



WASHINGTON LATIN
PUBLIC CHARTER SCHOOL

Annual Report *School Year 2018 – 19*

Peter Anderson, Head of School
Ann Elizabeth Lovett, President, Board of Governors

Table of Contents

School Description

Strategic Goals 2016 – 2021

School Program

School Performance

Middle School Data Report

Upper School Data Report

Other Accomplishments

Donors

Appendix A: Staff Roster

Appendix B: Board Roster

Appendix C: Financials

2018-19 year-end statement

Approved 2019-20 Budget

Washington Latin PCS Balance Sheet

School Description

Washington Latin Mission

Washington Latin Public Charter School (WLPCS or Latin) provides a challenging, classical education that is accessible to students throughout the District of Columbia. Challenging, classical, and accessible are fundamental words in the mission of our school. Our talented and caring faculty and staff challenge students with high academic and personal expectations. Ours is a school where words matter, ideas matter, and people matter.

Washington Latin Philosophy

Washington Latin is a school with a particular culture and a clear mission. We believe that all students deserve a quality education that goes beyond preparation and focuses on developing knowledge, understanding, and humanity. We believe that education is a training of character, and character is the intersection of intellectual development and moral integrity. We aim towards an ideal in our program: developing students to be thoughtful people who will contribute to the public good and continue a life-long quest towards a fuller humanity.

Our program focuses on developing each student's ability to be thoughtful, to consider the views and needs of others, and to act with integrity. The greatest challenge comes in our expectation that students will think before they act and do what is right rather than what is expedient. Our classical curriculum provides a strong foundation in reading, writing mathematics, science and critical thinking, and it gives each student an understanding of the basis, in history, of western democracy.

As a charter school, we are open to all students who reside in the District of Columbia, and in each year of the school's existence, we have enrolled students from each of the eight wards. Any student, in grades 5 through 12, who is eager to learn and willing to work for an excellent education will find our program rewarding and will, upon graduation, be prepared for work at the college or university level.

Strategic Goals 2016 – 2021

Three years ago, the school's Board of Governors and leadership embarked on a systematic strategic planning process. After an exhaustive review of current needs and careful consideration of future possibilities, we established a clear set of priorities and goals. These priorities and goals focused us on strengthening our model, ensuring that all essential elements of Washington Latin are sustainable.

Strategic Goal: Ensuring the academic success of all our students, regardless of their background.

- Develop Washington Latin-specific assessments, called the Latin Academic Indices, that measure the knowledge and skills our curriculum emphasizes.
- Increase performance on annual proficiency assessments, both overall and in each sub-group, to narrow the achievement gap.
- Increase our students' college readiness, as measured by national tests (SAT, ACT, and Advanced Placement).
- Increase our graduates' college entrance, persistence, and graduation rates, with particular emphasis on supporting students who are low-income or first-generation college students in their families.

Strategic Goal: Sustaining our diversity among our students to reflect the racial and socioeconomic diversity of D.C.

- Increase student socio-economic diversity to better reflect that of the District.
- Sustain student racial diversity and continue to mirror racial demographics of D.C.
- Increase the diversity of the faculty and staff in both race and gender.
- Maintain an accomplished, skilled, and engaged set of community volunteers as the Board of Governors, who bring a range of expertise and reflect the diversity of the community.

Strategic Goal: Building a faculty and leadership pipeline that ensures stability and makes growth possible.

- Increase retention to build a cadre of excellent teachers who stay at the school, become experts in the Latin model and commit to our community.
- Increase faculty compensation to attract and retain teachers.
- Refine our professional development and evaluation program with both more development opportunities and more systematic evaluation and feedback.

Managing leadership transitions, both in the administration and on the Board of Governors.

- Identify a leadership structure for Washington Latin that is both financially sustainable and organizationally flexible to respond to changing needs, emerging challenges and opportunities.

Meeting families' increasing demand, including opening a new school.

- Explore partnerships with other schools or organizations to help students make the academic leap from elementary to middle school and enter Washington Latin adequately prepared for our rigorous curriculum.
- Begin expansion by opening a middle school with two to three grades, growing “organically” into the full complement of grades.

Refining our financial model and finding additional revenue sources to fund our commitment to small class size.

- Refine the existing financial model to ensure the sustainability of the current school with this small class-size model.
- Examine the long-term relationship of the school's expenses (particularly faculty/staff salaries) and expected revenues (both per-pupil allotments and fundraising) to consider our long-term future needs and plans.

School Program

Curriculum and Instruction

As a classical school, we align ourselves with the established wisdom of the ancients, particularly the cultures of Greece and Rome. We believe that many of the tenets of the ancient world remain relevant in the modern world. Our students study the language, literature, and history of the ancients. We further believe that education is a training of character, and character is the intersection of intellectual development and moral integrity. We seek to develop each student's ability to be thoughtful, consider the views and needs of others, and act with integrity.

Classical Education

A “classical education for the modern world” emphasizes the reality that any curriculum grounded in the classical tradition must hold simultaneously to the timeless truths of the traditions of Greece and Rome, and the timely pressures of life in the 21st century. At WLPCS, we stress fundamental legacies of the classical tradition: education for citizenship in a democracy; the Latin language and the heritage of the Greco-Roman world; and public oratory. We strive to convey these legacies in an environment and culture that includes some of the best of contemporary life: a commitment to a diverse student body and a variety of pedagogies. We aim to use both the ancient methods of repetition and Socratic dialogue, as well as the contemporary innovations of technology and cooperative learning.

Curriculum Framework

Our curriculum is designed to inform, provoke, challenge, and inspire our students so that ultimately, they have a more in-depth knowledge both of themselves and of the world they enter as adults. There are four critical elements of the curricula of WLPCS and are what guide the curricular and instructional decisions of school leaders and teachers.

Moral Issues – Teachers identify the major moral questions that arise within their curricula, and students respond to these questions through class activities including Socratic Seminars.

