



ANNUAL REPORT 2018-2019

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shiningstarspcs.org

Anthony King, Esq (Board Chair)

Cultivating Tomorrow's Leaders Today!



SHINING STARS
MONTESSORI ACADEMY
— PUBLIC CHARTER SCHOOL —

Cultivating Tomorrow's Leaders Today!

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A Message from the Executive Director

We Are Excellence At Shining Stars. These words are often said, and they are words that have a different meaning for each and every one of us. For me, **We Are Excellence At Shining Stars** .is not a phrase to be thrown about lightly. **We Are Excellence At Shining Stars** represents the Pride, Authenticity, Tradition and Excellence that our school delivers to every student, every day. It represents a simple and concise way to let people know *who we are* and *what we do*. We hold ourselves to the highest academic standards, and we strive each day to exceed those

standards.

I am extremely proud of our little school as we do more than teach students how to memorize complex passages and complete long division problems. At Shining Stars, we place a high degree of emphasis on inculcating authentic Montessori grace and courtesy, teaching and learning practices. This modeling and shared vision leads us to excel by providing culturally relevant and academically challenging experiences that prepare our students for their future educational and career opportunities.

We Are Excellence At Shining Stars is a statement of community support, inclusiveness, and equity. I love this community's unwavering dedication to our school and the consistent pride in what we as a public charter Montessori accomplished on a daily basis. As a community, we accept our responsibility to ensure our students are prepared for success in a global world with unprecedented, new, and evolving opportunities.

At Shining Stars, we provide our students with skills to develop into well-informed 21st century citizens who are committed to changing the world. **We Are Excellence At Shining Stars** also captures our pursuit to develop compassionate individuals who want to give back to those in need, and team players who are able to work well with peers on innovative partnerships.

I hope you feel the same sense of pride I do as you review this year's classroom stories and achievements in our 2018-19 Annual Report and find new reasons to cheer **What's the Word- We ARE Excellence Shining Stars Montessori Academy.**

Sincerely,

R. Rodriguez
Executive Director & Head of School

I. School Description

A. Mission Statement

Shining Stars Montessori Academy's (SSMA'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 thorough 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 justice practices that help 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.¹ 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).

¹ How To Practice Restorative Justice in Schools by Larry Ferlazzo; Education Week, Feb. 6, 2016.

This year the implementation of Music and Spanish further aids our student's exposure and knowledge of different cultures from around world.² 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.

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.

B. School Program



SSMA is uniquely designed as a public Montessori elementary school with a culturally inclusive curriculum. For the past 100

² Further information about these classes can be found in the program highlights section.

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.³

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, and 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:

³ Probably the most widely read study to date was published in 2006 in the journal *Science* (Lillard, A. & Else- Quest).

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, enrichment of his/her vocabulary, and 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, including 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.

Lower Elementary students 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 aged 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 with 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 studentcentered 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, except 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/PreK3 through K) This year, SSMA held ten Montessori PreReadiness 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, and geography. Additionally, the workshops devoted considerable time

to 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 raised, determine other areas that parents can support the school, and share 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. The school also held monthly Peace Assemblies.

Chat & Chew with the ED

Dr. Rodriguez held these sessions with parents every first 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 that began at Shining Stars Montessori in 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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⁴ *How To Practice Restorative Justice in Schools* by Larry Ferlazzo; *Education Week* Feb. 6, 2016.

