



MERIDIAN
PUBLIC CHARTER SCHOOL

2017-18 Annual Report

**Meridian PCS
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Edie Ashton – Board Chair**

Table of Contents

SCHOOL DESCRIPTION	3
Mission, Vision and Code of Values	3
School Program.....	4
Core Curriculum & Instructional Approach	4
Beyond the Core Curriculum—Arts, Media/Tech, Music, PE/Health & Spanish.....	8
Deepening Learning Through Enrichment Activities.....	9
Parent Involvement Efforts	12
SCHOOL PERFORMANCE	15
Performance and Progress—2017-18	15
Results—Strategic School Improvement Initiative	15
Improving Early Childhood Outcomes.....	17
Strengthening Performance on the PARCC Exam	19
Unique Accomplishments	21
List of Donors	22
2017-18 Meridian PCS School Data Report	23
APPENDICES	24
Appendix A: Staff Roster.....	24
Appendix B: Board Roster	28
Appendix C: At-Risk Funding	29
Appendix D: Unaudited Year-End 2017-18 Financial Statement.....	30
Appendix E: Approved 2018-2019 Budget	31

SCHOOL DESCRIPTION

Mission, Vision and Code of Values

Meridian Public Charter School’s Mission is to give each child the foundation of basic skills they need to succeed in today’s world, while at the same time stimulating each child to learn, explore and develop their own special talents—to instill within our students the passion for learning and to build self-confidence and self-respect through academic achievement.

Our Vision is to be an educational institution that fosters global citizenship, strong moral character, resiliency and academic achievement through a rigorous, international curriculum.

We fulfill our Mission and Vision every day—through rigorous and engaging classroom learning; special activities such as Dr. Seuss Day that bring books, reading and a love of learning to life for our early learners; and immersive field trips to sites around the DC area that allow our students to “build their passion for learning” by exploring the world outside the classroom.



Our Mission and Vision are also fulfilled and supported by our Code of Values, values that permeate learning throughout our school.

Meridian Public Charter School highly values the following:

- Students’ development of moral ethics and citizenship.
- Students’ ability to navigate learning using cutting edge technology.
- A collaborative approach to teaching and learning for student success.
- Student learning as a process and a constant.
- Scaffolding the learning of students to support them in becoming critical thinkers and problem-solvers.
- The individual student and their role in the collective.
- Students as individuals.
- The collective support of all stakeholders to support student learning.
- Our students’ responsibility to improve the local and global community.

School Program

1. Core Curriculum & Instructional Approach

During the 2017-18 school year, Meridian PCS served a diverse group of 636 students in Pre-K3 through eighth grade, across two campuses. Our instructional approach is designed to ensure that *all* students are held to high expectations, and that they receive the resources and supports they need to succeed.

Meridian uses the Common Core State Standards as the basis of our core curriculum standards across our campuses. The academic standards are descriptions of what students should know and be able to do to be proficient 21st Century learners. These standards are uniform and create high expectations for each student and teacher throughout the educational system.



To translate knowledge and skills described in the standards into clear, specific guidance for teachers, Meridian has also developed curriculum frameworks and curriculum maps that are used to guide instruction throughout the school.

Meridian teachers and leaders participate in ongoing, job-embedded professional development throughout the school year, working continually to improve teaching and learning. Core teachers receive weekly support from math and literacy coaches, and teachers and leaders meet regularly to review student learning outcomes and plan differentiated instruction to ensure that the school meets the learning needs of all our students.

Language Arts/Reading

Effective literacy skills are central to student learning. Our curriculum weaves the core literacy skills of reading, writing, listening, speaking, viewing and presenting across all disciplines. Communication skills and strategies are intertwined with content strands and concepts to help students see the connections among people and disciplines.

Through the integration of research, best teaching practices and advances in technology, the curriculum is designed to meet state and national benchmarks and standards, and to engage our pre-kindergarten through eighth grade students in developmentally appropriate learning.

Elementary students participate in a daily literacy block of 120 minutes, designed to enable them to become skilled readers and writers. Elementary grades (K-5) use Houghton Mifflin Harcourt's *Journeys* reading program as our anchor literacy curriculum. *Journeys* enables students to develop close reading skills, and to learn to read and re-read for a variety of purposes, giving them more time to dig deeper into the text. At the same time, *Journeys* assessments allow teachers to plan instruction, monitor progress, and prepare students for academic challenges. *Journeys* Leveled Readers (books and stories that are designed to allow students to read texts at their level) allow teachers to meet the needs of *all* students with a variety of reading materials that interest and engage students.

Meridian middle school grades (6-8) use Houghton Mifflin Harcourt's *Collections* program as our anchor literacy curriculum. *Collections* materials and resources help students learn to analyze complex texts, determine evidence, reason critically, and communicate thoughtfully. Materials are also designed to allow teachers to provide differentiated instruction, with resources for all students, so that those who struggle can master grade-level skills and those who excel can be challenged. Assessments inform instruction, providing intervention and enrichment opportunities for all students to learn and grow. *Collections* provides intervention materials for English-language learners, students with disabilities, and students reading significantly below grade level.



