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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.
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.
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

Issues that require a discussion of values or choices

Moral Issues

Common Core Standards

Teacher Choice

Academic Indices

Content that every WLPCS graduate must know.

National standards with cross curricular emphasis on literacy and numeracy.

Content suited to a teacher's interests and expertise.
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:
  - Are the students engaged?
  - Are they understanding the concepts being taught?
  - 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 an 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.
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 ¼ 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%
- Middle School Math – 48.0%
- Upper School ELA – 83%
- Upper School Math – 41%

Washington Latin Public Charter School – Middle School Data Report

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

<table>
<thead>
<tr>
<th>Source</th>
<th>Data Point</th>
</tr>
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<tbody>
<tr>
<td>PCSB</td>
<td>LEA Name: Washington Latin PCS</td>
</tr>
<tr>
<td>PCSB</td>
<td>Campus Name: Washington Latin PCS - Middle School</td>
</tr>
<tr>
<td>PCSB</td>
<td>Grades served: 5 - 8</td>
</tr>
<tr>
<td>PCSB</td>
<td>Overall Audited Enrollment: 370</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>PK3</th>
<th>PK4</th>
<th>KG</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Count</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>95</td>
<td>95</td>
</tr>
<tr>
<td>Grade</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>Alternative</td>
<td>Adult</td>
<td>SPED*</td>
</tr>
<tr>
<td>Student Count</td>
<td>90</td>
<td>90</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>School</th>
<th>Total number of instructional days: 183</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCSB</td>
<td>Suspension Rate: 10.0%</td>
</tr>
<tr>
<td>PCSB</td>
<td>Expulsion Rate: 0.0%</td>
</tr>
<tr>
<td>PCSB</td>
<td>Instructional Time Lost to Out-of-School Suspension Rate: 0.13%</td>
</tr>
<tr>
<td>PCSB</td>
<td>In-Seat Attendance: 96.0%*</td>
</tr>
<tr>
<td>PCSB</td>
<td>Average Daily Attendance:</td>
</tr>
<tr>
<td></td>
<td>The SRA requires annual reports to include a school’s average daily membership.</td>
</tr>
<tr>
<td></td>
<td>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.)</td>
</tr>
<tr>
<td>PCSB</td>
<td>Midyear Withdrawals: 0.3% (1 student)*</td>
</tr>
<tr>
<td>PCSB</td>
<td>Midyear Entries: 0.8% (3 students)*</td>
</tr>
<tr>
<td>PCSB</td>
<td>Promotion Rate: 100%</td>
</tr>
<tr>
<td>PCSB</td>
<td>College Acceptance Rates: Not Applicable</td>
</tr>
<tr>
<td>PCSB</td>
<td>College Admission Test Scores: Not Applicable</td>
</tr>
<tr>
<td>PCSB</td>
<td>Graduation Rates: Not Applicable</td>
</tr>
</tbody>
</table>
## Faculty and Staff Data Points

<table>
<thead>
<tr>
<th>School</th>
<th><strong>Teacher Attrition Rate</strong>: 21.6%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Number of Teachers</strong>: 37</td>
</tr>
<tr>
<td></td>
<td>&quot;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.&quot;</td>
</tr>
<tr>
<td></td>
<td><strong>Teacher Salary</strong></td>
</tr>
<tr>
<td></td>
<td>1. Average: $59,246.12</td>
</tr>
<tr>
<td></td>
<td>2. Range -- Minimum: $32,000</td>
</tr>
<tr>
<td></td>
<td>Maximum: $91,150</td>
</tr>
<tr>
<td></td>
<td><strong>Executive Compensation Salaries</strong> (including bonuses) of the five most highly-compensated organization*, if over $100,000, for SY18-19.</td>
</tr>
<tr>
<td></td>
<td>1. Peter Anderson, Head of School, $165,000</td>
</tr>
<tr>
<td></td>
<td>2. Diana Smith, Principal, $121,000</td>
</tr>
<tr>
<td></td>
<td>3. Kate Cromwell, Director of Development, $105,500</td>
</tr>
</tbody>
</table>

*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.
### Student Data Points – Upper School

