

Cultivating Tomorrow's Leaders Today!



SHINING STARS
MONTESSORI ACADEMY
— PUBLIC CHARTER SCHOOL —

ANNUAL REPORT

2017-2018

1240 Randolph St NE

Washington, DC 20017

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shiningstarspcs.org

Anthony King, Esq (Board Chair)

Cultivating Tomorrow's Leaders Today!

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A Message from the Executive Director

Shining Stars Montessori Academy Public Charter School is now ending its eighth year of operations. Each and every year we grow stronger as a school and as a community. We are passionately committed to the students and families we serve, the Washington DC community, and for quality public charter school Montessori education access for all students. Our community encompasses not only our staff but also our parents, students, and local community. As shown through our dual AMS and MSA accreditation honors, we continue to focus on the practices that keep us true to our mission. This includes serving the families of Washington, DC with the best research-based Montessori curricula and instruction, while maintaining a caring and welcoming environment, and reaching out to our community, our partners, and the nation to share the Montessori best practices that move education forward.

We opened the first phase of our permanent facility in August 2016. The new space brought incredible new programming possibilities – STEAM, wellness, gardening, multicultural fine arts, world language instruction. Our students traveled to NYC to participate as ambassadors to the Montessori UN and traveled to Honduras as part of the 6th grade culminating Study Tour for Upper Elementary Students.

This year, these same students were our first cohort of Upper Elementary students graduating to middle school. Just a few short years ago, they were students in our early childhood Primary program. The founders of SSMA envisioned a world where all children, regardless of background, are successful and ready for college. These students will be part of that future generation of college graduates and 21st citizens of the world.

We are very proud of what we accomplished this year but none of it would have happened without the remarkable support that we received. Thank you for trusting us and for helping to make the year so joyful!

Sincerely,

Regina Rodriguez-Garcia

Executive Director & Head of School



I. School Description

A. Mission Statement

Shining Stars Montessori Academy's mission is to offer a **quality Montessori education** infused with **culturally inclusive principles** to guide children to develop to their fullest potential.

A culturally inclusive environment must include such principles as mutual respect, effective relationships through clear communication and recognizing various points of view, and the acknowledgement and appreciation of diversity. This is pursued through various embedded programs and methodologies within our educational program

Every morning our classes begin with a morning circle which allows for and encourages open, honest, and respectful classroom discussions. In addition, the school has adopted restorative practices through restorative justice which helps develop a greater sense of community. Restorative justice is a powerful approach to discipline that focuses on repairing harm through inclusive processes that engage all stakeholders and shifts the focus of discipline from punishment to learning and from the individual to the community (*How To Practice Restorative Justice in Schools by Larry Ferlazzo; Education Week-Feb. 6, 2016*). We also have monthly PEACE Assemblies and parent workshops on such topics as bullying, effective communication, and understanding child behavior (all are clearly outlined in the school description portion of this report).

This year the implementation of Music and Spanish further aids our student's exposure and knowledge of different cultures from around world (further information about these classes can be found in the program highlights section).

Our students also conducted various community outreach programs and participated in field trips such as the United Nations Conference in New York and a trip to Honduras (see program highlights).

With the instillation of our culturally inclusive practices along with our quality Montessori education our students receive an enriching learning experience that helps them develop to their fullest potential.



Click Picture to View Video

<https://www.youtube.com/watch?v=OsCOw6P4gtg>

B. School Program

Shining Stars Montessori Academy (SSMA) is uniquely designed as a public Montessori elementary school with a culturally inclusive curriculum. For the past 100 years, the Montessori approach has been quietly revolutionizing education. In the early 1900's, Italian educator and physician Maria Montessori developed an innovative teaching methodology for children that left an indelible mark on education curricula throughout the world. Montessori education is a sensory-based pedagogy that is based on the belief that children learn at their own pace through manipulation of objects. To fully understand the Montessori Method (also known as individual learning or progressive learning), it is necessary to trace the history and development of the philosophy and review the various principles and uses of the teaching methodology in pre-K-12 and special education programs. Studies show that Montessori students tend to achieve at a greater rate than students in traditional programs. [Probably the most widely read study to date was published in 2006 in the journal *Science* (Lillard, A. & Else- Quest).]

One underlying premise of the Montessori Method is that each child possesses an inner power that motivates them to seek out specific activities and interactions. The purpose of the classroom is to create a "prepared environment" where the student is free to discover and advance his or her unique power while disciplined enough to stay focused on a specific series of tasks. With this progressive approach, learning becomes "a complex



process of making sense of new information through reflection and interaction.”

Rather than sitting through a traditional collective lesson, students achieve what Montessori referred to as “auto-education” by working independently under the direction of a “pedagogic apparatus” of their choice. Common manipulative materials used by Montessori included wooden letters and numbers, cylinders, blocks, beads, rods,

According to Montessori, the goal of education is “to be able to find activities that are so intrinsically meaningful that we want to throw ourselves into them.” Using this approach SSMA has been working towards creating such an environment for children in which the social development and academic needs of the whole-child are met through six core areas of learning:

1. Practical Life

Through the use of uniquely designed materials, the child learns to perform the basic actions that lead to functional independence through activities that involve care of the self, care of the environment and health and nutrition. The goal is for the child to develop concentration through repetition of these activities in addition to developing independence, coordinated movement, fine motor skills, eye-hand coordination and a sense of order. This area is the foundation for all the other areas.

2. Language

The materials and activities in this area are designed to give the child a working knowledge of syntax and grammar and enrich his/her vocabulary, as well as practice in public speaking. The idea is always to move from the concrete to the abstract, each activity building upon the next until the child demonstrates through speech and other activities, his mastery of the language.

3. Sensorial

The child’s use of the sensorial materials will facilitate a refinement of the child’s senses (sight, hearing, touch, smell and taste); assist the child in classification, gradually developing finer and finer distinctions; and lead to abstract thought, always moving from the tangible and concrete to the abstract as the child learns to record sensory impressions accurately. This area includes music and biology.

4. Mathematics

The materials in this area are physical representations of mathematical concepts—this includes geometry. It is important for the child to have access to mathematical experiences through sensorial manipulation. Qualities of the other five core areas can be found in the approach to mathematics and the idea is to give the whole concept first and then move on to the details. There are six basic groups of mathematics instruction and each one is presented in a three-step pattern: a concrete experience of the concept, followed by isolation of the concept and finally, a combination of the concrete with the abstract.



5. Cultural Activities

This area encompasses history and geography and social justice issues. Again, the approach is to give the child a sense of the whole history of humanity and then move into the finer details, utilizing storytelling, experiments and field trips, with the child taking on more and more the burden of exploration as her abilities increase. The world is presented as a whole and then the child is encouraged to explore the details individually.