The goal of our reading and language arts program is to ensure that students at all grade levels are immersed in language. Their classrooms are text-rich environments, featuring exemplary student work, word walls, and classroom libraries. In grades PreK-8, classroom libraries are filled with stories and texts that engage students—including Caldecott and Newberry award-winning literature, fiction and non-fiction, and diverse reference materials.

Mathematics

Meridian’s mathematics curriculum encourages teachers and students to go beyond arithmetic—to explore more of the mathematics spectrum by investigating data gathering and analysis, probability, geometry, patterns and algebra. Mathematics is integrated into other subject areas and becomes part of the ongoing classroom routine, outdoor play, and the transitional moments that occur every day.



The curriculum emphasizes the application of mathematics to real-world situations. Numbers, skills and mathematical concepts are not presented in isolation, but are linked to situations and contexts that are relevant to everyday lives. The curriculum also provides numerous suggestions for incorporating mathematics into daily classroom routines and other subject areas.

Lessons include time for whole-group instruction as well as small group, partner, or individual activities. These activities balance teacher-directed instruction with opportunities for open-ended, hands-on explorations, long-term projects and on-going practice. Students are encouraged to explain and discuss their mathematical thinking in their own words. Opportunities to verbalize their thoughts and strategies give children the chance to clarify their thinking and gain insight from others. All lessons incorporate one or more standards of mathematical practice and give students an opportunity to engage with abstract, concrete, or pictorial representations of mathematical content. Meridian PCS uses *Splash* for Pre-K and *Eureka Math* as our anchor curricula for grades K-8.

Social Studies

Like our math and literacy programs, Meridian's social studies program is designed to engage students in learning that is both meaningful and challenging to them. Meridian uses the MacMillan/McGraw Hill Social Studies program to support social studies learning in grades K-5 and Glencoe curriculum resources for grades 6-8.



Both programs are research- and standards-based, and each ensures student success in the following ways: 1) reading support is provided to strengthen student understanding of social studies content; 2) content is relevant, accurate and correlated to the National Council for the Social Studies Standards; 3) citizenship skills are taught throughout the program using real-life examples; and 4) assessment is ongoing to guide instruction. Each program contains specific strategies to meet the needs of English language learners and students with special needs.

Science

Meridian's science program provides students with opportunities to investigate the natural world, learn about interesting, relevant and exciting ideas and understand the link between science and all other aspects of the curriculum. Meridian uses the McGraw Hill Science program to support



learning for students in grades K-5 and the Harcourt Science program for grades 6-8. Both are based on Next Generation Science Standards and are research-based programs.

Our science program is grounded in the following principles of scientific literacy: 1) all children can investigate and learn science concepts and can experience success in

science; 2) children must develop knowledge of and the ability to use tools and processes of scientific inquiry; 3) children experience success in science when they develop age-appropriate knowledge and understanding of the life, earth, and physical sciences and when they learn about the history and nature of science; 4) science content should be presented to children in an interesting, comprehensible, and clearly organized format; and 5) children's competence in the concepts and processes of science should be assessed through a variety of tools that are consistent, authentic and fair. The curriculum resources also contain specific materials to meet the needs of English language learners and students with special needs.

Full Inclusion Learning Model

The Meridian academic program is an English language-based immersion program. The school uses a full inclusion model for students with special needs. During the school year, special education teachers provide a continuum of services, from in-class support to pull-out services. Teachers receive ongoing professional development to aid in the implementation of inclusion, focusing on instructional best practices.

2. Beyond the Core Curriculum—Arts, Media/Tech, Music, PE/Health & Spanish



In addition to the core subjects emphasized at Meridian Public Charter School, **students study several special subject areas including Art, Media/Technology, Music, Physical Education/Health, and Spanish.** These special area courses are aligned to national standards in each respective area of study and instruction. Technology is woven into the daily activities and academic coursework of each class. Each classroom is equipped with Internet accessible

computers, and Meridian also boasts a fully functioning computer center located next to the library.

As students learn to use technology in the classroom and beyond, their learning is aligned to **technology performance standards** including: basic operations, keyboarding, applications, information literacy, problem solving, ethical/legal issues, vocabulary, word processing, spreadsheets, career awareness, Internet usage, multimedia processes, graphic programs, telecommunications, and database creation. The technology performance standards also support the core academic needs of the students.

3. Deepening Learning Through Enrichment Activities

Meridian students also deepen their learning through a variety of in-school and after-school activities. In the 2017-18 school year, Meridian offered several learning and enrichment activities.

OWL Hour

OWL Hour is a daily intervention block facilitated by classroom teachers in grades three-eight. This dedicated classroom time outside of core content blocks seeks to greatly enhance students' skill levels in the areas of reading and mathematics through targeted small group instruction. The program is designed to meet students where they are, and to provide extra support and enrichment to help students excel. Instruction is standards-based and data-driven.

YMCA Aftercare

This year, Meridian PCS continued its partnership with the YMCA to offer daily aftercare. This afterschool program offers a safe and engaging space for students to complete homework and participate in a variety of enrichment activities—such as learning games, swimming, and cooking classes.