<table>
<thead>
<tr>
<th>School</th>
<th>Total number of instructional days: 183</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCSB</td>
<td>Suspension Rate: 9.1%</td>
</tr>
<tr>
<td>PCSB</td>
<td>Expulsion Rate: 0.0%</td>
</tr>
<tr>
<td>PCSB</td>
<td>Instructional Time Lost to Out-of-School Suspension Rate: 0.16%</td>
</tr>
<tr>
<td>PCSB</td>
<td>In-Seat Attendance: 93.7%*</td>
</tr>
<tr>
<td>PCSB</td>
<td>Average Daily Attendance:</td>
</tr>
<tr>
<td>PCSB</td>
<td>The SRA requires annual reports to include a school’s average daily membership.</td>
</tr>
<tr>
<td>PCSB</td>
<td>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.)</td>
</tr>
<tr>
<td>PCSB</td>
<td>Midyear Withdrawals: 1.2% (4 students)</td>
</tr>
<tr>
<td>PCSB</td>
<td>Midyear Entries: 0.0%</td>
</tr>
<tr>
<td>PCSB</td>
<td>Promotion Rate: 100.0%</td>
</tr>
<tr>
<td>PCSB</td>
<td>College Acceptance Rates: 93.2%</td>
</tr>
<tr>
<td>PCSB</td>
<td>College Admission Test Scores: 88.6%</td>
</tr>
<tr>
<td>PCSB</td>
<td>Graduation Rates: 87.3%</td>
</tr>
</tbody>
</table>

*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.
### Faculty and Staff Data Points – Upper School

<table>
<thead>
<tr>
<th>School</th>
<th><strong>Teacher Attrition Rate:</strong> 8.8%</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td><strong>Number of Teachers:</strong> 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.</td>
</tr>
</tbody>
</table>
| 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.
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 Lambda 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.
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.

<table>
<thead>
<tr>
<th>Donors</th>
<th>Donors</th>
<th>Donors</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Abramson and Kelly Hand</td>
<td>David Coulon and Ingrid Bush</td>
<td>Norman and Jessica Gardner</td>
</tr>
<tr>
<td>Clifford Altekruse</td>
<td>Lynette and Ryan Craig</td>
<td>Stephen Gibson and Courtney Smith</td>
</tr>
<tr>
<td>Eric and Gina Anderson</td>
<td>Kate and John Cromwell</td>
<td>Tina Giffin</td>
</tr>
<tr>
<td>Jerri Anglin and Richard Bebout</td>
<td>Matt and Adrienne Crozat</td>
<td>Shari Gilbert</td>
</tr>
<tr>
<td>Sasha-Gaye Syreeta Angus</td>
<td>Jerry Crute and Deborah Moss</td>
<td>Gunnar and Jennifer Gode</td>
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<td>Lawrence Antoine and Laurie Ballenger</td>
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<td>Mark Davenport and Jennifer Vannmeter</td>
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<td>Michael and Katherine David-Fox</td>
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<td>Michael Hall and Jane Taylor</td>
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<td>Darren and Rhea De Stefano</td>
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<td>Eric and Jacqueline Emanuel</td>
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<td>Barry and Phyllis Caldwell</td>
<td>Emmett Fiawoo Jr</td>
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<td>Elias Figueroa and Silvia Mego</td>
<td>Pramesh and Sangeeta Johanputra</td>
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<td>Justin and Emily Fisher</td>
<td>Diane and BernerJohnson</td>
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<td>James Fitzgerald and Astrid DeVries</td>
<td>Sundee and Silvana Kalsi</td>
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<td>Tena and Blair Frank</td>
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<td>Jon and Jeni Freed</td>
<td>Tiffany Kidd</td>
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<td>Mary Clark</td>
<td>Andrew Freedman and Mimi Laver</td>
<td>Ted and Laura Kim</td>
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<td>Brandon and Emily Gallas</td>
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<td>Colleges That Change Lives, Inc.</td>
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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 Omukate
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 Pearson
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 Salzman Foundation
Jacques Sarfati and Oksana Zadorojnaya
Anouk Savineau and Alex Tierksy
Deborah and Ethan Saxton
David Sayles
Carl and Lisa Schifferle
Charles Servaides 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 Gelpner
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
ACADEMIC AND SUPPORT STAFF

Ms. Pascale Maria Argondizza – Dedicated Aide  
B.A. (Philosophy and Music), Mount Holyoke College

Mr. Jamille Callum – US Dean of Students  
B.S. (Accounting), Johnson C. Smith University, cum laude

Ms. Caroline Coleman – Student Support, After School Program Lead  
B.A. (Graphic Communication), University of Maryland University College