6. Creative Activities

This includes art, music, drama and poetry, in addition to writing. Elements of each of these are interwoven with the other core areas whenever possible and the child is encouraged to engage the imagination in trying to figure out solutions to classroom problems as well as societal problems. As their awareness of these issues increases, the burden of responsibility gradually increases as well.

Shining Stars Montessori Instructional Approach

Curriculum (Primary - Upper Elementary)

At SSMA, students spend the majority of their time participating in different sessions of uninterrupted activities that last approximately three hours. These projects consist of independent and group problem-solving tasks and other sensory activities related to math, science, language, history, geography, art, music and nature. The school's integrated curriculum follows a chronological order based on Montessori's Five Great Lessons: the story of the universe, the timeline of life, the story of language, the story of numbers, and the timeline of civilization.

As in most Montessori settings, SSMA children are grouped in mixed ages and abilities based on three-year increments: 3-5 (Primary), 6-8 (Lower Elementary) and 9-12 (Upper Elementary). Our ages are mixed so that older students can assist and mentor the younger children in the group. Students are grouped according to common interests and experiences rather than the ability and skill level.

During the ages of 3 to 6, the child begins to utilize the "conscious absorbent mind" which prompts students to participate in creative problem-solving consisting of wooden and metal objects of various sizes and shapes, personally designed by Montessori. If a problem becomes too difficult or overwhelming for the student, the teacher delays the project for a future day. Children also engage in practical work consisting of household tasks and personal maintenance. Using this as developmental mindsets, "the child seeks sensory input, regulation of movement, order, and freedom to choose activities and explore them deeply without interruption in a carefully prepared environment.

Students between the ages of 6-9 (Lower Elementary) are required to complete a series



of small group tasks in their surrounding communities as well as the classroom. During this age grouping, “children are expected to explore a wider world and develop rational problem solving, cooperative social relations, imagination, aesthetics, and complex cultural knowledge” in order to “reconstruct themselves as social beings” and “humanistic explorers, real-world problem solvers, and rational seekers of justice.”

The Shining Stars Montessori Upper Elementary (Langston Hughes Stars) classroom, for children age’s nine to twelve, builds on the lower elementary experience. Students become more independent and proficient as they begin in-depth research and study for individual and group projects. In Upper Elementary, students work in the abstract. Montessori materials are still available, and new subjects such as advanced science, creative writing, economics, and literature are added to the core curriculum.

Students with Exceptional Needs

One of the most significant uses of the Montessori Method is the system for teaching and learning for children with exceptional needs. The Montessori program is specifically designed to help at-risk children who have deficiencies in motor or sensory skills, language acquisition, perceptual development and/or cooperative behavior using the same principles taught in the K-12 programs: self-discovery, sensory learning, independent growth, and individual learning.

The SSMA guide employs group lessons as well as individualized lessons, as the need is apparent. Morning lessons are determined based on each child’s individual needs and interests. In this way, Montessori makes it easy to exercise differentiated instruction and to recognize children’s multiple intelligences and build from them. Small group lessons in the afternoon may be used to provide literacy support, address particular learning standards, or reflect with children on their learning process.

Instruction and Assessment

At SSMA, classroom concepts such as textbooks, grades, exams, punishment, rewards, and homework are rarely embraced or applied. Unlike traditional methods of instruction, the progressive approach focuses on cooperation rather than competition and personal growth rather than peer evaluation. Students are assessed based on a descriptive summary of the child’s daily interactions and performance on independent and collaborative tasks as well through the administration of formal battery of assessments. A child’s individual and group creations are organized into a portfolio and progress report for parents to evaluate during three specific time- periods of the year. It is the responsibility of the guide to individually assess each student through critical observation so that individual plans can be devised to help students overcome specific areas of difficulty.

Shining Stars employs this Montessori educational approach to all classroom instruction. Additionally, we maintain policies and practices that are aligned with those outlined in the



American Montessori Society and the Association Montessori International teacher training programs. All classroom instruction and observations (i.e., assessments) in mathematics and language now align the Montessori Learning Standards and the District of Columbia Common Core State Standards. Following this model, all children received Common Core aligned individual presentations throughout the morning work cycle, and older students (kindergarten and above) receive additional small group lessons in the afternoon, while the younger children nap. The school administers Common Core aligned formal assessments throughout the year.

SSMA follows the Response to Intervention Framework and the Student Support Team (SST) model as a primary means of implementing curriculum modifications and early interventions. An SST meeting may be convened for any student who demonstrates difficulty adjusting to the Montessori method, students who display symptoms of possible developmental or socio-emotional delays, students who are frequently tardy or absent, students in need of further academic enrichment, students who demonstrate sensorial processing difficulties and for other issues or situations that may be a call for concern or special attention. Any child that goes through the SST process is given a six-week plan for intervention, after which his/her progress is assessed and the team decides on the next best measures. Some early interventions may resolve initial concerns, however if the concerns persist, more intensive services may be necessary.

The Montessori Classroom Guide

The primary role of a Montessori teacher (or guide) is to carefully observe while creating a cooperative and supportive setting that is well organized and aesthetically pleasing to the learners. The teacher performs the ‘guider role’ by directing the spontaneous actions of students. According to Montessori, “education is not something which the teacher does, but rather a natural process which develops spontaneously in the human being”. Montessori teachers introduce materials with a brief lesson and demonstration and then passively guide the audience through a period of student-centered inquiry. The objective of the instructor is to motivate students, “allowing them to develop confidence and inner discipline so that there is less and less of a need to intervene as the child develops”. On average, most teachers spend less than one hour of the daily class on group instruction.

Curriculum topics are strategically linked by the teacher so that no subject is taught in isolation. Instead of exhibiting expertise in a specific discipline, instructors use more of a ‘Renaissance approach’ to learning. When introducing new subjects, instructors use demonstration lessons that increase in complexity as the students are able to advance in the sequence of self-correcting problems and tasks. Lessons cover an eclectic mix of disciplines such as geometry, sensory development, language acquisition and expression, literature, science, history, government and life skills.

The guide must present each lesson in exactly the same way the child is expected to perform the task. In addition, the guide models grace and courtesy throughout his or her daily interactions. At Shining Stars, each classroom is named after a person who has



been a social justice or civil rights advocate.

The Montessori Teaching Guide

In each classroom there is one guide and one teaching assistant. While the guide presents individual lessons to the children, the classroom assistant is responsible for maintaining order in the overall classroom. Children are free to explore the materials and curricular areas independently when not receiving a lesson from the guide. The classroom assistant provides additional materials to the children as needed and takes notes on the children's activity choices as well as their progress and behavior. Between individual presentations, the Guide is available to provide support to students as they work on their independently selected projects, and encouragement to those children who may have difficulty choosing some of their own work.

