessment, the following instructional modifications have been made to ensure an upward performance trajectory moving into the SY2019 testing season. FCCS has instituted the following through the SY 2019 Continuous School Improvement Plan (<https://tinyurl.com/FCCSCSI2019>):

- Implementation of a master schedule that includes a dedicated enrichment/intervention block for all grades.
- Written scope and sequence and pacing guide that aligns Singapore Math Standard Edition with the Common Core Standards and PARCC Power Standards.
- Professional development with Bill Jackson, Singapore Mathematics Specialist.
- Common core vocabulary and close reading strategies integrated into daily instruction.
- A Response to Intervention (RTI) program has been updated to include a comprehensive roll-out of the *i-Ready* program which includes:
  - *i-Ready* diagnostic tool
  - Individualized math online student instruction
  - Standards Mastery Progress monitoring tool used for mathematics
- Professional Development provided by Curriculum Associates three times during the school year.
- Strategic intervention and grouping provided by math specialist and classroom teachers based on *i-Ready* diagnostic tool.
- Intensive small group pull out instruction for students in profile 1 (2 or more grade levels below).

As a result, FCCS expects to increase student math performance in the Mean Growth Percentile by School at the elementary level from 42.8% to 52.0%. For Middle School grades, the goal is to increase from 55.4% to 60%. The overall Math achievement will increase from 49.6% to 55.0%.

### **Algebra I**

In Algebra I SY 2018 assessments, 95% of students were proficient and 5% approached expectations, far exceeding FCPS average performance of 55% proficient. In SY 2018, 100% of students taking Algebra I received high school credit. FCCS placement methods instituted for SY 2018 ensured that only prepared students enrolled in this course.

### **Science**

In Science SY 2018 MISA assessments, FCCS students achieved 60% proficiency in grade 5 and 64.1% in grade 8 compared to 42.0% in grade 5 and 47.8% in grade 8 for FCPS students overall.

### **Annual gains of students achieving in the bottom 25%**

In SY 2018, FCCS tracked overall student progress using DIBELS, Scantron Performance Series (formerly Global Scholar) assessments and Singapore Math benchmarks. FCCS SY 2018 PARCC mean growth percentile for middle school exceeded FCPS average, ranking 4<sup>th</sup> in the county for math and 7<sup>th</sup> for ELA. FCCS requires improvement in elementary grades, scoring 39.2 growth percentile for ELA and 42.8 growth percentile for math.

FCCS teachers, reading specialist, and assigned Special Education staff collaborated to follow individual progress of students identified to receive intervention. FCCS's ability to effectively monitor and execute student intervention was impacted by the mid-year retirement of the Reading Specialist and unplanned extended leave of absence of the Principal.

PARCC scores demonstrate continued gaps in growth in student achievement, especially for elementary grades. Corrective action is necessary, especially for those struggling to demonstrate standards mastery and writing conventions in the elementary population. In SY2019, FCCS implemented Curriculum Associates' *i-Ready* diagnostic assessments and *i-Ready* and *Ready* instructional materials in order to receive improved predictive data. Additionally, FCCS expanded the Reading Specialist position to full-time and added a nearly full-time (0.75 FTE) Math Specialist. The school has incorporated targeted teacher professional development and provided designated instructional time to monitor student achievement.

### **Participation and Results**

State standardized tests are administered at FCCS each school year. In SY 2018, all students participated in state standardized testing. No testing administration issues have been cited.

FCCS student standardized test scores are consistently above the FCPS average. The FCPS average is utilized as the standard; FCCS draws students from all of Frederick County and enrolls students of a wide demographic set. To assist with evaluation, comparative data is provided for other FCPS schools in *Appendix D, Educational Performance Data*.

### **Attendance**

FCCS has maintained excellent or satisfactory attendance rates based on Maryland School Performance Ratings. In SY 2018, FCCS achieved a 96.2% attendance rate and continues the goal

of meeting 96.0% for SY 2019. FCCS staff work closely with the PPW to support the small percentage of scholars identified with chronic absenteeism.

### **Other Results**

**DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Next** is a set of short fluency measures used to regularly monitor the development of foundational literacy skills, historically in Grades K-6 at FCCS. It is an assessment tool that evaluates the likelihood that a student will need intervention in order to access his/her general reading curriculum/core reading program. Benchmark testing generally occurs three times a year with grade level materials. (In SY 2018, the beginning of year benchmark was not performed for students in Grades 3-6, but was reinstated mid-year.) Student performance and development of literacy skills have historically been progress-monitored every two to three weeks for all students who are at some risk or at risk. DIBELS Recommended benchmark goals identify expectations at each grade level and are directly connected to an external literacy assessment, SAT 10. See *Appendix D, Educational Performance Data* for a breakdown of SY 2018 results for each grade level.

**Singapore Math** benchmarks are administered to evaluate and monitor student performance and adjust lessons. Prior to SY 2018, FCCS developed custom Singapore Math benchmark assessments as the primary tool for teachers to monitor student performance and adjust lessons. Continued work with Math consultant Bill Jackson is planned to monitor effectiveness of benchmark tests. Details available from FCCS Administration.

**Scantron Performance Series (*previously Global Scholar*)** was utilized to monitor student performance in upper grades. Performance Series was adopted by FCCS as the internal diagnostic tool for grades 2-8 beginning in the 2017-2018 school year. The assessment is a computer adaptive diagnostic assessment administered in the Fall, Winter, and Spring. Test results identified students' strengths and weaknesses in four areas of reading comprehension: fiction, non-fiction, long passages, and vocabulary; and in math standards. A performance band rating identifies levels of proficiency in standards mastery based on an individual scale score and national norming within a norming test window. Performance band ratings of above average and high average include students performing at the 50<sup>th</sup> percentile rank to the 99<sup>th</sup> percentile rank. See *Appendix D – Educational Performance Data* for SY 2018 Scantron Performance Series assessment results.

**Spelling Inventory** is an assessment for Grades K-4. This program is designed to demonstrate students' knowledge of key spelling features at the different stages of spelling development. Details available from FCCS Administration.

**History and Science Benchmarks** are utilized to assess student progress in those core subjects. Teachers utilize Unit pre-assessment and post-assessment exams and reteach when necessary to achieve desired outcomes. Details available from FCCS Administration.

### **Foreign Language**

FCCS students begin learning Spanish in Kindergarten and Latin in 4<sup>th</sup> grade. Logic School scholars are offered high school level courses. In SY 2018, 100% of students taking Spanish I and Latin I received high school credit.

Focus Area	Indicator	Standard/Criteria	Sources of Evidence
Mission-Specific Accountability	Achievement of school/mission-specific goals	The school is achieving, or making significant progress towards achieving, the school/mission-specific goals as defined in the school's contract.	As defined in the school's contract
Educational Program Implementation	Implementation of the mission	The school is implementing its mission as defined in the school's contract.	Federal/State recognized requirements for internally developed assessments, onsite evaluation
	Implementation of curriculum and instructional techniques	The school is successfully implementing curriculum and instructional techniques as defined in the school's contract.	
	Implementation of specialized instruction for students, particularly of those below grade level	The school implements demonstrably effective instructional techniques that support struggling students achieve grade level.	
	Data-driven decision making	The school competently uses qualitative and quantitative data to inform and guide instructional planning and practice aligned with College and Career Readiness Standards.	
	Implementation of exceptional education programs	The school provides quality services for exceptional students as defined in the school's contract and as required by applicable law.	

### Mission

The school is implementing the classical approach to education as described in the Application. FCCS provides a well-rounded, college-focused curriculum to students and follows the classical trivium which breaks the educational approach into three stages: Grammar, Logic, and Rhetoric. Currently, the rhetoric stage is not offered by FCCS since it typically is for students in grades 9-12. The Grammar stage focuses on grades K-4 and provides fundamental knowledge and skills in all subjects. The Logic stage for grades 5-8 uses reasoning to more deeply understand previous learnings, as well as acquire more knowledge in all subjects. The trivium provides students with exposure to information they would typically not be introduced to until later in their academic life and students are introduced to an in-depth education in all major subject areas. 1<sup>st</sup> and 5<sup>th</sup> graders study Ancient History and Biology. 2<sup>nd</sup> and 6<sup>th</sup> graders focus on the Middle Ages and Astronomy. 3<sup>rd</sup> and 7<sup>th</sup> graders study Renaissance and Chemistry, while 4<sup>th</sup> and 8<sup>th</sup> graders learn about Modern Times and Physics. In addition to best practices in literacy education, all grades incorporate literature of the historical time period and study Singapore math. The FCCS music and art programs incorporate the subject matter described above into their subject to reinforce the core subjects. This integration and repetition of subjects provides a well-rounded

experience for FCCS students and helps them gain a greater appreciation of the world. Students who have been at the school since its founding repeated subjects for the first time in SY 2018. FCCS provides Spanish to grades K-6 and Latin to students in grade 4-6. Grade 7-8 students choose a language of focus and are provided the opportunity to receive high school credit. In SY 2018, school began to create a distinction between Grammar School and Logic School to allow older students to identify with their school and to emphasize the distinction in teaching. One example in how this has been implemented is that assemblies are often held twice, one for each age group.

