

Frederick Classical Charter School
2014-2015 Annual Report
(Includes updates through January 31, 2016)

Overview of Mission and Vision

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. Through its Summer Institute and in-service training, the school will provide teachers with professional development in subject matter content, cognitive science, and research-based pedagogy. The principal, staff, and school improvement team will look first to data and evidence to better school performance, with the guiding criteria that each enhancement should be specific, replicable, and monitored to validate the achievement of its intended results.

Executive Summary of Results

Charter schools are evaluated in three main areas: academics, facility, and finances. Each of these areas are continuing to be evaluated and improved where needed. A common path for a charter school is to start at or below the district's academic scores initially but improve to be above the district in the second charter term, function in an older facility that was not designed for a school for many years before expanding, and face first year fiscal challenges until adding more students in subsequent years brings additional funding to balance the school's budget. We have been fortunate that through retention of many staff members, and our on-going professional development schedule, we have seen academic success in our students as well as the development of successful classical teaching among our staff. We are fortunate to have had the ability to expand our facility as our needs have grown. Our school truly feels like a place that welcomes and encourages learning, with space to accommodate our wide variety of student ages and interests.

- Academics: Our PARCC scores for ELA and Math in grades 3-7 revealed the following: Percentage of students with scores of 3, 4, or 5 in ELA at FCCS in Grade 3 was 83% versus 77% in FCPS, in Grade 4 at FCCS was 95% versus 77% in FCPS, in Grade 5 at FCCS was 85% versus 78% in FCPS, in Grade 6 at FCCS was 89% versus 79% in FCPS, and in Grade 7 at FCCS was 91% versus 68% in FCPS. The percentage of students with scores of 3, 4, or 5 in Mathematics at FCCS in Grade 3 was 75% versus 77% in FCPS, in Grade 4 at FCCS was 83% versus 73% in FCPS, in Grade 5 at FCCS was 82% versus 75% in FCPS, in Grade 6 at FCCS was 74% versus 73% in FCPS, and in Grade 7 at FCCS was 88% versus 71% in FCPS. Logic class has also been implemented this year for 7th and 8th grade at 90 minutes per week.
- Facility- Additions to our space this year include 2 additional middle school classrooms, additional office space for the school counselor, a P.E. staff office, a Literacy Specialist's office and a large dedicated gymnasium. Our gymnasium is complete with a rubberized flooring and matted walls. Our students now enjoy a separate cafeteria and proper cafeteria tables. Larger lockers have been put into place for our middle school students, in their wing of the facility. In addition, we still have an additional 4,666 square feet of unused space. Currently this is being used as storage, but we are also looking toward the future of building this space out for perhaps a larger instrumental music facility and an area to be used for STEM-related lessons, clubs and activities.

- Finances – Despite only receiving 68% of per pupil amount in cash (the remainder is in services provided by the district) and 0% of the capital budget, our school ran a surplus of \$178,000. We attribute this to our conservative budgeting and cash management approach.

