

Frederick Classical Charter School, Inc.  
March 2018



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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 368 public school students in Frederick County, MD using a classical education instructional program. As a Maryland 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.

The Board of Trustees wishes to thank the Frederick County Board of Education and FCPS personnel for providing the opportunity to operate this school and looks forward to continuing to offer classical education to FCPS students. FCCS is very important to the community of Frederick County, as one of the many innovative educational opportunities offered by FCPS.

Frederick Classical Charter School (FCCS) began operation in 2013 and is thriving. FCCS educates children in Kindergarten through Grade 8. In the first three years of operation, the school expanded grades from K-6 to K-8 and has now graduated two 8<sup>th</sup> grade classes. Enrollment has historically exceeded 98%; the school reached 100% enrollment for 2017-2018 school year (SY 2018). Demand for the school is high with a post-lottery wait list of over 500 students in 2016-2017 (SY 2017). Additionally, FCCS began the two-year phased-in expansion of the school's capacity to 368 students in SY 2018 and plans for up to 376 students in SY 2019. Forty-one teachers, administrators, and support staff are employed at FCCS in SY 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 established by the school's leadership and well received by students, parents, teachers and the community. 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.

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

- 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.

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. We encourage the Board of Education and other FCPS leaders to visit our school to witness and experience the virtues of Frederick Classical.

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 required by FCPS with supporting data reported in corresponding tables. The data demonstrates that FCCS meets the standards outlined by BOE and that FCCS is an exemplary school.

The school experienced some expected challenges as it transitioned from the Charter Application (Application) to a fully-functioning public school. As the school matures through this period of adolescence, and as new materials, assessments, tools, and standards become available, any variance between the 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.

School leadership anticipates qualifying for the Maryland State Department of Education (MSDE) designation as an "eligible public charter school" upon completion of the school's fifth year of operation (2018). Once eligible, FCCS, Inc. may request additional adjustments to the arrangement between the parties to the contract pending further definition, any updated guidelines provided by MSDE, and any subsequent FCPS adjustment to charter policy.

FCCS is functioning as a stable and 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*).

This Annual Report includes the school's submission of the performance information requested by FCPS to be used to assess the school's educational, financial, and organizational performance. *Section III – Annual Report Data and Information* includes a response to each item in the *FCPS Charter School Reporting Rubric*.

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 - Successes*, the school's long-term strategies are shared with BOE. *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 renewal of the charter contract for Frederick Classical Charter School was

important to many Frederick County community members who value its distinct curriculum and instructional methods. 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.

## 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. successfully held first-time elections in Spring 2017 and welcomed three new Officers and one new Trustee as of July 1, 2017. The Board of Trustees currently has nine positions, and anticipates growing up to 11 positions to support the workload and expand expertise. As a new team, the Board of Trustees recognized the need for advancement in governance and strategic planning. A new strategic plan for Frederick Classical Charter School, Inc. is expected to be released prior to the end of SY 2018. The bylaws of the organization have remained unchanged.

At Frederick Classical, staff retention remains high and students benefit from a stable culture and long-term relationships. Staff members express a strong desire to remain at the school. The school prepares a professional development plan annually and encourages staff to advance their professional skills and knowledge in areas aligned with Frederick Classical. 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.

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 our school. Also, we have seen the rise of expertise in our own staff members and hope to continue developing on-site expertise through long-term investment in professional development opportunities and a rigorous hiring process.

Dr. Christopher Perrin serves as an Advisor to FCCS and has provided the school with valuable expertise in Classical Education models for the past several years, as a trainer and consultant. In early 2016, Dr. Perrin introduced FCCS to Jason Ulbrich, who has relevant experience in implementation of Classical Education in a public charter school environment. Mr. Ulbrich has been well received by teachers and administrators for his relevant, helpful, and practical advice. Mr. Ulbrich continues to provide as-needed Classical consulting services to FCCS.

Through SY 2017, Dawn Swartz provided onsite and as-needed advisory services in Singapore Math (the math curriculum and materials utilized at Frederick Classical). This included support in developing new benchmark assessments for use in all grades. In SY 2018, Frederick Classical is excited to transition 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. His first onsite visit is scheduled for February 2018.

Dr. Carol Tolman continues as the school's literacy advisor and is available for consultations as needed. Over the years, Dr. Tolman has provided training and support to staff sufficiently that some FCCS teachers and specialists have developed expertise in literacy techniques taught by Dr.

Tolman. This represents fulfillment of the founders' vision, that Frederick Classical develop expertise, and allows for in-house staff training and development.

FCCS recognized the need for improved implementation of a formal Logic program and engaged expert Ms. Joelle Hodge to provide teacher training. Ms. Hodge has continued in an advisory role as our teachers gain experience in teaching the logic course. In SY 2018, FCCS continues investment in developing expertise in this fundamental liberal art through training materials and online courses, in order to best meet the needs of our staff.

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.

In SY2017, the school was led by Principal, Mrs. Erica Cummins, and Assistant Principal, Mr. Lee Hand. The core staffing plan remained stable without significant changes to leadership or operation. In June 2017, FCCS, Inc. was informed of the departure of Mr. Hand. At that time, the Board of Trustees evaluated the defined roles and responsibilities of Administration and determined that a new model was needed to best support the future of Frederick Classical. The Assistant Principal position was eliminated for the SY2018.

In the fall 2017, the Board of Trustees created a new Staffing Committee to focus on staffing requirements and to refine the process for staff planning, searching, and interviewing. The staffing plan for SY2019 has been under development with the assistance of Mrs. Cummins and Mr. Mark Pritts, FCPS Instructional Director of Elementary Schools. New positions and investments will be created for the SY2019 to better support teachers and students.

### III. Annual Report Data and Information

FCPS has developed a rubric to be used to evaluate the performance of charter schools in three areas: *Educational, Financial, and Organizational*. A response and reference to supporting evidential data that these standards and criteria have been satisfactorily met by FCCS is explained with the FCPS Charter School Reporting Rubric table below. 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		

Focus Area	Indicator	Standard/Criteria	Sources of Evidence
	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 reports PARCC data for comparisons. Additionally, Proficiency Targets are referenced from FCPS Annual Measureable Outcome (AMO). FCCS continues to exceed FCPS proficiency targets in all categories. 2017 PARCC score results are listed by identified student group in *Appendix B, Tables 5 and 6 – PARCC Proficiency Targets*.

### **PARCC ELA**

FCCS students meet the standard for English/Language Arts/writing (ELA) based on PARCC assessments conducted in 2017 for Grades 3-8. FCCS students achieved 81.1% proficiency on PARCC ELA in 2017. See *Appendix B, Tables 3, 4, and 5 – PARCC Proficiency Targets* for detailed results.

FCCS PARCC ELA student scores outperformed the FCPS average. Scored in the top 25% of all FCPS schools. The percent of students achieving performance level of 4 or 5 was 62.1%, ranking FCCS thirteenth in English among FCPS. Students in grades 6-8 outperformed all other FCPS middle schools in English with the exception of Urbana Middle. Although student performance was strong, there was little or no growth on PARCC for ELA. Conclusions drawn upon examination of the subclaim reports and school evidence statement analysis indicate room for the most growth in written expression and in writing knowledge language and conventions. In SY 2018, FCCS will focus on student achievement in the area of writing through a school-wide implementation of the methods and materials promoted through the Institute for Excellence in Writing (IEW.) Teachers of English have received training in the IEW approach to writing over the past two years. This year's Professional Learning will provide IEW training to other content level teachers to ensure consistency and a higher expectation of quality writing throughout the curriculum.