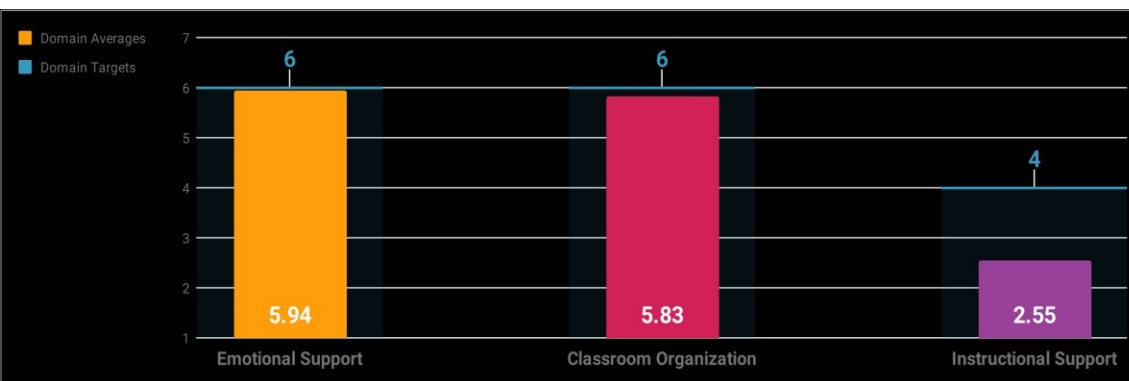


II. School Performance*

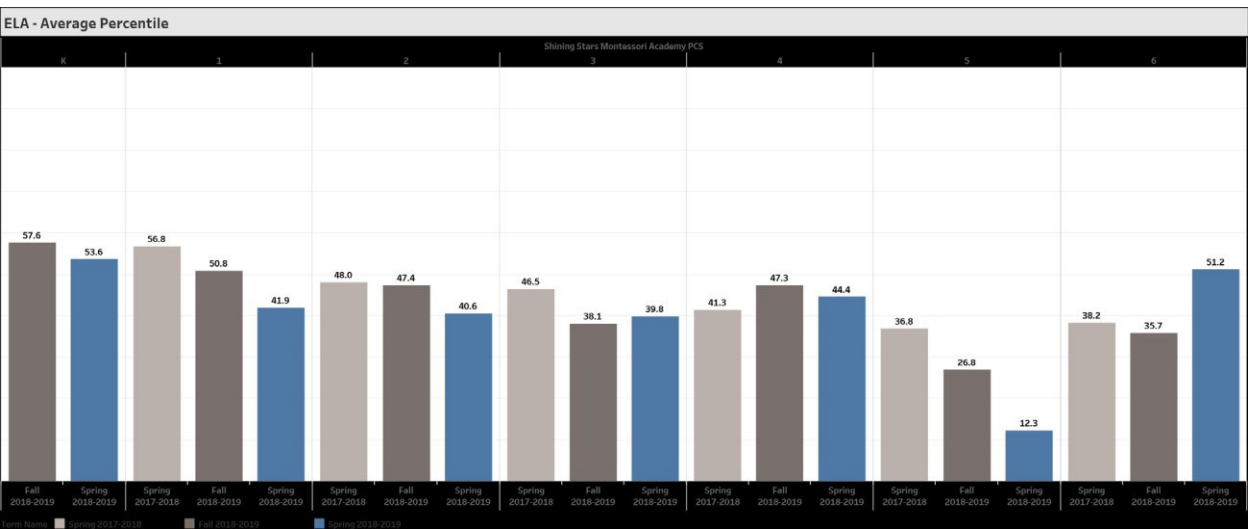
Our mission is to offer a quality Montessori education infused with culturally inclusive principles to guide children to develop to their fullest potential. Improving performance on academic assessments is just one component of our mission. Shining Stars constantly works toward fulfilling its mission by creating a nurturing community where all students and families feel welcome and supported, and by fostering a school environment that ensures students develop the skills they need to become life-long learners and good citizens of the world.