Classroom and Curriculum Standards

The methods that the Guide employs when giving a presentation must adhere to the following standards:

1. *Careful Movement*: The hands are constantly moving. The Guide manipulates the materials carefully and is economical in her movements. In handling the materials, care is shown. This provides endless possibilities of exploration by the child in their handling of the materials.
2. *Minimum Speech*: The focus is on the material—looking at it, feeling it; that is where most of the information comes from. So the Guide, for the most part, does not speak while the hands are moving, unless to give the name of some part of the material.
3. *Simple Concepts*: Only the essential presentation is done at a given time. Then the child is allowed to explore and work with it before their attention is drawn to another aspect of it.

Parent/Family Involvement

The Family Involvement Program of Shining Stars Montessori Academy is designed to offer support to currently enrolled families, communicate the mission of Shining Stars, and to increase awareness of Montessori practice and philosophy. Working together with parents has enabled us to fulfill our mission of helping each child develop to his or her fullest potential and to become agents of positive change in the world.

Parents are involved in the school in several ways:



Montessori Readiness ‘Academy’ for Parents (Primary/Pre-K3 through K)

This year, SSMA held ten Montessori Pre-Readiness Workshops for parents. Each workshop covered a specific area of the Montessori curriculum. The parents were invited to the school on Saturdays from 9 a.m. - noon and the classroom guides (teachers) would explain and provide hands-on demonstrations to parents regarding appropriate Montessori materials use, home-to-school learning strategies and the ‘how’ of the Montessori method’s unique approach to teaching language, math, geography,. Additionally, the workshops devoted considerable time to the import for the particular placement for the practical life and sensorial areas of the classroom.

Similarly, workshops dubbed ‘**Elementary Curriculum Night**’ were held bi-monthly (Wednesday evenings) for parents of students in our Lower Elementary classroom. Parents were provided to view children’s work and develop a deeper understanding of a Montessori elementary academic program (i.e., science, mathematics, history, art curriculum) and its alignment with the District of Columbia Common Core State Standards.

Reading to students

Parents were invited to read to their child’s class by bringing their own books or using one of the classroom books. This was a regular feature of the classrooms and will continue to develop next year. This activity had a great response from the parents.

Cultural presentations

Parents were encouraged to speak to their child’s class about their experiences of either residing, working or being born in another country. SSMA has a great deal of cultural diversity and the parents were welcome to talk or present a cultural activity.

PTO

The Parent Teacher Organization held evening meetings once a month. They were well attended and informative. It was a chance for parents to talk about how to distribute funds from fundraising, determine other areas that parents can support the school and speak about common interests and concerns.

Parent Café

Parent Café took place on the first Friday of every month between 8-9 am. Coffee and pastries were provided for by the PTO and it gave an opportunity for parents to speak in a more informal setting.

Classroom Observations/School Programs & Events

SSMA invited parents to observe in their child’s classroom to better understand the Montessori principles, materials and the school culture. We also have monthly Peace Assemblies.



Click Picture to View Video

https://www.youtube.com/watch?v=U2tfu0_h5fA

Chat & Chew with the ED

Dr. Rodriguez held these sessions with parents every third Friday which served as an informal forum to provide open communication between the parents and Head of School



Parent Enrichment Program

The Parent Enrichment Program (PEP) is a series of supportive and skill-building educational seminars at Shining Stars Montessori for SY 2017-2018. The primary goal of the Parent Enrichment Program is to provide participants a forum in which to discuss their current parenting efforts, to examine their philosophical beliefs about parenting, and to learn new strategies and techniques for use in their efforts to raise happy, responsible and productive children. The workshops will be led by Willa Jones, PhD, Clinical Psychologist and a member of the Mayor's Anti-Bullying Task Force. Some of the topics are listed below.

1. Bullying 101

October is national bullying prevention month. Bullying, also known as peer abuse, can have very serious repercussions. In this first session, participants will learn facts about bullying, review types of bullying behaviors, examine characteristics of children who bully and of children who are bullied, and focus on strategies to employ to help both perpetrators and targets of bullying.

2. Information Processing and Learning

A 4-stage information processing model, describing how humans learn, as well as the difficulties that can be experienced as a result of impaired processing will be presented during this workshop. Two critical areas of information processing (visual and auditory) will be examined to review how they impact the learning process.

3. Understanding Children's Behavior

Having a conceptual understanding of why children behave the way they do can be invaluable in the quest to engage them in positive ways. Adler's four goals of behavior will be utilized in this workshop to facilitate understanding of the motivating factors which influence behavior. Positive and negative approaches to achieving the four goals will be reviewed and processed. Finally, strategies to employ in changing a child's approach from negative to positive will be shared.

4. Discipline: Rules, Limits and Effective Consequences

Helping children to understand and evaluate the consequences of their choices is a powerful life lesson. The concept of logical consequences as a form of discipline, rather than punishment, enables children to learn from their mistakes. In this workshop we will review information, engage in discussion and practice how to implement effective consequences.

5. Effective Communication: How to increase positive responses in children

Children should comply with adult requests within a reasonable amount of time, and generally, cooperate with the adults charged with their care. However, the manner in which adults share their wishes with children can make a huge difference in the level of cooperation which ensues. We will review, discuss and practice ways to engage children so that they are more likely to respond favorably to adult requests.



6. Using Positive Communication to Build Healthy Self-Esteem in Children

Positive self-esteem is one of the most important traits any person, young or old, can possess and is the basis of a child's mental health. Positive self-esteem leads to confidence and a ready willingness to tackle life challenges. In this workshop, we will review pertinent information, engage in discussion, and practice positive communication techniques in the service of building healthy self-esteem in children.

7. How to Avoid Power Struggles with Children by Effectively Giving Them Choices

A power struggle is when a child refuses to comply with an adult request and the adult continues to insist that the child "Do it now." The longer this confrontation continues, the more difficult it can be to gain compliance from the child. We will review pertinent information about power struggles, engage in discussion, and practice strategies for use in regaining cooperation and ending power struggles.

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Every morning our classes begin with a morning circle which allows for and encourages open, honest, and respectful classroom discussions. In addition, the school has adopted restorative practices through restorative justice which helps develop a greater sense of community. Restorative justice is a powerful approach to discipline that focuses on repairing harm through inclusive processes that engage all stakeholders and shifts the focus of discipline from punishment to learning and from the individual to the community (*How To Practice Restorative Justice in Schools by Larry Ferlazzo; Education Week-Feb. 6, 2016*). We also have monthly PEACE Assemblies and parent workshops on such topics as bullying, effective communication, and understanding child behavior (all are clearly outlined in the school description portion of this report).

This year the implementation of Music and Spanish further aids our student's exposure and knowledge of different cultures from around world (further information about these classes can be found in the program highlights section).