Building Minds and Bodies Through...

Athletic Clubs

Students also participated in several athletic activities, including soccer, track, Girls on the Run, and basketball clubs at both the elementary and middle school campuses. Meridian's athletic clubs give students of all ages an opportunity to develop discrete skills, build interest in community sports, and just have fun!

Debate Team

Fifth through eighth grade students had the opportunity to join Meridian's Debate Team which participated with the DC Urban Debate League, a nationally recognized debate program. Students learned the principles of constructing an argument and debating a point often related to current events. The debate team met weekly and competed in monthly debate tournaments with other schools in the region.



International Programming

Celebrating our rich and diverse student community, in November 2017 Meridian PCS Elementary Spanish Classes hosted a "Walk through Oaxaca," a Mexican cultural event honoring Mexico's rich heritage and culture.

Winter & Spring Concerts

Meridian PCS students in all grades also participated in winter and spring concerts. "Cookies & Cocoa," our winter concert, featured themed music to get students and families into the festive holiday spirit. Students sang and played instruments. At the spring concert, middle schoolers performed and sang, and students showcased their skills on various instruments for our school community.

Girls Empowerment Group

To meet the needs of our middle school girls, Meridian PCS Girls Empowerment Group for girls in grades six-eight met afterschool on a weekly basis, and focused on issues related to girls becoming young women. Girls participated in community service activities and actively fundraised to support local agencies that benefit women and children.



Spring Science Fair

In March 2018, our middle schoolers participated in the Annual Meridian Science Fair. Seventh and eighth graders completed a science fair project and shared their findings with other students and staff. Teachers and staff viewed and judged student projects, and 4-6th grade students from the elementary campus toured the science fair as well, making connections between science class and students' projects.



Students applied what they learned in science classes to develop innovative and engaging science experiments, with the goal of showcasing and presenting their results.

The Science Fair not only helped students apply their learning, it helped them to become more comfortable with sharing their learning – with other students and adults alike, in a “professional” science fair setting.

Honors Assemblies

To recognize student learning and achievement, Meridian also hosted winter and spring Honors Assemblies at both the elementary and middle school campuses.

Career Exploration

In the spring, students explored various careers through an interactive Career Fair. They learned about the preparation different careers require, and they engaged with professionals who shared their educational journeys. The fair also enabled students to “try on” different careers, by learning how a doctor uses a stethoscope, for example, or how a firefighter puts gear on before heading out to fight a fire. Teachers used the Fair as an opportunity to ignite students’ passion for learning by connecting classroom learning to career preparation.



Engaging Field Trips in and Around the DC Area

Students participated in several exciting field trips throughout the DC area in the 2017-18 school year. Meridian took a schoolwide trip to visit and explore the National Museum of African American History and Culture, and in a separate field trip, older students watched the premier of Black Panther. Students made connections between what they learned at the Museum and the narrative in the film. Eighth-graders also visited the Capitol, the White House Visitor Center, the Lincoln Memorial and the National Archives as part of their study of the US Constitution.



Other field trips engaged students in exploring cultural landmarks in DC. Students toured the National Geographic, for example, and learned about scientific exploration. And middle schoolers also visited Arena Stage.

Parent Involvement Efforts

Meridian Public Charter School believes that a positive relationship between the home and the school is key to student success. To that end, we host several programs and activities to engage parents and families as partners throughout the year.

Parent Center

Meridian boasts a full-time Parent Center that serves as a hub of the school's parental involvement. The Parent Center strives to increase parental engagement at Meridian and to improve the quality of parental involvement. The Parent Center is an open resource for Meridian parents, and it offers numerous programs, free of charge.



Parent and Family Meetings—Bagels with Bobo

To engage parents throughout the year, Meridian hosted regular parent and family meetings, involving parents from Meridian's diverse language and cultural backgrounds. Parents and family members provided feedback on Meridian's Schoolwide Plan, learned about Meridian's various supports and services for students and families, and spent time getting to know Meridian teachers, leaders, and various staff members.

Healthy Lifestyles Initiatives

During 2017-18, The Parent Center continued to promote healthy lifestyles. With support from DC Smiles, all students participated in free dental care, and students needing additional dental support received subsidized dental care through the DC Smiles program. And, through a partnership with Kaiser Permanente, students in grades PreK-8 learned about healthy lifestyles with information targeted to their age group.

Scholastic Book Fair

Meridian PCS also participated in the Scholastic Book Fair, partnering with parents and families to provide books to students in grades PreK-8. Students from the middle school came to the elementary school to participate, and parents could tour the fair during after school hours.

Parent Focus Groups

To continue to improve the ways in which we serve parents and families, in March, April, and May 2018 Meridian conducted several parent focus groups and a schoolwide survey, asking parents and families what they value most about Meridian. Families also shared their visions for Meridian’s future. Meridian is using the information collected from the survey and focus groups—along with feedback from school staff and community leaders—to craft a new vision for Meridian as we prepare to celebrate our 20th Anniversary next school year.