Mr. Christopher Coleman – MS Dean of Students  
M.Ed. (Counseling Education), Virginia State University  
B.S. (Liberal Arts, Education, Sports Management), Virginia State University

Mr. Albert Edmundson – MS Dean of Students  
High School Diploma

Mr. Brandon Edwards – US Dean of Students Students  
High School Diploma

Mr. Emmett Fiawoo – Dedicated Aide  
B.A. (Kinesiology), Pennsylvania State University

Mr. Elias Figueroa – Director of Facilities Management  
(Agriculture and Livestock), National University of Education Enrique Guzman y Valle, Lima, Peru

Ms. Hope M. Foster – Social Worker  
M.S.W. Catholic University  
B.A. (Sociology), Bucknell University

Ms. CuiCui Guo – Executive Assistant to the Head of School, Business Office Assistant  
M.A. (Education Leadership and Administration), George Washington University  
B.A. (English), Northwest University for Nationalities (Lanzhou, China)

Ms. Sereena Hamm – Librarian  
M.L.S. (School Library Media Certification), University of Maryland  
B.A. (Literature), American University

Ms. Dena Kolb – Director of Community Partnerships, Theater  
B.M. (Musical Theatre), Catholic University of America

Ms. Jessica Larios – Receptionist  
High School Diploma

Ms. Camille Locke – Dedicated Aide  
Master of Professional Studies (MS Science), The George Washington University  
B.S. (Physical Education), University of the District of Columbia

Mr. Simoné Mariotti – Physical Education Teacher  
M.B.A. (International Business Studies), King University  
B.S. (Physics), King University
Ms. Stephanie McDaniel – School Psychologist
M.Ed., Ed.S. (School Psychology) University of Massachusetts, Boston
B.S. (Psychology), Eastern Kentucky University

Mr. Mohamed Mewafy – School Security
High School Diploma

Ms. Carenda Nunn – School Registrar
High School Diploma

Ms. Amy Oberson, LGPC – Counselor
M.A. (Professional Counseling) and B.S. (Psychology), Liberty University

Ms. Kerry Richardson – College Counseling
M.A. (Education), George Washington University
B.A. (Spanish and German), Rutgers University

Ms. Ana Rivera - Food Services Coordinator
High School Diploma

Ms. Fatima Sadiq – Dedicated Aide
A.S. (General Studies), Prince George’s Community College

Ms. JerBria Smith – Physical Education Teacher
B.S. (Health Promotion), Barton College

Mr. Jack Werstein, LPC – Counselor
M.A. (Clinical Mental Health Counseling), Trinity Washington University
B.A. (Psychosocial Communications), George Mason University

MIDDLE SCHOOL FACULTY

Mr. Sean Baldwin - 5th & 6th Grade Theater
B.S. (Speech/Communications), Northwestern University

Ms. Maya Barlev – 8th Grade Science
B.S. (Astrophysics), Haverford College

Mr. Peter Birkenhead -- 7th & 8th Grade Theater
M.F.A. (Literature/Creative Writing), Bennington College
B.A. (Political Science/Religious Studies), New York University

Ms. Joslyn Bloomfield -- 6th Grade English
B.A. (English Literature) and M.A. (English Literature), North Carolina Central University

Ms. Rachel Breitman - 8th Grade English
M.S. (Journalism), Columbia University
M.S. (Instructional Technology), The New York Institute of Technology
B.A. (English Literature), Swarthmore College

Ms. Aryn Davis – Special Education Teacher
M.Ed. (Special Education), George Mason University
B.A. (Political Science), Howard University

Mr. Matthew Dean – 7th Grade Latin
M.A. (Liberal Arts), St. John’s College
B.S. (Philosophy), Suffolk 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  
M.A. (Teaching), George Washington University  
B.A. (Government), College of William and Mary

Ms. Neelam Minera – Math Specialist  
B.A. (Elementary Education), University of Maryland

Ms. Lisa Moore – 6th Grade Math  
B.S. (Mathematics), Covenant College

Ms. Adele Mujal – 5th Grade English  
M.A. (Teaching: Secondary Social Studies), Trinity University  
M.A. (Government: Comparative Politics/Western Europe), Georgetown University  
B.A. (Business Administration), University of Maryland, College Park

Mr. Thomas O’Brien – Special Education Teacher  
M.A. (Special Education), George Washington University  
B.A. (Politics), Catholic University

Ms. Marjorie (Maggie) Olney – 7th Grade Science  
B.A. (Neuroscience), College of William and Mary