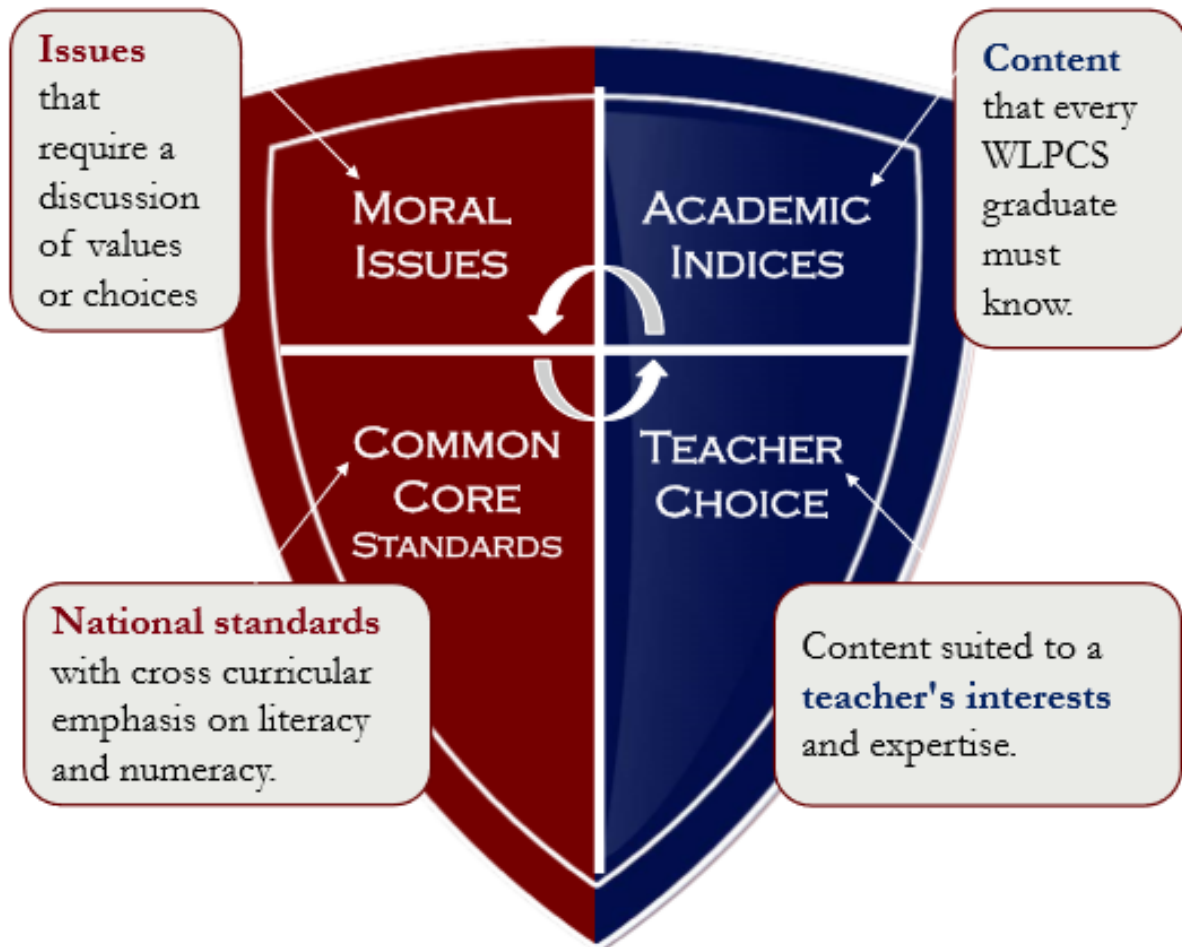
Academic Indices – These indices are those facts and ideas that are critical for WLPCS students to know and understand before they graduate. Indices are continuing to be identified and developed by content area.

Common Core Standards – Common Core Standards are the standards recognized by schools in the District of Columbia. They are also taught within the curricula of WLPCS classes and assessed by PARCC.

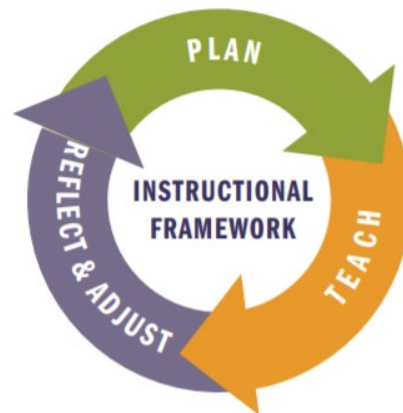
Teacher Choice – Teachers identify their areas of strength and interest, and they teach facts and skills to students in the content of their curricula.



WASHINGTON LATIN PCS CURRICULUM FRAMEWORK



Instructional Framework



Plan

- Plan standards-based lesson objectives consistent with the Washington Latin curriculum framework
- Plan based on moral issues, the academic indices, and Common Core Standards
- Plan based on an understanding of students and the teaching context
- Plan strategies, questions, and assessments
- Develop routines to maximize instructional time
- Arrange the physical environment to allow for optimal learning

Teach

- Use strategies and tasks to engage all students in rigorous work
- Use a variety of questions (disproportionately evidence-dependent questions at the higher levels of Bloom's Taxonomy and Webb's Depth of Knowledge)
- Facilitate student-to-student interaction and academic talk
- Implement routines to maximize instructional time
- Build positive relationships with students
- Build a positive, learning-focused, welcoming and inclusive classroom
- Reinforce positive behavior, redirect off-task behavior and de-escalate challenging behavior
- Check for understanding (and adjust, as necessary)

Reflect/Adjust

- Examine student work
- Provide specific, timely academic feedback to students
- Communicate regularly with parents
- Reflect on the efficacy of instruction:
 - o Are the students engaged?
 - o Are they understanding the concepts being taught?
 - o Are they able to apply the knowledge learned?
- Seek feedback from students, supervisors and/or colleagues
- Adjust plans for future instruction

Curriculum Guide

English

The English curriculum throughout the school emphasizes active reading and engaged writing. Students read both classic works of literature and more modern works chosen for their examination of moral issues. An independent reading program at each level allows students to read books of their own choice. Instruction in literacy includes work on grammar and sentence structure. The writing curriculum introduces writing as a process and asks students to write frequently and in several genres. In fifth grade, students take a separate public speaking course; instruction and practice in the art of public discourse is, after that, part of each course in the school.