Community Block Party

Meridian held a community block party on Friday, April 6. Parents completed school registration on site, and engaged with Meridian staff to learn about what happens inside the classroom by viewing student work, reviewing curricular materials, using manipulatives and engaging with teachers.

The event was held in partnership with Walker Memorial Baptist Church, and more than a dozen community partners came out to share information with neighbors and families, including: Every Day Counts, the YMCA, Centro Nia, DC Healthy Families, the Ethiopian Community Center, GALA Theater, and SITAR Arts Center.



Our music ensemble performed mini-concerts in front of the school in the morning and afternoon. WPGC, a local radio station, was also onsite to promote the event, and families enjoyed games and food.

Ward I Councilmember Brianne Nadeau stopped by to enjoy the party as well. Overall, the event was a great success and feedback from the community, as well as current and potential families, was very positive.

SCHOOL PERFORMANCE

Performance and Progress—2017-18

1. Results—Strategic School Improvement Initiative

After completing a comprehensive school performance audit during the 2015-16 school year and recognizing that the school needed to make several rapid changes to significantly boost student learning and achievement, Meridian Public Charter School launched a bold school improvement effort in May 2016. Meridian’s Board of Trustees partnered with a proven school-improvement partner—TenSquare—and began immediately focusing efforts on academic improvement. Meridian appointed an interim Head of School and Chief Operating Officer, hired two new principals, and recruited additional key staff members, including several new teachers, in an effort to dramatically improve teaching and learning.

With the support of a Competitive Two-Year SOAR Academic Support Grant from the Office of the State Superintendent of Education, as well as a One-Year FY 17-18 SOAR grant, Meridian took several critical steps in SY2017-18 to continue to improve student outcomes, including: providing extensive teacher training on the implementation of curriculum; strengthening the use of K-8 NWEA MAP—Measures of Academic Progress assessments to monitor student progress throughout the year; providing focused weekly instructional coaching to teachers, offering concrete, bite-sized feedback to improve student learning; purchasing Chromebooks and tablets to augment student access to technology; updating infrastructure to support additional computers; and building on “OWL Hour” intervention programming, to continue to strengthen remediation and acceleration of student learning.



Improving Teaching and Learning through High-Quality Professional Development

High-quality professional development is a key component of Meridian’s overall strategic improvement initiative. Meridian believes that high-quality professional development is essential to continually improve educators’ knowledge and skills, enabling all students to learn at high levels. Professional development that is most effective in improving educator practice is results-oriented, data-driven, constructivist in nature and job-embedded.

During the 2017-18 school year, Meridian staff members participated in focused, school-wide professional development and deepened their expertise through external professional development as well. Professional development began with a Pre-Service institute in August, enabling teachers and leaders to plan collaboratively and prepare to implement our curriculum, assessments, and teaching model effectively. Throughout the year, teachers and leaders participated in several full- and half-day professional learning sessions, where they analyzed interim assessment data, planned together, and developed lesson plans to make learning engaging and rigorous.

In grades three-eight, teachers also participated in weekly professional learning communities (PLCs) within each grade level. The PLCs helped teachers improve their content delivery and lesson preparation, and differentiate instruction to meet each student's needs. Additionally, math and English language arts teachers received weekly one-on-one instructional coaching support from experienced TenSquare Instructional Coaches to improve their teaching practice.



To ensure that improvement was focused and aligned throughout our school, TenSquare also provided leadership coaching and support to school principals and other key leaders. Leaders worked with an experienced leadership coach to build student achievement outcomes, use school data to drive overall school improvement, continue to increase family-school connections, and establish and deepen a culture of achievement throughout Meridian PCS.

This work resulted in student achievement and learning gains, as well as lower student suspension rates, continued strong attendance rates, and high teacher retention—more than 90% of effective and highly effective teachers returned for the 2018-19 school year.

Supporting Students with Special Needs and English Language Learners

To ensure that we are meeting the needs of all our students, Meridian also strengthened and expanded support for special education and English language learning (ELL) during the 2017-18 school year. Meridian onboarded an experienced Director of Student Support Services— with expertise in both English language learning and special education to continue to build our special education and EL (English learner) programming.



Special education and EL teachers and leaders also participated in specialized professional development and met regularly to collaborate and plan instruction and support for students.



2. Improving Early Childhood Outcomes

Early Childhood Growth—CLASS and TS Gold Results

Student progress begins with our entering grades in preschool and prekindergarten. Early childhood growth is measured through a third-party observational tool, the Classroom Assessment Scoring System (CLASS), and we measure early literacy and math skills through the Teaching Strategies (TS) GOLD assessment.

Results from the 2017-18 CLASS observations (see Table 1 below) show improvement in scores from the prior year in each of the three reporting categories (emotional support, classroom observation, and instructional support).



The TS Gold results also show strong positive academic results in SY 17-18. **Nearly all PK students met age-appropriate benchmarks in literacy and math: 96.7% of students met or exceeded expectations in PK pre-literacy, and 99.2% did so in PK math.** Taken together, early childhood results indicate promising learning growth in our classrooms for our youngest learners.