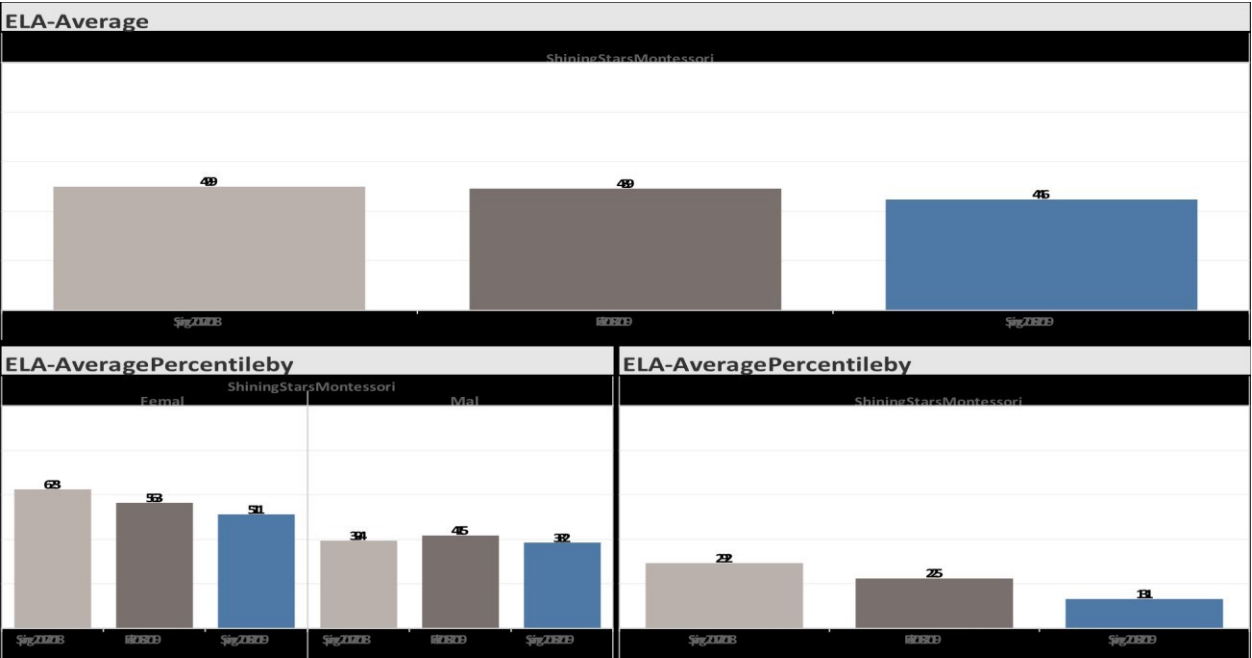
CLASS Observation Program Report

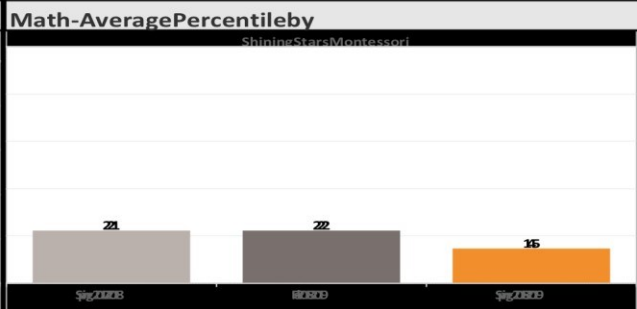
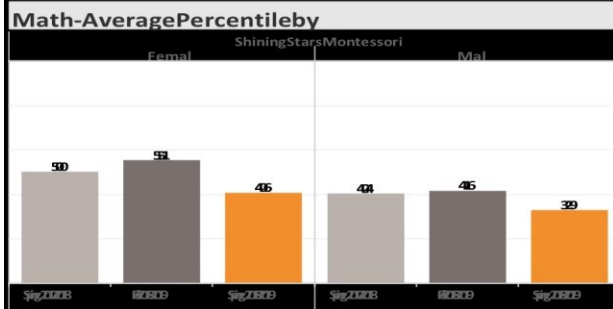
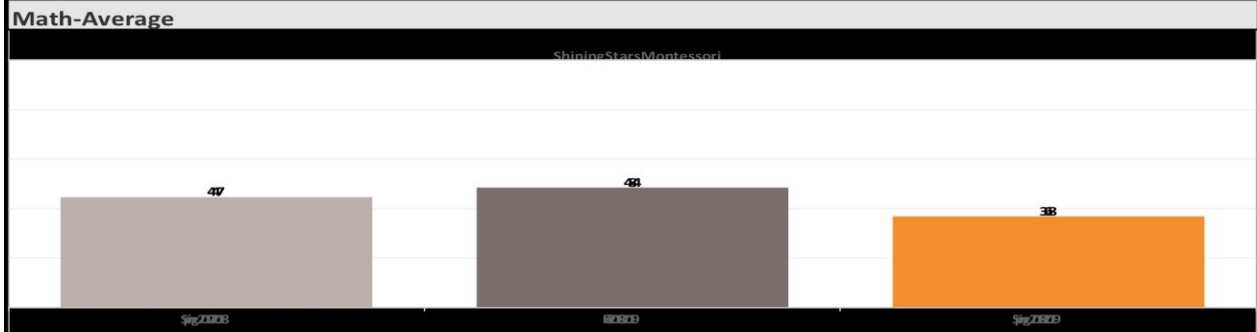
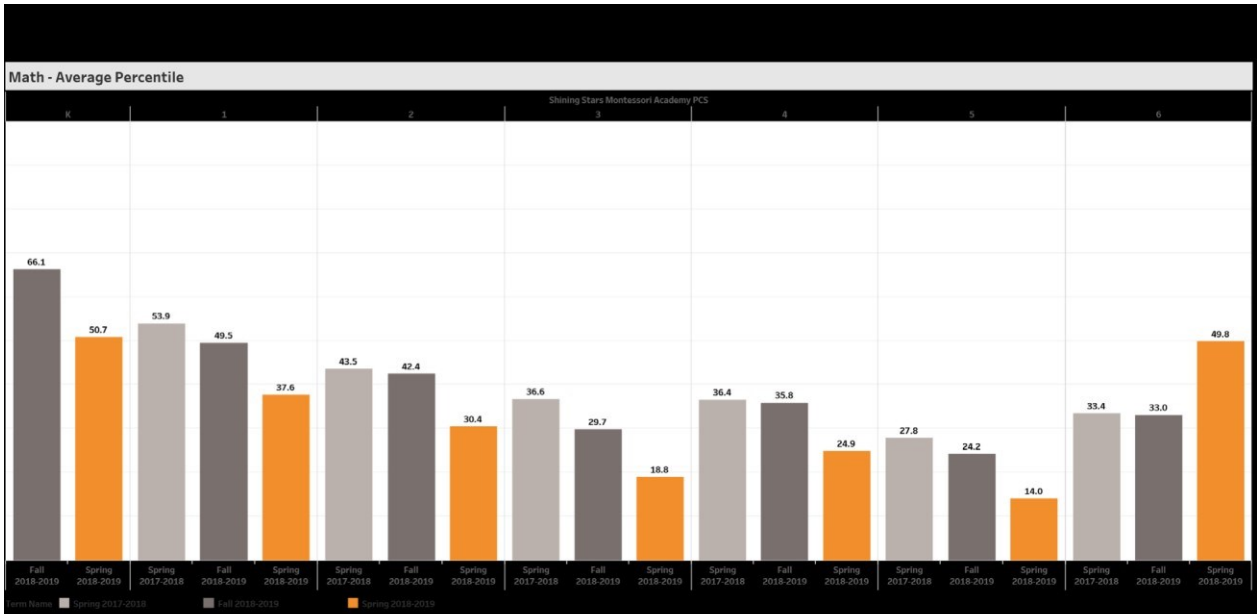
The Classroom Assessment Scoring System (CLASS) is an observational measure that captures the quality of teacher student interactions. It is based on developmental theory and research that demonstrates that interactions between teachers and students are the primary mechanism through which children learn.