Mr. Yule Pieters – Special Education Teacher  
M.S. (School Administration & Supervision, Education & Special Education), Touro College  
M.A (Clinical Psychology), Roosevelt University  
B.A. (Forensic Psychology), John Jay College of Criminal Justice

Ms. Tamica Prue – Dedicated Aide and After School Assistant  
B.A. (Special Education), Ashford University
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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Residency</th>
<th>Role</th>
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<tr>
<td>Ann Elizabeth Lovett</td>
<td>President</td>
<td>D.C. Resident</td>
<td>President</td>
<td>12/13</td>
</tr>
<tr>
<td>Christopher B. Wilkinson</td>
<td>Vice President</td>
<td>Maryland Resident</td>
<td>Vice President</td>
<td>3/16</td>
</tr>
<tr>
<td>Tim Morgan</td>
<td>Treasurer</td>
<td>Virginia Resident</td>
<td>Treasurer</td>
<td>9/15</td>
</tr>
<tr>
<td>Kimberly Cole</td>
<td>Secretary</td>
<td>Virginia Resident</td>
<td>Secretary</td>
<td>10/16</td>
</tr>
<tr>
<td>Laurie Ballenger</td>
<td>Member</td>
<td>D.C. Resident</td>
<td>Member</td>
<td>6/18</td>
</tr>
<tr>
<td>Alexandra Economou</td>
<td>Member</td>
<td>Virginia Resident</td>
<td>Member</td>
<td>10/12</td>
</tr>
<tr>
<td>Ragini Dalal</td>
<td>Member</td>
<td>D.C. Resident</td>
<td>Former parent</td>
<td>7/15</td>
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<tr>
<td>Maria Demek</td>
<td>Member</td>
<td>D.C. Resident</td>
<td>Member</td>
<td>10/16</td>
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<tr>
<td>Alyse Graham</td>
<td>Member</td>
<td>D.C. Resident</td>
<td>Member</td>
<td>7/18</td>
</tr>
<tr>
<td>Russell Greiff (Parent)</td>
<td>Member</td>
<td>D.C. Resident</td>
<td>Member</td>
<td>10/15</td>
</tr>
<tr>
<td>Patrick Mara</td>
<td>Member</td>
<td>D.C. Resident</td>
<td>Member</td>
<td>3/15</td>
</tr>
<tr>
<td>Hunter R. Rawlings III</td>
<td>Member</td>
<td>D.C. Resident</td>
<td>Member</td>
<td>9/15</td>
</tr>
</tbody>
</table>
## Balance Sheet

**Washington Latin PCS**  
As of June 30, 2019

<table>
<thead>
<tr>
<th>Assets</th>
<th>6/30/2019</th>
<th>Year End</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Current Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td>11,062,594</td>
<td></td>
</tr>
<tr>
<td>Accounts Receivable</td>
<td>362,919</td>
<td></td>
</tr>
<tr>
<td>Other Current Assets</td>
<td>67,841</td>
<td></td>
</tr>
<tr>
<td>Intercompany Transfers</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total Current Assets</strong></td>
<td>11,493,353</td>
<td></td>
</tr>
<tr>
<td><strong>Noncurrent Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities, Net</td>
<td>15,763,294</td>
<td></td>
</tr>
<tr>
<td>Operating Fixed Assets, Net</td>
<td>200,190</td>
<td></td>
</tr>
<tr>
<td><strong>Total Noncurrent Assets</strong></td>
<td>15,963,483</td>
<td></td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td>27,456,837</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Liabilities and Equity</th>
<th>6/30/2019</th>
<th>Year End</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Liabilities and Equity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Current Liabilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts Payable</td>
<td>149,960</td>
<td></td>
</tr>
<tr>
<td>Other Current Liabilities</td>
<td>69,349</td>
<td></td>
</tr>
<tr>
<td>Accrued Salaries and Benefits</td>
<td>739,695</td>
<td></td>
</tr>
<tr>
<td><strong>Total Current Liabilities</strong></td>
<td>959,005</td>
<td></td>
</tr>
<tr>
<td><strong>Equity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted Net Assets</td>
<td>8,429,133</td>
<td></td>
</tr>
<tr>
<td>Net Income</td>
<td>(16,681)</td>
<td></td>
</tr>
<tr>
<td>Temporarily Restricted Net Assets</td>
<td>421,883</td>
<td></td>
</tr>
<tr>
<td><strong>Total Equity</strong></td>
<td>8,834,334</td>
<td></td>
</tr>
<tr>
<td><strong>Long-Term Liabilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Debt</td>
<td>18,149,541</td>
<td></td>
</tr>
<tr>
<td>Other Long-Term Liabilities</td>
<td>(486,043)</td>
<td></td>
</tr>
<tr>
<td><strong>Total Long-Term Liabilities</strong></td>
<td>17,663,498</td>
<td></td>
</tr>
<tr>
<td><strong>Total Liabilities and Equity</strong></td>
<td>27,456,837</td>
<td></td>
</tr>
</tbody>
</table>
# Income Statement