FCCS graduates have reported that transition to the rigor of high school academics has been smooth and successful. The BOT and Administration continually evaluate and add goals for the year to ensure the mission is being implemented through continuous improvement.

### **Professional Development**

Professional development in literacy, math, and classical education principles is an ongoing priority at FCCS as the school continues to strive for excellence. The BOT will continue to allocate funds to provide staff with professional development opportunities that have a direct impact on fulfilling the mission to enrich students with a college-focused and well-rounded classical education. FCCS teachers also engage in significant personal professional development by enrolling in courses and seminars related to their field or educational interest. Talent development is a priority for the leadership of FCCS, Inc.

FCCS, Inc. has continued to provide advisors to the school with expertise in the key areas of the FCCS curriculum. In SY 2018, FCCS worked with Jason Ulbrich, Executive Director of Eagle Ridge Academy (partner mentor school in Minnesota), for classical consultation. FCCS also engaged Singapore math expert and author Bill Jackson with positive results. Dr. Carol Tolman (literacy expert) continued to be available to advise the school, but was not utilized by staff in SY 2018. The FCCS Principal defines the Professional Development plan for each school year.

In preparation for SY 2018, special education and 504 training was planned to enhance teacher implementation of expectations. Classical education workshops/conversations were led by Mr. Hanna in the first semester, especially to support the onboarding of new teachers. IEW Review sessions were planned to provide support for Grades 5-8 teachers. Two teachers attended a Singapore math conference in August 2017.

In May 2018, select staff and Board of Trustee members jointly visited South Bronx Classical Charter School for a tour and professional advancement. The visit provided an unprecedented opportunity for collaboration and dialogue between FCCS staff and BOT.

The rigorous interview process described in the Application was established in the first year of operation. In the future, FCCS, Inc. leadership plans to develop a pipeline of eligible and interested educators to enable the school to draw from a larger pool of candidates and quickly fill vacancies with highly qualified candidates.

### **Instructional Techniques**

FCCS teachers utilize the instructional techniques commonly used in classical education, such as direct instruction, scientifically-based reading instruction, chants and rhymes, and Socratic dialogue. SY 2018 emphasized consistency across grade levels and subject areas and on

developing school traditions, many that include families and events outside of school hours to further engage scholars and extend learning opportunities. Professional Learning Communities are successfully utilized to support a team approach and facilitate idea generation and consistent implementation.

Teachers on each grade level team had common planning time, allowing them to meet and plan integrated lessons. The music teachers collaborate with grade level staff in order to create songs, chants and rhymes that are used in grades K-8. Art teachers commonly align projects with history lessons. The annual Curriculum Showcase concert is a spectacular demonstration of what scholars learn at FCCS. It presents a strong example of the integration at the school: student presentations on the school virtues and highlights of the curriculum by grade, as well as musical performances by students.

A comprehensive system for teaching writing skills is currently being implemented in grades K-8. Teachers in all content areas received professional development that follows the Teaching Writing: Structure and Style syllabus published by the Institute for Excellence in Writing.

### **Specialized Instruction**

In the first half of SY 2018, FCCS's literacy specialist and special education staff implemented a collaborative model of service to support the needs of struggling students. Certified teachers in grades K-2 provide alternative methods of instruction to meet the needs of struggling students. Pull-out services utilizing research-based programs were limited to a small number of students. Under-utilized full-time specials teachers were trained and assigned to provide specific interventions in both reading and math during available time. Grades K-3 had enrichment time built into their schedule twice per week, in addition to differentiation during class. Remediation and enrichment time coincided between teachers in each grade level. The staff providing special education and interventions worked closely with the classroom teachers to coordinate a plan to meet individual student needs.

FCPS provides Special Education staff to FCCS. Based on the FCPS staffing formula for SY 2018, FCCS Administration requested one additional FTE teacher to support the school based on the complexity guidelines. The additional resource was not provided. The SY 2018 staff included:

1.5 FTE Special Education Teacher

2 FTE Special Education Program Assistant

No changes were made for SY2019.

### **Data-driven decision making**

In SY 2018, student selections of past performance were provided to staff before the beginning of the school year to exemplify student understanding of Singapore Math and Language Arts. Portfolios included writing samples, testing results, and spelling inventories. New student placement is determined by previous school records and assessments using End of Year benchmarks from the previous grade level.

Teachers meet regularly to discuss student progress and review data during their Professional Learning Community (PLC) time. Assessments are reviewed by all aligning teachers to monitor growth and determine next instructional steps. Teachers create their own qualitative and quantitative data as well as utilize assessment data to drive instruction. They reteach as necessary or enrich and challenge those who acquire the skill more quickly. Staff also use

flexible grouping based on writing samples and reading fluency/comprehension to best meet student needs.

### **Enrichment**

An effort has been made to increase differentiation for exceptional students. There are heterogeneous grouping of homerooms in grades 2-8, with more homogeneous groups for core subject classes in order to reduce the range of academic needs within each class. First grade students are grouped based on a smaller range of academic data to allow for more personalized instruction by removing a large disparity between students' academic needs in one class.

The SY 2018 master schedule provided grades K-3 with two 40 minute blocks per week for enrichment. Both core teachers in each grade level had enrichment blocks at the same time in order to flexibly group students within the entire grade level.

The SY2019 master schedule has been updated to provide an enrichment block of time daily for all students to work toward mastery, receiving support in reading and math.

### **Student Opportunities**

In SY 2018, FCCS offered the following clubs and opportunities for students:

- Student Government
- MATHCOUNTS
- Spelling Bee
- History Bee
- Destination Imagination
- Theater
- Guitar
- Basketball
- Homework
- Science Fairs
- Living Wax Museum

*Appendix B: Student Achievements* provides a list of awards and achievements earned by FCCS scholars in SY 2018.

Focus Area	Indicator	Standard/Criteria	Sources of Evidence
Educational Program Implementation	Implementation of ELL program	The school provides quality services for English Language Learner students as defined in the school's contract and as required by applicable law.	

ELL services are provided by FCPS and FCCS is not aware of any specific issues or concerns. FCCS Administration worked directly with FCPS staff to support ELL services for a small number of students (fewer than 10).

Focus Area	Indicator	Standard	Sources of Evidence
Financial Management	Demonstration of professional competence and sound systems in managing the schools financial operations	The school implements an effective system of internal controls over revenues, expenses, and fixed assets, and exercises good business practices.	Annual budgets, financial reports, annual financial audits, financial corrective action plans, onsite evaluation
	Adherence to generally accepted accounting principles	The school adheres to generally accepted accounting principles.	
	Financial reporting requirements	The school submits timely and accurate financial information adhering to its financial reporting requirements as defined in the school's contract.	
Financial Viability	Budgeting	The school maintains balanced budgets and a positive cash flow.	Annual budgets, financial reports, annual financial audits, onsite evaluation
	Financial obligations	The school's financial obligations are in good standing.	
	Long-term financial performance	The school has a sound and sustainable long-term financial plan.	

### **An organization in good standing**

FCCS, Inc. has received unmodified opinions, or “clean” audit reports, for all years from K.L. Hoffman and Company (through mergers the name has changed, however all of the audit personnel have remained the same). The results were presented to FCPS and to the FCCS parent community.

The FCCS, Inc. Board of Trustees has approved accounting policies and procedures to ensure proper segregation of duties and handling of funds. FCCS, Inc. publishes monthly financial information on the school website, including a comparison to the budget with detailed salary information condensed for privacy. FCCS, Inc. utilizes an accounting consultant that provides a monthly financial report to the BOT and performs accounting duties in conjunction with the Treasurer.

FCCS's financial team maintains a five-year projection for planning purposes. FCCS, Inc. ended FY 2018 with \$438,955 of working capital and a total fund balance of \$584,052. FCCS projects a positive fund balance for the current fiscal year. These funds will be utilized for future facility needs and as an operating reserve. FCCS, Inc. ended FY 2018 with a net surplus of \$138,654. The FY 2019 budget projecting a surplus has been submitted to FCPS. FCCS, Inc. achieved 100% enrollment in both FY 2019 and FY 2018 and maintains a prospective student waitlist for all grades.

FCCS currently has no debt and has paid its annual rent and all other bills in a timely fashion.



Focus Area	Indicator	Standard	Sources of Evidence
Student Enrollment and Conduct	Student enrollment trends	The school's actual enrollment is consistent with its projections.	Student enrollment reports, onsite evaluation
	Racial/ethnic composition of the student body	The racial/ethnic composition of the school's student body is reflective of the community it serves or other public schools in Frederick County.	
	Enrollment procedures	The school implements enrollment procedures as defined in the school's contract and in compliance with applicable law.	
	School environment	The school maintains a safe and secure environment.	Discipline reporting; onsite evaluation
	Health and safety	The school complies with applicable health and safety laws.	Fire and health inspections, fire drill reports, evacuation plans, onsite evaluation
Facilities	Facility compliance	The school's facilities comply with applicable laws and codes.	Occupancy permits, health, safety and fire reports, onsite evaluation

In SY 2018, FCCS enrollment was at 100% capacity with 368 students. As of September 30, 2018, the school also reported 100% enrollment. Current enrollment of 376 students completes the two-year phase-in of expanded enrollment. FCCS has implemented the enrollment procedures as required by FCPS.