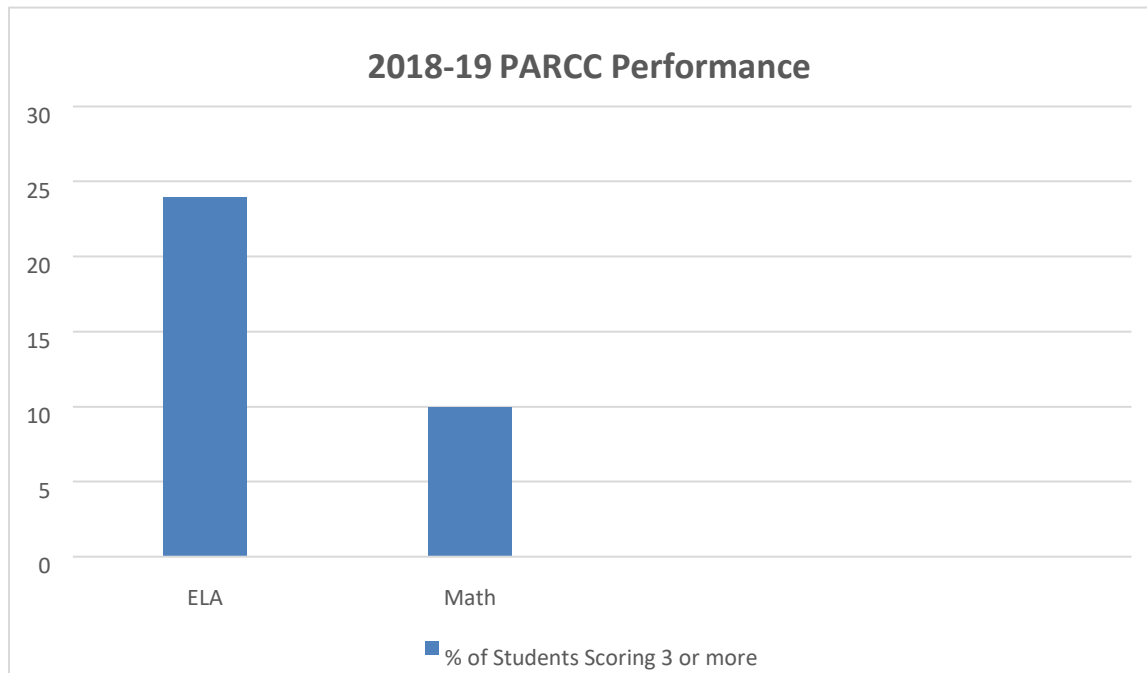


NWEA MAP Results 2018-2019









***SSMA acknowledges that DC PCSB's review and publication of this annual report does not imply concurrence or disagreement with the content herein.**

A. Unique Accomplishments/Program Highlights



SSMA's Montessori Afterschool Program (MAP) Program

One of the activities SSMA offers in its Montessori After-school Program (MAP) is chess. All students in MAP, from Kindergarten through 6th, participate in chess on Mondays and Thursdays. Not only have SSMA scholars enjoyed learning the 1,500year-old game of strategy, but scientific studies have shown that chess builds problem solving abilities, improves cognition, critical thinking, mathematical, and logic skills, and enhances emotional intelligence.

SSMA Upper Elementary Students Wrote and Performed Several Plays

Under the auspices of SSMA guide Louise Parker Kelley, students wrote, directed and performed several original plays, entitled Splaytpus, Monkey Business, and No More Back of the Bus, a play about segregation and racial equality. Directors included Kamryn Wilson, Maathai, Dania Johnson in Keller, and Jayvian Jones and Zoey D. Aamir in Keller did all the sound cues for the Bus play.

SSMA Begins Dual Language Program

In 2018-19, SSMA piloted a dual language immersion program for two primary classrooms. It has been expanded to lower elementary students in 2020.

SSMA Scholars Learn American Sign Language

SSMA's Gandhi and Bethune scholars were the first classes to begin learning American Sign Language in the fall of 2018. Mrs. Brooks, the ELL Coordinator, created nine units of lesson plans and teacher made products to guide the lessons. Mrs. Molina and Ms. Brown will assist Mrs. Brooks with assessing student understanding in order to track student mastery and to add to their portfolio of work.

SSMA Executive Director Regina Rodriguez Receives Manati Fellowship

Regina Rodriguez was one of six educators chosen as part of the first cohort of Manti Fellows. The 18-month long Manati Fellows program, conducted under the auspices of the National Charter Collaborative, is a program that supports single-site charter school leaders in acquiring the necessary skills for sustaining and growing their schools. performance and scale to support student success. The programs focuses on creating a community of school leaders of color who will connect and collaborate on pressing issues faced as single-site schools; develop a shareable, scalable solution to a singular problem of practice with best in class subject matter experts and service providers; pilot and iterate on those designs in real time during the school year; and capture processes and lessons learned so that these solutions can be scaled across a broader network of charter schools.

List of Donors and Grantors That Have Contributed Monetary or InKind Donations of a Value Equal to or Exceeding \$500.00

Donor	Amount
SS Community Association	\$1,400
John Bassos	\$20,000

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
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Student Count	67	55	50	44	24	25	8	9	5
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: 183
PCSB	Suspension Rate: 1.1%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.01%
PCSB	In-Seat Attendance: 95.6%
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: 1.4% (4 students)*

PCSB	Promotion Rate (LEA): 98.9%
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: 14.3%
School	Number of Teachers: 13
School	Teacher Salary 1. Average: \$ 52,607.14 2. Range -- Minimum: \$ 25,000.00 Maximum: \$77,000.00
School	Executive Director Salary \$150,000