Mathematics

The mathematics curriculum aims to provide students with a solid foundation in all the basic numeric operations. Students are expected to be able to perform these basic operations before they can move on to the more abstract ideas of algebra and geometry. In grades 5 and 6, students are grouped according to their previous expertise and facility with basic operations; in grades 7- 10, depending on their comfort with numeric operations, students either continue their work on basic math or begin their high-school work on Algebra I, II, and geometry. For some advanced 10th grade students, Pre-Calculus is an option in the high school. High-school students can also elect to take Statistics, AP Calculus or AP Statistics to fulfill their four-year high-school math requirement.

Throughout the curriculum, students repeat concepts until they understand them deeply; they also learn how to apply their knowledge to unknown problems. Throughout the school, the mathematics curriculum emphasizes automaticity with basic functions, application of prior knowledge to problems, and an appreciation for the beautiful mystery of mathematics.

History

The history curriculum begins in the fifth grade with a world geography course. Students are expected to know the names of countries and capitals throughout the world and to be familiar with the world map. In the sixth grade, students study a year of civics, with a emphasis on the founding documents that shaped the governance of the United States of America. In seventh grade, the curriculum explicitly introduces students to the history of Greece and Rome, and to the significant figures of the classical tradition. The 8th grade curriculum leads students through their first comprehensive study of United States history.

In the 9th and 10th grades, students study two years of World History, beginning with the shaping of civilization in the Fertile Crescent and moving to the present. The 9th and 10th grade world history courses emphasize depth over breadth, focusing mainly on those moments in history when moral decisions came into play. Juniors study U.S. history in depth and seniors take a semester of DC History and a semester of Government. Throughout the curriculum, students learn to ask

essential questions, that raise fundamental issues about scarcity of resources, governance of peoples, and causes for conflict.

Science

The science curriculum at WLPCS aims to introduce students to both the method and wonder of science. In grades 5 and 6, students work labs and units designed by the inquiry-based FOSS science curriculum. They investigate questions from the four main areas of science: earth, chemical, physical and life. After this introduction, students receive more specialized instruction in each of these areas: in 7th grade, they study life science in more depth, focusing mainly on those aspects of life science that are crucial to understanding some of the issues of biology now in the news. In 8th grade, the emphasis is on earth science, again with an emphasis on a moral issue like the harvesting of diamonds or the search for oil.

The 9th grade begins the three-year high-school sequence with an introduction to physics. This course makes understandable some complicated but fundamental physical concepts such as electricity, motion, light, and sound. In the tenth grade, building on their understanding of physics, students take a general chemistry class, with an emphasis on the skills and content foundational to their future study of biology. Juniors take Biology and seniors may elect to take AP Biology, AP Environmental Science, Marine Biology, or Astronomy. Throughout the curriculum, students are asked to practice the habits of the scientist: to be painfully precise and endlessly curious.

Latin/World Languages

As the cornerstone of its curriculum, WLPCS asks all students to study Latin through at least the third level of the language. Beginning in 5th and 6th grade, students examine the basic grammatical principles of Latin, laying the groundwork for their more formal instruction in grade 7. The curriculum stresses Latin's legacy to the English language, both in grammar and in vocabulary. Students also learn the significant characters and tales of Greek and Roman mythology, and the phrases the ancient tradition has bequeathed to our everyday speech. In grades 7, 8, 9, and 10, depending on when they enter school, students take either Latin I, II, or III. The first two years cover the essential features of grammar and introduce students to some passages of real Latin. By the third year, students are ready to translate some of the world's most well-known and loved classical texts.

In addition to Latin, we also provide a strong foundation for our students' development as global citizens through study of modern world languages. All upper school students must complete at least two years of study in either French, Arabic, or Mandarin. We strongly encourage students to continue their language studies beyond the two-year requirement, as they will reap more benefits from higher language proficiency. Proficiency in a new language is a portal to literature, cultures, historical perspectives, and human experiences. In addition to these intrinsic benefits, students gain many practical benefits from long-term language study, as multilingualism is a highly valued, marketable skill that enables students to navigate our increasingly connected world competently. Many Washington Latin students do enroll in higher level language courses, and some of our young language enthusiasts have even enrolled in more than one language course, studying two of our three languages at once.

Arts

Instruction in the arts is also an essential component of the curriculum at WLPCS. Students in grades 5 and 6 take drama classes aligned with the English curriculum. Using the literature of the English classroom as an anchor, students learn how to “get inside” a character and how to write about characters imaginatively. In grades 7 – 8, students receive formal instruction in visual art and music, a semester of each in each year. In the high school, all students are required to take a semester each of art and music. Poetry contests, visual art shows, a dance course, music concerts, and dramatic presentations complement the required instruction in the arts.

Physical Education/Health

In grades 5 and 6, students receive instruction in physical education with an emphasis on learning the habit of daily activity and exercise. In both grades one day of the week is devoted to health education, including such topics as nutrition, fitness, substance abuse prevention, and emotional wellbeing. Students in grades 7 – 8 are required to participate in a sport at least two seasons of each academic year. In the high school, all students are required to complete five “seasons” of physical activity, one of which is a physical education class. Before they graduate, all Upper School students must also take a semester of health.

Parent/Guardian Involvement

Latin’s Parent Faculty Association (PFA) is very supportive of and engaged with the school. From the annual Parent-Faculty Social to a speakers’ series on parenting and education issues, the PFA’s programs connect strongly with the school. Grade representatives keep families informed of school news between meetings, and they also assist teachers with field trips and classroom activities. Contributions to Latin Pride, our annual fundraiser, support Latin by helping teachers outfit their classrooms, supplementing arts and science curricula, paying practice facility fees for athletic teams, helping with end-of-year class trips, hosting teacher lunches during Parent Conferences, and recognizing teachers with holiday gifts.

School Performance and Progress

Meeting Our Mission

Washington Latin's mission is focused on two primary concepts: offering a *high quality and rigorous classical education* and ensuring that this education is *accessible to any student* in DC. We have several initiatives to ensure that all students are able to access our program, in terms of participating fully in the school's academic and extra-curricular programs and having the opportunity to be successful.