Table 1—Early Childhood Data –SY 16-17 – 17-18

Assessment and Grade Level	SY1617	SY1718
PS/PK CLASS - Emotional Support	5.9	5.95
PS/PK CLASS - Class Organization	5.8	5.84
PS/PK CLASS - Instructional Support	2.8	2.94
PK Literacy (Teaching Strategies GOLD)	100%	96.7%
PK Math (Teaching Strategies GOLD)	99.3%	99.2%
K-2 Reading (MAP)	30	41
K-2 Math (MAP)	43	40

K-2 Literacy and Math—Measures of Academic Progress (MAP) Results

In SY16-17, Meridian officially transitioned to using the MAP assessment for students in grades K-2. This assessment, which is aligned to the Common Core, allows Meridian to track student learning and progress throughout the school year and ensure that students are prepared for success in elementary, middle, and high school.

K-2 students as a group showed continued growth in their median growth percentile (MPG) on the MAP Reading assessment in SY 2017-18 (see Table 2), which is how Meridian is evaluated on PCSB’s Performance Management Framework (PMF).

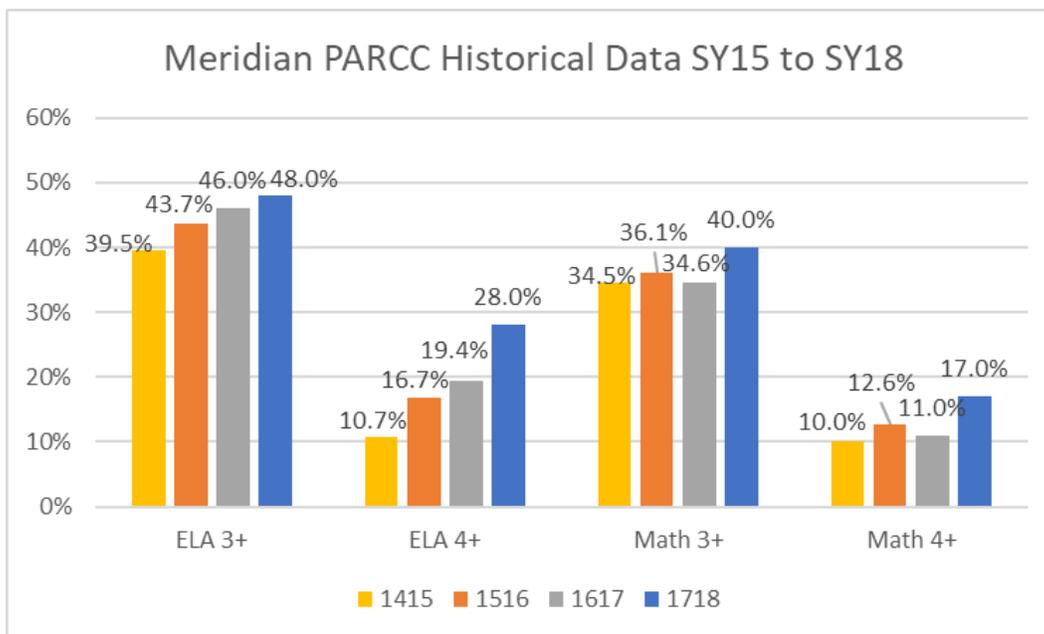
The MGP for K-2 students in Reading (which measured growth between spring 2017 and spring 2018 for returning students, and fall 2017 to spring 2018 growth for new students) was 41.0, and the MGP for Math was 40. While not directly comparable, since prior year data evaluated student growth from fall to spring, these results indicate strong growth for students.

Table 2—MAP Reading and Math MPG Scores

Subject	2016-17	2017-18
Reading	30	41
Math	43	40

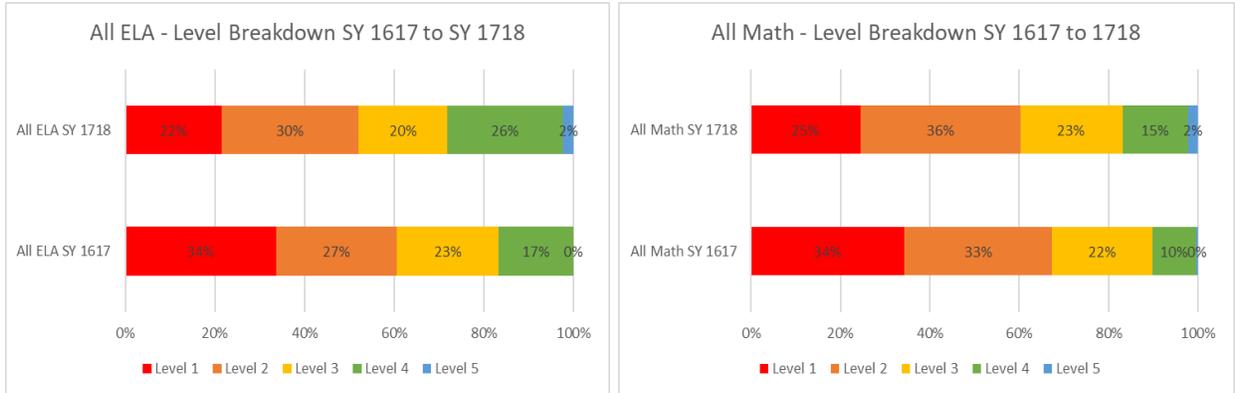
3. Strengthening Performance on the PARCC Exam