Awards and Accomplishments

- In 2015, one of our students won the county wide Martin Luther King essay contest, and five students won the Frederick News Post Design and Ad Contest. One student received an honorable mention at the County Science Fair.
- In 2016, FCCS is proud to have several students participate in the Patriot's Pen Competition sponsored by the VFW Post 3285 in Frederick. No winner has been announced yet. We also have one student who is a finalist for a Carson Scholarship this year.
- **Chorus-** We have 50 students who sing in the Chorus, grades 6-8. FCCS had the largest number of students (28) to audition in the All County Middle School Honors Chorus on November 19th. Twenty of our students have been accepted into All-County Chorus this year. This will be the third year that FCCS has performed for our annual Winter Choral Concert, as well as the Kris Kringle Procession/Parade in downtown Frederick. Our choral groups will be performing at the county level choral adjudication in February.
- **Band** – We are very excited about the changes to our Band program from last year. Our current full-time music instructor has dedicated herself to serving 21 students in our 3rd, 4th and 5th grade beginning bands, making that 63 total new band students rehearsing during the school day. Beginner strings serves 21 new string musicians who practice during car line time frame in the afternoons. We also continue to develop our Advanced Band (13 students) and Advanced Strings (12 students). Both of these groups of students are progressing through more challenging music as they seek to mature as musicians. Our music teacher is working diligently to make important connections and build working relationships within FCPS music departments. As a result of this, this is the first year we will be sending several band and orchestra students to audition for All County Band and Orchestra.
- **Engineering and Technology Club** – There are 13 students in the FIRST Lego League (FLL) which includes grades 4-8. There are 27 students in Snapology, which includes grades K-3. A grant was received again this year from Bechtel, which helps to offset many of the club's costs.
- **Martin Luther King Celebration** – Our school was selected again this year to perform in January at TJ High School
- **Spelling Club** – This club is still going strong with 20 members. This year we have added a Jr. Spelling Bee club which is open only to siblings of older club members.
- **MathCounts** – FCCS continues to participate in MathCounts, led by our team coach, Mr. Nick Diaz. Last year FCCS had 13 students from 6th and 7th grade (as we did not have an 8th grade class at the time). Even though this was FCCS's first year competing, one of our students, Timothy DeLloyd, placed 29th in the Frederick County Math Counts Competition. He was one of the top 60 students in Frederick County that qualified to compete at the Maryland State MathCounts Competition held at Johns Hopkins University in Baltimore, MD. Currently, for the 2015-2016 school year, FCCS MathCounts team has 12 students from 6th, 7th and 8th grade. This year, FCCS placed 4th out of 14 teams at the 26th Annual MathCounts Open. FCCS student, Anna Mortensen, placed 10th of 126 students present.
- **Guitar Club** – This club is run by staff member Collin Kenny. He currently has 10 students attending once per week. He is expanding to two times per week and making one session a beginner and the other an intermediate level. He expects 15-20 students to participate.

- **American Sign Language Club** -- This club continues to thrive and meets two times per week with 20 students in each class. It serves a variety of grades, from kindergarten-grade 8.
- **Grants:**
 - Staff member Tracy Elnewihy was given a grant from www.reflexmath.com for 35 students to increase math fluency in addition, subtraction, multiplication and division. Five more slots have been purchased so that all of her students can be part of the program. All 40 of our 4th grade students are making great progress in math fluency.
 - Our Lego Club has received a grant for \$1,000 from Bechtel to help support a significant portion of the club's expenses.
 - The Grants Committee applied for a grant from the Rotary Club of Carroll Creek this year, and are currently awaiting a response.
 - Our Grants Committee is working on developing a business plan and marketing strategy for soliciting area businesses for donations.
- **Library-** Our FCCS library is fully functioning and up and running! Thanks to the hard work and dedication of staff member Tracy Elniwihy and many parent volunteers over the years, books have been donated, electronically entered into the system and coded.
- **Best of the Best** – Frederick Classical Charter School was voted “Best of the Best Charter Schools” in Frederick County by a September 2015 poll in the Frederick News Post. We thank our parents and community supporters for voting on line.
- **Volunteerism** – Our volunteers logged in a total of 10,496 hours by May 2015. The expected amount of volunteer hours is 2 hours per student. With a total student population of 320, we far exceeded our volunteerism rate. This year we are continuing to see our volunteerism thrive, and those numbers will be calculated for publication in May 2016. FCCS boasts 10 committees, all staffed with parent volunteers who help keep various elements of our school running smoothly. Our committees include: Academic, Advocacy, Admissions, Finance (sub-committee Grants), Facility, Fundraising, High School, Social, Volunteer (sub-committee Library), and Yearbook.