FCCS has identified SY 2018 goals to improve PARCC results in English:

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

### **PARCC Math**

FCCS students meet the standard for Mathematics based on PARCC assessments conducted in 2017 for Grades 3-8. FCCS students achieved 76.4% proficiency on PARCC Math in 2017. See *Appendix B, Tables 3, 4, and 6 – PARCC Proficiency Targets* for detailed results.

FCCS PARCC Math student scores outperformed the FCPS average. The percent of students achieving performance level of 4 or 5 was 52.8%, compared to the county average of 49.1%. Students in grade 6-8 ranked third among other FCPS middle schools; behind only Urbana Middle and Oakdale Middle Schools.



Although student performance exceeded the county average, the 2017 Progress Report indicated some declines on the PARCC math assessment. Conclusions drawn upon examination of the subclaim reports and school evidence statement analysis indicate room for the most growth in fractions for all grade levels and algebraic expressions in several grade levels. As a result, in SY 2018 FCCS will focus on student achievement in the area of fractions and algebraic expressions through continued implementation of the methods and materials promoted through Singapore Math. Additionally, teachers will utilize supplementary materials to target students who struggle with these concepts.

FCCS has identified SY 2018 goals to improve PARCC results in Math:

- Increase from 52.8% to 54.6% of all students achieving performance levels 4-5 on the PARCC Assessment in Math.
- Increase the performance of Special Education student group from 28.6% to 31.3%.
- Increase the performance of Hispanic/Latino student group from 21.1% to 24.1%.
- Increase the performance of Black/African American student group from 41.7% to 43.9%.
- Increase the performance of Two or More Races student group from 30.8% to 33.5%.
- Increase the performance of the Free and Reduced Meal student group from 22.9% to 25.9%.

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

FCCS tracks overall student progress using DIBELS and Scantron Performance Series (formerly Global Scholar) assessments at least three times per school year. FCCS utilizes a Response to Intervention model to monitor student performance. FCCS teachers, specialists, and assigned Special Education staff collaborate to closely follow individual progress of Tier II and Tier III Intervention Students throughout the school year. PARCC scores for Special Education students increased in math from SY 2016 to SY 2017 by 3.6% and remained flat for ELA. In SY 2018, 8.9% of the students have IEPs.

Detailed data is available from FCCS Administration.

#### **Participation and Results**

State standardized tests (in SY 2017, PARCC and the first phase of MISA) are administered each school year. In SY 2017, 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, in some cases comparative data is provided for other FCPS schools.

#### **Attendance**

FCCS has maintained excellent or satisfactory attendance rates based on Maryland School Performance Ratings. In 2017, FCCS achieved a 96.0% attendance rate and continues this goal for SY 2018. 13 students are identified with chronic absenteeism – FCCS staff work closely with the PPW to support these scholars.

#### **Other Literacy 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. 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 occurs three times a year with grade level materials. Student performance and development of literacy skills are progress monitored every two to three weeks for all students who are at some risk or at risk. It is important to note that FCCS uses the new recommended benchmark goals. These goals more reliably identify students who need additional support in order to become proficient readers. Recommended goals increase the benchmark expectations at each grade level. They are directly connected to an external literacy assessment, SAT 10. See *Appendix B, Table 7 – DIBELS Next Reading Fluency* for a breakdown of SY 2017 results for each grade level.

Based on staff feedback and evaluation, FCCS, Inc. Board of Trustees decided in Summer 2017 that DIBELS Next will now only be administered to students in Grades K-2, beginning in 2017-2018 school year. While it is extremely effective in supporting teachers as they work with younger scholars, DIBELS did not provide sufficient data for monitoring older grades and was time consuming to administer. Performance Series will now be utilized to better track student progress in Grades 3-8.

**Scantron Performance Series Reading (previously Global Scholar)** was utilized to monitor student performance in upper grades. Performance Series has been adopted by FCCS as the primary literacy assessment tool for grades 3-8 beginning in the 2017-2018 school year. The reading assessment is a computer adaptive diagnostic assessment administered in the Fall, Winter, and Spring. Test results identify students' strengths and weaknesses in four areas of reading comprehension: fiction, non-fiction, long passages, and vocabulary. A performance band rating identifies levels of reading proficiency 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 B, Table 9 – Performance Series Results*.

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

### **Other Mathematics Results**

**DIBELS easy CBM CCSS Math** includes benchmark testing three times per year for Grades K-6. DIBELS Math results from SY 2017 are reported in *Appendix B, Table 8 – DIBELS easy CBM Math* with a breakdown of each grade level. Based on staff feedback and evaluation, FCCS, Inc. Board of Trustees decided in Summer 2017 that DIBELS Math will no longer be administered. Performance Series will now be utilized to better track student progress in Grades 2-8.

**Scantron Performance Series Math (formerly Global Scholar)** has been adopted by FCCS as the math assessment tool to assist teachers in evaluating performance throughout the year. This assessment provides questions covering each standard within a grade level. The questions get progressively harder as students work through the assessment. Reports generated provide insight on current and previous standards that have not been mastered as well as mastered content above grade level expectations. A performance band rating identifies levels of reading proficiency 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 B, Table 9 – Performance Series Results*.

**Singapore Math** – FCCS administers Singapore Math assessments to evaluate and monitor student performance and adjust lessons. Under the guidance of Singapore Math Consultant Dawn Schwartz, FCCS has developed custom Singapore Math benchmark assessments as the primary tool for teachers to monitor student performance and adjust lessons. Our new math consultant, Bill Jackson, will be working with FCCS beginning in February 2018 and will advise on the effectiveness of current benchmark tests.

### **Algebra**

In SY 2017, 100% of students taking Algebra I received high school credit. A few students were advised to retake the course – these students were initially accepted to the class based on parent-override of the recommended math class. FCCS has reevaluated placement methods to ensure that students enrolled in this course in the future are truly prepared for it.

### **Other Courses of Study**

#### **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 2017, 100% of students taking Spanish I and Latin I received high school credit.

#### **Achieving Mastery**

Mastery at FCCS is determined by 80% of students achieving 80% or higher on a post assessment. At this time, science and history teachers utilize Unit Pre-assessment and post assessment exams and reteach when necessary to achieve desired outcomes.

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.	

Focus Area	Indicator	Standard/Criteria	Sources of Evidence
	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. The general nature of Classical Education allows the school to meet this distinction. FCCS 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. Over the past year, the school has begun to create a distinction between Grammar School and Logic School. This allows older students to identify with their school and allows the school to operate more effectively. For example, assemblies are often held twice, one for each age group. The emphasis in teaching methods differs between these groups as well.

FCCS mission is set forth by goals and aspirations. The mission is to provide a well-rounded education to students by introducing them to an in-depth education in all major subject areas. In its fifth year of operation, students who have been at the school since its founding are repeating subjects for the first time. For example 1<sup>st</sup> and 5<sup>th</sup> graders study ancient history, literature of these times, biology and math (Singapore math) to round out the core curriculum. The FCCS music and art programs incorporate the subject matter described above into their subject to reinforce the core subjects. At FCCS the 2<sup>nd</sup> and 6<sup>th</sup> graders focus on the Middle Ages and Astronomy and Math. The in-depth focus continues in 3<sup>rd</sup> and 7<sup>th</sup> grades which study Renaissance and Chemistry while 4<sup>th</sup> and 8<sup>th</sup> graders learn about Modern Times and Physics. This integration and repetition of subjects provides a well-rounded experience for FCCS students and helps

them gain a greater appreciation of the world. 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.

FCCS has graduated two classes from 8<sup>th</sup> grade. These scholars have provided anecdotal reports that transition to the rigor of high school academics has been smooth and successful.