Meridian students demonstrated the largest gains to date on the PARCC this year; student scores improved on every measure of the test. At the 4+ level (an indicator of college and career readiness) Meridian attained the highest increases from the prior years. **ELA scores improved by nine percentage points and math scores improved by six percentage points.**

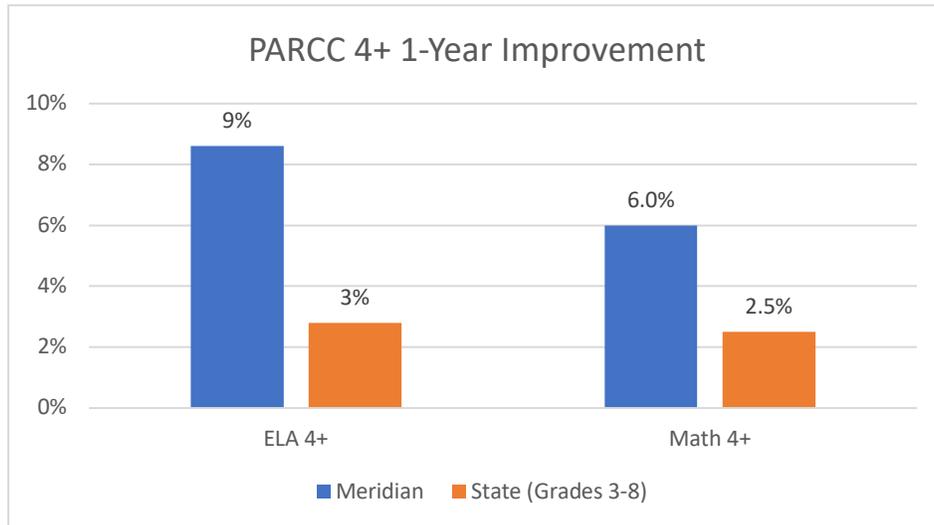


Second, when measured against student growth across the PARCC Consortium (which includes all states where students take the PARCC exam), **Meridian’s Consortium MGP scores—a 65 in ELA and a 63 in Math—exceeded the national median (50 MGP) by double digits.**

Third, we also saw *far* fewer students score at Level 1, the lowest level of PARCC test, this year. In addition to overall PARCC performance improving at the 3+ and 4+ level, the percentage of students earning a “1”—the lowest score—also declined from SY 16-17 in math and ELA, from about one-third of test takers to one-quarter. In ELA, while the percentage of students earning a 3 declined from SY 16-17, this is the result of more students earning a 4 and moving to a 4 from a 3. Students are improving their learning and achievement across the board.



Additionally, *Meridian’s PARCC score gains in ELA and math also exceeded state level gains by more than two-fold.* The gain in ELA 4+ of nine percentage points is three-times the gain of state level scores at 4+. And students’ math gains at Meridian were two-and-a-half times that of the state gains.



Finally, **Meridian’s English learner (EL) and “at-risk” student scores also exceeded the State average in ELA—at the 4+, or college and career ready level—by a considerable margin.** EL students’ scores were six percentage points higher, and “at-risk” students’ scores exceeded the state average by five points.

Overall, Meridian PCS students’ achievement and growth—as measured by Pre-Kindergarten and K-2 assessments, as well as PARCC assessments in grades 3-8—continues to yield dramatic results. Meridian’s strategic school improvement is paying long-term dividends.

Unique Accomplishments

Planting the Seeds of Growth— through a School Garden Grant

In spring 2018, the Office of the State Superintendent of Education (OSSE) awarded Meridian a competitive a **School Garden Grant**. This generous support will enable Meridian PCS to expand the design and use of our school garden in a variety of ways to benefit students and faculty.



Specifically, the grant will

- Increase the number of classrooms, grades, and students that have access to the garden;
- Allow us to incorporate garden-based lessons into classroom instruction in grades pre-K-6 with assistance from our community partner, Love and Carrots; and
- Improve the existing garden space and make it a more child-friendly area of the school.

Improving Achievement for English Learners

This year, English Learners’ (EL’s) ELA PARCC results at Meridian exceeded both state and Charter Sector averages. EL students exceeded the state and charter sector average in ELA at the 3+ and 4+ levels by a significant margin. **At the 4+ (college and career ready) level, EL students’ scores exceeded the state average by six percentage points and the Charter Sector average by 12 percentage points, or almost double.** This is a testament to the work of teachers, staff, EL students, and their families whose support at home enables students’ learning gains at school.

Table 3—Meridian ELA Results for EL Students Compared to State and District Averages

English Learners	3+	4+
Meridian	45%	25%
State	42%	19%
Charter Sector	39%	13%

List of Donors

There is no record of any donations for SY 2017-18.

