MODERN









CHIARAVALLE MONTESSORI

ANNUAL IMPACT REPORT | 2023-2024



CHIARAVALLE MONTESSORI

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Dear Chiaravalle friends,

We are so proud of our school's accomplishments in 2023-24. This past year, we have continued advancing our modern Montessori approach that integrates core practices with effective learning science and social-emotional best practices. Looking ahead, our new Strategic Plan affirms our mission, vision, and values as we lead this school and our students into the future.

A major achievement was our joint reaccreditation by the American Montessori Society (AMS) and the Independent School Association of the Central States (ISACS). The team noted Chiaravalle is a "leader" and "gold standard of Montessori schools." Our ability to exceed the standards set forth by those bodies, the Illinois State Board of Education (ISBE) and the Department of Child and Family Services (DCFS), demonstrates our ongoing commitment to educational excellence.

We invite you to explore our new Strategic Plan, which will guide our decisions through 2030. It was created through a comprehensive process including past performance and peer review, plans, priorities, and recommendations from the accreditation process, as well as focus groups and surveys gathered from the school's board, faculty, staff, parents, and alumni to develop a shared understanding of what "community" means here.

Other key 2023-24 accomplishments include:

- **Prioritizing faculty growth and competitive compensation:** Our budget focused on attracting and retaining excellent employees. Nearly 70% of tuition revenue supported comprehensive employee benefits and compensation, and $74,000 was invested in professional development and memberships.
- **Fundraising Success:** We are proud that together, the Chiaravalle community raised $432,597 through philanthropic efforts, including 100% participation from staff and faculty in the Annual Fund.
- **Service learning:** Supported by Director of Community & Engagement Kymberly Marrinson, Elementary and Middle School students demonstrated their leadership and commitment to helping make the world a better place by raising nearly $85,000 for worthy missions in our global community, such as pediatric cancer research, gender equality, and sustainability.

Looking ahead, we're excited to build on these successes, learn from challenges, and continue offering a supportive environment for learning and growth in a robust and inclusive community. We are excited for your involvement as we accomplish our 2030 Strategic Plan goals.

Thank you for your trust and support.

Robyn McCloud-Springer
Head of School

Sara O'Mara
Board President



CHIARAVALLE MONTESSORI

STRATEGIC PLAN | 2030

As Chiaravalle enters its seventh decade, we believe now more than ever that Dr. Maria Montessori's vision of an education that fosters respect for humanity, a sense of purpose, ethics, and personal shared responsibility is vital to creating a more peaceful world.

In keeping with Montessori values and ideals, Chiaravalle's community of educators, students, and caregivers are dedicated to developing global citizens who have an awareness and understanding of their place in the wider world. Chiaravalle students are not just academically accomplished; they also possess the knowledge and skills to take an active role in helping to make our planet more peaceful, sustainable, and just.

Explore the plan or download a copy at www.chiaravalle.org/strategic-plan

Empower

Lifelong Learners Who Thrive in an Evolving World

Develop students who possess a commitment to lifelong learning, a strong sense of self, and resilience in the face of a challenging and changing world.

PRIORITIES

- Global Citizenship, Social Justice, and Service Learning
- Environmental Stewardship
- Social-Emotional Growth
- Technology and Innovation

Innovate

Education through Modern Montessori

Deliver an innovative curriculum and programming rooted in Montessori philosophy incorporating evidence-based education advances.

PRIORITIES

- Montessori Leadership
- Curriculum and Program Enhancement
- Student Growth and Evaluation
- Strength-Based Instruction
- Learning Resources and Student Support

Nurture

An Inclusive Culture of Dignity and Belonging

In deep partnership with families and caregivers, foster a community where people treat each other with dignity.

PRIORITIES

- Culture of Belonging
- Community Engagement
- Ensure Chiaravalle is a place where students feel heard, seen, and respected.

Invest

In Operational Resilience and Sustainability

Cultivate and invest in the long-term sustainability of Chiaravalle as an institution that nurtures learning.