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

FCCS's goal is to listen to feedback from families and staff. BOT meetings are generally held twice a month, are open to the community, and invite public comment. In SY 2017, the BOT and staff held joint meetings at least twice to dialogue and share ideas. Brett Bickle served as a staff member liaison with the BOT, attending monthly meetings and providing feedback from the staff.

The school continues to provide educational nights to families by extending an opportunity to learn from the consultants that work with FCCS staff. This creates more consistency between teacher and parent interactions with students about their studies. In SY 2017, parents met with classical consultants Jason Ulbrich and Melanie Baier of Eagle Ridge Academy Charter School for a discussion: *Classical Education, The Education We Need*. FCCS will continue to offer these sessions to families. When it is a topic of general interest, the FCPS community is invited, via FindOutFirst.

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. FCCS continues to build traditions. In SY 2017, FCCS teachers introduced several family educational nights to extend student learning and build community; Arts Night, Living Wax Museum, STEM Night and Math night are new traditions. The teachers developed a Math Facts Challenge Fundraiser and the school community raised \$8,461.78 from this event in 2017. 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, the FCCS Student Government is in its second year and scholars plan events and activities to enrich the experience of FCCS scholars.

According to the FCPS Perceptual Survey from December 2016, Parent satisfaction remains high:

- 88% report favorable Climate
- 86% report favorable Curriculum and Instruction

Also, FCCS reported 16,152 volunteer hours in April 2017.

### **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. 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 and will be offered annually to ensure all parents have a common understanding of our organization, our school and its operating environment.

For SY 2017, the FCCS leadership team developed new scope and sequence documentation for each subject into a general overview for each grade level. As the documents are refined, they will become accessible to the school community. While the leadership team is working to provide a more sequential overview to parents, the 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 in email format at least once per month.

In 2017, 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 HAC tools, standard report cards and progress reports. Also, reports on reading assessments are available three times a year to parents and on a more frequent basis for struggling readers.

As the BOT values staff feedback, the BOT created a staff liaison position in 2016. This liaison is invited to all open Board meetings, and serves as a conduit between staff and the BOT. Mr. Bickel, full-time FCCS P.E. instructor, performed this function in SY 2017.

### **Facility**

In addition to a full-time custodian, FCCS has contracted with a cleaning service to provide the 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 led by Phil Anderson gave our building a needed facelift. 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.

### **Professional Development**

Professional development in literacy, math, RTI, 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 student's with a college-focused and well-rounded classical education.

Talent development is a priority for the leadership of FCCS, Inc. FCCS is pleased with the systematic collaborative work of staff. The Professional Learning Communities (PLCs) are effective, team-oriented groups that have focused on data analysis and idea generation.

FCCS, Inc. leadership has continued to provide advisors to the school with expertise in the key areas of the FCCS curriculum. In 2016-2017, FCCS worked with Jason Ulbrich, Executive Director of Eagle Ridge Academy (and consultant from Classical Academic Press), Joelle Hodge (Logic Consultant), and Dawn Swartz

(Singapore Math consultant from Classical Academic Press). Dr. Carol Tolman (literacy expert) continued to be available to advise the school, however Pam Trammell, the onsite Reading Specialist, was well-qualified and provided onsite literacy training; this training model is in line with the vision of the charter, to develop expertise in-house. See Section II for a discussion of Key Personnel and Advisors. Eagle Ridge Academy is a Classical Charter school in Minnesota. Mr. Ulbrich is able to relate to staff by bringing specific topics, examples and expectations that have been successfully implemented at Eagle Ridge Academy. Dr. Tolman, LETRS expert, continues to be available to Administration to work to achieve literacy goals. Ms. Swartz worked with staff to develop internal assessment benchmarks. A new consultant, Bill Jackson, has been hired to ensure the Singapore Math program is implemented with fidelity.

The FCCS Principal defines the Professional Development plan for each school year. The professional development plan is available upon request. Select staff members recently attended Singapore Math Seminar in Summer of 2017 and LIPS Training in November 2017.

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.

The BOT and Administration continue to evaluate and add goals for the year to ensure the mission is being implemented through continuous improvement.

### **Student Opportunities**

In SY 2017 and/or SY 2018, FCCS offered the following clubs and opportunities for students:

- Student Government
- MATHCOUNTS
- Spelling Bee
- History Bee
- Sign Language
- Destination Imagination
- Theater
- Guitar
- Basketball and Karate
- Public Speaking
- Homework
- Snapology

*Appendix C: Student Achievements* provides a lengthy list of awards and achievements earned by FCCS scholars in SY 2017.

### **Instructional Techniques**

FCCS teachers are implementing the instructional techniques commonly used in classical education, such as direct instruction, scientifically-based reading instruction, chants and rhymes, and Socratic dialogue. In SY 2017, Classical consultant Jason Ulbrich reports that the school functions as a classical school and teachers in general are executing the classical method of instruction. Teachers have worked in earnest to integrate subject areas and provide differentiation within the classroom. There is an emphasis now on creating 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. Classical education includes the concept of *scholé*, allowing opportunity for reflection and “aha” moments. Further professional development to refine classical teaching skills and additional mentoring of teachers new to the school continue to be the focus of professional development plans. Professional Learning Communities are successfully utilized to support a team approach and facilitate idea generation and consistent implementation.

Math, English, History and Science department chairs, in conjunction with colleagues worked together in Summer Workshops to advance scope and sequence progressions for each subject and each grade level. Additionally, the math department is working on a standards cross reference in order to identify what specific standards FCCS may not cover that is included in Common Core standards. This allows teachers to add in lessons so students have been taught all necessary standards for their corresponding grade level. Also, the leadership team is working to merge components of the scope and sequences for each subject into a general overview for each grade level. The overviews will include all core content as an easy reference sheet for parents and staff.

Teachers on each grade level team have 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 have received professional development that follows the Teaching Writing: Structure and Style syllabus published by the Institute for Excellence in Writing.

### **Specialized Instruction**

FCCS’s literacy specialist, instructional assistants and special education staff have implemented a collaborative model of service to support the needs of struggling students. Additional certified teachers in grades K-2 provide alternative methods of instruction to meet the needs of struggling students based on current data during the English block. Pull-out services utilizing research-based programs are limited to a small number of students. Full-time specials teachers and instructional assistants received training in specific interventions and provide interventions in both reading and math to students struggling to meet grade-level expectations in grades K-5.

Grades K-3 have remediation and enrichment time built into their schedule twice per week, in addition to differentiation during class. Remediation and enrichment time coincides between teachers in each grade level. This affords them the opportunity to flexibly group students and target specific skills.

FCCS uses the following special programs to support all students and intervention plans (not just for Special Education).



- Read Naturally (fluency)
- LiPS (Phoneme Sequencing)
- Reading Mastery (Decoding)
- SIPPS (Decoding)
- Foundations
- Math Navigator

*\*LiPS and Read Naturally are research based programs.*

Administration is closely monitoring the differentiation and intervention plan being implemented. The staff providing special education and interventions works closely with the classroom teachers to coordinate a plan to meet individual student needs. FCCS's primary objective is ensuring that every student is receiving all the support that is needed.

FCPS provides Special Education staff to FCCS. Based on the FCPS staffing formula for SY2018, FCCS Administration has requested 1 additional FTE teacher to support the school based on the complexity guidelines. So far, an additional resource has not yet been provided. The SY2018 staff is:

1.5 FTE Special Education Teacher

2 FTE Special Education Program Assistant

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

Student selections of past performance are provided to staff before the beginning of the school year so that each student understanding of Singapore Math and Language Arts can be studied. Portfolios include writing samples, testing results, and spelling inventories. These selections allow teachers to determine specific needs for students. Needs are met through plans for support or enrichment during the school year. 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 external assessments to drive instruction. They will 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 current master schedule provides grades K-3 with two 40 minute blocks per week for enrichment. Both core teachers in each grade level have enrichment blocks at the same time in order to flexibly group students within the entire grade level. Students targeted for enrichment were identified based on DIBELS scores, Singapore Math benchmark scores, Performance Series scores, and teacher recommendation. Teachers are receiving additional coaching on differentiation expectations.