### Admissions

Frederick Classical Charter School continues to maintain success in the school's recruitment process. The Admissions Committee is responsible for planning and coordinating admission to the school and providing prospective parents/guardians with appropriate information to make an informed decision. The Admissions Committee is responsible for administering the lottery process, and working with FCPS to message prospective parents/guardians with dates and times of the lottery. The Admissions Committee also works with the FCCS Head of School and the Administrative Secretary to support them in lottery notifications and providing necessary enrollment forms to new families. Committee members will serve as representatives of the school and host several events, including but not limited to prospective family informational sessions and a student orientation, throughout the year.

The Admissions Committee holds onsite open house events and information presentations, with a Spanish interpreter available upon request, as well as, volunteers represent the school at various community events for enrollment recruitment and to broaden the school's exposure in the community.

- Fliers outlining the school's mission, focus, and goals are distributed to community centers throughout Frederick County.
- Admission announcements are sent to the local newspapers.
- Community announcements about the school, including lottery/admissions information, open parent education nights, charter school advocacy information, and other general communications are sent to email contacts (community members and prospective FCCS families who sign-up to be on FCCS' general email distribution list).

Email and SMS text messaging communications are also sent from the Head of School through [FindOutFirst](#), Frederick County Public Schools' e-news communication platform, and FCCS maintains active Facebook and Twitter accounts to share lottery/admissions information and reach the community by social media.

Admissions Committee continues to utilize the list of talking points for recruitment that were developed to include:

1. Value of a Classical Education
  - Small class size – better student to teacher ratio
  - Rigorous academics – academic success
  - Developmentally appropriate learning
2. Virtues taught at FCCS – Love, Humility, Courage, Temperance, Constancy, Diligence, and Patience
3. Diversity of student body – potential to have all zip codes in Frederick County represented
4. Parent involvement and School Choice

FCCS has partnered with the Federal Business Council, Inc. since school year 2014 to develop the online FCCS Lottery System. Initially, this work was done pro-bono, by Tina Sheehy, Director of Internal Operations at FBC. However, beginning January 2017, the cost to continue with this secure registration system became \$500 annually. The hosting of this site includes the lottery application, administrative site, and lottery process (random lottery number generation, slot selections, email capability, waitlist, etc.), as well as general text and date updates. The hosting is at secured SOC II certified facility.

Through the utilization of a low cost Google Ad-On (YAMM), the Admissions Committee continues to send bulk emails to applicants directly from the [Admissions@frederickclassicalcharterschool.org](mailto:Admissions@frederickclassicalcharterschool.org) account. By sending regular email updates to all Wait List applicants to confirm current number on wait list and affirm interest in remaining on FCCS' wait list, the Admissions Committee has seen the number of email inquiries asking for updated status decrease, as well as assured that the wait list is up to date with interested applicants ready to accept an offer of admission. Additionally, through the process of downloading a CSV file from the Lottery System and reviewing the data, duplicate applications are identified, and the lottery database adjusted prior to the Lottery Drawing.

Since August of 2016, the Admissions Committee has worked with FCCS' Student Council to identify and train student tour guides for open houses, information nights, and new family

orientations, as an act of service learning. As tour guides, students can practice the skills of public speaking, active listening, and showcase the school's virtues. The number of student ambassadors has grown from 3 to 7, despite the graduating of previous student ambassadors each year. These students are now recognized with a Certificate of Appreciation for their service.

To assist with retention and better understanding of Classical Education, FCCS Inc., FCCS, and FCPS enrollment, the Admissions Committee, Board of Trustees, Head of School, and administration collaborated to hold an orientation for all new families.

See further enrollment information in *Appendix C – Enrollment*.

For detailed demographic information for SY 2018, see *Appendix A – Demographics*.

### **Discipline**

FCCS implements a school-wide disciplinary program. During SY 2018, there were a total of 5 suspensions. This is a decrease from the prior year total of 9 suspensions. Disciplinary actions do not vary significantly from other FCPS schools. FCCS emphasizes the school's virtues when helping students in a disciplinary setting and taking corrective action.

### **Safety and Compliance**

FCCS maintains records and compliance drills on a regular basis and can provide the specific Local School Emergency Plan details, including official Chain of Command, list of SEMT assigned Staff, detailed building diagrams, Emergency utility and equipment, list of Off-Site Evacuation Areas, Off-Campus Bus Loading Areas, and other mandated reports.

In SY 2018, FCCS performed expected drills in Shelter In Place, Reverse Evacuation, Lockdown; Drop, Cover, and Hold, and Severe Weather, and Fire.

FCCS obtained all necessary permits for both its original facility and its expanded section. All safety and fire reports have been completed. FCCS maintains required permit and related documentation that will be provided for review as requested.

### **Facility**

The lease on the Spires Way building expires in 2021. FCCS, Inc. is currently evaluating future facility options. 4,666 sq. ft. of leased space remains unfinished.

In addition to a full-time FCPS custodian, FCCS has contracted with a cleaning service to provide additional custodial services after hours. With the increased student population and square footage of the facility, additional help was needed to maintain the cleanliness of the school.

In Summer 2017, volunteers performed repairs and maintenance on the FCCS building interior including repainting walls and polishing floors. In Summer 2018, in addition to annual cleaning and painting, FCCS created additional office space and new doorways to improve the functionality of the building.

Focus Area	Indicator	Standard	Sources of Evidence
Governance, Staff and Parents	Governance structure	The school implements the governance structure as defined in the school's contract.	Governing board meeting agendas and minutes, onsite evaluation
	Compliance with Maryland and federal laws	The school complies with relevant Maryland and federal laws.	
	Qualifications of instructional staff	The school employs instructional staff that meet Maryland state and federal qualifications	Staffing reports, onsite evaluation
	Parental Involvement	The school is effectively involving parents in its programs as defined in the school's contract.	Onsite evaluation, parental surveys

### **Governance**

FCCS, Inc. maintains the Board of Trustees (BOT) and committee governance structure defined in the charter contract and application. FCCS, Inc. continues to follow its bylaws (most recently updated in 2015). The Board of Trustees holds regular public meetings and publishes meeting agendas and minutes. The BOT currently has four Officers and four Trustees, and anticipates adding up to three more Trustees this year. See *Section II - Key Personnel and Advisors* for more information.

**Committees** – The BOT oversees a group of volunteer committees; parents, staff, and community members are invited to participate. These committees are similar to those described in the Application. In SY 2018, the school had the following committees: Academic, Admissions, Advocacy, Communications, Facility, Finance, Fundraising, Grants, Social, Library, Staffing, Volunteer, and Yearbook.

**School Improvement** – FCCS has a Leadership Team that produces the FCPS Continuous School Improvement Plan and follows similar practices to other FCPS schools. In SY 2018, FCCS improved inclusion of one BOT and one parent representation on this Committee, as a first step to work toward the Committee structure defined in the Charter Application. Additionally, the Academic Committee was reactivated to provide support when needed for well-researched academic decisions.

The following examples of key decisions made by the Board of Trustees represent the scope of work and evolution of FCCS as it matures. The Board of Trustees maintains oversight of external contracts, facility, and financial decisions as well as directly executes school operations decisions such as hiring and curriculum.

- Reviewed and renewed Contracts
  - Clubhouse Kids
  - After-school custodian services
  - Accounting services

- Staff plan changes
  - Increased Guidance Counselor to Full-time (SY 2018)
  - Added full-time Instructional Assistant (SY 2018)
  - Increased Reading Specialist to Full-time (SY 2019)
  - Added part-time Math Specialist (SY 2019)
  - Hired new Principal (SY 2019)
  - Added Classical Curriculum Coordinator (SY 2019)
- Approve annual financial audit
- Established Facility Task Force
- Purchased Library software
- Adopted Assessment tool *i-Ready* to replace *Scantron/Global Scholar* (SY 2019)
- Purchased Raptor building access software (SY 2019)

The Board of Trustees is committed to staying true to the Charter Application and insists on the delivery of a high quality classical education for scholars. FCCS has complied with all federal laws, including the management of its federal startup grant, which was audited and approved.

### **Transparency**

The leadership of FCCS, Inc. strives to implement the vision of the founders to create a transparent process and open culture of the school. The FCCS BOT operates regular open business and informational meetings, publishes meeting materials, publishes reports, and encourages the same from school administration. Recently, members are allowed to call into a conference line to listen to BOT meetings. State of School meetings were introduced in 2016, with the intent to inform the teachers and parents about the school and its progress towards its goals. These meetings are now held at least twice per year. Additionally, a parent orientation was developed in 2017 to ensure all parents have a common understanding of the organization, the school and its operating environment.