PRIORITIES

- Employee Retention and Well-being
- Enrollment Management
- Financial Sustainability
- Philanthropy
- Facilities
- Safety and Security
- Board Engagement

What Does **Leadership** Look Like at Chiaravalle?

It's the quintessential hero speech: Shakespeare's King Henry V, rallying his modest troops before what seems to be a hopeless battle, insisting that this day will go down in history as a day other men will envy. Such is the dynamic influence of leadership: to rouse us into action and victory — to draw out strength in ourselves we didn't know was possible.

Or at least that's what leadership tends to look like on stage and screen: a man before us, voice raised, electrifying his audience.



> What if leadership — true leadership — was demonstrated not on a grand stage, but in small, intential choices made every day?

But here's a radical thought: what if leadership — true leadership — was demonstrated not on a grand stage but in small, intentional choices made every day? In a Montessori classroom, that's precisely the leadership we want to instill in our students.



How? Let's look at six characteristics of leaders: independence, decisiveness, leading by example, communication, big-picture thinking, and integrity, and see how those characteristics operate.

INDEPENDENCE

At the earliest ages, Montessori students are working toward independence. Significant steps like toileting, dressing themselves, tying shoes, and even decision-making are essential to expanding their ability to work without assistance.

In their elementary years, students build on that independence in more nuanced ways, like being able to act or work on one's own. A good leader can work in tandem with others, and still maintain independence of thought. They must collaborate, because if they alienate everyone else, there will be no one to lead. At the start of every school year, Elementary students work together to create a class constitution with rules and boundaries that reflect the values and interests of the community: Be kind. Treat bodies, hearts, and minds with respect, including your own. Reduce, reuse, repair, recycle. Practice whole-body listening.

By Upper Elementary, students learn about being an upstander when they notice someone being hurt. Learning to recognize mean moments and practice supporting the underdog in a way that diffuses instead of exacerbating the situation is a complicated and refined skill. But it's an important way to combine critical thinking and emotional intelligence in a classroom. It stretches the idea of leadership to include being welcoming, inclusive, and supportive of others while also underscoring thinking for yourself and trusting your own capacity to evaluate and act.



> When we are calm, we can find a way to solve the problem.

DECISIVENESS

Decisiveness comes from confidence and confidence from experience. Picking out the next work can be challenging for some children, not because they lack interest or understanding, but because *choosing* can be difficult. Choice has inherent risk. What if they make a mistake? What then? Early Childhood Head Teacher Dorothy Schmid observes, "The three-year cycle gives children space and time to build confidence in their academic, social, and emotional abilities, allowing them to feel comfortable taking risks and growing from failures. Many classroom materials are self-correcting

so the child can see the results of their work in the moment and 'fix' any errors. Our classroom mantra is, 'Mistakes are how we learn!'"

When we normalize mistake-making, several things happen. We cease catastrophizing and keep mistake-making proportional and contextualized, creating more room for problem-solving. A beautiful scoop of FRÍO Gelato on the sidewalk is sad, yes, but it is not a catastrophe. When we are calm, we can find a way to solve the problem. Mistakes help us understand what we need to re-learn. Mistakes point us in the direction our learning can face next. Mistake-making reminds us that taking risks, no matter the outcome is a courageous act. Wading into the tall grasses on a field trip to a prairie can feel scary at first; the more we practice taking risks, the more confidence we will have in our ability to handle the results of that risk-taking, both the victories and the setbacks.



LEADING BY EXAMPLE

While taking risks and learning from mistakes builds individual confidence, true leadership emerges in how we share that confidence with others. You may have heard the phrase 'three before me' — a handy reminder to students that they should consult each other before asking a teacher for help. This idea of everyone being both leader and learner underscores the idea that the people around us have skills and responsibilities and that we can help others.



By extension, experience also helps us understand how to teach others and delegate tasks. "Three Before Me" reminds us that we teach and learn from each other, whether that means a kindergartener helping a three-year-old put on their winter boots before recess or a sixth grader coaching a classmate on writing skills. We pool our excellence, skills, and knowledge.