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. FCCS, Inc. is not aware of any specific issues or concerns. FCCS Administration works directly with FCPS staff. In SY 2017, ELL services were provided to 4 students and an additional 2 students refused ELL services. Detailed data is available from FCCS Administration.

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.	

Focus Area	Indicator	Standard	Sources of Evidence
	Long-term financial performance	The school has a sound and sustainable long-term financial plan.	

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

FCCS has received unmodified opinions, or “clean audit” reports, for all years from Malvin, Riggins & Company, P.C. (T.R. Klein merged with Malvin Riggins). The results were presented to FCPS and to the FCCS parent community. Per the audit reports, FCCS adheres to GAAP procedures and practices.

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 line item budget with detailed salary information condensed for privacy. FCCS, Inc. has a Finance Committee that conducts check runs and makes deposits each week; each month it provides a financial update to the BOT; each month it provides a bank reconciliation along with the bank statement and general ledger to the Board Treasurer for review and approval.

FCCS’s financial team maintains a five-year projection for planning purposes. FCCS, Inc. ended FY 2017 with \$223,409 of working capital and a total fund balance of \$445,398. 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 2017 with a net surplus. The FY 2018 budget projecting a surplus has been submitted to FCPS. FCCS, Inc. achieved 100% enrollment in FY 2018 and is on track to exceed the budgeted surplus. The prospective student waitlist is over 500 students annually, with interested students registered in every grade.

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 SY2017, FCCS reported enrollment at 357 students or 99.2%. As of September 30, 2017, the school reported 100% enrollment, currently 368 students. FCCS has implemented the enrollment procedures as required by FCPS.

### **Admissions**

FCCS actively seeks potential students to fill vacant seats, primarily through email communication to the FCPS community and local advertisements. Frederick Classical Charter School continues to maintain success in the school's recruitment process. 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, and
- 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 (subscribing community members).

Additionally, the Admissions Committee annually reviews advertising options within Frederick County and is working with the Communications Committee to develop a comprehensive plan for FCCS in the future. A new campaign with the message "Frederick Classical Charter School... the Education of Great Thinkers" is currently being developed with the intent to build on showcasing the great inventors, historical figures, and leaders that were trained in classical education.

To assist with retention and better understanding of FCCS, the Admissions Committee, Board of Trustees, and Administration collaborated and created a new family orientation for all new families in SY 2018. Additionally, system enhancements were added to improve data gathering during the registration and enrollment process to assist the school in improving its ability to inform populations underrepresented in our school and to target those most interested in a classical public charter school.

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 are able to practice the skills of public speaking, active listening, and showcase the school's virtues.

### Demographics

For detailed demographic information and comparison, see *Appendix A – Demographics*.

### Discipline

FCCS has implemented a school-wide disciplinary program. During SY 2017, there were a total of 10 suspensions. This is an increase from the prior year. Detailed data is available from FCCS Administration.

### Safety and Compliance

FCCS maintains records and compliance drills on a yearly 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 2017, 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.

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 maintains the FCCS, Inc. Board of Trustees (BOT) and committee governance structure defined in the charter contract and application. FCCS, Inc. continues to follow bylaws (most recently updated in 2015). The current BOT meets regularly, holding public meetings usually twice monthly. The BOT currently has 4 Officers and 5 Trustee positions, and anticipates adding up to two more Trustees this year. Elections were held for the first time in SY 2017 to elect new officers for terms beginning in July 2017. See *Section II - Key Personnel and Advisors* for more information. On the school website, BOT meeting agendas and approved meeting minutes are published.

**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. The school currently has the following committees: Academic, Admissions, Advocacy, Communications, Facility, Finance, Fundraising, Grants, Social, Library, Staffing, Volunteer, and Yearbook.

**School Improvement** – FCCS has a School Improvement Committee and follows similar practices to other FCPS schools. The current School Improvement Team members are Principal, English Department Chair, Math Department Chair, Science Department Chair, History Department Chair, Arts Department Chair, Primary Department Chair, Cultural Proficiency coach, a founding parent, and a BOT representative. In SY 2018, FCCS is working towards more inclusion of BOT and parent representation on this Committee, as defined in our Charter Application. Additionally, the Academic Committee has recently started a more active role to ensure well-researched academic decisions are made and will coordinate work with the School Improvement Committee.

The following examples of recent key decisions made by the Board of Trustees represent the evolution of FCCS as it matures and new tools and materials become available for use by teachers and scholars. The Board maintains oversight of external contracts, facility, and financial decisions as well as input into school operations decisions such as staffing and curriculum.

- Introduced Naviance
- Adopted Assessment tool – Performance Series
  - ELA Grades 3-8
  - Math Grades 2-8
  - Reduced DIBELS usage to ELA Grades K-2
- Renewed Contracts
  - Clubhouse Kids
  - After-school custodian services
  - Accounting services
- Staff plan changes 2017-2018

- Increased Guidance Counselor to Full-time
  - Added Full-time Instructional Assistant
- Purchased Library software

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.

#### **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. Detailed data is available from FCCS Administration.

#### **Family Engagement**

FCCS families are engaged in the school. In the 2017 FCPS annual perceptual survey, 88% of FCCS families reported a positive climate vs. 78% for FCPS. 72% of FCCS families reported positive Engagement and Communication vs. 68% for FCPS.

FCCS reported 16,152 volunteer hours in April 2017.

## IV. Successes

FCPS Board of Education members have indicated a desire to learn from charter school experiences and apply proven approaches elsewhere to improve school operations and student outcomes. Therefore, the BOT chose to repeat the highlight of some strategies that FCCS still believes to be drivers of long-term successful student outcomes.

- **Foreign language** is an important part of classical education and has been described by FCCS's classical consultant, Dr. Christopher Perrin, as x-ray vision for vocabulary and reading comprehension. FCCS begins Spanish instruction for all students in Kindergarten and Latin instruction in 4th grade. Students have had positive results: most recently highlighted by FCCS principal, Mrs. Erica Cummins, who was impressed that the foundation of early language learning allows our middle school Spanish I course to be taught entirely in Spanish. School leaders look forward to gathering more data to drive language integration.
- **Music** serves as a foundation in FCCS students' daily lives. Chants and rhymes are used consistently throughout the school beginning in Kindergarten to enhance grammar rules and to increase vitality of memorized facts. Kindergarteners at Frederick Classical can skip count by sevens by the end of the first term, through song. Even 8<sup>th</sup> grade teachers find success in foundational concepts learned through chants and rhymes.
- **Research-based reading instruction and language-based math instruction** provide FCCS scholars with strong foundations for learning core subjects. Staff utilizes data to perfect approaches to ensure that students master concepts and build knowledge and ability in a structured and engaging manner.
- **The historical-themed curriculum** connects all aspects of learning to further solidify the knowledge gained throughout the year. The story of our world is brought to life through science, math, astronomy, art, and of course, language arts. Enrichment opportunities for scholars occur naturally with robust history and science curriculums.
- **The parent education program** has successfully encouraged more active parent involvement in education of their scholar. When FCCS consultants are on site to provide professional development, the Academic Committee hosts a parent education session to teach parents the same techniques being taught to teachers. This helps parents to use consistent approaches when supporting homework or discussing school with their child. Parents are also invited to learn about special topics so that they can be engaged in the school and informed about how best to support their child.
- **Before- and after-school programs** support student advancement. Our scholars receive homework support and a structured culture of extended play while attending onsite before and after school care. A robust offering of staff and volunteer-led programs and clubs provide enrichment and community building experiences that lead to more engaged learners.