For SY 2018, the FCCS leadership team did not submit curriculum enhancement or scope and sequence documentation. The curriculum information is not directly accessible to the school community unless a review is formally requested. While the leadership team is working to provide a more sequential overview to parents, teachers have provided parents with objectives and goals in their classes in the form of newsletters and/or a course syllabus. These communications are to be provided regularly in email format.

In SY 2018, FCCS staff continued to provide feedback to the BOT with apprehension in publishing lesson plans. Lesson plans are not available for review by non-staff members at this time.

Student progress is reported to parents through the use of FCPS's HAC grading tools, standard report cards and progress reports. Also, reports on standard assessments, such as PARCC, were made available to parents.

All individuals employed at FCCS are members of the FCCS, Inc. organization and are invited to participate with full membership rights. As the BOT values staff feedback, the BOT created a staff liaison position in 2016 to specifically allow the voice of staff to be present and heard at

BOT meetings. This liaison is invited to all open Board meetings, and serves as a conduit between staff and the BOT. The position was vacant during SY 2018.

All financial documentation is available on the school website.

### **Employment and Certification**

FCCS staff members have met all legal requirements for employment and all recommended hires were approved by the FCPS HR department and the BOT. FCCS strives to hire highly qualified teachers with required and relevant certifications and experience. Detailed data is available from FCCS Administration upon request.

### **Parent Education and Family Involvement**

FCCS's goal is to listen to feedback from families and staff. During SY 2018, Board of Trustees meetings were generally held twice a month, were open to the community, and invited public comment. The BOT participated in staff meetings at least twice to dialogue and share ideas.

According to the FCPS Perceptual Survey from December 2017, parent satisfaction remains high:

- 83% report favorable Climate
- 79% report favorable Curriculum and Instruction
- 79% report favorable Engagement and Communication
- 93% report favorable Safety, Health and Wellness

FCCS reported 10,770.64 volunteer hours in April 2018. FCCS, Inc. utilizes a skills-based approach to volunteerism. Skills-based volunteering is the practice of matching volunteers with tasks or responsibilities in which they have knowledge, expertise, or professional experience. The Admissions Committee lays the ground work by demonstrating how volunteer parents, staff, student ambassadors, and members make a collaborative effort using their strengths and talents to recruit families during Prospective Family Information Sessions.

The school continues to provide educational opportunities and extended involvement for parents and families. Special emphasis is placed on bringing subject matter experts to parents as well as teachers. This creates more consistency between teacher and parent interactions with students about their studies. FCCS will continue to offer informational sessions to families. When it is a topic of general interest, the FCPS community is invited, via FindOutFirst. In SY 2018, FCCS held the following learning events:

- A Conversation about Special Education and Intervention – for parents
- Transitioning to High School – for parents and interested students

FCCS recognized a need to better prepare families for the rigor and unique experience that students enjoy at FCCS. In SY 2018, FCCS improved Prospective Family Information Sessions, and created a Parent Orientation Session. The school also continued to hold these informational opportunities:

- Open House – for Families
- Back to School Night– Curriculum Expectations for Parents
- State of the School Membership meetings

Families enjoy many opportunities to engage with their FCCS scholars. FCCS scholars performed the 2<sup>nd</sup> Annual Charity Concert to benefit Heartly House in December 2017 raising \$860. The

Curriculum Showcase Concert is an annual spring tradition – it is always an exceptional performance and highlights the learning that scholars have enjoyed throughout the school year. In SY 2018, FCCS continued several traditions to extend student learning and build community, including family educational Arts Night, Living Wax Museum, STEM Night and Math Night. The teachers developed a Math Facts Challenge Fundraiser and the school community raised \$8,245 from this event in 2018. FCCS is proud of these examples of new traditions that blend educational excellence with other goals. An active Social Committee plans enjoyable and well-attended events every month, including picnics, skating, international day, dances, grade-specific events, movie nights, and dine-around town. Additionally, FCCS Student Government scholars plan activities to enrich the experience of FCCS scholars. This is a sample of the events held in SY 2018.

- Family Math Night
- STEM Night
- Night of the Living Wax Museum
- Arts Night
- Science Fair
- Spelling Bee
- Grandparents Day
- American Education Week
- School Choice Fair
- Veterans Day Assembly
- MLK Jr. Day Assembly
- 2<sup>nd</sup> Annual Winter Charity Concert
- Skate Frederick social
- Dances and elementary socials
- Theater performances
- Curriculum Showcase concert
- Trunk or Treat Fall Procession
- Talent Show
- Frederick Keys Game
- Field Day
- Graduation

## IV. Requests

FCCS, Inc. requests that the Board of Education act in response to the following items.

BOE Action Requested	Description
Concur with change in DIBELS usage	DIBELS will be utilized as a standard performance measure for Kindergarten through 2 <sup>nd</sup> Grade. It will be available as a diagnostic tool as needed in other grades. Please see letter to BOE dated January 23, 2019.
Concur with plan for Main Instructional reading program evaluation	FCCS performance data indicates that improvements are needed in reading and writing programs to improve student outcomes. Replacement materials were implemented for core programs in Grades K-6 in September 2018 by the school's principal. However, the Board of Trustees desires to fully evaluate programs available now as best practice research-based reading instruction. Following a due diligence process, FCCS will advise the BOE on its selection for a new program, anticipated prior to SY 2020. Please see letter to BOE dated January 23, 2019.



## V. Opportunities

This section highlights some areas that offer an opportunity for continued creative collaborative solutions between the Board and FCCS, Inc.

Opportunity	Description	Remedy
Autonomy and Access	Maryland's charter law is highly restrictive and silent on important policy issues that continue to result in granting all of the accountability associated with operating a charter school without the autonomy necessary to do so. This limits access to certain federal grants and other investments from philanthropy to support innovative or distinct charter schools such as FCCS. In order to overcome these barriers, it is imperative that FCCS, Inc. and FCPS work collaboratively to promote the goals of FCCS. These goals are consistent with FCPS' goals, in part, to offer a rigorous liberal arts curriculum that is well - rounded and college-focused and develops students' knowledge, reason, and self-expression. Accomplishing this includes ensuring that FCCS leadership, including the Board of Trustees, has access to data and resources, and that the FCPS employees working at FCCS are fully charged with implementation of the charter.	Continue to allow for additional flexibility and autonomy to FCCS, Inc. and FCCS administration as it relates to operational issues in which the law and/or the charter are silent. Increase collaborative decision-making and transparency in accounting and records. Improve support for custom staffing needs.
Local bargaining agreements	Professional development requirements of FCCS are not acknowledged in the existing bargaining agreements. For example, FCCS provides extensive and school-specific professional development to staff and requests more flexibility in timing and delivery of that training, as well as scheduling of teacher work days, currently limited by union contract requirements for scheduling.	Permit FCCS, Inc. and FCCS administration the opportunity to participate in the collective bargaining process. Include charter school professional development requirements as a consideration in the collective bargaining negotiation process in the future.

## VI. Conclusion

Frederick Classical Charter School is a successful educational institution that offers Frederick County families and teachers a desirable choice for alternate curriculum and school culture. Scholars continue to excel in learning as the school prepares students to become college-ready. Classical education provides a rich curriculum, brings core virtues to the classroom, and develops a desire in scholars to grow in learning, perform their best work, and become outstanding citizens and community members. Ongoing enhancements in teaching required state and local performance standards and ensuring student growth will help each FCCS scholar be prepared for learning in the future.

FCCS, Inc. is meeting or exceeding requirements for operating Frederick Classical Charter School. By focusing on improved governance, sustaining a financially sound and stable organization, and providing a learning facility that meets the needs of scholars and their teachers, FCCS is able to continue investing in teachers and scholars in the future.

# Appendices

## Appendix A. Demographics

Source: <https://apps.fcps.org/schoolprofiles/schprofile.php?schoolId=109>

Data reported for September 30, 2017

**Table 1: SY2017-2018 Demographics by Race/Ethnicity**

2017-2018 Race/Ethnicity FCCS - All Grades	
American Indian/Alaskan	*
Asian	6.9%
Black/African American	22.5%
Hispanic/Latino	9.5%
Hawaiian/Other Pacific Is.	*
White	48.8%
2+ Races	5.4%

**Table 2: SY2017-2018 Demographics by Special Services**

2017-2018 Special Services FCCS - All Grades	
Free/Reduced Price Meals	12.0%
English Language Learners	*
Special Education	7.4%

## Appendix B. Student Achievements

The following individuals were recognized for excellence during the 2017-2018 school year. Only student first names are provided in this report.