Challenges and Future Plans

- FCCS looks forward to hosting our first annual Curriculum Showcase this spring with our grammar students (K-4). Each grade will sing grade specific content songs about what they have learned this year.
- As part of our giving back to the community campaign, FCCS has participated in the Relay for Life in 2015, as well as the Blessings in a Backpack drive. Next year FCCS will hold a school-wide charity concert at the FSK Mall to benefit a local charity. Instrumental, choral and general music classes will all be involved.
- A continuing challenge at FCCS is ensuring that our parents, students, and staff fully understand classical education and the logistics and legalities of running a charter school. Our goal over the next several years is to build the capacity of our organization so that the original vision and mission of the school is better understood and implemented. It is important to build this knowledge and skill set prior to the expiration of the first term of the founding Board of Trustees, so that the future Board can continue the work that has begun. In May, some staff members and our Head of School visited a group of highly successful classical charter schools, Great Hearts Academy in Arizona, in order to gain insight on their success. It is our hope to enable more staff to attend in the coming years. Our Head of School and Assistant Principal also attended a

3-day seminar at Hillsdale College in June to gain further insight into classical education and working together in a charter school environment. In addition to the FCCS Board providing community education about our school in September and November, Dr. Carol Tolman, Literary Specialist, provided a parent education session in October. Singapore Math Consultant, Dawn Swartz from Covenant Christian Academy, provided information and Singapore math support to parents in January 2016. In February FCCS will welcome nationally recognized expert on education policy and reform, and long-time charter school advocate, Mr. Nelson Smith. Mr. Smith will hold a public session at our school discussing how we can influence charter school improvements in our community. Classical Consultant Dr. Christopher Perrin will provide a parent information session in the Spring of 2016. In addition, at least two more community information nights are planned for the winter and spring of 2016, hosted by members of our FCCS Board.

- We hope to be able to expand into the additional 4,666 square feet that remain as unfinished space in our facility. We would love to provide the addition of a STEM classroom where we can expand our Engineering and Technology Club, allow for the creation of additional technology and computer clubs, as well as provide needed space for science labs for all of our students. Furthermore, we need the space to meet the needs and have the ability to meet the needs of our expanding orchestra and band programs. Our students are so excited about these opportunities, however we are limited in how many students can participate due to our space and staffing constraints. The addition of two small classrooms where students who require intervention in math and language arts are also needed. FCCS has requested funds from the Frederick County Council, and have continued to launch fundraising efforts to meet these needs. Fair funding for our charter school would allow us to pay for these additions in a much more cost saving fashion than having to finance the expansion through a bank or our landlord.

Charter School Renewal Rubric

Per Dr. Harris' recommendation, we have presented our results in the categories and format used during the charter school renewal process to assist the Board of Education in tracking our progress.

1. EDUCATIONAL PERFORMANCE				
Focus Area	Indicator	Standard/Criteria	Sources of Evidence	Evidence
Federal Accountability	AYP School Improvement status	The school has not been identified for School Improvement	MSDE AYP Standards	<ul style="list-style-type: none"> • Our school has not been identified for school improvement.
	AYP attainment	The school has achieved its AYP target		
	Sub-group(s) attainment of AYP	The school has achieved its AYP targets in identified student sub-group(s)		

State & Local Accountability	MSA achievement	Students at the school demonstrate proficiency or progress towards meeting proficiency, in subjects tested (science).	MSA data	<ul style="list-style-type: none"> 5th grade students at FCCS scored 74.4% proficient. This number is within 2 percentage points of Frederick County scores.
	PARCC achievement	Students at the school demonstrate proficiency or progress towards meeting proficiency, in the subjects tested (mathematics and reading, and science)	PARCC data	<ul style="list-style-type: none"> For ELA: The percentage of students with scores of 3, 4 or 5 in grades 3-7 respectively are: 83%, 95%, 85%, 89% and 91%. Percentage of students passing with scores of 4 or 5 in ELA in grades 3-7 respectively are: 60%, 70%, 64%, 66% and 61%. FCCS scores are consistently above the FCPS average. For Mathematics: The percentage of students with scores of 3, 4 or 5 in grades 3-7 respectively are: 75%, 83% 82%, 74%, and 88%. Percentage of students passing with scores of 4 or 5 in Mathematics in grades 3-7 respectively are: 50%, 48%, 49%, 49%, 55%. FCCS scores are consistent with or above the FCPS average.
	Annual gains of students achieving in the bottom 25%			
	% of students tested	The school is appropriately administering applicable state standardized tests to its students	MSA and PARCC participation	<ul style="list-style-type: none"> No testing administration issues were cited.
	Relative performance		MSA and PARCC data	<ul style="list-style-type: none"> See "PARCC Achievement" and "MSA Achievement on previous page.
	Comparative performance			FCCS PARCC scores in ELA are consistent or higher than those of FCPS in grades 3-7. FCCS PARCC scores in Mathematics are consistent or higher than those of FCPS in grades 3-7.
Other Charter Agreement				<ul style="list-style-type: none"> DIBELS Next reading scores