**Washington Latin PCS**

**FY19 Financials**

<table>
<thead>
<tr>
<th>Income Statement</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td></td>
</tr>
<tr>
<td>State and Local Revenue</td>
<td>12,178,381</td>
</tr>
<tr>
<td>Federal Revenue</td>
<td>318,733</td>
</tr>
<tr>
<td>Private Grants and Donations</td>
<td>565,745</td>
</tr>
<tr>
<td>Earned Fees</td>
<td>581,907</td>
</tr>
<tr>
<td>Donated Revenue</td>
<td>9,340</td>
</tr>
<tr>
<td>Total Revenue</td>
<td>13,654,105</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>7,413,409</td>
</tr>
<tr>
<td>Benefits and Taxes</td>
<td>1,565,213</td>
</tr>
<tr>
<td>Staff-Related Costs</td>
<td>101,794</td>
</tr>
<tr>
<td>Rent</td>
<td>41,535</td>
</tr>
<tr>
<td>Occupancy Service</td>
<td>604,128</td>
</tr>
<tr>
<td>Direct Student Expense</td>
<td>1,381,243</td>
</tr>
<tr>
<td>Office &amp; Business Expense</td>
<td>688,289</td>
</tr>
<tr>
<td>Donated Expense</td>
<td>9,340</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>11,804,950</td>
</tr>
<tr>
<td>Operating Income</td>
<td>1,849,155</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extraordinary Expenses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest</td>
<td>832,303</td>
</tr>
<tr>
<td>Depreciation and Amortization</td>
<td>1,033,533</td>
</tr>
<tr>
<td>Total Extraordinary Expenses</td>
<td>1,865,836</td>
</tr>
</tbody>
</table>

<p>| Net Income | (16,681) |</p>
<table>
<thead>
<tr>
<th></th>
<th>SY19-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
</tr>
<tr>
<td>State and Local Revenue</td>
<td>12,471,093</td>
</tr>
<tr>
<td>Federal Revenue</td>
<td>331,560</td>
</tr>
<tr>
<td>Private Grants and Donations</td>
<td>1,164,454</td>
</tr>
<tr>
<td>Earned Fees</td>
<td>441,561</td>
</tr>
<tr>
<td>Donated Revenue</td>
<td>6,791</td>
</tr>
<tr>
<td><strong>Revenue Total</strong></td>
<td>14,415,458</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries</td>
<td>8,225,309</td>
</tr>
<tr>
<td>Benefits and Taxes</td>
<td>1,774,738</td>
</tr>
<tr>
<td>Staff-Related Costs</td>
<td>145,490</td>
</tr>
<tr>
<td>Occupancy Service</td>
<td>719,646</td>
</tr>
<tr>
<td>Direct Student Expense</td>
<td>1,269,533</td>
</tr>
<tr>
<td>Office &amp; Business Expense</td>
<td>670,436</td>
</tr>
<tr>
<td><strong>Expenses Total</strong></td>
<td>12,805,152</td>
</tr>
<tr>
<td><strong>NET ORDINARY INCOME</strong></td>
<td>1,610,306</td>
</tr>
<tr>
<td><strong>Extraordinary Expenses</strong></td>
<td></td>
</tr>
<tr>
<td>Depreciation and Amortization</td>
<td>1,034,177</td>
</tr>
<tr>
<td>Interest</td>
<td>828,467</td>
</tr>
<tr>
<td><strong>Extraordinary Expenses Total</strong></td>
<td>1,862,644</td>
</tr>
<tr>
<td><strong>TOTAL EXPENSES</strong></td>
<td>14,667,796</td>
</tr>
<tr>
<td><strong>NET INCOME</strong></td>
<td>(252,338)</td>
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</tbody>
</table>