2017-18 Meridian PCS School Data Report

Source	Data Point
PCSB	LEA Name: Meridian PCS
PCSB	Campus Name: Meridian PCS
PCSB	Grades served: PK3--8
PCSB	Overall Audited Enrollment: 636

Enrollment by grade level according to OSSE's Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	59	67	72	67	63	65	69	52	44
Grade	7	8	9	10	11	12	Alternative	Adult	Special Education*
Student Count	40	38	0	0	0	0	0	0	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

Student Data Points

School	Total number of instructional days: 181
PCSB	Suspension Rate: 7.7%
PCSB	Expulsion Rat: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.15%
PCSB	In-Seat Attendance: 92.3%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 3.1% (20 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate (LEA): 100.0%
PCSB (SY16-17)	College Acceptance Rates: Not Applicable
PCSB (SY16-17)	College Admission Test Scores: Not Applicable
PCSB (SY16-17)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 35%
School	Number of Teachers: 62
School	Teacher Salary 1. Average: \$61,188 2. Range -- Minimum: \$45,725 Maximum: \$80,298

APPENDICES

Appendix A: Staff Roster

Position & Grade Level	Last Name	First Name
Administration		
Head of School	Bobo	Candice
Principal (Middle School)	Bork	Joshua
Director of Student Support Services	Best	Diandra
COO	Cooper	Jeff
Principal (Elementary School)	Crawford	Ebony
Director of Early Childhood	Garris	Johnnette
Assistant Principal (MS)	Townsend	Markus
Instructional Staff		
Teacher (Music)	Addison	Frankie
Special Education Teacher	Allen	Tanasha
Teacher	Anderson	Lucretia
Teacher	Archie	Adreka Parks
Teacher (Spanish)	Barnes	Gabrielle
Teacher (1 st Grade)	Barry	Kathryne
Special Education Teacher	Blue	Demetrius
Teacher	Brown	Ebony
Teacher	Bryant (Samuel)	Crystal
Teacher (2 nd Grade)	Buffington	Crystal
Teacher (Teacher 4 th Science/Social Studies)	Calloway	Ambrab
ELL Teacher / Coordinator	Chaney	Rachel
Teacher (Spanish)	Compton	Ashley
Special Education Teacher	Conyers	Mellony
Teacher (2 nd Grade)	Creekmur	Rachael
Teacher (5 th /6 th Math)	Davis	Heather
Teacher	Delgado	Nelissa
Teacher (PE)	Douglas	Danielle
Teacher	Drabo	Leon
Teacher (PK 3)	Edwards	Shronda
ELL Teacher	Fox	Megan
ELL Teacher	Fox	Ruth
Special Education Teacher	Hargrove	Alicia
Teacher (Kindergarten)	Henry	Sandra
Teacher (7 th & 8 th Grade – Math)	Hinds	Kevin

Position & Grade Level	Last Name	First Name
Teacher	Holmes	Dominique
Teacher (Technology)	Jones	Delbra
Special Education Teacher	Jones	Keisha
Teacher	Kujifi	Biko
Teacher (2 nd Grade)	Maloney	Sharon
Teacher	Marigna	Nichole
Teacher	McCullough	Paul
Teacher	Mitchell	Erica
Special Education Teacher	Morton	Latraycee
Teacher	Mundy	Opal
Teacher	Murdaugh	Leslie
Teacher (5 th 6 th -ELA)	Nagel	Corey
Teacher	Nicholes	Ashley
Special Education Teacher	Nunery	Karen
Teacher (Art)	Osuchukwu	Chinedu Felix
ELL Teacher	Pabilona	Alma
Teacher (3 rd Grade)	Payton	Aggie
Teacher (PK 4)	Reeves	Mary Ann
Teacher	Richardson	Chinita
Teacher (1 st Grade)	Rosen	Mollie
Teacher (MS – Social Studies)	Rosfeld	Adam
ELL Teacher	Salters	Hannah
Teacher	Saunders	Dakota
ELA Teacher	Sharafuddin	Enya
Teacher	Smith	Erin
Teacher (Kindergarten)	Smith	Marie
Teacher (PE)	Sockwell	Gary
Teacher	Speller	Keisha
ELL Teacher	Surprenant	Emily
Teacher	Sutton	Mary
Teacher	Thomas	Brittney
Teacher	Thomas	Emily
Teacher (5 th Grade)	Thomsen	Emily
Teacher (Music)	Vernon	Tyrone
ELL Teacher	Wetherby	Jessie
Teacher	Williams	Brittany
Special Education Teacher	Williams	Justin
School Support Staff		
Attendance Clerk	Adams	Phyllis