Indicators

indicated a marked improvement from baseline data derived in 2013-2014 school year. At the end of the 2014 school year, 54% of students in grades K-6 were meeting benchmarks in reading. At the end of 2015 school year, 72% of students in grades K-6 were meeting benchmarks in reading. Significant gains were made in Kindergarten (+40% points), 2nd grade (+19% points), 5th grade (+38% points) and 6th grade (+45% points). It is important to note that FCCS adheres to the new recommended goals for DIBELS Next. Recommended goals increase the benchmark expectations at each grade level. New goals are directly connected to an external literacy assessment SAT 10.

- DIBELS easy CBM math scores indicated an overall increase from baseline data derived in 2013-2014 school year, 84% of students in grades K-6 ranked between the 40th – 99th National Percentile. At the end of the 2015 school year, 87% of students in grades K-6 were ranked between the 40th and 99th National Percentile.
- Currently, 88% of students K-6 are meeting the benchmark/proficiency on the DIBELS easy CBM Assessment.
- Global Scholar Performance Series assessments were administered to 7th graders at the beginning and end of 2014-2015 school year. At the end of the school year, 72% of 7th grade students scored in either the high average or above average performance bands for reading. At

	<p>the end of the school year 66% of 7th grade students scored within the high average or above average performance bands for math. This data will provide a baseline in which to compare 2015-2016 school year Global Scholar scores for 7th and 8th graders.</p> <ul style="list-style-type: none">• Currently 69% of students in grades 7-8 are High Average or Above Average on Global Scholar for Math.• Currently, 75% of students in grades 7-8 are High Average or Above Average on Global Scholar for Reading.• Previous year's Singapore Math assessments have been scrutinized due to (1) their time-consuming nature, taking too much instructional time away from students, (2) the unreasonable amount of time it takes to score these exams, and (3) the lack of helpful information that these tests are actually providing the teacher. Singapore unit tests are still being administered as students move from topic to topic, and DIBELS math and Global Scholar are also being utilized to track student progress. Singapore Math Consultant Dawn Swartz has been contracted with FCCS to provide staff with guidance in development and implementation of Singapore assessments which will address the deficiencies described. Ms. Swartz has already provided two days of training-one in November, and one in January for staff and parent training.• There are no pre and post exams in science and history.
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<p>Mission-Specific Accountability</p>	<p>Achievement of school/mission specific goals</p>	<p>The school is achieving, or making significant progress towards achieving, the school/mission-specific goals as defined in the school's contract.</p>	<p>As defined in the school's contract</p>	<p><i>The following items were listed in section D, Student Outcomes, in our application.</i></p> <ul style="list-style-type: none"> ● A parent satisfaction survey was issued at the end of the 2014-2015 school year. In addition, an in-person parent/Board of Trustees “deep dive” was conducted at the end of the 2014-2015 school year. Suggestions for improvements were compiled and communicated to families, administration and staff at the beginning of the 2015-2016 school year. As a result, several areas in need of improvement have been identified and addressed by administration. ● The school improvement committee has been active and is run by our staff departmental chairs and also includes a parent liaison, Mrs. Amanda Young. This group meets monthly to discuss the progress of the school and ways our parents and staff can continue to work together to identify concerns and make improvements. ● Parent education continues through the Academic Committee. Board of Trustees members, staff, and outside experts have presented at the school. Dr. Carol Tolman has presented on reading instruction in October of 2015. Board of Advisor, Tom Neumark and Board of Trustees member Jen Burley have presented community education about FCCS and classical instruction in September and November of 2015, and will continue to do so in fall and spring of 2016. Dawn Swartz, Singapore Math Consultant provided instruction to staff in November and again in January of 2016, also providing parental education. Dr. Christopher Perrin, classical consultant,