COMMUNICATION

Leaders communicate. They communicate gregariously, silently, aloud, in groups, singly, in a letter, text, or email. They host meetings and TedTalks. However, not all leaders are extroverts, as Susan Cain made clear in her groundbreaking 2012 book *Quiet: The Power of Introverts in a World That Can't Stop Talking*. Some leaders make their voices heard above the crowd; others are heard from within the crowd, and their message ripples outwards. Regardless of the communication style and mode, leaders communicate with clarity, precision, and persuasiveness.

In the classroom, we explicitly teach good writing and speaking skills. Language lessons teach the splinter skills of spelling, grammar, syntax, and word choice; Writing Workshop lessons teach students how to put those skills together into meaningful and engaging text. Bravely taking the stage to sing the Tree Song at 8th Grade Graduation helps Lower Elementary students experience public speaking. Creating an Interest Fair presentation puts Upper Elementary students through multiple revision experiences, giving them opportunities to research, synthesize, and modify language to reach a particular audience.

Students at all levels also learn interpersonal communication. They learn how to apologize, take responsibility for their actions, and ask for help. We have classroom meetings to identify and explore community problems. We have peace areas in each classroom so everyone can spend time alone with their feelings, and then return to the community with a sense of calm and centeredness.



> Some leaders make their voices heard above the crowd; others are heard from within the crowd, and their message ripples outwards.

We also show students how to learn from the teachers, other experienced students in the room, and from the room itself. If the classroom plants are drooping, someone needs to water them. If the turtle's bowl is empty, someone needs to get the leafy greens. If the moveable alphabet box slips out of someone's hands, we can all pitch in to help with the spill. Leaders observe and take action.

BIG-PICTURE THINKING



If a leader is to inspire us to greatness, they have to have an idea of what that greatness might be. Vision, inspiration, big-picture thinking — someone's got to have their eye on the whole playing field.

There are several ways Chiaravalle helps children with big-picture thinking. On a structural level, the three-year cycle lets each student experience a complete trajectory of lessons, for example, the math curriculum, which builds over three years. It also enables each student to experience concepts and lessons that repeat and spiral, for example, the Great Lessons, which open our imaginations to the history of time, the universe, our planet, humans, and all of language, history,

> We show students how they can impact the world.

calculation, and problem-solving. Instead of siloing an idea or concept within a single discipline, we link them across pedagogical areas within and beyond the classroom: the pattern in a leaf or flower is both botanical and geometric. Spelling is etymological, historical, and (let's face it) a memorized set of letter arrangements. Whenever possible, we connect students to people, activities, and experiences beyond the boundaries of the classroom walls via field trips, writing letters to elected officials, inviting guests to speak and teach, and so on. Finally, we also show students how they can impact the world around them: holding a bake sale to save the manatees or hosting a clothing and toiletry drive for those in need.



INTEGRITY

A leader is only as good as their word. A leader can lead because we have faith in them, because we trust them, and because they have integrity. This is not to say that a leader is perfect. A leader asks for help when needed and apologizes when they've misstepped. We explicitly teach these skills in our classrooms — in Montessori shorthand, "Grace and Courtesy." These skills aren't new in the classroom or the business world. In his seminal article *What Makes a Leader,* published in Harvard Business Review in 1998, Daniel Goleman makes the case for emotional intelligence as the key factor in successful leadership. "My research…" Goleman asserts, "clearly shows that emotional intelligence is the sine qua non of leadership. Without it, a person can have the best training in the world, an incisive, analytical mind, and an endless supply of smart ideas, but he [sic] still won't make a great leader." Without integrity, a leader is a mouthpiece instead of an inspiration.

In Maria Montessori's 1949 book, The Absorbent Mind, she declared, "The greatest sign of success for a teacher... is to be able to say, 'The children are now working as if I did not exist.'" In a Montessori classroom, the teachers work to make themselves as redundant as possible. How is this possible? By fostering a sense



> The greatest sign of success for a teacher...is to be able to say, 'The children are now working as if I did not exist.'

of leadership in each of the children in the room — collaborative as opposed to competitive, internal and confident as opposed to external and awarded, and built on authenticity as opposed to an avatar of false perfection.