FCCS will strive to demonstrate success with robust data in the upcoming years using research-based methods.



## 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. In addition, the law is silent on important policy issues that continue to result in granting all of the accountability associated with a charter school without the autonomy necessary. It 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. Continue to increase collaborative decision-making and transparency in accounting and records.
Local bargaining agreements	Professional development requirements 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, currently limited by union contract requirements for scheduling. In some cases, teachers cannot be required to	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.

	attend, though it is necessary to carry out the educational mission.	
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## VI. Conclusion

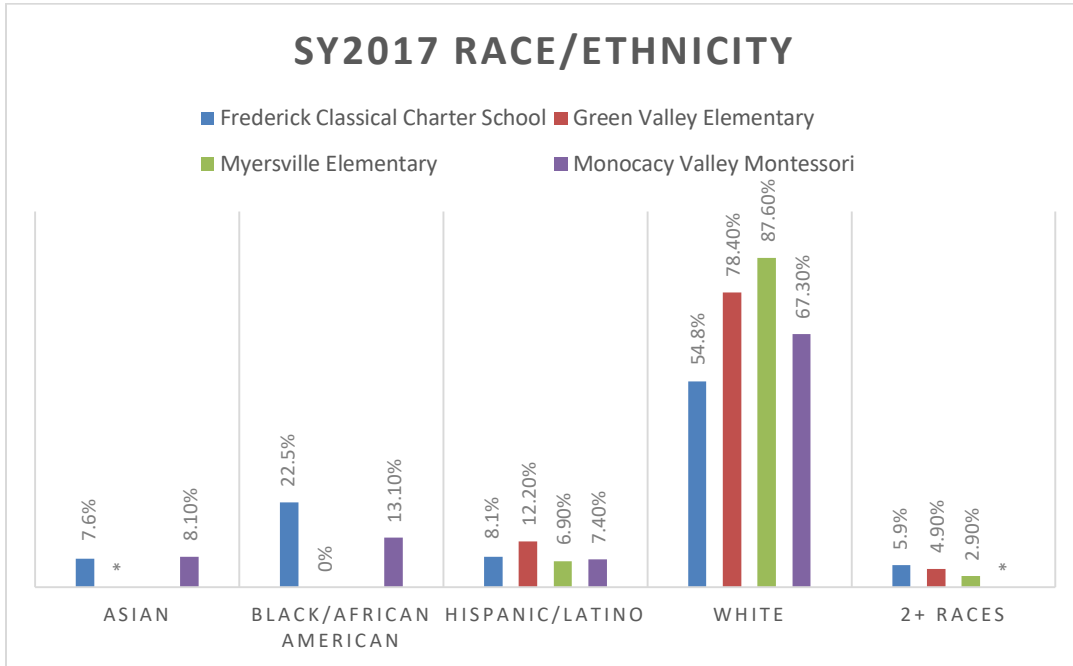
Frederick Classical Charter School is a successful educational institution that offers Frederick County families and teachers a highly desirable choice for alternate curriculum and school culture. FCCS, Inc. is meeting or exceeding requirements for operating a strong and structured organization, maintaining a financially sound and stable entity, and providing a learning facility that meets the needs of scholars and their teachers.

FCCS scholars are thriving. Scholars perform well and meet or exceed required state and local performance standards. Most importantly, our school focuses on development of the whole child by bringing core virtues to the classroom and developing a desire in scholars (and the rest of us) to grow in learning, perform our best work, and become outstanding citizens and community members. Our teachers most often quote the virtues as the most important aspect of the work we do together at Frederick Classical.