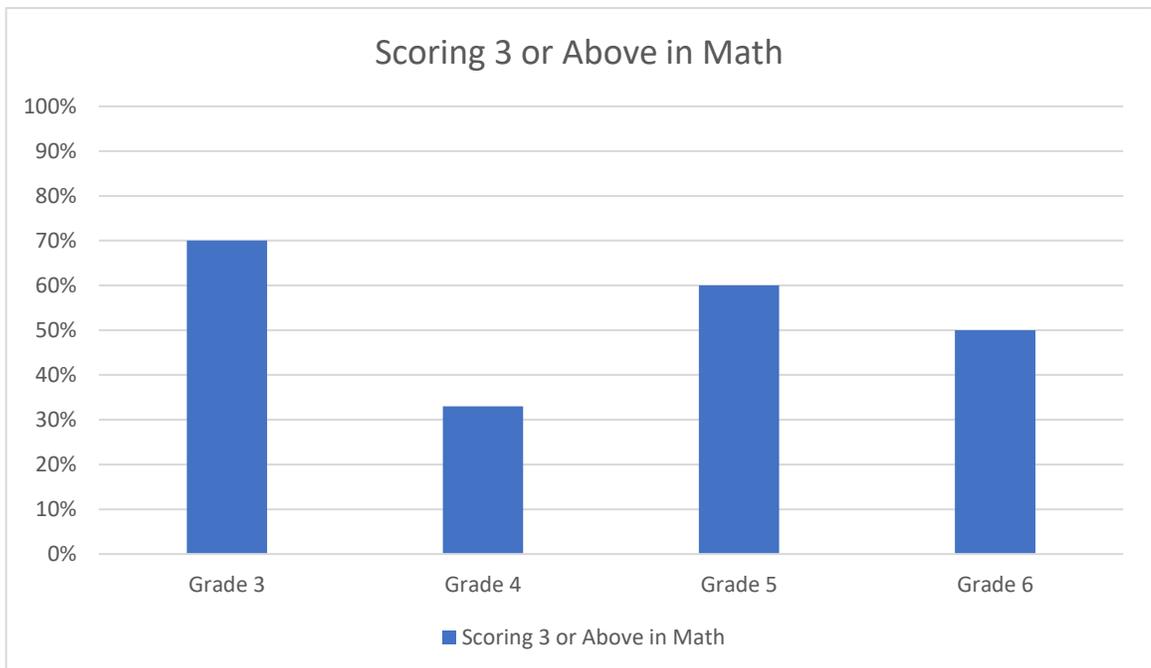
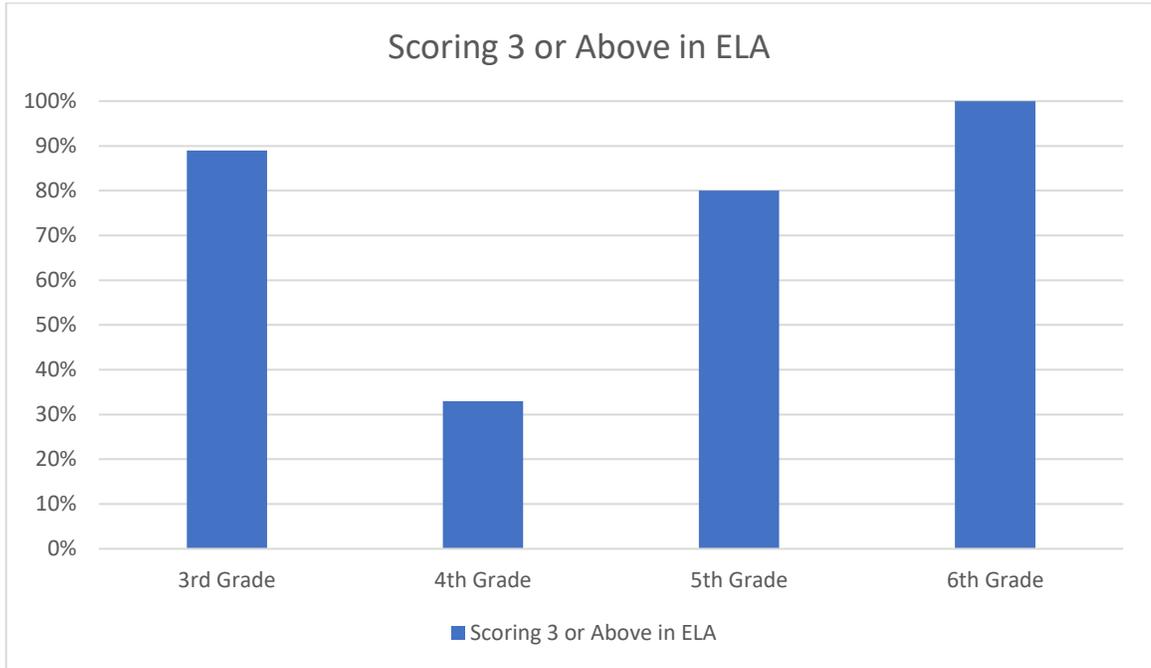
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II. School Performance