While Shakespeare gave us Henry V's rousing battlefield speech, perhaps the truest measure of leadership isn't in grand gestures, but in these daily choices and quiet moments of growth. At Chiaravalle, leadership isn't just a moment on stage — it's woven into the fabric of every child's journey.

How do you pick your path?

Natalya Sanghvi, *Chiaravalle Class of 2010*

Natalya Sanghvi is a Yale graduate, a Senior Associate at Stardust Equity, and a member of the Chiaravalle Board of Trustees. She's engaged in her professional communities, comfortable with risk, and courageous when trying new things.



A significant reason Natalya chose Yale for her university experience was the community-building established through its residential college system. After all, as a Chiaravalle and Francis Parker graduate, she'd spent her life at smaller schools, where community is an essential component of the learning experience. Soon after arriving on campus, Natalya joined an Indian dance team. She'd never danced before, but wanted to know what it was all about. "To this day, I really don't like to dance because I'm very bad at it, but I just wanted to know what it's like to be around this many other Indian students and get to see this aspect of my culture. I'm just going to push myself and try it," Natalya says with a grin.

She approached her coursework selection with the same curiosity and courage: "I was a political science major, but I took everything across the board. I took a class on Greek mythology and I took a class on how to rewrite fairy tales in a modern lens. I took a class on real estate, society, and the economy — I never considered how social life is constructed for people who don't own real estate. I took a very wide breadth of classes. And at the end, I think if I sit down and actually trace it out, I can see there's a really clear narrative of things that excited me and interested me." She chased her interests down, ultimately graduating with a degree in Political Science.



As a 5th grader, Natalya served as Head for a Day with former Head of School and current Trustee, Brenda Mizel.

Natalya applied for a wide variety of jobs, landing one at a private equity fund in Greenwich, Connecticut. "It was interesting," she reflected, "because it was the most foreign to me."

Natalya attributes that courage and confidence as a beginner directly to her Montessori education. From her earliest experiences at Chiaravalle, Natalya learned how to learn from others in the room, and how to teach those who were curious about works and materials she already knew how to use. It didn't start out that way — at first she'd wait and watch the other children for cues on how to go about something: asking a question, sitting in the circle, inviting someone to work together. Soon, Natalya was comfortable doing these things herself and mentoring other classmates who were looking to learn from her.

Natalya is the oldest of three sisters, all of whom attended Chiaravalle. All three grew to be leaders, regardless of their birth order. "There are moments where it's very comfortable for me to say to Marissa, 'Hey you're the one who knows how to do this,' or 'Maya, you've got the expertise here — you should be the one who tells us how this goes.' That's something I learned from being in a Montessori classroom, where it's not about being a leader but it's about being the one who's taught."

A key piece of leadership is understanding how you not only can teach others in the room, but learn from them as well. No one is born knowing about golden beads, Indian dance, or private equity funds. If we live and work in community, we teach and learn in a natural exchange; this habit of mind is a fundamental feature of Montessori education. Knowledge is freely shared, not hoarded. Leaders collaborate instead of dictate. Leaders draw on all the wisdom in the room.

> "In a Montessori classroom… it's not about being a leader, it's about being the one who's taught."



Natalya (right) posing with sisters Maya '14 (left) and Marissa '12 (center)

All this experience and training being a leader might be why, when Natalya had difficulty choosing a path for herself after graduation, she thought about what she wanted through a lens of community and shared experience. By serving on the Chiaravalle Board of Trustees, Natalya gives generously of her time, expertise, and leadership. We are so fortunate she has chosen to be in community with us.

Developing the Courage to Lead

Mahin Goel, *Class of 2024*

It's the fun event with the funny name: CKCKC (Chiaravalle Kids Conquer Kids' Cancer), a vibrant St. Baldrick's head-shaving event that draws participation from Chiaravalle families and the wider Evanston community to raise money for childhood cancer research. Mahin Goel first encountered CKCKC tagging along to Saturday morning meetings with their sister and mother, mainly interested in the pastries from Hewn. During those early days, they observed Chiaravalle student Joshua Rein, the program's 6th-grade founder, leading with remarkable skill. Joshua seemed to know how to manage a meeting, handle an agenda, and keep an event of this magnitude running.