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				<p>will also present to staff and parents in the Spring of 2016.</p> <ul style="list-style-type: none">• The Volunteer Committee works daily in the school and has logged over 10,000 hours of volunteering with 130 different volunteers.• The Summer Institute and In-Service Training have been occurring in accordance with the schedule in our submitted and approved budget. Training in classical education, myths of teaching and learning, Singapore Math, and scientifically based reading research have been delivered and are continuing. In addition, the staff has taken it upon themselves to visit the Covenant Christian Academy in Pennsylvania (a school with a similar curriculum to ours) and develop collaborative relationships with those teachers. Staff has visited the Great Hearts Academy in Arizona to gain more perspective on how charters operate in other parts of the country. Additional staff will have the opportunity to attend in 2016. Our Head of School and Assistant Principal have attended a 3-day seminar at Classically-known Hillsdale College in order to gain knowledge about classical education and the relationships between the Board and staff to maintain a successful environment.• The school's monthly financial reports are published on the school's web site. A line item budget is available upon request.• The school has not yet published inspections of its building on its web site, but is in the process of doing so. All inspections by the county have been passed though records are only available through the county at this time.• Our staff's resumes have been posted on
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				<p>the school web site.</p> <ul style="list-style-type: none">● Lesson plans are not currently available for parents to view. Though it is a part of our charter application, the Board understands that there is some resistance to doing this among some of our staff, and that there is some discussion about whether requiring this is possible under the current collective bargaining agreement. However, teachers have provided parents with objectives and goals in their classes in the form of newsletters and/or a course syllabus. These communications are provided in e-mail format at least once per month.● Student progress on reading assessments is available three times a year to parents, and on a more frequent basis for struggling readers. This is in line with the Board's progress monitoring expectation.● The Board records the minutes from its monthly Business Board meetings on our website and also on hard-copy in a binder in our front office. Community Meetings are held one time/month with an agenda provided at least 3 days in advance of the meeting. Public Comment is encouraged at the beginning of each meeting, and a response to public comment is made by the board at the beginning of the following Community Meeting, if needed. All Board minutes have been posted since the school has opened, and are also available in hard copy in the front office. Both Business and Community Meetings are open to the public. Should a personnel issue need to be discussed, this would take place in a closed session meeting of the Board.● Staff was asked for a volunteer to become "Staff Liaison to the Board." This liaison is
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				<p>present at all Business and Community Meetings, and serves as a conduit or link from Board to Staff. Mr. Bickel, our full-time P.E. instructor, volunteered and he has been serving with us since the beginning of this school year.</p> <ul style="list-style-type: none"> • Differentiation in reading for grades K-4 is occurring on a daily basis. Schedules have been revised to provide 30 additional minutes for ELA instruction for the 2015-2016 school year. Cross-grade consultation is being encouraged among departments and grades, in order to provide more integration of subjects and to address student performance and behavior. • With regard to after school clubs, our Lego club continues to thrive, with a total of 40 students, and has added a "Snapology" component specifically designed for our K-3 age group. Our MathCounts team is comprised of 12 students from our 6th-8th grades. A new Guitar Club was started this year by one of our staff members, Mr. Collin Kenny, and has grown to nearly 20 students. The American Sign Language Club continues to thrive and is fully subscribed. Our Spelling Club continues and has 20 members. An additional Junior Spelling Club has been added this year. The Board has recently approved a karate club to begin in February, run by a parent who is a certified black-belt instructor. Now that our gymnasium is in place, we are excited to be able to provide this excellent opportunity for our students.
Educational Program	Implementation of the mission	The school is implementing its mission as defined in the school's contract.	MSA, SAT 10, internally	<ul style="list-style-type: none"> • The school is implementing the classical approach to education as described in the