First, we provide a classical education that is **high-quality and rigorous**. The Latin model relies on several key elements to ensure this happens:

- An experienced, stable faculty.
- Small classes and overall school size, with a low student-to-teacher ratio to ensure that all students are known, as scholars and people, and that they receive personalized attention.
- Classical approach to teaching, including regular training for teachers on the approach in general and on specific strategies to develop students' ability to understand, reason, and debate essential questions.
- A liberal arts curriculum with a diversity of courses offered, including a range of subjects (such as the Arts), as well as a focus on developing students' analytical, speaking, and writing skills.

Latin employs several strategies to ensure that students from across DC have **equal access** to join our community and be successful:

- Providing information on enrollment as broadly as possible, including in Spanish and in distant neighborhoods, as well as on our campus
- Once students are enrolled, offering transportation to and from neighborhoods at a significant distance from the school, including Anacostia.
- Providing intensive academic support to students performing below grade level or otherwise showing signs that they are at risk of school failure (including academic performance, behavioral issues, attendance problems, or other indications of difficulty). This includes additional intensive classes in core subjects (math and ELA) and before- and after-school tutoring support.
- Offering a full complement of Special Education and Mental Health supports, including making it possible for students to self-refer for counseling for any reason. More than 1/4 of the school's student body regularly sees mental health counselors.
- Ensuring access to all extra-curricular activities for all students, regardless of family income, providing needed funding for transportation, field trips, foreign language travel, and more to students who would otherwise not be able to afford these activities.

PARCC Performance

Washington Latin students once again performed above the state averages on the PARCC exam in 2019. The averages below show the percent of students in each category who scored a 4 or 5 on the PARCC exam, indicating that they are college-and career-ready.

Middle School ELA – 63.0%

Upper School ELA – 83%

Middle School Math – 48.0%

Upper School Math – 41%

Washington Latin Public Charter School – Middle School Data Report

SY 2016-17 Annual Report Campus Data Report – Middle School

Source	Data Point
PCSB	LEA Name: Washington Latin PCS
PCSB	Campus Name: Washington Latin PCS - Middle School
PCSB	Grades served: 5 - 8
PCSB	Overall Audited Enrollment: 370

Enrollment by grade level according to OSSE’s Audited Enrollment Report – Middle School

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	95	95
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	90	90	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 – Middle School

School	Total number of instructional days: 183
PCSB	Suspension Rate: 10.0%
PCSB	Expulsion Rate: 0.0%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.13%
PCSB	In-Seat Attendance: 96.0%*
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: 0.3% (1 student)*
PCSB	Midyear Entries: 0.8% (3 students)*
PCSB	Promotion Rate: 100%
PCSB (SY17-18)	College Acceptance Rates: <i>Not Applicable</i>
PCSB (SY17-18)	College Admission Test Scores: <i>Not Applicable</i>
PCSB (SY17-18)	Graduation Rates: <i>Not Applicable</i>

Faculty and Staff Data Points

School	Teacher Attrition Rate: 21.6%
School	Number of Teachers: 37 “Teacher is defined as any adult responsible for the instruction of students at least 50% of the time, including but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	Teacher Salary 1. Average: \$59,246.12 2. Range -- Minimum: \$32,000 Maximum: \$91,150 Executive Compensation Salaries (including bonuses) of the five most highly-compensated organization*, if over \$100,000, for SY18-19. 1. Peter Anderson, Head of School, \$165,000 2. Diana Smith, Principal, \$121,000 3. Kate Cromwell, Director of Development, \$105,500 *LEA leadership (over both Middle and Upper Schools); no other \$100,000+ employees in 18-19

Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE’s SY 2018-2019 Data Validation Application as of August 2019. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/5 and 5/31 in SY 2018-2019, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.

Washington Latin Public Charter School – Upper School Data Report

SY 2018-19 Annual Report Campus Data Report – Upper School

Source	Data Point
PCSB	LEA Name: Washington Latin PCS
PCSB	Campus Name: Washington Latin PCS – Upper School
PCSB	Grades served: 9 – 12
PCSB	Overall Audited Enrollment: 328

Enrollment by grade level according to OSSE’s Audited Enrollment Report – Upper School

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	0	0	91	80	80	77	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 – Upper School

School	Total number of instructional days: 183
PCSB	Suspension Rate: 9.1%
PCSB	Expulsion Rate: 0.0%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.16%
PCSB	In-Seat Attendance: 93.7%*
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: 1.2% (4 students)
PCSB	Midyear Entries: 0.0%
PCSB	Promotion Rate: 100.0%
PCSB (SY17-18)	College Acceptance Rates: 93.2%
PCSB (SY17-18)	College Admission Test Scores: 88.6%
PCSB (SY17-18)	Graduation Rates: 87.3%

Faculty and Staff Data Points – Upper School

School	Teacher Attrition Rate: 8.8%
School	Number of Teachers: 34 “Teacher” is defined as any adult responsible for the instruction of students at least 50% of the time, including but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	1. Average: \$60,673.30 2. Range – Minimum: \$32,000 Maximum: \$94,000

Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE’s SY 2018-2019 Data Validation Application as of August 2019. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/5 and 5/31 in SY 2018-2019, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.

Other Accomplishments

Planning for expansion

Washington Latin leaders and board members were focused on planning for the expansion of our LEA from one campus to two. We were approved for growth by the PCSB in July 2019, after applying for an enrollment ceiling increase in the spring. Our planning efforts continue, as we seek additional resources to support our growth efforts and ensure that our second campus can serve a diverse group of students from across the District.

Recognition of Washington Latin Faculty and Students

Washington Latin faculty members were invited to speak on panels, present at workshops and participate in exclusive convenings. The following are a few highlights of our community's accomplishments.

- Three Washington Latin students were named to serve as members of the State Board of Education's Student Advisory Committee.
- Honors Choir performed at Carnegie Hall at National Fall Sing in New York.
- Our Honors Choir and choir director (Ms. Melissa Vercammen) were featured as members of a mass choir that performed the National Anthem at the 2019 MLB All Star Game.
- Latin Seniors earned acceptance into the Phi Beta Kappa Society and the LULAC Lamda Scholarship.
- Two athletes earned accolades for track and field --Luke Tewalt won the 2018 - 2019 Gatorade Player of the Year in District of Columbia for Boys Cross Country and Zoe Edelman was named an All-American for Indoor Track & Field.
- Our students finished in second place finish at DC Poetry Out Loud Competition.
- College bound seniors were offered almost \$10M in merit scholarships.
- One Graduating Senior was the recipient of DC Attorney General's Right Direction Award.