Mahin was surprised when they returned to Chiaravalle as a 6th grader to be encouraged to take a leadership role. In Upper Elementary, teachers prompt students to consider how they serve others: "I found that each and every student still has an impact on the community...I started thinking about what my contribution could be."

The answer came through becoming the third student leader of CKCKC, following Joshua and Nora Roth.

Cheerful and affable, Mahin led with modesty and a focus on empowering others. "CKCKC is not a one-person thing. I did very little; the whole team worked together. That's what makes it work," characteristically deflecting praise to teammates.

The experience taught Mahin valuable lessons. "It was part of my learning how to lead but also step back and let someone else shine," they reflect. "I think that was the biggest thing that I've learned at Chiaravalle: how to help others succeed, not just figuring out how I can."



Mahin Goel celebrates post-shave at CKCKC in 2021

Their advice to younger students considering leadership roles? "Don't think about what you could lose; think about what you might gain." Through three generations of student leaders, CKCKC has raised nearly $650,00. More importantly, it demonstrates that leadership isn't about being in charge — it's about stepping up, bringing others along, and knowing when to step aside.

Transitioning Educational Leadership

At the start of the 2023-24 school year, Chiaravalle welcomed three new members to our Educational Leadership team. At the conclusion of their first year, we asked ***"How do you see yourself as a leader at Chiaravalle?"***



Carrie Kamm, EdD
Education Director

"I see myself as someone who is responsive, open-minded, and who works to model integrity and be inspired by collaboration and challenges."



Jennifer Schwartz, MEd
Early Childhood Coordinator

"I bring a unique set of skills that help to strengthen the Early Childhood team. I am open and curious about learning more so I can best collaborate with others."



Jaclyn Jones, MEd
Middle School Coordinator

"I use my Montessori training, experience in the field, and organizational abilities to center the team on our shared goals."

Read more about Carrie, Jennifer, and Jaclyn at www.chiaravalle.org/community/faculty

Chiaravalle Receives Joint AMS and ISACS Accreditation

In the summer of 2024, Chiaravalle renewed its dual accreditation by ISACS (Independent Schools Associations of the Central States) and AMS (American Montessori Society). Alongside ISBE's highest certification for independent schools and DCFS licensing, our school opts for this joint process over a 7-year cycle to ensure we reach high standards in academics, operations, and Montessori principles. Throughout the 2022-2023 school year, faculty, staff, and community members created a comprehensive self-study that involved deep reflection on curriculum, student life, community, and operations, identifying our strengths and areas for growth. In spring 2024, a 9-member accreditation visiting team led by Kim Schneider (Chesterfield Montessori), Erica Lane (Brickton Montessori), and Betsy Fitch (Virginia Chance School), who represent ISACS and AMS, confirmed that our self-study accurately reflected our school and recommended Chiaravalle for reaccreditation, which was then granted by ISACS and AMS.

The accreditation process represents a significant data source for our new Strategic Plan as it validates our efforts and identifies areas for development as we work to fulfill our mission of inspiring independent, innovative thinkers.

The AMS and ISACS on-site visiting team commended Chiaravalle for:

- Commitment to transformational diversity, equity, inclusion, and belonging work that creates opportunities for connection and understanding, while empowering children to express their unique identities.
- Having a school leader who is a living model of Montessori grace and courtesy, who is present in the day to day functions of the school, and makes efforts to provide a culture of participation and ownership.
- Ongoing reflection process around how to best apply Montessori philosophy and methodology to today's children, guided by emerging research on learning and child development.
- Team of well-trained and experienced educators and staff that support the literacy, math, and social-emotional needs of the students.
- Momentum in building a culture of philanthropy, including community engagement from various constituent groups.