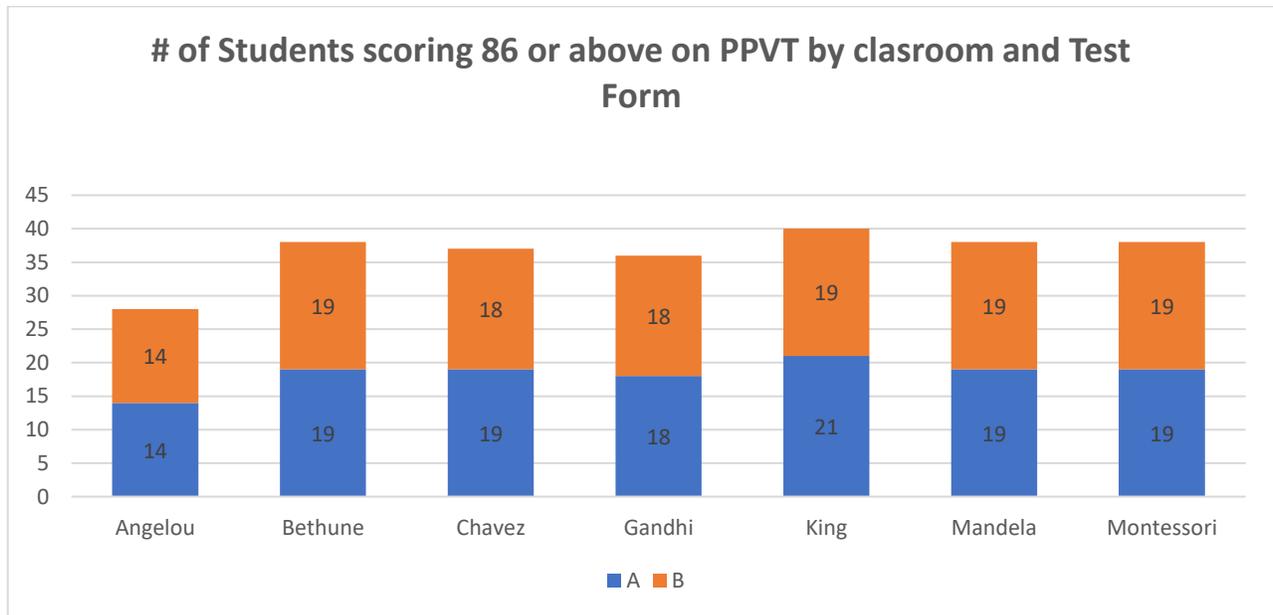
2017-2018 PARCC Results





% of Total Test Takers who scored 86 or more on PPVT by Class Room and Test Form

Class Room	# Scoring 86 or higher on Test Form A	# Scoring 86 or higher on Test Form B	%of test takers scoring 86 or more on Test Form B	%of test takers scoring 86 or more on Test B
Angelou	14	14	100%	100%
Bethune	19	19	100%	100%
Chavez	19	18	100%	100%
Gandhi	18	18	100%	100%
King	21	19	100%	100%
Mandela	19	19	100%	100%
Montessori	19	19	100%	100%
Grand Total	129	126	100%	100%

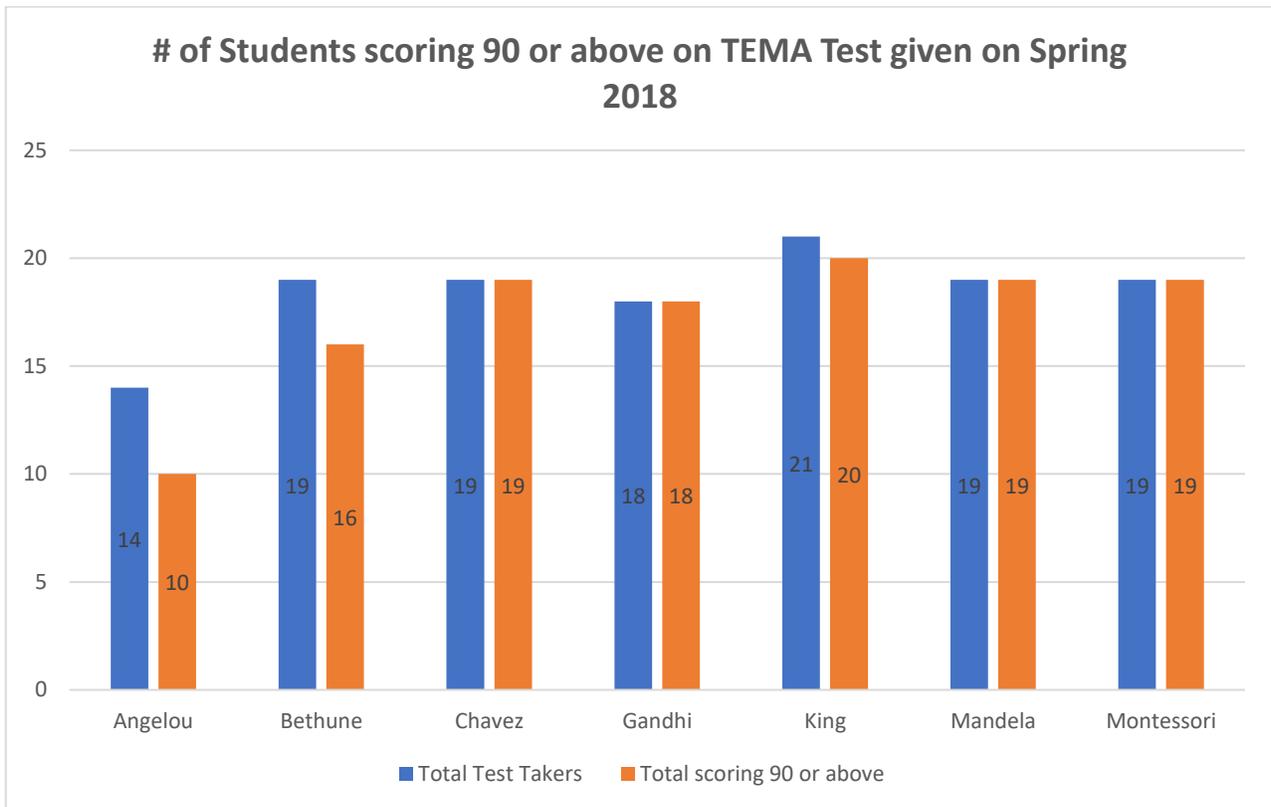




% of Total Test Takers Scoring 90 or above on TEMA - Spring 2018

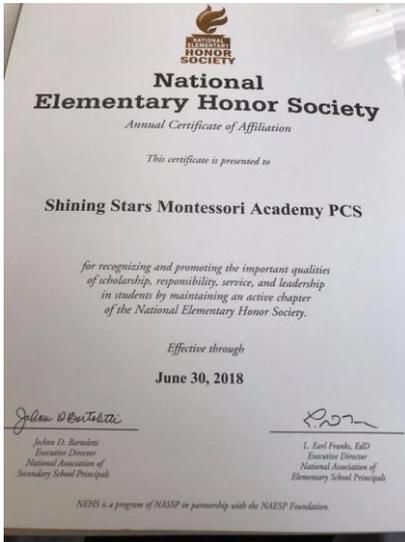
Classroom	Total Test Takers	Total scoring 90 or above	%scoring 90 or above
Angelou	14	10	71%
Bethune	19	16	84%
Chavez	19	19	100%
Gandhi	18	18	100%
King	21	20	95%
Mandela	19	19	100%
Montessori	19	19	100%
Grand Total	129	121	94%

of Students scoring 90 or above on TEMA Test given on Spring 2018





A. Unique Accomplishments/Program Highlights



Starting a National Elementary Honor Society Chapter at Shining Stars (Upper Elementary - Grades 4,5,6)

The idea of starting a chapter of the National Elementary Honor Society (NEHS) comes as we are now fully accredited for our Upper Elementary classroom. This new initiative encourages a culture of achievement not only for our older students but for the younger students as well. At such a critical time in their education, it's more important than ever to instill the values of scholarship, responsibility, service and leadership. These values align so perfectly with those of the Montessori Grace & Courtesy curriculum that they have been learning since being Primary students.