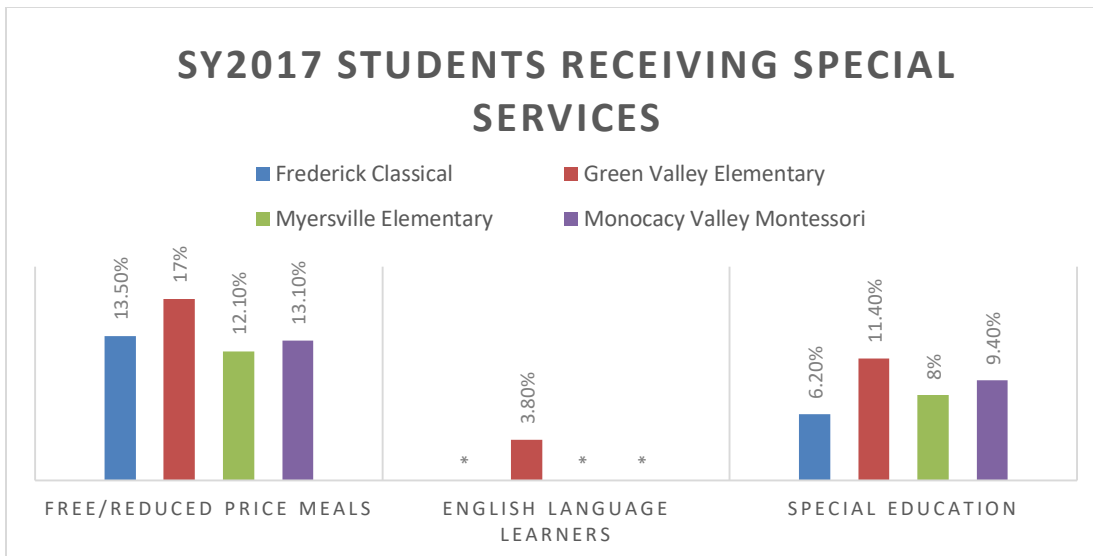
# Appendices

## Appendix A. Demographics

**Table 1: SY 2016-2017 Demographics by Race/Ethnicity**



**Table 2: SY 2016-2017 Demographics by special services**



## Appendix B. Educational Performance Data

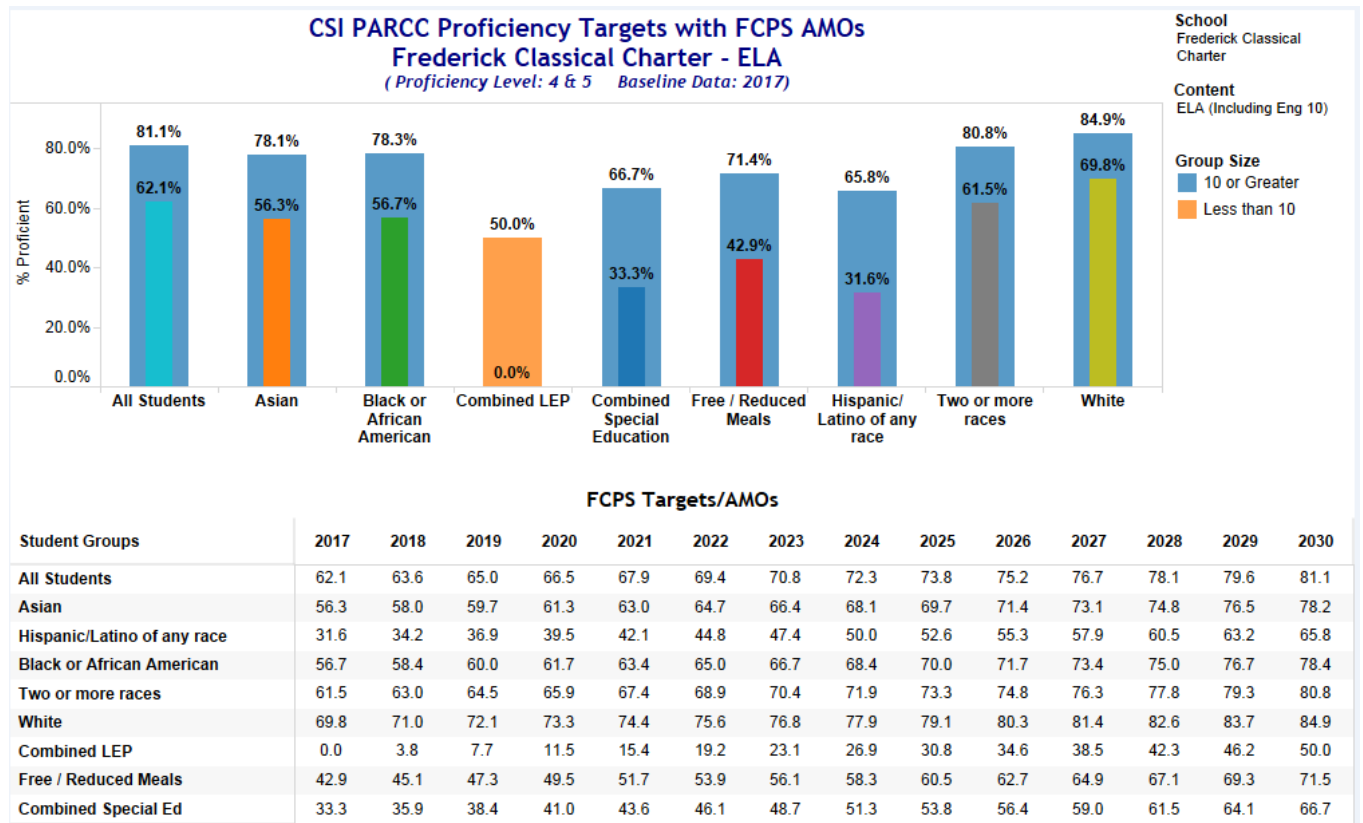
**Table 3: 2017 Grades 3 - 5 PARCC Proficiency**

2017 Any Term PARCC Performance Level Grouping by School & Student Group English & Mathematics : All Students : Grade(s): 03, 04, 05				
			All Students	
All ES	English	2017	77.5%	
	Mathematics	2017	78.6%	
Carroll Creek Charter	English	2017	66.3%	
	Mathematics	2017	44.6%	
Centerville ES	English	2017	93.6%	
	Mathematics	2017	96.2%	
Frederick Classical Charter	English	2017	81.5%	
	Mathematics	2017	79.8%	
Monocacy Valley Montessori	English	2017	80.2%	
	Mathematics	2017	62.5%	
Urbana ES	English	2017	86.6%	
	Mathematics	2017	89.0%	
Yellow Springs ES	English	2017	83.1%	
	Mathematics	2017	82.7%	

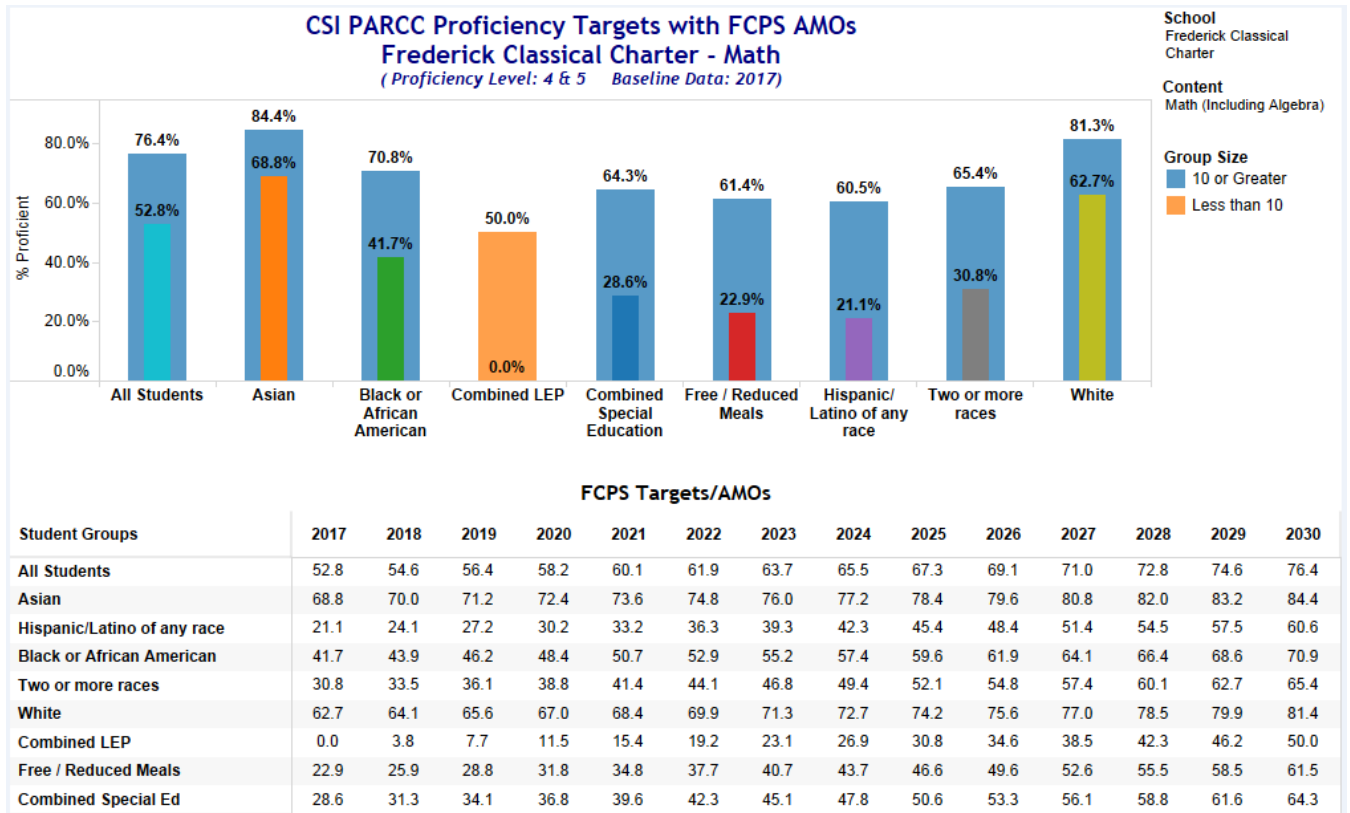
**Table 4: 2017 Grades 6 - 8 PARCC Proficiency**

2017 Any Term PARCC Performance Level Grouping by School & Student Group Algebra 1, English, Mathematics : All Students : Grade(s): 06, 07, 08				
			All Students	
All MS	Mathematics	2017	72.2%	
	English	2017	74.1%	
	Algebra 1	2017	99.6%	
Ballenger Creek MS	Mathematics	2017	61.4%	
	English	2017	72.1%	
	Algebra 1	2017	100.0%	
Frederick Classical Charter	Mathematics	2017	75.5%	
	English	2017	84.5%	
	Algebra 1	2017	94.4%	
Monocacy Valley Montessori	Mathematics	2017	80.8%	
	English	2017	84.8%	
	Algebra 1	2017	100.0%	
Urbana MS	Mathematics	2017	93.4%	
	English	2017	91.7%	
	Algebra 1	2017	100.0%	
Walkersville MS	Mathematics	2017	71.5%	
	English	2017	69.7%	
	Algebra 1	2017	100.0%	