Pictured from top left:

Marcy Flanagan, Brickton Montessori School
Betsy Fitch, Virginia Chance School
Sara Folger, Beacon Academy
Erica Lane, Brickton Montessori School
Kim Schneider, Chesterfield Montessori School
Lynor Johnson, Fox Valley Montessori School
Kerry Moran, Kirkwood Children's House
Barbara Hunt, Francis W. Parker School
Geriann Blevins, The Lexington School

Empowering Dreams Through the Invest in Kids Act

At Chiaravalle, we believe in the transformative power of education. Over the past two years, we have witnessed firsthand the impact of the Invest in Kids Act (IIKA), a state-run program established six years ago that has been a beacon of hope for low-income families seeking high-quality education for their children.

Chiaravalle began using this program two years ago and was able to fund seven students, making a significant difference in the lives of their families by ensuring they could benefit from our child-centered approach to education. These students represented diverse backgrounds and experiences and enriched our classrooms.

Regrettably, the state legislature decided not to extend the IIKA, primarily due to arguments from the Chicago Teachers Union that the program diverted funds from public schools. However, this assertion overlooks the additional several million dollars received by public schools from the act.

The end of the IIKA is a significant loss for our school and all the students who could have benefited from the opportunities it provided.

As we reflect on the positive outcomes of the past two years, we remain committed to finding alternative funding solutions to support our students and ensure that every child, regardless of their economic background, has the chance to thrive in our nurturing Montessori environment.

We invite our community of supporters, donors, and friends to join us in this endeavor. Your generosity and advocacy are essential to creating a sustainable future for our school and the students we serve.

We extend our heartfelt thanks to everyone who has supported Chiaravalle Montessori through the IIKA. Your contributions have made a tangible difference in the lives of our students. As we look ahead, we are filled with hope and determination to continue our mission of providing exceptional education to all.

Thank you for being a part of our journey.

2023-24 Invest in Kids Donors

Patrick and Carrie Charles

George DeMet and Tiffany Farriss

Kymberly and Thomas Marrinson

Jennifer and Todd Paul

Shabnum and Sunil Sanghvi

Tom Springer and
Robyn McCloud-Springer

Fund for Chiaravalle 2023-2024

$432,597 in Donations as of May 31, 2024

The *Shine a Light on Philanthropy* campaign was a tremendous success, raising an impressive $318,725 in the Annual Fund. We are deeply grateful to everyone who contributed to this achievement. We were thrilled to see 100% participation from our Faculty, Staff, and Board of Trustees, highlighting their leadership and strong commitment to our mission. Special thanks go to our alumni families, grandparents, and friends, whose generous donations totaled over $50,000. This collective effort underscores the unwavering support and dedication of our extended Chiaravalle Montessori family. We would also like to thank those who gave their time and talent by volunteering. Your involvement ensures that we remain a place of caring and belonging. The following includes gifts to the Annual Fund, major gift initiatives, and miscellaneous fundraising efforts.

DONOR LEVELS

Pacesetter $10,000 & above
Leader $5,000 to $9,999
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Benefactor $1,000 to $1,999
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Pacesetter