### **FCCS Spelling Bee**

Winner: Charles

Alternate: Zoe

### **FCPS Spelling Bee**

1<sup>st</sup> Place: Charles

### **2018 Scripps National Spelling Bee Contestant**

Charles

### **FCCS History Bee Representatives for FCCS**

3 <sup>rd</sup> Grade:	Ryder	Bryce	Sahil
4 <sup>th</sup> Grade:	Elizabeth	Caleb	Caedan
5 <sup>th</sup> Grade:	Enitan	Peterl	Emil

### **Frederick County Math Counts Competition**

First team: Justin (captain), Emilio, Lauren, Anna

Second Team: Charles (captain), Angeline, Anna, Caris

Alternates: Janine, Isabelle

### **Frederick County Optimist Club**

Sophie – Grand Prize Winner

### **FCPS Science Fair**

Middle School 2<sup>nd</sup> Place: Charles Millard

Middle School 3<sup>rd</sup> Place: Zoe Magnus

### **FCCS Science Fair**

1<sup>st</sup> Place: Enitan (5<sup>th</sup> grade), Kimberly (6<sup>th</sup> grade), Anna (7<sup>th</sup> grade), Millie (8<sup>th</sup> grade)

2<sup>nd</sup> Place: Christa (5<sup>th</sup> grade), Austin (6<sup>th</sup> grade), Maggie (7<sup>th</sup> grade), Logan (8<sup>th</sup> grade)

3<sup>rd</sup> Place: Lucas (5<sup>th</sup> grade), Audrey (6<sup>th</sup> grade), Sophia (7<sup>th</sup> grade), Sofia (8<sup>th</sup> grade)

Honorable Mention: Alex (5<sup>th</sup> grade), Mia (6<sup>th</sup> grade), Merrick (7<sup>th</sup> grade), Baldwin (8<sup>th</sup> grade)

### **Destination Imagination Team**

1<sup>st</sup> place in Western Regional competition

Leah	Carlos	Isaiah
Cecilia	Everett	Zachary

### **Kiwanis Club of Suburban Frederick**

#### **Most Improved Student**

Hanna

**Kappa Alpha Award****1<sup>st</sup> Place**

Chinaza  
Justin

**2<sup>nd</sup> Place**

Beryl  
Abigail  
Maelyss

**International Baccalaureate Program**

Amar     Chinaza     Justin     Maelyss

**Frederick All-County Student Art Awards**

Abigail	Jiayi	Samantha
Avery	Karen	Tapassuma

**FCCS Excellence in Music**

Chorus: Sofia  
Band: Sarah

**FCPS 5<sup>th</sup> Grade All-County Honors Chorus**

Omolara  
Madison

**FCPS 5<sup>th</sup> Grade Honors Band**

Addison	Amique
Declan	Joseph
Joshua	Leah
Victor	

**All-County Middle School Chorus**

Baldwin     Sofia

**All-County Middle School Orchestra**

Kayla     Justin

**All-County Middle School Band**

Lauren     Owen     Sara

**FCCS MLK Character Counts Award**

FCCS Winner: John

**Parent Volunteer Recognition**

Martina Hatley

**FCCS Substitute of the Year**

Dawn Gibson

**FCCS Teacher of the Year/FCPS Semi-finalist**

Jacquelyn Wilson

## Appendix C. Enrollment

Source: FCCS Admissions Committee

**Table 3: Waitlist data**

<b>Waitlist Data:</b>										
Waitlist totals shown below, illustrating demand and community support for FCCS.										
<b>Grade Level</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Total</b>
<b>2015-2016 Waitlist</b>	139	78	71	92	83	76	23	0	7	569
<b>2016-2017 Waitlist</b>	98	64	78	51	63	63	59	23	9	508
<b>2017-2018 Waitlist</b>	67	62	35	46	59	53	67	26	3	418
<b>2018-2019 Waitlist</b>	70	91	94	84	68	53	63	8	3	534
Total applications by lottery year include: 2014-15 (n=579), 2015-16 (n=863), 2016-17 (n=671), 2017-18 (n=580), 2018-19 (n=783*) *YTD, Jan 2019										

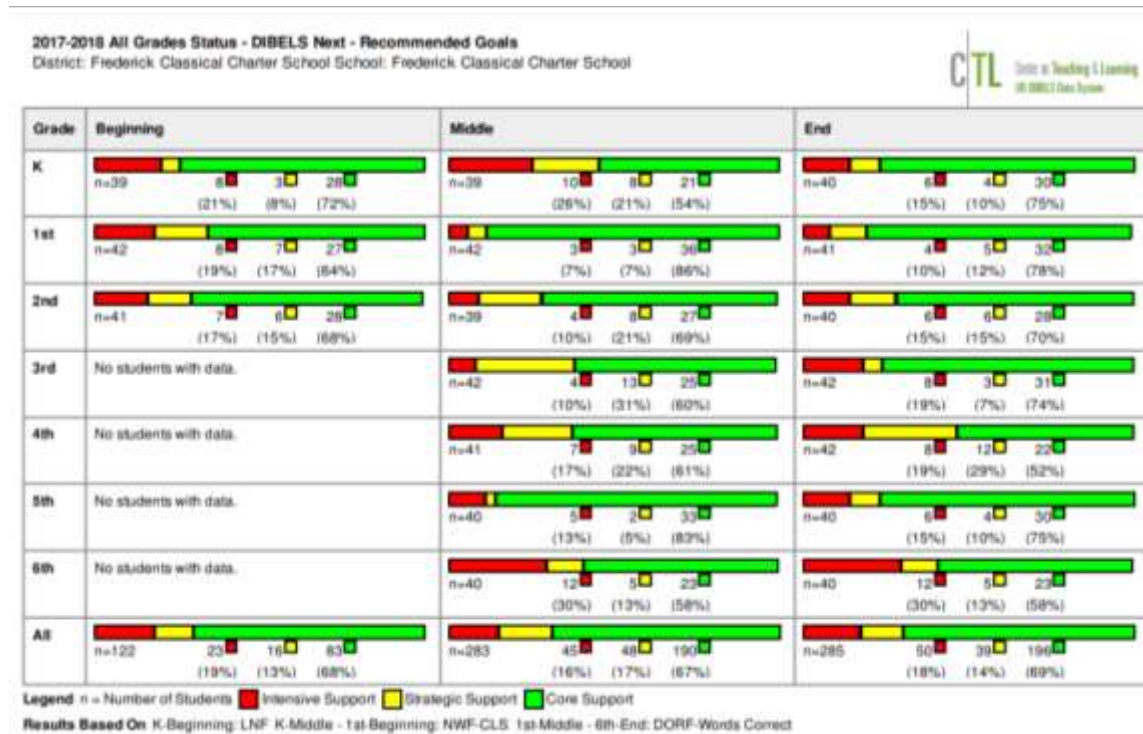
**Table 4: Application process timeline**

<b>APPLICATION PROCESS TIMELINE:</b>	
Date the online application for school year 2017-18 was made available to interested parties:	January 3, 2017 at 12:01 a.m.
Date the online application for school year 2017-18 was closed and changed to post-lottery wait list:	March 6, 2017 at 11:59 p.m.
Date and location of the lottery for seats in school year 2017-18:	March 15, 2017 at 6:30 p.m.
URL to FCC's application for prospective students for school year 2017-18:	<a href="https://www.lotteryapplication.com/schools/fccs/schoolreg.aspx">https://www.lotteryapplication.com/schools/fccs/schoolreg.aspx</a>
Venues showcasing the link to the online application for the school year 2017-18:	FCCS website FCCS Facebook Page FCCS Twitter Account FCCS Prospective Family Information Night

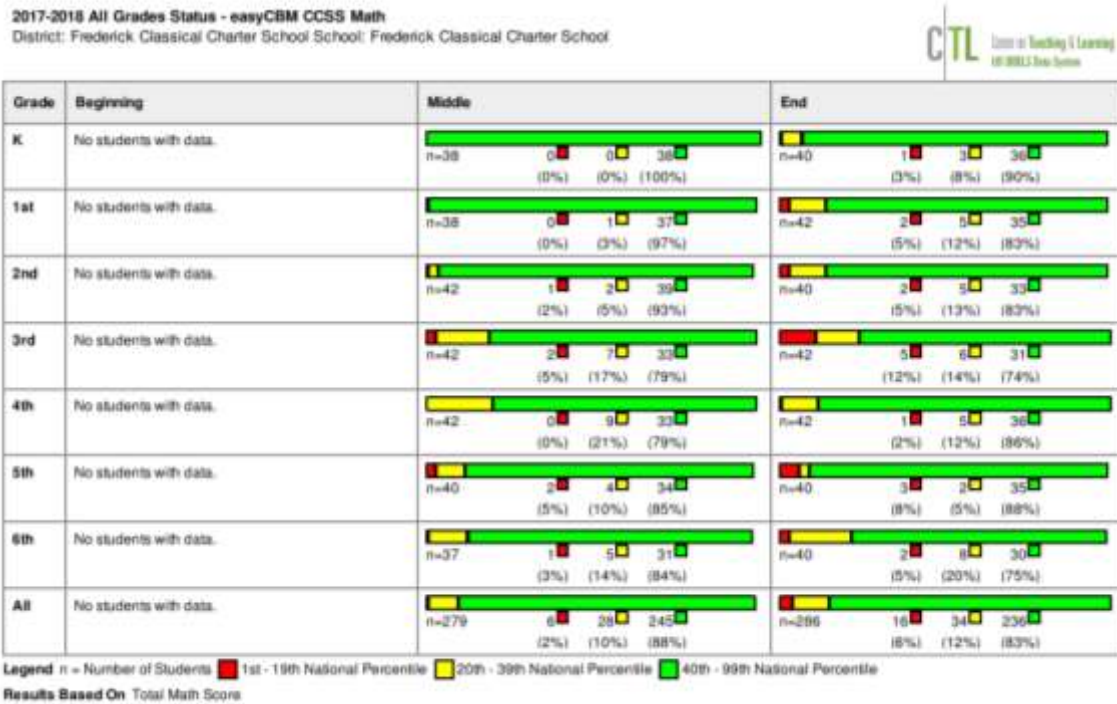
## Appendix D. Educational Performance Data