Development

Washington Latin raised over \$600,000 last year from its community of supporters for our current campus. Our donors include many of our parents, who donated a total of more than \$230,000 during our annual campaign, Latin Pride. Gifts from our parents ranged from a few dollars to more substantial contributions in the thousands of dollars. This range reflects the socio-economic diversity of our families. Our goals for our annual campaign are twofold: to raise funds that help us close budget gaps and enhance our students' experience at Washington Latin and encourage full participation among our community.

Latin also sought support from government entities and foundations, as well as businesses and individuals as sponsors for our annual event, Convivium de Civitate. Various events brought in an additional \$100,000 from participants as sponsorships and donations.

Donors

Over the years, we have worked to build strong relationships with our donors. We are incredibly grateful for our donors' ongoing support as they contribute to the high-quality education Latin can provide for all students. Below are Latin's Donors who have contributed monetary or in-kind donations having a value equal to or exceeding \$500 from July 1, 2018, to June 30, 2019.

David Abramson and Kelly Hand	David Coulon and Ingrid Bush	Norman and Jessica Gardner
Clifford Altekruise	Lynette and Ryan Craig	Stephen Gibson and Courtney Smith
Eric and Gina Anderson	Kate and John Cromwell	Tina Giffin
Jerri Anglin and Richard Bebout	Matt and Adrienne Crozat	Shari Gilbert
Sasha-Gaye Syreeta Angus	Jerry Crute and Deborah Moss	Gunnar and Jennifer Gode
Lawrence Antoine and Laurie Ballenger	Christina Erland Culver	Charles Gomez and Clair Dejou
Mario and Katherine Arrington	Lucy Cummings and Matthew Kendall	Russell and Elizabeth Greiff
David Arthur and Denise Woods	Martha and Steven Cutts	Timothy and Quincey Grieve
Keith Ashdown and Jill Cashen	Mark and Christine D'Alessandro	Peter Grimm and Kelly Jones
Alan and Meredith Atkinson	Wuhan Dansby and Anita Mingo	Shelagh Grimshaw
Peter and Elizabeth Bakel	Mark Davenport and Jennifer Vanmeter	James and Elizabeth Hagan
Lance Baldwin and Erica Stewart	Michael and Katherine David-Fox	Tom and Jane Hagerty
John Ball and Tara Billingsley	Artur Davtyan and Arminda Pappas	Michael Hall and Jane Taylor
Bank of America/Merrill Lynch	Ziad Demian and	Mary Hallam
Harold and Anne Bates	Merrill St. Leger-Demain	Steven and Joann Hanscom
Josh and Gabrielle Batkin	Darren and Rhea DeStefano	Keith Harney
Nyall and Stephanie Beggs	Anthony and Yolandra Diallo	Isabella Harris
Lars Benson and Francesca Calisti	Souleymane Diallo and Lisa Rucker	Michael Harris and Jill Wasserman
Dion and Jennifer Black	Matt and Kathleen Doherty	Hattie M. Strong Foundation
Julian and Renee Blair	Scott and Diana Douglas	Catherine Herridge
Shawn Bleimehl and Jana Price William	Virginia Downes	Cheryl and George Haywood
Blier and Nancy Edson	Matthew Dunne and Emily Martin	Patrick Healy and Catherine Voss
Robert and Sarah Boone	Katie and John Durcan	Joseph Heim and Hannah Schardt
Steve and Donna Boyer	Alex Economou and Rusty Klopheus	Andrew Herst and Myriam Tron
Steven Bradley and Kelly Callahan	Josh and Heather Edelman	Anne Hingeley and Mark Meier
Philip and Kathleen Brady	Edison Electric Institute	Joseph and Katie Hodge
Charisse Brossard	EdOps	Taryn and Peter Hristov
Sarah and Eric Browne	Ronald Edwards and Jessica Schroeder	Amy Hunter and Josh Greene
Diana Bruce	Eric and Jacqueline Emanuel	Mike Ikenberry and Andrea Fuller
Simon Bruty and Bronwen Latimer	Emory University	Phillip and Elizabeth Wieser
Building Hope	Gary and Bernadine Evans	Michael and Giuliana Irving
Beth and Robert Burchard, Jr.	Exelon Foundation Matching Program	Julie Jacobson, The Share Fund The
David and Kathrine Butler	Shaun and Amy Fanning	James Family Charitable Foundation
Barry and Phyllis Caldwell	Kurt Fernstrom and	Hinda Jarik and Malcolm Ehrenpreis
Brian Campbell and Mary Ann Brazell	Jennifer Abercrombie	Pramesh and Sangeeta Jobanputra
Doug and Sheila Campbell	Emmett Fiawoo Jr	Diane and Berner Johnson
Chris Camponovo and Remedios Moya	Elias Figueroa and Silvia Mego	Sundeeep and Silvana Kalsi
Jeffrey and Ginta Carlson	Justin and Emily Fisher	Glenn Kautt
John and Lauren Cattaneo	James Fitzgerald and Astrid DeVries	Keith and Kecia Kelley
George and Kimberly Christo	Chris and Martita Fleming	Scott and Anu Kelly
Kimberly Churches	Foundation Source	Lucas and Purvee Kempf
CityBridge Foundation	Adair Fox and Shelley Whelpton	Tiffany Kidd
Mary Clark	Tena and Blair Frank	Ted and Laura Kim
John and Kelly Cochran	Jon and Jeni Freed	Steven Kirk and Marilyn Nowalk
Michelle and Jared Cohen	Andrew Freedman and Mimi Laver	Patricia and Steve Kolb
Colleges That Change Lives, Inc.	Brandon and Emily Gallas	Linda Kotis