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Jaclyn Jones ▲ and Javier Lopez
Kristina and Tony Jones
Moira Jorgensen ▲
The Jorgensen Family ▲
Carrie Kamm ▲
Hanna Kliza ▲
Angela Koehler ▲
Nathan Krapf and Maire Daly
Janice LacKey ▲
Karen Laner ▲■
Ellie Laser ▲
Cindy Lawson ●
Ling Lee ▲
Ihsan and Dawna Leggett
Paul Lehman and Ronna Stamm ■
Mary Levato ▲■
Lois and Walter Licht ●
Sharon Lieberman ●
Intranig and Brook Lieon
Victoria Livingston, Jacqueline Reuwer, and Joshua Stroud
Mohan Subramanian and Irina Logovinsky
Gregor Matvos and Melanie Lorenzo
Doug Lytle and Julia Ferguson
Casey Plain and Christina Maimone
Rozie Makhani
Kymberly Marrinson ▲
Brian and Sarah Marshall
Jasmin Martinez ▲
Megan McCune ▲
Caroline McFadden ▲
The McLean Family
Amy McNew
Lindsay Michael ▲
Michael and Jessica Miro
Chris and Hayley Monahan
Brandon and Carly Moseberry
Margaret Moses ●
Jordan and Jenna Neuhauser
Judy and Dennis Neuhauser ●
John and Abi Nix
Kirstin Nordhaus ▲
James Kath and Kate Pannella
Ioana and Dorin Pop
Erin Preston and Robert Radford
Prashant Ram and Jay Chandrasekharan
Lynn ▲ and William Raspe ●■
Karlyn Rawlinson ▲
Cynthia Rawson ▲ and Mark Styslinger ●
Alisa Rhodes ▲
John and Julia Rhodes
Tara Richardson ▲
Lee Rivadeneira ▲
Brooks and Katie Robinson
The Romig Family
Sepehr Vakil and Kihana Ross
The Ruehl-Ruffing Family ▲
Charlie and Magnus Russell Torres
The Ryan Family
The Sanghvi Sisters '10, '12, 14 ▲
Elyse Schauer and Minerva Sulis
David and Kathleen Schieber ▲
Dorothy Schmid ▲ and John Agnew ●▲
The Schoen Family
Kristine Schutz and Justin Pusczykowski
Jennifer Schwartz ▲
Guy and Hanna Seltzer
The Sherron Family
Max Siedlecki ▲
Lily Smart ▲
Dina Smith ▲
The Clark Sorock Family
Theresa Sparlin ▲■
Tracey Steffora ▲
Nicole and Ryan Stippler
Steve and Ali Stubitz
Edita Malakauskaite and John Sweeney
Nick Switanek ■
Nancy Syburg ■
Jeff and Care Tademoto
Andre Walker and Francesca Tappi ▲
Jim and Mariah Taylor ▲
Shehnaz Tejani ▲
Jeffrey and Anna Thomas ▲
Robert and Erika Toon ●
Mariebhez Troksa ▲
Andres and Shannon Valencia ▲
Prashant and Natasha Vallury
The Saghir & Vargas ▲ Family
The Veneziano Family
Christina Villalobos ▲
Marisa and Guido Volpe
Kathy and Chris Vuturo
Annalisa Waddick ▲
Scott Waddle and Kaitlin Fahey ▲
Daniel Weinberg ▲
Bridget Wetzel ▲
Molly Williams ▲
Bob and Carol Wooldridge ●
Paul and Melanie Wright ▲●■
Ed and Jill Wu
Damien Young and Jacqueline Cuevas-Young
Lawrence and Mayela Yuen
Kirk and Amanda Ziehm

Companies & Employers

Abbott Fund Matching Grant Plan
AT&T
CNA Insurance
Cohen & Associates Architects ●
Exelon
Fifth Third Bank
Goldman Sachs & Company
Google Matching Gift Program
Honeywell International Charity Matching
Humana
Inspired Closets
Intercontinental Exchange
JP Morgan Chase
McKinsey & Company
Microsoft
New York Life
Russell Investments
Salesforce
Takeda
Wellington Management
William Blair & Company

The Joel S. and Evelyn M. Siegel Endowment

Evelyn M. Siegel

Diversity Endowment

Susan ▲ and Zahlman Greenwood ●■
Karen Laner ▲ and Pete Friedmann ■
Bonnie ▲ and Eddie Maslana ■

FINANCIAL REPORT

FISCAL YEAR 2024

REVENUE			EXPENSES		
Tuition	$7,630,003.70	89.27%	Personnel	$5,253,379.95	62.45%
Fees/Other Misc Income/Interest	$ 229,792.08	2.69%	Tuition Assistance	$1,254,114.51	14.91%
Fundraising	$ 432,597.91	5.06%	Program	$ 343,454.46	4.08%
Summer Camp Program	$ 254,740.50	2.98%	Summer — Direct	$ 123,680.38	1.47%
			Facilities	$ 449,760.35	5.35%
			Debt Services	$ 466,656.96	5.55%
			CAPEX	$ 225,000.00	2.67%
			Scholarship Endowment Contribution	$ 50,000.00	0.59%
			Other(Insurance, Admin, Advancement)	$ 245,536.97	2.92%
	$8,547,134.19	100.00%		**$8,411,583.58**	100.00%

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