EDUCATION PIONEERS

Shining Stars Staff Selected As 2017-2018 Education Pioneers Visiting Fellows

We are pleased to announce that three SSMA staff have been selected as Visiting Fellows for SY 2017-2018 by Education Pioneers. The SSMA staffers were nominated by Dr. Rodriguez and selected by Education Pioneers. This year's first SSMA cohort of Fellows are Thomas Vu (ELL Coordinator), Delton Fontroy (Lead Guide, Lower Elementary) and Cherita Moore-Gause (Director of Compliance & School Performance). Founded in 2003, Education Pioneers recruits and develops talented professionals from diverse backgrounds to work for K-12 school districts, charter schools, and other education organizations. The Pioneers work on issues related to data analysis, operations, finance, human resources, and more. We look forward to the learnings and capacity building that will result from this experience for our staff.



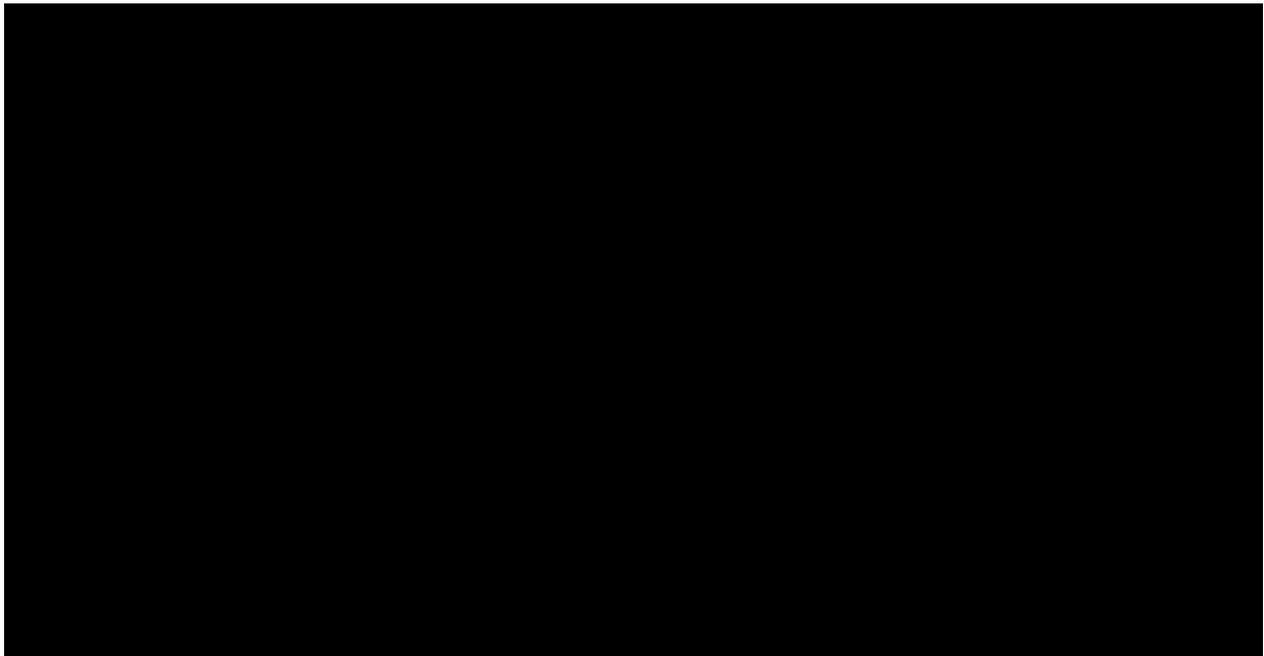
Music classes at SSMA include learning about different cultures around the world. Our students incorporate playing instruments and dancing while using their creativity to express themselves. Check-out this video of Mr.Javon, our music teacher, showing us a snippet of his lower elementary music class.



Click Picture to View Video

<https://www.youtube.com/watch?v=4fuDmLLzlu8>

Here is a sneak peek of our Spanish Language Learning classes! By playing, singing, and interacting in Spanish, students grow a love for learning another language.



Click Picture to View Video



Click Picture to View Video

<https://www.youtube.com/watch?v=dKUxreCPNLA>



On September 25, 2017, we launched the book “Called to the Mall,” an anthology of essays and art about events and personal experiences on the National Mall. Twenty-seven of those stories were written by SSMA students! We are so proud of our students' achievements and we are thankful for Ms. Louise for guiding the children in this project.





Our 6th graders traveled to Honduras! From May 19th to May 25th they visited various sites and places like the Copan and Mayan Ruins, the Macaw Mountains, Los Micos Lagoon, and Miami Garifuna Village. They had a wonderful time learning about different cultures and peoples in San Pedro Sula, Mayan Ruins, and the Caribbean.





On March 14th our Hughes Stars traveled to New York City to participate in the 2018 Montessori Model United Nations conference for upper elementary through middle school students. This is our second year participating in this assembly of Montessori scholars. Check out our student ambassadors (Sia, Amanda, Rashad, Eshan) and Coordinators (Mr. Fontroy and Ms. Joo) below.





Monday, June 11, 2018 marked our very first 6th grade graduation ceremony!





B. List of Donors and Grantors That Have Contributed Monetary or In-Kind Donations of a Value Equal to or Exceeding \$500.00

Donor	Amount
John Bassos	\$5,000.00
National Mall Coalition	\$4,950.00
United Way	\$2,927.31
Schwab Charitable	\$500.00
PTO	\$53,214.73



SY 2017-18 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Shining Stars Montessori Academy PCS
PCSB	Campus Name: Shining Stars Montessori Academy PCS
PCSB	Grades served: PK3--6
PCSB	Overall Audited Enrollment: 272

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	65	64	55	37	27	9	6	5	4
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	0	0	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: 186
PCSB	Suspension Rate: 0.0%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.00%
PCSB	In-Seat Attendance: 94.8%
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: 1.8% (5 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: 66.6%
School	Number of Teachers: 15
School	Teacher Salary 1. Average: \$ 43,979.70 2. Range -- Minimum: \$ 29,570.00 Maximum: \$77,540.00

*Note: Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY17-18. The validated rates that OSSE will provide in their Report Card may use different business rules.