Ben and Rebecca Kramer
 Markus Krisetya and
 Nicola Mousset-Jones
 Jeffrey and Michele Kuhn
 Anna Laitin and Todd Hettenbach
 Joseph and Molly Laville
 Christopher Le Mon and Rachel Taylor
 James and Lela Lee
 Jeffrey and Dunniela Levin
 Keith Lewis and Jennifer Thorpe-Lewis
 Tony Lin and Vanessa Howells
 Lindner Family Foundation, Inc.
 Thaddeus and Mary Jean Lindner
 Andrew Lipton and Elizabeth Franco
 Stephen and Ann Elizabeth Lovett
 Colleen and Don Lyster
 Peter Marks and Erika Cleveland
 Emilio Martinez and Barrie Lynn Tapia
 Donald Massey and Patricia Tunstall
 Anthony and Kristine Mazza
 Adrian McAloon and Susan Zentay
 Erin McCartney and Kimberly Miller
 Iain and Sarah McPhie
 Eric D.K. Melby
 Roy and April Mellion
 Alan Meltzer
 Richard and Nicole Micheli
 Josh and Lisa Miller
 Thomas Mirabello and Mary Ann Svec
 Margaret Mitchell-Salem
 Glenn and Beverly Mitchell
 Ken and Nicole Mogul
 Michael Monti and Anne Baldwin
 Chris and Lisa Moore
 David Morris and Ulrike Reichert
 Carol Mulholland
 Carl Muller
 Andrew Murray and Natasha Hayward
 Evan and Tina Nadler
 Jason and Emi Neubauer
 David and Linda Neumann
 Norman Rales & Ruth Rales Foundation
 Grover and Samah Norquist Northrop
 Grumman Foundation
 Christine O'Reilly
 Bradley and Jill Olander
 George and Lisa Olson
 Mogy and Kamonya Omatete
 Michael Orlove and
 Rebeca Rodriguez Alonso
 Edward and Zoe Paglee
 Steven and Mary Park
 Dhiren Patel and Ragini Dalal
 Brandon and Emily Paterson
 Thomas and Whitney Paxson
 The Norman Peale Foundation
 David and Sarah Pearson
 David and Sophia Person
 Paul Pfeuffer and Robin Spence
 Melanie and Bill Pittard
 Andres Portilla and Teresa Marchiori
 Andrew and Jodi Pratt
 James Pressick and Karen Bengel
 David Price and Michelle Ringuette
 Robert Price and Christine Gossens
 Heather Prichard
 Jeffrey Pulford and Margot Hoernner
 Joseph and Hilary Raffetto
 Hunter and Elizabeth Rawlings
 Marc and Lauren Regardie
 William and Renay Regardie
 Andrew Richardson and Brenda Oliver
 Robert and Kerry Richardson
 James Roberts and Paula Caira
 Roberto and Angelica Rodriguez
 Brian Roemer and Mona Miller
 David Roodman and Hoangmai Pham
 Edward Roslof and Lara McCoy Roslof
 Robert Ryan and Margaret Fineran
 Fatima Sadiq
 The Samuel Salmanson Foundation
 Jacques Sarfati and Oksana Zadorojnaya
 Anouk Savineau and Alex Tiersky
 Deborah and Ethan Saxon
 David Sayles
 Carl and Lisa Schifferle
 Charles Servaites and Heather Strand
 Darryl and Sonya Shepard
 James Shepherd
 Mark Sherman and Edith Shine
 Michael Shoag and Elisabeth Urfer
 Sven Shockey and Gayle Kirchmar
 Avi Sickel and Rosalind Romain
 Virginia and Scott Simpson
 John Smeltzer and Catherine Flanagan
 Diana Smith
 Peter Smith and Louisa Reynolds
 Jacob and Emilie Sommer
 James Southworth and Karen Milbourne
 Steve and Crystal Souverain
 Bruce Spiva and Anna Gelpern
 David and Grace Steckler
 Daniel Steinberg
 Jeffrey Stewart and Bettina Schewe
 Gerard and Virginia Stocker
 Donielle Stokes
 Henry Tam and Lan Tran
 Nathaniel and LaVerne Tate
 Mark Taylor
 Teachers of Critical Languages Program
 Ronnie and Tari Thaxton
 Charles & Marie Robertson Foundation
 The Shanahan Law Firm, LLC
 John Tichy and Melissa Loughlin
 Sonia Trask
 Joshua Tuerk
 Union Plus
 Kelly Vielmo and John Montgomery
 Del and Chari Voss
 Anthony and Taushia Walker
 Erik Warga and Emmanuelle Dusart
 Washington Urban Debate League
 Watchdog Strategies
 Reginald and Marsha Waters
 Todd Watterson and Tamara Fucile
 Kevin Webb and Erica Turnipseed
 Michael Webb and Satu Hasse-Webb
 Steven Weinberger and Joy Grossman
 Kevin White and Kristin Anderson
 Patrick and Angela Wilson
 David Wolf and Amy Russell
 David Wolfel and Erika Lehman
 David and Andrea Wood
 Minturn and Gwen Wright
 David Yarkin and Courtney Carlson

Appendix A: Staff Roster 2018-19

SENIOR MANAGEMENT COUNCIL

Mr. Peter Anderson – Head of School

M.A. (Sociology), London School of Economics
M.Ed. (Education), New York University
BA (Sociology), Haverford College

Dr. Diana E. Smith – Principal, US English

Ph.D. (English), University of Virginia
B.A. (Classics), Princeton University, *summa cum laude*, *Phi Beta Kappa*

Ms. Kate Cromwell – Director of Development and Communications

M.B.A. (Management), University of California, Los Angeles
B.A. (Spanish Language & Literature) Carleton College, *magna cum laude*

Mr. Bob Eleby-El – Director of Athletics

M.B.A. (Management), Southeastern University
B.S. (Sports Management), Livingstone College

Ms. Martita Fleming – Director of Operations

B.A. (History/English), Williams College

Ms. Geovanna Izurieta – Director of Finance

M.S. (Economics/Management Sciences) and
B.S. (Business Administration/Economic Sciences), Catholic University of Guayaquil, Ecuador