**Table 5: DIBELS Next Recommended Goals 2017-2018**

Source: FCCS Administration (DIBELS Data System)



**Table 6: DIBELS EasyCBM CCSS Math 2017-2018**  
Source: FCCS Administration (DIBELS Data System)



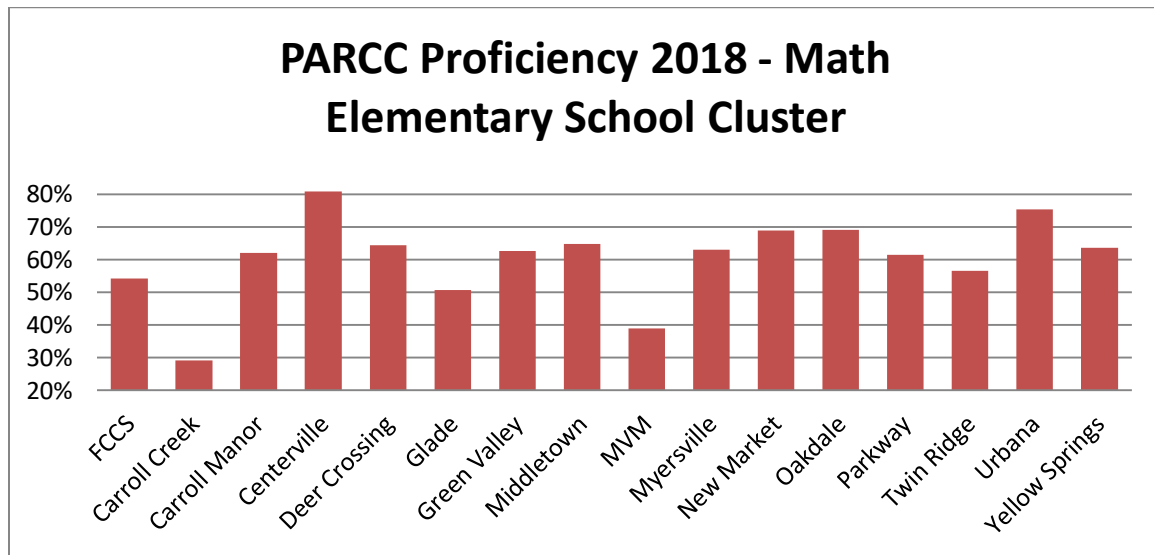
**Table 7: Scantron Performance Series Results Overall 2017-2018**  
Source: FCCS Administration (Scantron toolset)

FCCS Performance Bands - SY 2018	Above Average	Average-High	Average-Low	Below Average	Total Count	Mean Score
Reading (Grades 3-8)	50%	26%	18%	6%	250	2943
Math (Grades 2-8)	56%	22%	13%	9%	288	2687



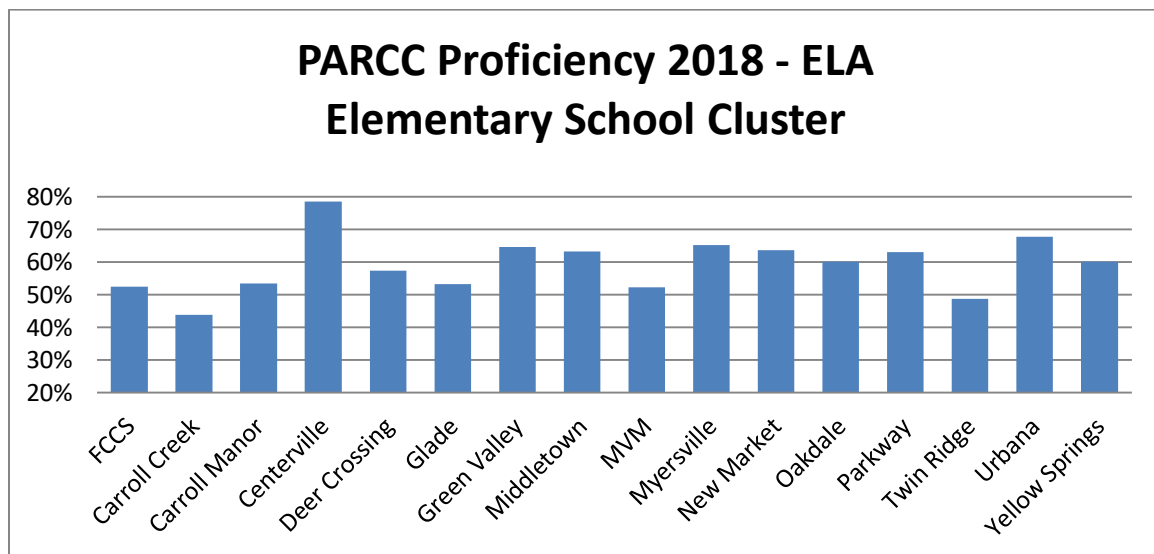
**Table 8: FCCS PARCC proficiency (4&5) vs. FCPS Cluster Schools – 2018 Elementary Math**

Source: <http://reportcard.msde.maryland.gov/>



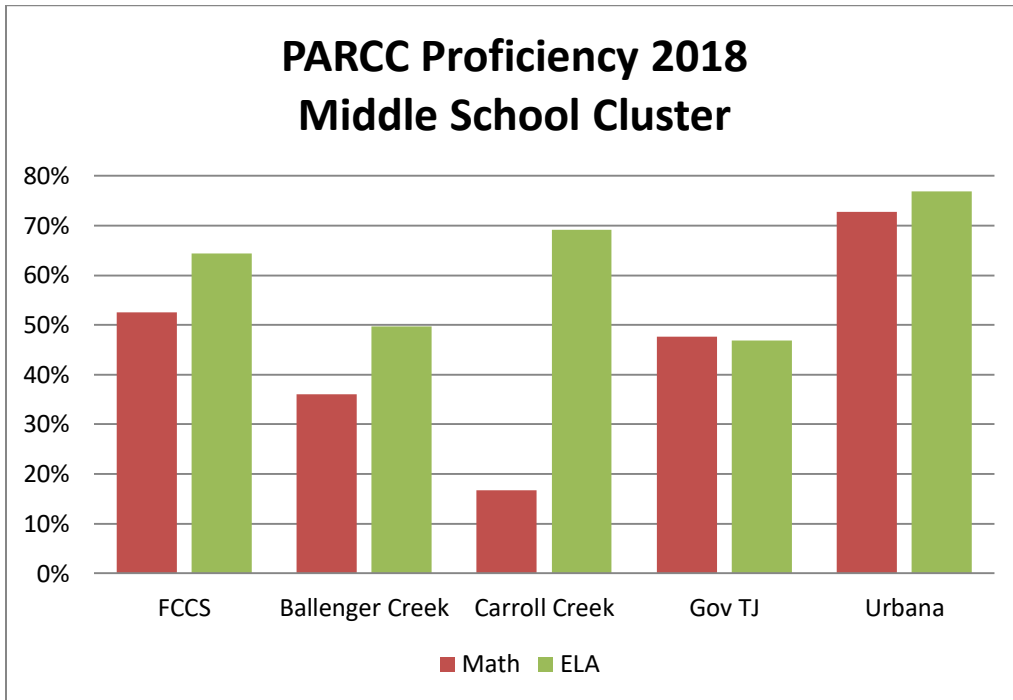
**Table 9: FCCS PARCC proficiency (4&5) vs. FCPS Cluster Schools – 2018 Elementary ELA**

Source: <http://reportcard.msde.maryland.gov/>



**Table 10: FCCS PARCC proficiency (4&5) vs. FCPS Cluster Schools – 2018 Middle School Math and ELA**

Source: <http://reportcard.msde.maryland.gov/>



**The following tables highlight FCCS vs. FCPS PARCC Performance trends**

Source: FCCS Administration (RADAR)

**All Any Term PARCC Scores by School and Student Group**  
**English: All Students, Asian, Black or African American and 6 more: Grade(s) All**  
**Disability:**