Position & Grade Level	Last Name	First Name
Maintenance Worker	Alfred	Lonnie
HR Manager (part-time)	Arciniega	Blanca
Data Manager	Bergstein	Joshua
Cafeteria Worker	Bing	Nathaniel
Dean of Students	Bond	Maya
Data Manager	Buelto	Tirza
Lead Maintenance Manager	Clark	Brian
Cafeteria Worker	Cooper	Antonio
Asst. Lead Maintenance Worker	Dunston	Jerome
Lead Maintenance Worker	Gambrel	Allen
Maintenance Worker	Garris	George
Manager of School, Family and Community Engagement	Johnson	Jacqueline
Program Coordinator	Lewis	Maple
HR Manager / Executive Assistant	Martin	Shirley
IT Support Specialist	McCoy	Kylsen
Data Program Specialist	Mosley	Jacqueline
Cafeteria Worker	Ray	Lavetta
Maintenance Worker	Rhodes	Robert
Business Manager	Russell	Michael
Middle School Office Manager	Sockwell	Chaunti
Maintenance Worker	Spriggs	Marcellus
Cafeteria Worker	Wilson	Adlai
Student Support Staff		
School Counselor	Edwards	Ashley
Special Education Coordinator	George	Alieen
School Counselor Coordinator	Jackson	Dion
Behavior Specialist	Kimberly	Kirby
SPED Associate / Translator	Marquez	Hilda
School Psychologist	Reader	Jordanne
Speech Language Pathologist	Reilly	Molly
Reading Specialist	Thompson	Stephanie
Occupational Therapist	Williams	Abigail
Behavior Support Specialist	Wright	Ryan
Teaching Assistants & Instructional Support Staff		
Instructional Assistant	Akpabio	Ekaete
Dedicated Aide	Allen	Timothy
Substitute Teacher	Barnes	Shaletha
Dedicated Aide (Kindergarten)	Best	Tajah
Dedicated Aide	Blount	Sharon

Position & Grade Level	Last Name	First Name
Dedicated Aide	Brooks	Wanda
Dedicated Aide	Brown	Ivory
Instructional Assistant	Cobb	Jessie
Dedicated Aide	Davis	La'Talian
Dedicated Aide	Gayden	Shanadra
Instructional Assistant (Kindergarten)	Gutierrez	Norma
Dedicated Aide	Hailes	Sheena
Dedicated Aide	Hensen	Shavonna
Instructional Assistant (Kindergarten)	King	Kim
Instructional Assistant	Lewis	Jennifer
Dedicated Aide	Mackell	Michael
Instructional Assistant	Magruder	Dominique
Dedicated Aide	Miller	Tammie
Substitute Teacher	Nicholson	Tia
Instructional Assistant (PK 4)	Perkins-Plater	Minnie
Substitute Teacher	Pickens	Katherine
Substitute Teacher	Ramirez	Sandra
Instructional Assistant	Robinson	Angelica
Instructional Assistant	Scott	Soraya
Substitute Teacher	Short	Christine
Dedicated Aide	Tarver	Demond

One hundred percent of Instructional Staff have a Bachelor's Degree, and 48% of Instructional Staff have a Master's Degree or higher.

Appendix B: Board Roster

Name	DC Resident	Role	Date Joined	Term Start	Term End
Edie Ashton	N	Chair	10/20/15	9/27/16	9/30/20
Chris Daniels	Y		11/29/16	9/27/16	9/30/19
Payson Peabody	Y	Secretary	1998	9/27/16	9/30/19
Steve Percy	Y	Treasurer	7/12/16	10/1/18	9/30/21
Nick Gent	Y		1/1/16	10/1/18	9/30/21
Karen Rivas	N		8/28/18	8/28/18	9/30/19
Anita Funcherss	Y	Parent	9/27/16	9/27/16	9/30/20
Keith Wade Collins	Y	Parent	4/24/18	4/24/18	9/30/20
Annie Hsiao	Y		12/12/17	12/12/17	9/30/20

Appendix C: At-Risk Funding

In SY 2017-18, Meridian PCS used at-risk funding to hire instructional assistants for younger grades, supplement school staff to support behavioral needs of students, run after-school programming, and purchase additional materials for student learning

Appendix D: Unaudited Year-End 2017-18 Financial Statement

Income Statement, as of June 30, 2018

Meridian PCS	Actual
Revenue	
State and Local Revenue	12,429,151
Federal Revenue	1,020,737
Private Grants and Donations	727
Earned Fees	39,782
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Total Revenue	13,490,398
Expenses	
Salaries	5,877,693
Benefits and Taxes	1,229,583
Contracted Staff	190,493
Staff-Related Costs	62,111
Rent	1,066,947
Occupancy Service	484,329
Direct Student Expense	804,075
Office & Business Expense	1,664,051
Interest	8,151
Depreciation and Amortization	241,329
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Total Expenses	11,628,761
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Net Income	1,861,636

Appendix E: Approved 2018-19 Budget

Meridian PCS 2018-19	Budget
Revenue	
State and Local Revenue	12,812,240
Federal Revenue	870,689
Private / Earned Revenue	2,483,246
Total Revenue	16,166,174
Operating Expense	
Staff-Related Expense	8,654,460
Occupancy Expense	2,006,922
Additional Expense	2,804,506
Total Operating Expense	12,626,064
Net Operating Income	3,540,111
Total Interest, Depreciation	972,323
Total Expenses	13,598,387
Net Income	2,567,788