Staff Roster

First Name	Last Name	Title	DOE	Qualifications
Delton	Fontoy	Lower Elementary Guide	8/11/2014	MS in Curriculum and AMI Instruction
Jose	Guevara	Operations Associate	8/11/2014	MS, Information Science
Lorraine	Ivey	Program Assistant (Cafe Manager)	8/11/2011	HS Diploma
Danielle	Lazarre	Primary Guide	8/11/2014	BS, Animal Science
Arkady	Bannigan	Primary Guide	8/7/2017	BA, MA Psychology, AMS
Nina	Ouzounova	Primary Guide	8/11/2014	MS, Early Childhood, AMI
Linsey	Pointdujour	Primary Guide	7/15/2013	BA, Sociology, AMS
Aliya	Rocker	Director Student and Family Extensions	11/2/2012	MSW
Regina	Rodriguez	Executive Director	2/13/2014	Ed.M. Education Administration and Social Policy Research
Renada	Wooden	General Counsel	12/16/2017	BA, JD
James	Walker	Dean of Students	8/9/2017	MS, Human Development
Kristin	Wall	Primary Guide	8/82017	AB, Politics MA, Conflict Resolution
Shaneka	Bush	Primary Program Assistant	9/1/2014	HS Diploma
Cynthia	Thompson	Program Assistant	9/10/2014	HS Diploma/some college
Monique	Mitchell	Director of Operations	12/16/2014	BA, International Affairs
Louise	Kelley	Dedicated Aide/Reading Specialist	12/21/2014	BA, English Writing, MAT
Thomas	Vu	ELL Specialist	11/18/2014	BS Social Work
Beth	Saguto	Lower Elementary Guide	8/7/2017	MA, Transportation Studies AMS Cert.



Erma	Molina	Primary Guide	08/10/2015	BS, Elementary Education
John	Shepherd	Classroom Assistant	08/12/2013	HS Diploma, AMI Assts Cert
Kim	Chiarizzi	Lower Elementary Guide	8/8/2017	BA, Psychology AMS Elementary Cert
Kerry-Ann	Espinoza	Program Assistant	9/6/2016	HS Diploma, AMI Asst Cert
Aminat	Onafuwa	Lower Elementary Guide	8/15/2016	BA, Social Work, AMI
Kyla	Goss	Classroom Assistant	8/15/2016	BA, Psychology
Elba	Jimenez-Acosta	Program Assistant	9/6/2016	HS Diploma
Tais	Taylor	Program Assistant	3/20/2017	HS Diploma
James	McGriff	Program Assistant	8/25/2016	BA, Art
Delonte	O'Bryant	Program Assistant	8/25/2016	BA, Art
Malayssa	Smith	Classroom Assistant	10/27/2015	HS Diploma, Class Asst Cert
Sandra	Larios	Classroom Assistant	1/1/2016	HS Diploma
Carol	Beltrand	SPED teacher	8/16/2016	MA, Education
Wendie	Marsh	Director of Education	8/15/2016	MA, Education, AMS
Kyurshawn	Reese	Registrar	7/1/2016	BS, Business Administration
Cherita	Moore-Gause	Operations Manager	11/21/2016	HS Diploma



Antonio	Hagans	Custodian	3/21/2017	11 th grade
Zufan	Reddae	Primary Program Assistant	08/17/2015	GED
Yuria	Joo	Upper Elementary Guide	8/14/2017	BS, Biology
Alexis	Harmon	Program Assistant	1/3/2018	
Maurice	Jackson	Classroom Assistant	8/7/2017	High School Diploma
Elizabeth	Jean	Classroom Assistant	8/28/2017	BA, Psychology
Bessie	Hubbard	Program Assistant	10/23/2017	AA, Graphic Communications
James	Felton	Administrative Assistant	2/5/2018	High School Diploma
Alexis	Collins	Program Assistant	8/28/2017	BA, Sociology
Allison	Cooper	Classroom Assistant	8/17/2017	BA, Education
Teressa	Burgess	Classroom Assistant	8/25/2017	AA, Arts and Sciences
Julius	Brown	Dedicated Aide	9/23/2017	AA, Behavioral Health
Bettina	Brown	Classroom Assistant	8/14/2017	BA, Criminal Justice MA, Early Childhood
Audrey	Batiste	Special Education Teacher	12/5/2017	MA, Special Education
Malika	Bryant	Art Teacher	8/22/2017	BA, Education AA, Media & Sports Education



Board Members

Name	Role	Appointment Date	End Date
Anthony King, Esq	Chair & Treasurer	8/1/17	7/31/20
Kamal Wright-Cunningham	Vice Chair	8/1/16	7/31/19
Jessica Phillips-Silver,	Secretary	8/1/16	7/31/19
Aldel Brown, Esq	Member	8/1/17	7/31/20
Willa Golden	Member	8/1/11	7/31/17
Shawn Samuel	Member	8/1/14	7/31/17
Janet Walkoe, PhD	Member	8/1/17	7/31/20
Regina Rodriguez	Ex- Officio	8/1/13	7/31/19

At-Risk Funding

We received \$89,851.29 in at-risk funding. This funding was used to hire additional staff. These individuals offered students one-on-one math and literacy support, monthly Montessori parent education workshops, and targeted extended learning support for elementary-aged students.



Unaudited Year-End Financial Statement

Shining Stars

July 2017 through June 2018

Income Statement		Actual
Revenue		
State and Local Revenue		
400 · Per-Pupil Operating Revenue		3,914,618
410 · Per-Pupil Facility Revenue		868,422
420 · Other Local Revenue		26,992
Total State and Local Revenue		4,810,032
Federal Revenue		
500 · Federal Grants		119,450
510 · Federal Programs		55,215
Total Federal Revenue		174,666
Private Grants and Donations		
620 · Private Contributions		14,432
Total Private Grants and Donations		14,432
Earned Fees		
630 · Activity Fees		0
640 · School Sales		97,932
650 · Additional Revenue		11,905
Total Earned Fees		109,837
Total Revenue		5,108,967
Expenses		
Salaries		
700 · Curricular Salaries		1,513,777
710 · Supplemental Service Salaries		528,781
Total Salaries		2,042,558
Benefits and Taxes		
740 · Employee Benefits		163,416
750 · Payroll Taxes		177,543
760 · Professional Development		144,097
Total Benefits and Taxes		485,057
Staff-Related Costs		
780 · Other Staff Expense		20,040



Total Staff-Related Costs	20,040
Rent	
800 · Occupancy Rent Expense	884,453
Total Rent	884,453
Occupancy Service	
810 · Occupancy Service Expense	240,955
Total Occupancy Service	240,955
Direct Student Expense	
900 · Direct Student Expense	585,454
Total Direct Student Expense	585,454
Office & Business Expense	
910 · Office Expense	72,972
920 · Business Expense	375,833
930 · Dues, Fees, & Losses	18,020
Total Office & Business Expense	466,826
Total Expenses	4,725,343
Operating Income	383,624
Extraordinary Expenses	
Interest	
· Interest	0
Total Interest	0
Depreciation and Amortization	
· Depreciation	67,460
Total Depreciation and Amortization	67,460
Total Extraordinary Expenses	67,460
Net Income	316,164
Cash Flow Statement	
Net Income	316,164
Cash Flow Adjustments	
Add Depreciation	
Investing Activities	67,460
Total Add Depreciation	67,460
Operating Fixed Assets	
Investing Activities	(23,715)
Total Operating Fixed Assets	(23,715)
Other Operating Activities	
Operating Activities	130,754
Total Other Operating Activities	130,754
Per-Pupil Adjustments	
Operating Activities	0