			All FCPS					Frederick Classical Charter					Summative Perf Level
All Students	English	2015	8.7%	16.7%	27.1%	40.4%		9.1%	24.1%	51.3%	12.8%		Exceeded Expectations
		2016	9.7%	15.7%	26.0%	40.3%	8.3%	14.0%	21.0%	52.8%	8.7%		Met Expectations
		2017	9.4%	14.8%	24.2%	41.7%	9.9%	13.2%	20.9%	53.2%	8.9%		Approached Expectations
		2018		14.4%	23.2%	40.5%	12.0%	11.3%	26.3%	45.4%	12.5%		Partially Met Expectations
Asian	English	2015	8.8%	19.2%	53.2%	15.2%		23.5%	58.8%	17.6%			Did Not Meet Expectations
		2016	8.9%	18.7%	48.2%	22.3%		17.6%	17.6%	52.9%	11.8%		
		2017		16.3%	48.3%	25.4%		12.5%	25.0%	43.8%	12.5%		
		2018		16.4%	46.7%	27.8%			31.6%	36.8%	21.1%		
Black or African American	English	2015	16.6%	23.0%	32.1%	26.0%			39.5%	34.2%			
		2016	16.2%	22.5%	29.7%	28.7%		17.0%	24.5%	45.3%			
		2017	14.3%	23.3%	26.2%	32.1%		23.3%	15.0%	50.0%			
		2018	15.5%	19.5%	26.0%	32.8%		16.2%	23.5%	45.6%			
Hispanic/Latino of any race	English	2015	16.2%	24.4%	27.3%	29.3%		16.7%	33.3%	33.3%	16.7%		
		2016	18.1%	21.6%	28.2%	28.2%		13.3%	13.3%	33.3%	33.3%		
		2017	18.1%	19.1%	28.0%	30.0%			21.1%	36.8%	21.1%	10.5%	
		2018	17.4%	21.3%	25.5%	30.0%		11.8%	17.6%	35.3%	35.3%		
Two or More Races	English	2015		18.4%	25.5%	40.5%		18.2%	27.3%	54.5%			
		2016		15.5%	24.3%	40.3%	9.0%		21.4%	14.3%	57.1%		
		2017		15.0%	22.7%	41.5%		15.4%	23.1%	61.5%			
		2018		15.4%	23.9%	38.3%	11.9%	14.3%	35.7%	35.7%			
White	English	2015		14.6%	27.0%	44.0%		9.6%	17.5%	57.0%	14.9%		
		2016		13.7%	25.6%	44.5%	9.0%	11.6%	19.4%	57.4%			
		2017		12.8%	23.8%	45.8%	10.8%		20.6%	59.5%			
		2018		12.1%	22.6%	44.5%	13.5%		24.8%	48.8%	16.5%		
ELL	English	2015	45.2%	37.9%	11.7%			50.0%	50.0%				
		2016	49.0%	31.6%	14.8%			100.0%					
		2017	54.0%	26.8%	15.9%			100.0%					
		2018	42.5%	32.1%	18.1%			60.0%	40.0%				
Free/Reduced Meals	English	2015	18.3%	27.0%	29.8%	23.2%		13.0%	39.1%	47.8%			
		2016	20.1%	25.1%	29.0%	23.9%		17.6%	29.4%	47.1%			
		2017	19.2%	24.4%	27.1%	26.6%		14.3%	28.6%	14.3%	40.0%		
		2018	20.4%	23.6%	25.5%	27.2%		9.7%	16.1%	25.8%	48.4%		
Special Ed	English	2015	40.5%	37.2%	15.2%			30.8%	30.8%	30.8%			

**All Any Term PARCC Scores by School and Student Group**  
**English: All Students, Asian, Black or African American and 6 more: Grade(s) All**  
**Disability:**

			All FCPS				Frederick Classical Charter				Summative Perf Level			
Special Ed	English	2016	44.3%		31.6%		15.6%		25.0%	41.7%		25.0%	8.3%	<div>Exceeded Expectations</div>
		2017	42.2%		32.1%		16.3%		40.0%		25.0%	35.0%		<div>Met Expectations</div>
		2018	44.0%		29.2%		16.6%	9.1%	29.2%	29.2%		20.8%	20.8%	<div>Approached Expectations</div>
														<div>Partially Met Expectations</div>
														<div>Did Not Meet Expectations</div>

**All Any Term PARCC Scores by School and Student Group**  
**Mathematics: All Students, Asian, Black or African American and 6 more: Grade(s) All**  
**Disability:**

			All FCPS				Frederick Classical Charter				Summative Perf Level	
All Students	Mathemat..	2015	<div><div></div><div></div><div></div><div></div></div>	21.4%	30.9%	35.6%	<div><div></div><div></div><div></div><div></div></div>	16.6%	30.5%	42.2%	<div><div></div><div></div><div></div><div></div></div>	
		2016	<div><div></div><div></div><div></div><div></div></div>	18.0%	27.1%	40.6%	<div><div></div><div></div><div></div><div></div></div>	11.8%	24.2%	46.9%	<div><div></div><div></div><div></div><div></div></div>	9.5%
		2017	<div><div></div><div></div><div></div><div></div></div>	17.0%	28.3%	39.2%	<div><div></div><div></div><div></div><div></div></div>	14.3%	28.1%	45.2%	<div><div></div><div></div><div></div><div></div></div>	
		2018	<div><div></div><div></div><div></div><div></div></div>	17.3%	26.7%	39.9%	<div><div></div><div></div><div></div><div></div></div>	17.7%	29.1%	43.2%	<div><div></div><div></div><div></div><div></div></div>	
Asian	Mathemat..	2015	<div><div></div><div></div><div></div><div></div></div>	9.1%	19.8%	49.5%	<div><div></div><div></div><div></div><div></div></div>	19.1%	11.8%	35.3%	41.2%	11.8%
		2016	<div><div></div><div></div><div></div><div></div></div>	15.5%	50.6%	22.9%	<div><div></div><div></div><div></div><div></div></div>	18.8%	12.5%	50.0%	12.5%	
		2017	<div><div></div><div></div><div></div><div></div></div>	20.3%	48.7%	21.8%	<div><div></div><div></div><div></div><div></div></div>	21.4%	50.0%	14.3%		
		2018	<div><div></div><div></div><div></div><div></div></div>	17.2%	47.4%	25.6%	<div><div></div><div></div><div></div><div></div></div>	12.5%	12.5%	62.5%		
Black or African American	Mathemat..	2015	<div><div></div><div></div><div></div><div></div></div>	13.1%	33.8%	32.1%	19.7%	<div><div></div><div></div><div></div><div></div></div>	21.1%	28.9%	34.2%	
		2016	<div><div></div><div></div><div></div><div></div></div>	13.5%	26.0%	32.4%	25.7%	<div><div></div><div></div><div></div><div></div></div>	14.3%	16.3%	24.5%	42.9%
		2017	<div><div></div><div></div><div></div><div></div></div>	14.5%	26.2%	31.7%	24.4%	<div><div></div><div></div><div></div><div></div></div>	12.1%	19.0%	29.3%	37.9%
		2018	<div><div></div><div></div><div></div><div></div></div>	14.0%	28.3%	27.4%	27.4%	<div><div></div><div></div><div></div><div></div></div>	25.0%	26.6%	42.2%	
Hispanic/ Latino of any race	Mathemat..	2015	<div><div></div><div></div><div></div><div></div></div>	13.1%	29.9%	32.4%	22.9%	<div><div></div><div></div><div></div><div></div></div>	16.7%	33.3%	50.0%	
		2016	<div><div></div><div></div><div></div><div></div></div>	13.6%	25.5%	29.9%	28.1%	<div><div></div><div></div><div></div><div></div></div>	13.3%	40.0%	40.0%	
		2017	<div><div></div><div></div><div></div><div></div></div>	13.2%	26.0%	30.2%	27.6%	<div><div></div><div></div><div></div><div></div></div>	23.5%	23.5%	35.3%	17.6%
		2018	<div><div></div><div></div><div></div><div></div></div>	14.5%	25.8%	28.8%	28.4%	<div><div></div><div></div><div></div><div></div></div>	35.7%	42.9%	14.3%	
Two or More Races	Mathemat..	2015	<div><div></div><div></div><div></div><div></div></div>	22.7%	31.1%	34.4%		<div><div></div><div></div><div></div><div></div></div>	18.2%	45.5%	27.3%	9.1%
		2016	<div><div></div><div></div><div></div><div></div></div>	18.0%	26.1%	40.8%		<div><div></div><div></div><div></div><div></div></div>	23.1%	30.8%	30.8%	
		2017	<div><div></div><div></div><div></div><div></div></div>	17.5%	28.9%	36.9%	8.5%	<div><div></div><div></div><div></div><div></div></div>	23.1%	46.2%	30.8%	
		2018	<div><div></div><div></div><div></div><div></div></div>	9.7%	16.6%	29.0%	35.7%	9.0%	<div><div></div><div></div><div></div><div></div></div>	21.4%	50.0%	21.4%
White	Mathemat..	2015	<div><div></div><div></div><div></div><div></div></div>	18.3%	31.3%	40.0%		<div><div></div><div></div><div></div><div></div></div>	15.8%	28.1%	46.5%	
		2016	<div><div></div><div></div><div></div><div></div></div>	15.5%	26.6%	45.3%		<div><div></div><div></div><div></div><div></div></div>	22.2%	51.3%	13.7%	
		2017	<div><div></div><div></div><div></div><div></div></div>	13.6%	27.8%	44.5%	8.9%	<div><div></div><div></div><div></div><div></div></div>	25.4%	53.5%		
		2018	<div><div></div><div></div><div></div><div></div></div>	13.5%	26.7%	45.4%	9.3%	<div><div></div><div></div><div></div><div></div></div>	12.6%	28.8%	46.8%	9.9%
ELL	Mathemat..	2015	<div><div></div><div></div><div></div><div></div></div>	33.0%	43.0%	17.6%		<div><div></div><div></div><div></div><div></div></div>	50.0%	50.0%		
		2016	<div><div></div><div></div><div></div><div></div></div>	34.5%	35.9%	20.7%	9.0%	<div><div></div><div></div><div></div><div></div></div>	100.0%			
		2017	<div><div></div><div></div><div></div><div></div></div>	34.6%	39.0%	18.8%		<div><div></div><div></div><div></div><div></div></div>	100.0%			
		2018	<div><div></div><div></div><div></div><div></div></div>	28.6%	36.0%	24.8%	9.6%	<div><div></div><div></div><div></div><div></div></div>	20.0%	40.0%	20.0%	20.0%
Free/ Reduced Meals	Mathemat..	2015	<div><div></div><div></div><div></div><div></div></div>	13.8%	34.0%	32.4%	18.9%	<div><div></div><div></div><div></div><div></div></div>	21.7%	43.5%	30.4%	
		2016	<div><div></div><div></div><div></div><div></div></div>	15.5%	29.5%	30.0%	23.1%	<div><div></div><div></div><div></div><div></div></div>	15.6%	12.5%	40.6%	25.0%
		2017	<div><div></div><div></div><div></div><div></div></div>	15.2%	29.0%	31.0%	22.4%	<div><div></div><div></div><div></div><div></div></div>	21.2%	30.3%	27.3%	21.2%
		2018	<div><div></div><div></div><div></div><div></div></div>	16.7%	28.8%	29.5%	23.1%	<div><div></div><div></div><div></div><div></div></div>	31.0%	37.9%	27.6%	
Special Ed	Mathemat..	2015	<div><div></div><div></div><div></div><div></div></div>	27.2%	46.7%	19.1%		<div><div></div><div></div><div></div><div></div></div>	30.8%	30.8%	15.4%	23.1%