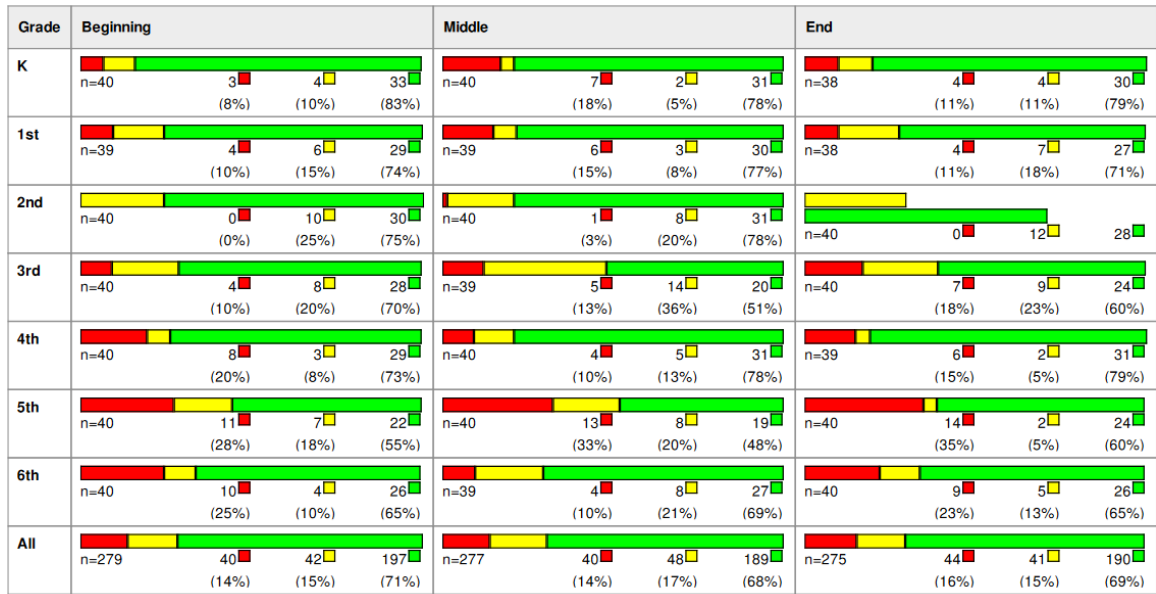
**Table 5: 2017 PARCC Proficiency Targets for ELA with FCPS AMOs**



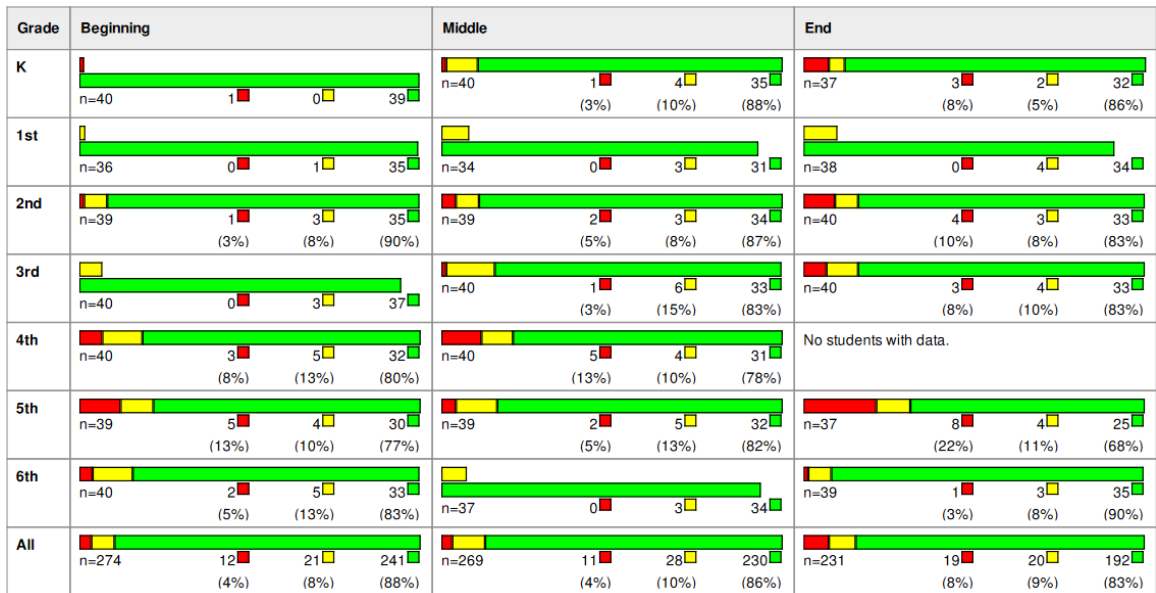
**Table 6: 2017 PARCC Proficiency Targets for Math with FCPS AMOs**



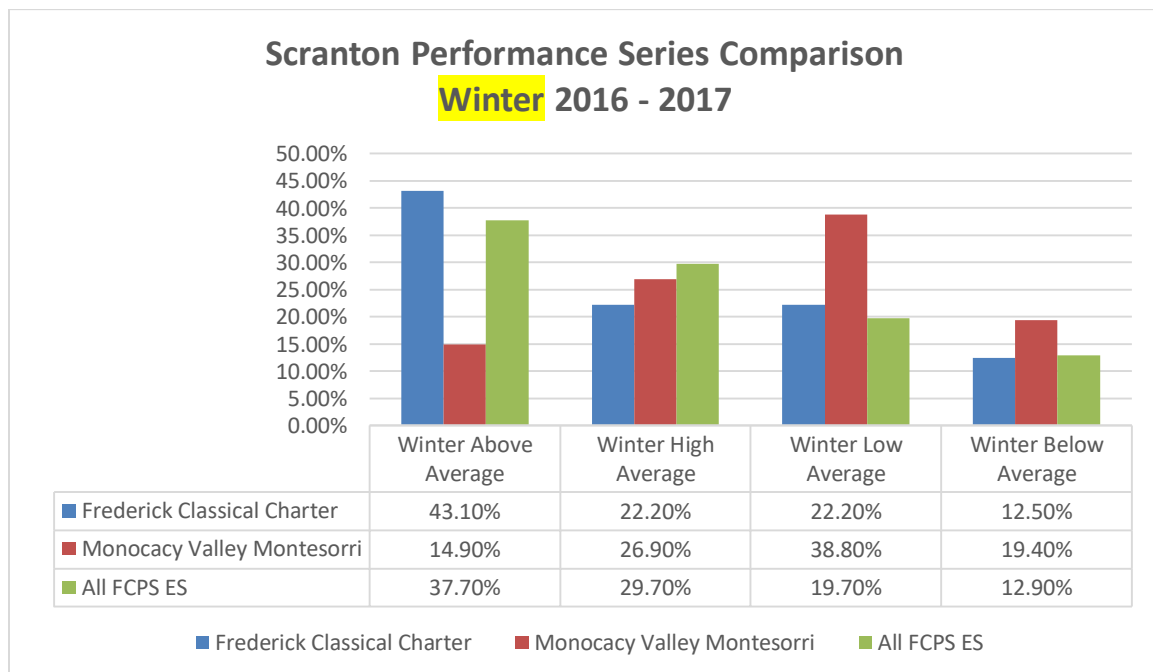
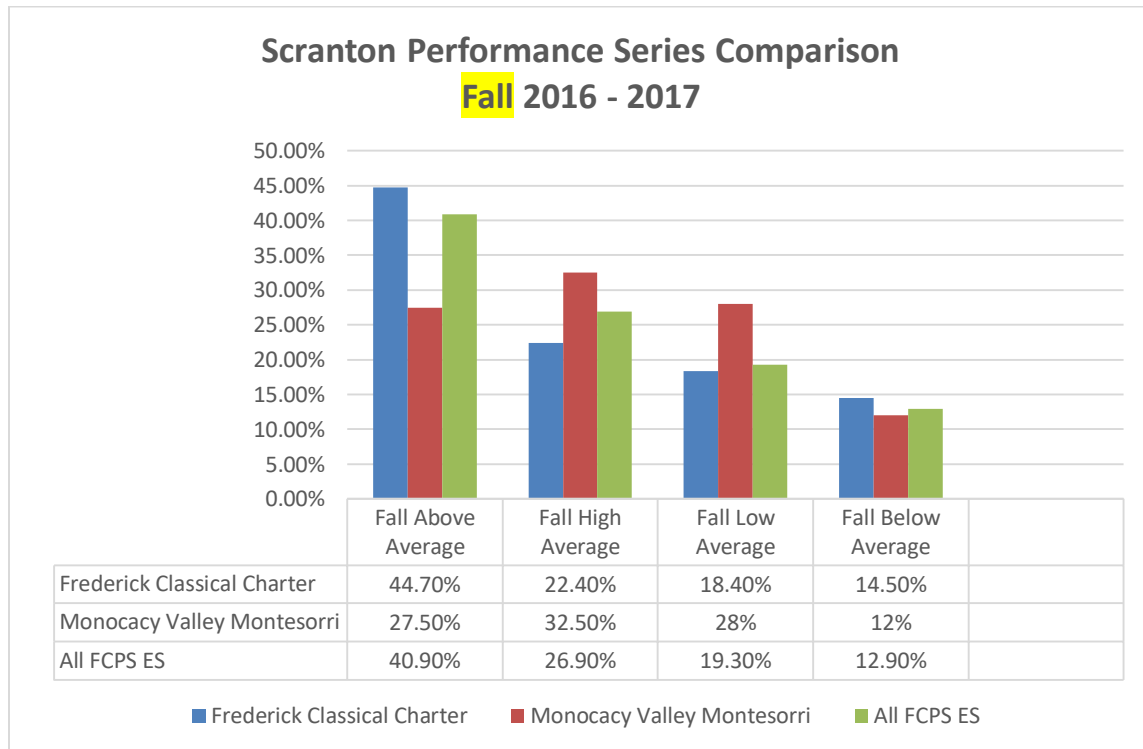
**Table 7: DIBELS Next Reading Fluency 2016-2017**