Total Per-Pupil Adjustments	0
Facilities Project Adjustments	
Financing Activities	0
Investing Activities	(159,356)
Operating Activities	0
Total Facilities Project Adjustments	(159,356)
Total Cash Flow Adjustments	15,143
Change in Cash	331,307



Approved 2018-2019 Budget

Reporting, v1.0

Shining Stars

FY19 Budget (PCSB format)

Account	SY18-19
Revenue	
Per Pupil Charter Payments - General Education	
4000 · Per-pupil alloc	3,823,468
4050 · Per-pupil adjustment	-
4090 · Per-pupil shortfall contingency	(52,282)
Per Pupil Charter Payments - General Education Total	3,771,186
Per Pupil Charter Payments - Categorical Enhancements	
4010 · Per-pupil SpEd alloc	187,582
4020 · Per-pupil LEP/NEP alloc	125,339
4040 · Per-pupil At Risk	93,360
Per Pupil Charter Payments - Categorical Enhancements Total	406,280
Per Pupil Facilities Allowance	
4100 · Per-pupil facility alloc	998,468
Per Pupil Facilities Allowance Total	998,468
Federal Funding	
5001 · ESEA Title 2	8,804
5003 · IDEA 611	19,976
5005 · ESEA Title 4	-
Federal Funding Total	28,780
Other Government Funding/Grants	
4200 · Local grants	-
4210 · Local programs	6,721
5030 · Competitive federal grants	65,253
5100 · National school lunch prog	50,063
Other Government Funding/Grants Total	122,036
Private Grants and Donations	
6200 · Individual contributions	-



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6220 · Foundation contributions	-
Private Grants and Donations Total	-
Other Income	
6400 · Paid meal sales	46,929
6410 · School store sales	3,548
6420 · Student/parent fundraising	10,000
6500 · Short-term investments	-
6520 · Rental revenue	-
Other Income Total	60,478
Revenue Total	5,387,229
Expenses	
Principal/Executive Salary	
7000 · Leadership salaries	457,000
Principal/Executive Salary Total	457,000
Teachers Salaries	
7010 · Teacher salaries	652,000
7020 · Teacher aides salaries	471,000
7080 · Curricular stipends	-
Teachers Salaries Total	1,123,000
Special Education Salaries	
7011 · SpEd salaries	158,000
Special Education Salaries Total	158,000
Other Education Professionals Salaries	
7100 · Student support salaries	177,000
7110 · Instr staff support salaries	105,000
Other Education Professionals Salaries Total	282,000
Business/Operations Salaries	
7130 · Business, operations salaries	203,000
Business/Operations Salaries Total	203,000
Employee Benefits and Payroll Taxes	
7400 · Retirement plan contrib	56,683
7410 · Health insurance	171,896
7460 · Workers' comp insurance	13,057
7500 · Social security & medicare	170,060
7510 · State unemployment tax	23,020
7800 · Staff recruiting	10,756
7820 · Staff meals, events, & awards	12,201
Employee Benefits and Payroll Taxes Total	457,672



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Educational Supplies and Textbooks

9000 · Student supplies, snacks	79,966
9020 · Student textbooks	25,658
9040 · Library & media materials	-
Educational Supplies and Textbooks Total	105,624

Student Assessment Materials/Program Evaluation

9010 · Student assessment materials	19,372
Student Assessment Materials/Program Evaluation Total	19,372

Contracted Student Services

9050 · Contracted instruction fees	92,017
9051 · Contracted SpEd instruction	118,688
Contracted Student Services Total	210,706

Food Service

9060 · Food service fees	228,588
Food Service Total	228,588

Other Direct Student Expense

9080 · Student recruiting	8,109
9085 · Student events	13,905
Other Direct Student Expense Total	22,014

Rent

8000 · Rent	881,452
Rent Total	881,452

Depreciation (facilities only)

11010 · Facility asset amortization & depreciation	39,394
Depreciation (facilities only) Total	39,394

Building Maintenance and Repairs

8120 · Maintenance and repairs	83,875
Building Maintenance and Repairs Total	83,875

Contracted Building Services

8110 · Contracted building services	60,275
Contracted Building Services Total	60,275

Other Occupancy Expenses

8100 · Utilities & garbage removal	89,737
Other Occupancy Expenses Total	89,737

Office Supplies and Materials

9100 · Office supplies	52,510
Office Supplies and Materials Total	52,510

Office Equipment Rental and Maintenance



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9110 · Copier rental & services	23,590
Office Equipment Rental and Maintenance Total	23,590
Telephone/Telecommunications	
9120 · Telephone & telecommunications	8,438
Telephone/Telecommunications Total	8,438
Legal, Accounting and Payroll Services	
9230 · Accounting, auditing, payroll	98,415
9240 · Legal fees	19,117
Legal, Accounting and Payroll Services Total	117,532
Insurance	
9200 · Business insurance	16,568
Insurance Total	16,568
Professional Development	
7600 · Staff development (non-travel)	77,428
7610 · Staff development travel	10,426
Professional Development Total	87,853
PCSB Administrative Fee	
9210 · Authorizer fees	48,485
PCSB Administrative Fee Total	48,485
Depreciation and Amortization (non-facility)	
11000 · Operating asset depreciation	31,837
Depreciation and Amortization (non-facility) Total	31,837
Other General Expense	
9130 · Postage, shipping, delivery	491
9260 · Computer support fees	74,205
9280 · Other professional fees	120,790
9290 · Other expenses	-
9300 · Dues, fees, and fines	18,755
Other General Expense Total	214,241
Expenses Total	5,022,761
NET ORDINARY INCOME	364,468
TOTAL EXPENSES	5,022,761
NET INCOME	364,468
Cash Flow Adjustments	
Add Depreciation	
1700 · Accum depr FF&E	27,162
1720 · Accum depr computers	4,674



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1910 · Accum amort lease imp	39,394
Add Depreciation Total	71,230
Operating Fixed Assets	
1600 · FF&E	(10,000)
1620 · Computers	(10,000)
Operating Fixed Assets Total	(20,000)
Other Operating Activities	
1101 · Employee clearing	-
200 · Accounts Payable	-
2000 · Current payable	(200,000)
2200 · Accrued salaries	15,807
2250 · Accrued rent liability ST	43,931
2420 · Unearned state revenue	-
Other Operating Activities Total	(140,262)
Facilities Project Adjustments	
1830 · Leasehold improvements	(150,000)
Facilities Project Adjustments Total	(150,000)
Cash Flow Adjustments Total	(239,032)
CHANGE IN CASH	125,436
Starting Cash Balance	245,331
Change In Cash	125,436
ENDING CASH BALANCE	370,767