**All Any Term PARCC Scores by School and Student Group**  
**Mathematics: All Students, Asian, Black or African American and 6 more: Grade(s) All**  
**Disability:**

			All FCPS				Frederick Classical Charter				Summative Perf Level	
Special Ed	Mathemat..	2016	30.7%	40.9%	18.3%	8.6%	50.0%	25.0%	16.7%	8.3%	<div>Exceeded Expectations</div>	
		2017	31.1%	38.5%	19.3%	9.7%	20.0%	35.0%	15.0%	30.0%	<div>Met Expectations</div>	
		2018	30.6%	37.5%	20.6%	9.9%	20.8%	41.7%	29.2%	8.3%	<div>Approached Expectations</div>	
											<div>Partially Met Expectations</div>	
											<div>Did Not Meet Expectations</div>	

**All Any Term PARCC Scores by School and Student Group**  
**Algebra 1: All Students, Asian, Black or African American and 6 more: Grade(s) All**  
**Disability:**

			All FCPS			Frederick Classical Charter			Summative Perf Level		
All Students	Algebra 1	2015	<div><div></div><div></div><div></div></div> 20.5% 27.8% 41.0%							<div>Exceeded Expectations</div>	
		2016	<div><div></div><div></div><div></div></div> 17.0% 25.7% 45.3%			<div><div></div><div></div><div></div></div> 16.7% 61.1% 22.2%			<div>Met Expectations</div>		
		2017	<div><div></div><div></div><div></div></div> 13.6% 20.7% 52.4%			<div><div></div><div></div><div></div></div> 83.3%			<div>Approached Expectations</div>		
		2018	<div><div></div><div></div><div></div></div> 15.5% 22.2% 46.7%			<div><div></div><div></div><div></div></div> 75.0% 20.0%			<div>Partially Met Expectations</div>		
Asian	Algebra 1	2015	<div><div></div><div></div><div></div></div> 12.4% 19.7% 52.3% 13.0%								
		2016	<div><div></div><div></div><div></div></div> 16.0% 55.8% 21.2%			100.0%					
		2017	<div><div></div><div></div><div></div></div> 8.8% 52.0% 31.0%			100.0%					
		2018	<div><div></div><div></div><div></div></div> 12.3% 53.3% 24.1%			<div><div></div><div></div><div></div></div> 66.7% 33.3%					
Black or African American	Algebra 1	2015	<div><div></div><div></div><div></div></div> 15.5% 32.6% 31.3% 19.8%								
		2016	<div><div></div><div></div><div></div></div> 11.4% 29.9% 34.2% 22.8%			<div><div></div><div></div><div></div></div> 75.0% 25.0%					
		2017	<div><div></div><div></div><div></div></div> 14.0% 22.4% 30.0% 32.3%			100.0%					
		2018	<div><div></div><div></div><div></div></div> 13.6% 26.3% 29.9% 28.2%			<div><div></div><div></div><div></div></div> 25.0% 25.0% 50.0%					
Hispanic/ Latino of any race	Algebra 1	2015	<div><div></div><div></div><div></div></div> 11.7% 29.8% 31.4% 26.6%								
		2016	<div><div></div><div></div><div></div></div> 11.8% 29.0% 28.4% 29.6%								
		2017	<div><div></div><div></div><div></div></div> 13.8% 21.8% 23.2% 38.3%			<div><div></div><div></div><div></div></div> 50.0% 50.0%					
		2018	<div><div></div><div></div><div></div></div> 18.0% 25.0% 24.3% 29.9%			100.0%					
Two or More Races	Algebra 1	2015	<div><div></div><div></div><div></div></div> 23.9% 25.0% 41.1%								
		2016	<div><div></div><div></div><div></div></div> 17.3% 28.3% 42.2%			100.0%					
		2017	<div><div></div><div></div><div></div></div> 12.0% 20.5% 55.4%								
		2018	<div><div></div><div></div><div></div></div> 18.4% 22.4% 45.4%								
White	Algebra 1	2015	<div><div></div><div></div><div></div></div> 17.0% 27.3% 46.5%								
		2016	<div><div></div><div></div><div></div></div> 12.0% 23.7% 53.4%			<div><div></div><div></div><div></div></div> 16.7% 58.3% 25.0%					
		2017	<div><div></div><div></div><div></div></div> 10.9% 19.3% 59.4%			<div><div></div><div></div><div></div></div> 83.3% 8.3%					
		2018	<div><div></div><div></div><div></div></div> 20.7% 56.1% 9.0%			<div><div></div><div></div><div></div></div> 90.0%					
ELL	Algebra 1	2015	<div><div></div><div></div><div></div></div> 19.4% 47.8% 25.4%								
		2016	<div><div></div><div></div><div></div></div> 20.8% 46.4% 23.2%								
		2017	<div><div></div><div></div><div></div></div> 35.3% 40.5% 15.5% 8.6%								
		2018	<div><div></div><div></div><div></div></div> 34.9% 40.9% 18.5%								
Free/ Reduced Meals	Algebra 1	2015	<div><div></div><div></div><div></div></div> 14.4% 31.9% 31.4% 21.9%								
		2016	<div><div></div><div></div><div></div></div> 13.7% 33.1% 30.8% 21.6%			<div><div></div><div></div><div></div></div> 50.0% 50.0%					
		2017	<div><div></div><div></div><div></div></div> 14.9% 27.3% 26.2% 29.9%			<div><div></div><div></div><div></div></div> 50.0% 50.0%					
		2018	<div><div></div><div></div><div></div></div> 18.3% 29.5% 26.9% 23.6%			<div><div></div><div></div><div></div></div> 50.0% 50.0%					
Special Ed	Algebra 1	2015	<div><div></div><div></div><div></div></div> 23.8% 44.0% 22.3% 8.8%								

**All Any Term PARCC Scores by School and Student Group**  
**Algebra 1: All Students, Asian, Black or African American and 6 more: Grade(s) All**  
**Disability:**

			All FCPS				Frederick Classical Charter
Special Ed	Algebra 1	2016	19.2%	40.6%	24.9%	14.1%	
		2017	20.0%	39.4%	25.4%	14.6%	
		2018	24.1%	42.4%	20.7%	11.3%	

**Summative Perf Level**

- Exceeded Expectations
- Met Expectations
- Approached Expectations
- Partially Met Expectations
- Did Not Meet Expectations