<p>Implementation</p>			<p>developed assessments, onsite evaluation</p>	<p>application. We followed the rigorous interview process described in our application in our first year. In our second year, we followed the same process but were not given access to the teachers' transcripts, so were not in a position to evaluate their verbal scores, which is one of two measurable factors that most highly correlate with effective teaching. However, despite that challenge in our second year, we do believe our selection process resulted in us selecting the top 15-30% of candidates, as our application stated as the goal. The additional staff that was added in this current year have also met the high expectations which have been set by our administration and Board. Though only two members of our staff had previous experience in a classical school, we believe our rigorous selection process was largely successful in identifying teachers who would thrive in a classical environment.</p> <ul style="list-style-type: none"> ● The school has yet to use the GE Work Out process in problem solving. We anticipate needing to provide in person training (as opposed to reading material) in this methodology for this part of our vision to be realized. ● Rather than hiring instructional assistants, Administration and the Board have approved being creative with our existing staff and their schedules to provide support to struggling students in language arts. These teachers know our students, have a commitment to our school, and are already highly qualified classroom teachers. ● In addition to our full-time custodian, FCCS has contracted with Thrashers Cleaning service to provide the additional
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			<p>custodial services needed. With the increased student population and square footage of the facility, additional help was needed to maintain the cleanliness of the school.</p>
Implementation of curriculum and instructional techniques	The school is successfully implementing curriculum and instructional techniques as defined in the school's contract.		<ul style="list-style-type: none"> ● Staff has made great progress in learning and implementing the instructional techniques commonly used in classical education, such as direct instruction, scientifically-based reading instruction, chants and rhymes, and Socratic dialogue. Our staff is working in earnest to integrate subject areas and provide differentiation within the classroom. Our Head of School continues to support these efforts. ● A comprehensive system for teaching writing skills is currently being implemented in grades K-8. Teachers in all content areas are receiving professional development that follows the Teaching Writing: Structure and Style syllabus published by the Institute for Excellence in Writing.
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.		<ul style="list-style-type: none"> ● The school'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 are limited to a small number of students utilizing research-based programs.
Data-driven decision making	The school competently uses qualitative and quantitative data to inform and guide instructional planning and practice aligned with the Common Core State Standard, CCSS.		<ul style="list-style-type: none"> ● This year, student portfolios were provided to staff prior to the school year beginning so that readiness in Singapore Math as well as Language Arts progress

				<p>could be understood. Writing samples, DIBELS testing and “Words Their Way” spelling inventories helped teachers to determine, from one year to the next, which students needed support or enrichment, and what the nature of student needs were.</p> <ul style="list-style-type: none"> • Teachers meet on a regular basis to discuss student progress and review data during their Professional Learning Community (PLC) time. DIBELS data is reviewed by all English teachers after administration to monitor growth and determine next instructional steps. • Also during PLC time, discussion surrounding mathematics data takes place and aids in determining future teaching efforts. • This year with our new Head of School there is a much greater emphasis on using data in the manner the Board envisioned.
	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.		<ul style="list-style-type: none"> • The current master schedule provides grades K-4 with two 40 minute blocks a week for enrichment. Both teachers in each grade level have enrichment blocks at the same time in order to flexibly group students within the entire grade level. Our current Head of School has been working with our staff to fulfill our vision for accelerated learners.
	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.		<ul style="list-style-type: none"> • This service is provided by FCPS, using the ELL materials we have identified in our application as the primary instructional material.

**Adapted from National Association of Charter School Authorizers*

2. FINANCIAL PERFORMANCE				
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	<ul style="list-style-type: none"> FCCS received a clean audit report from Malvin, Riggins & Company, P.C. (T.R. Klein merged with Malvin Riggins; the audit partners and staff were the same as last year). The results were presented to FCPS and to our parent community.
	Adherence to generally accepted accounting principles	The school adheres to generally accepted accounting principles		<ul style="list-style-type: none"> Per the audit report, FCCS adheres to GAAP procedures and practices.
	Financial Reporting Requirements	The school submits timely and accurate financial information adhering to its financial reporting requirements as defined in the school's contract.		<ul style="list-style-type: none"> Per our contract, FCCS posts its monthly financial information on our web site, and makes a line item budget available upon request, subject to considerations about employee privacy. The FCCS Finance Committee conducts check runs every Monday; each month it provides a financial update to the Board that is posted on the website; each month it provides a bank reconciliation along with the bank statement and general ledger to the Board Treasurer for review and approval. The audit report was not finalized by the September 1st deadline, however a draft was provided to FCPS. The final audit report was on September 4th.