Ms. Anna Jesseman, LGSW – Co-Director of Student Support Services

M.S.W. (International Social Welfare and Policy concentrations), Columbia University
M.S.T. (Childhood Education), Pace University
B.A. (International and Area Studies), University of California, Berkeley

Mr. James Kelly – Assistant Principal; Director of Middle School

M.A. (Education Policy and Management), Harvard Graduate School of Education
B.A. (Sociology), Vassar College

Ms. Khashiffa Roberts – Assistant Principal; Co-Director of Student Support Services

M.A. (Special Education), University of the District of Columbia
B.A. (Print/On-Line Journalism), Howard University, *magna cum laude*

SENIOR LEADERSHIP TEAM

Ms. Kara Brady – Upper School Director, English

B.A. (History), Stonehill College

Ms. Joelle Chall – Assistant Director of Middle School, Mathematics Department Chair

M.A. (Teaching), University of Maryland
B.A. (English), University of Maryland

Ms. Crystal Eleby-El – Director of Student Recruitment and Alumni Liaison

B.S. (Political Science), University of Wisconsin

Ms. Crys Latham – Director of College Counseling

B.A. (African American Studies), Mount Holyoke College

Mr. Carl Lyon – Director of IT, Astronomy, Yoga

M.A. (French), Middlebury College

B.A. (French), Virginia Tech

SENIOR ADMINISTRATION

Mr. William Clausen – Latin, English, Classics Department Chair

M.A. (Classics), Oxford University, *First Class Honours*

B.A. (Classics), Cornell University, *summa cum laude*

Mr. Michael Davis – Data and Compliance Manager

M.A. (Educational Administration), The Catholic University

B.A. (Mathematics), Ohio Wesleyan University

Ms. Teresa Dobler – 6th Grade Science, MS Science Department Chair

B.S. (Childhood & Special Education), State University College/Geneseo, NY

Dr. Lacy Peale – 7th Grade English, MS English Department Chair

Ph.D. (Curriculum and Instruction), University of Virginia

M.A.T. (English Education), M.Ed. (Literacy, Language, & Cultural Studies), Boston University

B.A. (English and American Studies), Dickinson College

Ms. Emily Raskin – Mathematics, Student Activities

M.A.T. (Special Education), Trinity University

B.A. (Women's Studies), Goucher College, *Phi Beta Kappa* and with honors

Ms. Laurel Seid – US English, Student Activities, US English Department Chair

M.A.L.S. (Children's Literature), Georgetown University

B.B.A. (Accountancy), University of Notre Dame

Mr. Lawrence Staten – 6th Grade Civics, History Department Chair

M.A. (Political Science) and B.A. (Political Science), Vanderbilt University

Ms. Christina Stouder – Chinese, Modern Languages Department Chair

M.A. (Second Language Studies and TESOL) and

B.A. (East Asian Language and Cultures), Indiana University

Mr. Rickey Torrence – Physics, US Science Department Chair

M.A. (Teaching), Morgan State University

B.S. (Physics), Hampton University, *cum laude*

Ms. Melissa VerCammen – Music, Arts Department Chair

B.S. (Biology), Denison University

Ms. Johanna Figueroa 5th Grade Math

B.A. (Foreign Languages), B.S. (Social Work), George Mason University

Mr. Joseph Green 7th Grade English

B.A. (Broadcast Journalism), American University, *cum laude*

Ms. Cheryl Haywood 8th Grade English

J.D. Harvard University

B.A. (Economics and Spanish Literature), Wellesley College

Mr. David Koenig – 8th Grade History

J.D. University of Virginia

B.A. (History), College of the Holy Cross

Ms. Patti Kolb – Mathematics

Master of Community Planning (Educational Planning), University of Cincinnati

B.A. (History), University of Cincinnati

Ms. Janna Lee – 7th Grade Math

B.S. (Kinesiology), Texas A&M University

Ms. Brittany Lee-Bey – Reading Specialist

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M.A. (Tea ing Se on ary So ia Stu ies), Trinity University

M.A. (Government om arative o iti s estern uro e), Georgeto n University

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i i sy y se e t i ersity
re si sy y y e e ri i sti e

s i r e e i te i e ter ssist t
e i ti s r i ersity

Ms. Caroline Rose – 6th Grade Latin

B.A. (Classics/Black Studies), Amherst College

Ms. Sarah Senty – 5th Grade Geography

M.A. (Elementary Education), Lesley University

B.A. (Philosophy), University of Virginia

Ms. Mercedes Sisk – 8th Grade Latin

M.A. (Classical Archeology), Tufts University

B.A. (Classics), College of the Holy Cross

Mr. Joseph Starnes – 5th Grade Latin

B.S.W (Social Work), Marist College

Ms. Kristin Stephens – MS/US Art

M.A. (Art Education), University of South Carolina

B.A. (Art/Art Education), Furman University

Ms. Cheryl Steplight – 5th Grade Science

J.D. Georgetown University Law Center

B.S. (Economics), Hampton University

Ms. Caroline Thompson – 7th Grade Math

B.A. (Business Management), University of Phoenix

Mr. Reginald Wills – 7th Grade History

B.A. (Philosophy), The Catholic University of America

UPPER SCHOOL FACULTY

Ms. Mary Amaechi – Science

M.S. (Science), Johns Hopkins University

B.S. (Human Science), Georgetown University

Mr. Kaleb Banks – Special Education Teacher

B.A. (Philosophy and Government), Cornell University

Ms. Elaina Barroso – History

M.Ed. (Human Development and Psychology), Harvard University

B.A. (History/Education/Social Studies), Swarthmore College

Mr. Aaron Baum – History, English

B.A. (Political Science), Duke University

Mr. Parag Bhuva – History, Intensive Writing

M.A. (Curriculum and Instruction), University of Connecticut

B.A. (Anthropology) and B.S. (Psychology), University of Connecticut

Ms. Natalia Christian – Chemistry

B.A. (French concentration, Chemistry minor), Howard University

Mr. Nathan Day – English

M.A. (Religious Studies), University of Chicago
B.A. (Religion), Williams College

Ms. Elizabeth Foley – English and Math

M.Ed. (Education), American University
B.A. (English, Classics), Georgetown University