Staff Roster

First Name	Last Name	Title	DOE	Qualifications
Delton	Fontroy	Lower Elementary Guide	8/11/2014	MS in Curriculum and AMI Instruction
Jose	Guevara	Operations Associate	8/11/2014	MS, Information Science
Lorraine	Ivey	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
Jennifer	Parker	Principal	6/14/18	MA, JD
Frances	Brooks	ELL Coordinator	8/13/18	BA Spanish, Linguistics MA Intercultural Communications
Regina	Rodriguez	Executive Director	2/13/2014	Ed.M. Education Administration and Social Policy Research
Renada	Wooden	General Counsel	12/16/2017	BA, JD
Veronica	Butler	Upper Elementary Guide	8/20/18	BA
Tonya	Kornegay	Classroom Asst	10/15/18	Diploma
Shaneka	Bush	Primary Program Assistant	9/1/2014	HS Diploma
Christel	Edouard	Upper Elementary Guide	8/20/18	BA - Psychology
Willa	Jones	Director Student Support Services	7/1/18	Ph.D Psychology
Louise	Kelley	Reading Specialist	12/21/2014	BA, English Writing, MAT
Aja	Campbell	Librarian	8/6/18	MA
Marellis	Barrios- Florenz	Bilingual classroom asst	8/27/18	BS, Business

Erma	Molina	Primary Guide	08/10/2015	BS, Elementary Education
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Nicole	Austin	Classroom asst	8/6/18	BA, Psychology
Susan	Shaw	Upper Elementary guide	10/8/18	MA, Elementary Education
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
Erika	Field	Lower Elementary Guide	8/6/18	MA, Montessori Education
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
Erika	Field	Lower Elementary Guide	8/6/18	MA, Montessori Studies
Harry	Gary	Special Education Teacher	8/6/18	BA, Special Education
Sandra	Larios	Classroom Assist	1/1/2016	HS Diploma
Darryl	Buxton	Special Education Coordinator	8/6/18	MA Special Education
Ansia	Dial	Classroom Asst	8/20/18	BA Physical Education

Cherita	Moore-Gause	Operations Mgr	11/21/2016	HS Diploma
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Antonio	Hagans	Custodian	3/21/2017	11 th grade
Zufan	Reddae	Primary Program Assistant	08/17/2015	GED
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
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

	Role	Appointment Date	End Date
Anthony King, Esq	Chair & Treasurer	8/1/17	7/30/21

Kamal Wright-Cunningham	Vice Chair	8/1/16	7/30/21
Aldel Brown, Esq	Member	8/1/17	7/30/21
Willa Golden*	Member	8/1/11	7/30/21
Shawn Samuels*	Member	8/1/14	7/30/21
Teicha Harris (parent)*	Member	8/1/17	7/30/21
Jessica Phillips-Silver*	Member	8/1/11	6/30/19
Regina Rodriguez*	Ex- Officio	8/1/13	7/30/21

*D.C. resident

Unaudited Year-End Financial Statement

Shining Stars

July 2018 through June 2019

Forecast	
Income Statement	TOTAL
Revenue	
State and Local Revenue	5,164,549
Federal Revenue	163,174
Private Grants and Donations	21,970
Earned Fees	200,962
Total Revenue	5,550,655
Expenses	2,289,032
Salaries	503,734
Benefits and Taxes	6,633
Staff-Related Costs	1,131,453
Rent	

Occupancy Service	369,943
Direct Student Expense	658,005
Office & Business Expense	652,444
Total Expenses	5,611,243
Operating Income	(60,588)
Extraordinary Expenses	
Depreciation and Amortization	68,873
Total Extraordinary Expenses	68,873
Net Income	(129,461)



SHINING STARS
MONTESSORI ACADEMY
 — PUBLIC CHARTER SCHOOL —

Cultivating Tomorrow's Leaders Today!

Approved 2019-2020 Budget

Reporting, v1.0

Shining Stars Montessori Academy PCS

Revenue

State and Local Revenue	5,233,157
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Federal Revenue	136,424
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Earned Fees	154,684
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Revenue Total	
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	5,524,266
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Expenses

Salaries	2,183,926
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Benefits and Taxes	566,926
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Staff-Related Costs	18,599
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Rent	881,452
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Occupancy Service	248,297
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Direct Student Expense	525,003
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Office & Business Expense	620,377
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Expenses Total	
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	<u>5,044,580</u>
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NET ORDINARY INCOME**479,686**

Extraordinary Expenses

Depreciation and Amortization 2,916

2,916

Extraordinary Expenses Total**TOTAL EXPENSES****5,127,496****NET INCOME****396,770**