Financial Viability	Budgeting	The school maintains balanced budgets and a positive cash flow.	Annual financial reports, audits, onsite evaluation	<ul style="list-style-type: none"> Our school had \$178,000 in unspent funds at the end of the school year. These funds can be used for future facility needs and as an operating reserve. All budgets submitted to FCPS have projected a positive cash flow.
	Financial obligations	The school's financial obligations are in good standing.		<ul style="list-style-type: none"> FCCS currently has no debt and has paid its annual rent and all other bills in a timely fashion.
	Long-term financial performance	The school has a sound and sustainable long term financial plan.		<ul style="list-style-type: none"> FCCS projects a positive fund balance through the first term of the charter.

3. ORGANIZATIONAL PERFORMANCE

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	<ul style="list-style-type: none"> Enrollment for grades k-8 by September 30, 2015 was 353. Our Admissions Committee continues to provide informational sessions to the community throughout the school year. FCCS also regularly advertises with Frederick's Child Magazine, Tots2Tweens, and participates in the School Choice Fair and seasonal community events to make our presence known.
	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.		<ul style="list-style-type: none"> For grades k-5, the American Indian population is .83%, Asian is 7.5%, Black or African American is 22.5%, Hispanic/Latino is 7.9%, Multiple is 7.9%, Native Hawaiian or other Pacific Islander is .42% and White is 52.9%. In grades 6-8, the Asian population is 8%, Black or African American is

				19.6%, Hispanic/Latino is 8%, Multiple is 3.6%, Native Hawaiian or other Pacific Islander is .89%, and White is 59.8%.
	Enrollment procedures	The school implements enrollment procedures as defined in the school's contract and in compliance with applicable law.		<ul style="list-style-type: none"> FCCS has implemented the enrollment procedures as required by FCPS.
	School environment	The school maintains a safe and secure environment.	Discipline reporting; onsite evaluation	<ul style="list-style-type: none"> To date for the 2015-2016 school year, there have been three out of school suspensions and one in school suspension.
	Health and safety	The school complies with applicable health and safety laws.	Fire and health inspections, fire drill reports, evacuation plans, onsite evaluation	<ul style="list-style-type: none"> To date, drills have been conducted as scheduled for the 2015-2016 school year.
Facilities	Facility compliance	The school's facilities comply with applicable laws and codes.	Occupancy permits, health, safety and fire reports, onsite evaluation	<ul style="list-style-type: none"> FCCS obtained all necessary permits for both its original facility and its expanded section. All safety and fire reports have been completed.
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	<ul style="list-style-type: none"> The governance structure as described in the application remains in place. While there has been some turnover of Board Officers, our current Board is full, with 4 officers and 5 trustees.
	Compliance with Maryland and federal laws	The school complies with relevant Maryland and federal laws.		<ul style="list-style-type: none"> FCCS has complied with all federal laws, including the management of its federal startup grant, which was audited and approved.
	Qualifications of instructional staff	The school employs instructional staff that meet Maryland state and federal		Staffing reports, onsite evaluation

		qualifications		and all recommended hires were approved by the FCPS HR department and Board of Education.
	Parental Involvement	The school is effectively involving parents in its programs as defined in the school's contract.	Onsite evaluation, parental surveys	<ul style="list-style-type: none"> • Over 80% of parents agreed or strongly agreed with the statement that "Parents who want to be involved have many opportunities to do so" • Over 90% of parents agreed or strongly agreed with the statement that "I want to be involved in making the school successful"