Ms. Anna Laura Grant – DC History, Peer Mediation

M.A. (Secondary Education - specialty in teaching English), Valencia Int'l Univ.
M.A. (Bilingual and Multicultural Education), University of Alcala
B.A. (Justice Studies/Italian), James Madison University

Mr. Thomas Hagerty – History

J.D. University of South Carolina
B.A. (English), Harvard University

Mr. Joseph Hamd – Arabic

B.A. (Liberal Arts), St. John's College

Ms. Joyce Hamd – English and History

B.A. (General Studies/Humanities, Nicholls State University)

Mr. Brian Hotchkiss – Special Education Teacher

M.A.T. Binghamton University, *summa cum laude*
B.A. (Non-Fiction Writing and Sociology), Ithaca College

Mr. Carl Hultgren – English

B.A. (English Language & Literature), University of Maryland, *summa cum laude*

Ms. Geneva Jost – Biology

B.A. (Biology), University of North Carolina at Chapel Hill

Mr. Adam LaFleche – Latin

B.A. (Classical Studies & French Literature), George Washington University

Ms. Karen Lambert – French

M.A. (Education) and M.A. (History), Stanford University
B.A. (History), Univ. of Calif. at Berkeley, *summa cum laude*, *Phi Beta Kappa*

Mr. Lawrence Liu – Chinese/Government

J.D. Columbia University School of Law
B.A. (Public Policy), Brown University

Mr. Corey Martin – Latin

B.A. (Biblical and Theological Studies), Nyack College

Mr. Alexander Porcelli – Arabic

B.A. (Arabic), Georgetown University, *magna cum laude*

Mr. Christopher Richardson – Mathematics

J.D. George Washington University

B.A. (Social Relations), Harvard College

Mr. Julian Salazar – Geometry

B.A. (Art History) and B.S. (Mathematics), Duke University

Ms. Marie Martine Shannon – French

M.A. (French Literature), Cornell University

B.A. and M.A. (Anthropology), University de Bourdeaux

Ms. Elisa Shapiro – Physics

M.S. (Aerospace Engineering), University of Maryland

B.A. University of Rochester

Mr. John Stiff – Mathematics and History

M.A. (Teaching - Mathematics and Reading; Endorsement in Special Education), National Louis University

B.A. (Dual concentration: International Studies, Slavic Languages and Literatures), University of Chicago

Ms. Sandra Whitfield – Special Education Teacher

M.A. (Education and Human Development), The George Washington University

B.A. (American Government), Georgetown University

Mr. Tom Yonker – Latin

M.A.T. (German), University of Virginia

B.A. (German), Truman State University

Appendix B: Board Roster

Ann Elizabeth Lovett, President

D.C. Resident
Former parent
12/13 Joined

Christopher B. Wilkinson, Vice President

Maryland Resident
3/16 Joined

Tim Morgan, Treasurer

Virginia Resident
9/15 Joined

Kimberly Cole, Secretary

Virginia Resident
10/16 Joined

Laurie Ballenger, Member

DC Resident
6/18 Joined

Alexandra Economou, Member

Virginia Resident
10/12 Joined

Ragini Dalal, Member

D.C. Resident
Former parent
7/15 Joined

Maria Demeke, Member

D.C. Resident
10/16 Joined

Alyse Graham, Member

D.C. Resident
7/18 Joined

Russell Greiff (Parent), Member

D.C. Resident
10/13 Joined

Patrick Mara, Member

D.C. Resident
3/15 Joined

Hunter R. Rawlings III, Member

D.C. Resident
9/15 Joined

Balance Sheet

Washington Latin PCS

As of June 30, 2019

Balance Sheet	6/30/2019
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Assets	Year End
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Assets

Current Assets

Cash 11,062,594

Accounts Receivable 362,919

Other Current Assets 67,841

Intercompany Transfers 0

Total Current Assets 11,493,353

Noncurrent Assets

Facilities, Net 15,763,294

Operating Fixed Assets, Net 200,190

Total Noncurrent Assets 15,963,483

Total Assets 27,456,837

Liabilities and Equity	Year End
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Liabilities and Equity

Current Liabilities

Accounts Payable 149,960

Other Current Liabilities 69,349

Accrued Salaries and Benefits 739,695

Total Current Liabilities 959,005

Equity

Unrestricted Net Assets 8,429,133

Net Income (16,681)

Temporarily Restricted Net Assets 421,883

Total Equity 8,834,334

Long-Term Liabilities

Senior Debt 18,149,541

Other Long-Term Liabilities (486,043)

Total Long-Term Liabilities 17,663,498

Total Liabilities and Equity 27,456,837

Income Statement

Washington Latin PCS

FY19 Financials

Forecast	
Income Statement	Actual
Revenue	
State and Local Revenue	12,178,381
Federal Revenue	318,733
Private Grants and Donations	565,745
Earned Fees	581,907
Donated Revenue	9,340
Total Revenue	13,654,105
Expenses	
Salaries	7,413,409
Benefits and Taxes	1,565,213
Staff-Related Costs	101,794
Rent	41,535
Occupancy Service	604,128
Direct Student Expense	1,381,243
Office & Business Expense	688,289
Donated Expense	9,340
Total Expenses	11,804,950
Operating Income	1,849,155
Extraordinary Expenses	
Interest	832,303
Depreciation and Amortization	1,033,533
Total Extraordinary Expenses	1,865,836
Net Income	(16,681)

Washington Latin PCS

FY20 Budget

	SY19-20
Revenue	
State and Local Revenue	12,471,093
Federal Revenue	331,560
Private Grants and Donations	1,164,454
Earned Fees	441,561
Donated Revenue	6,791
Revenue Total	14,415,458
Expenses	
Salaries	8,225,309
Benefits and Taxes	1,774,738
Staff-Related Costs	145,490
Occupancy Service	719,646
Direct Student Expense	1,269,533
Office & Business Expense	670,436
Expenses Total	12,805,152
NET ORDINARY INCOME	1,610,306
Extraordinary Expenses	
Depreciation and Amortization	1,034,177
Interest	828,467
Extraordinary Expenses Total	1,862,644
TOTAL EXPENSES	14,667,796
NET INCOME	(252,338)