**Table 8: DIBELS easyCBM Math 2016-2017**



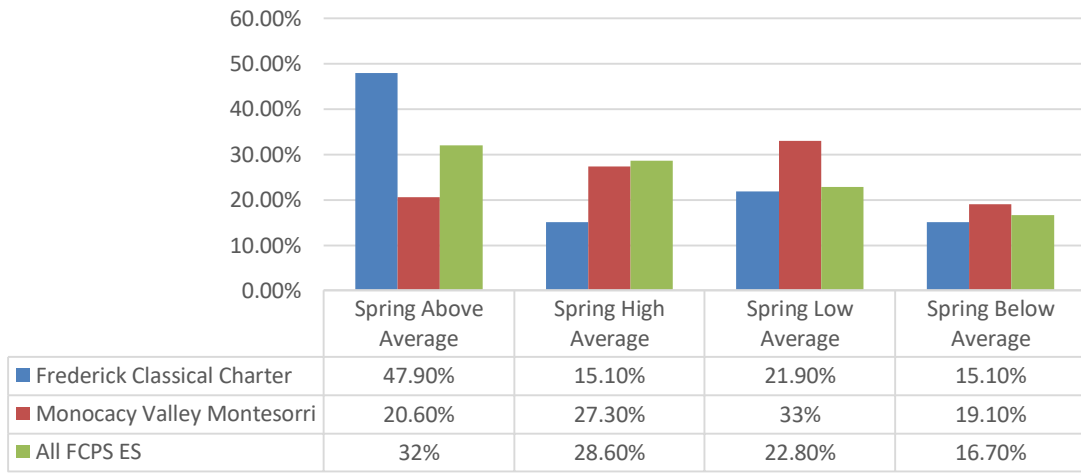
**Table 9: Performance Series Results 2016-2017**





## Scranton Performance Series Comparison

### Spring 2016 - 2017



■ Frederick Classical Charter    ■ Monocacy Valley Montessori    ■ All FCPS ES

## Appendix C. Student Achievements

The following individuals were recognized for excellence at the 2016-2017 Awards and Achievements Ceremony. Only student first names are provided in this report.

### **FCCS Spelling Bee**

Winner: Charles

Alternate: Zoe

### **FCPS Spelling Bee**

2<sup>nd</sup> Place: Charles

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

3 <sup>rd</sup> Grade:	Elizabeth	Abigail	Caedan
4 <sup>th</sup> Grade:	Emil	Enitan	Henry
5 <sup>th</sup> Grade:	Lucius	Isobel	Chidalu

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

First team: Mitchell (captain), Erik, Ethan, Millie

Placed 9<sup>th</sup> among all competing middle schools

Second team: Charles, Justin, Caris

Individual competition at state level: Mitchell

### **FCPS Science Fair**

Middle School Overall Runner-up: Charles

Middle School 1<sup>st</sup> Place: Millie (Behavioral & Social Sciences)

Jack (Biochemistry)

Charles (Cellular & Molecular Biology)

Middle School 3<sup>rd</sup> Place: Samantha

Middle School Honorable Mention: Meghan

Middle School Broadcom MASTERS winners:

Charles Millie Jack

ThermoFisher Outstanding project: Meghan

Achievers League Creative Idea and American Psychological Society: Millie

### **FCCS Science Fair**

1<sup>st</sup> Place: Janine (5<sup>th</sup> grade), Kylie (6<sup>th</sup> grade), Maia (7<sup>th</sup> grade), Millie (8<sup>th</sup> grade)

2<sup>nd</sup> Place: Lucius (5<sup>th</sup> grade), Merrick (6<sup>th</sup> grade), Mary (7<sup>th</sup> grade), Logan (8<sup>th</sup> grade)

3<sup>rd</sup> Place: Austin (5<sup>th</sup> grade), Domenico (6<sup>th</sup> grade), Zoe (7<sup>th</sup> grade), Bryn (8<sup>th</sup> grade)

Honorable Mention: Philip (5<sup>th</sup> grade), Anna (6<sup>th</sup> grade), Hannah, Anna, Bradley (7<sup>th</sup> grade), Jack (8<sup>th</sup> grade)

### **Destination Imagination Team**

1<sup>st</sup> place in Regional competition and 9<sup>th</sup> place in State competition:

Jude Gray James

William Isobel Sofia

Tamour-Lin

### **Kappa Alpha Award**

Joy	Angela	Ethan	Saryah	Eva
Yazlin	Mobolaji	Beryl	Maelyss	
Chinaza	Justin			

**International Baccalaureate Program**

Ethan          Ethan          Mitchell          Millie

**FCPS Youth Art Exhibit**

Saya          Lucas          Mykensie          Kate  
Nyah          Kevin

**Frederick All-County Student Art Awards**

Saya          Lucas          Mykensie

**FCCS Excellence in Music**

Chorus: Kaleigh

Band: Ethan

Orchestra: Samantha

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

Mia          Quinn

**All-County Middle School Chorus**

Saryah          Sofia          Meghan          Kaleigh

**All-County Middle School Orchestra**

Samantha

**Golden Table and Golden Gathering**

All honorees acknowledged

**FCCS MLK Character Counts Award**

FCCS Winner: Phoebe

**Parent Volunteer Recognition**

Stephanie Kauffman

**Staff Liaison Appreciation**

Brett Bickel

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

Sra. Mayrola Sapio