



WASHINGTON LATIN  
PUBLIC CHARTER SCHOOL

# Washington Latin Public Charter School

## Annual Report *School Year 2019 – 20*

Peter Anderson, Head of School  
Christopher Wilkinson, President, Board of Governors

**Washington Latin PCS**  
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# 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

In 2014-15, 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.

### *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.

### *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.

### *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

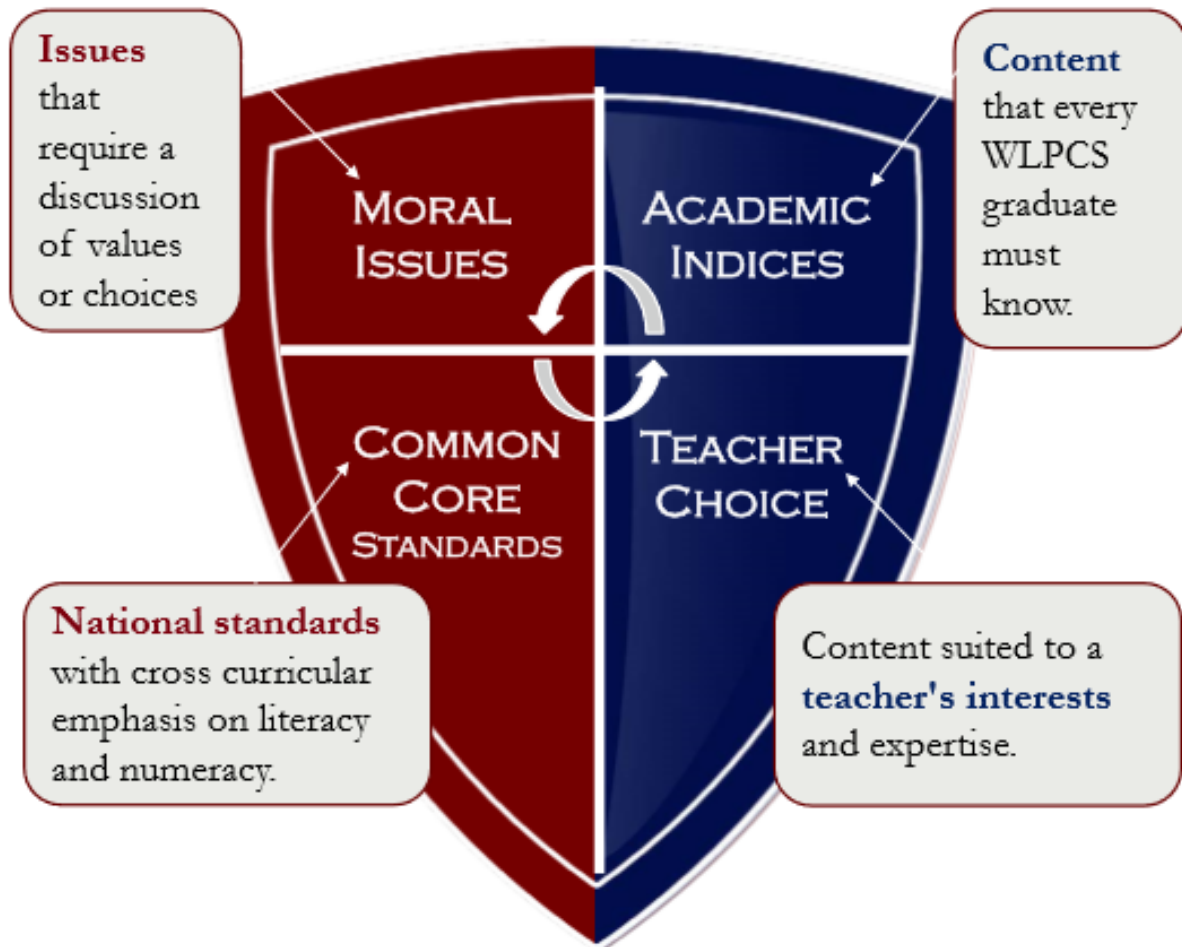
Our curriculum is designed to inform, provoke, challenge, and inspire our students so that ultimately, they have a more in-depth knowledge both of themselves and of the world they enter as adults. There are four critical elements of the curricula of WLPCS and are what guide the curricular and instructional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

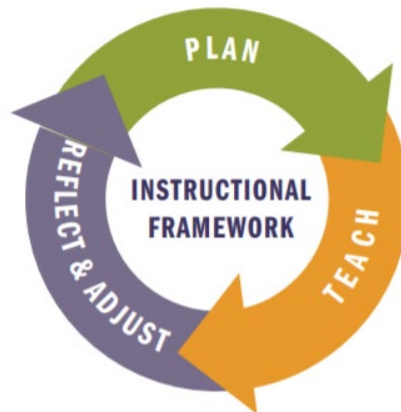


# WASHINGTON LATIN PCS CURRICULUM FRAMEWORK





## 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 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 supporting teachers.

During the initial period of closure due to the COVID-19 pandemic in Spring 2020, Washington Latin prioritized sustaining our relational culture with both students and families. While offering a mostly asynchronous learning model, we maintained social activities for students, such as advisory lunch and student assemblies. In addition, we added new mechanisms for parent outreach, ranging from online parent meetings that engaged up to 300 parent to mechanisms as simple as regular calls to every household during distance learning.

# 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 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.

## School Year (SY) 2019-20 Annual Report: Campus Data Report

*A note on SY 2019-20: The COVID-19 pandemic caused DC public and public charter schools to transition to remote learning after **March 13, 2020**. Schools were not required to report daily attendance or discipline events during this initial period of remote learning. Therefore, it is important to note that the data for SY 2019-20 effectively end on March 13, 2020.*

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: 381

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	95	98
Grade	7	8	9	10	11	12	Altern- ative	Adult	SPED*
Student Count	94	94	0	0	0	0	0	0	0

\*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

### Student Data Points

School	<p><b>Total number of instructional days: 182</b>                      Number of instructional days, not including holidays or professional development days, for the majority of the school.                      If your school has certain grades with different calendars, please note it.  <i>Note: The number of instructional days reported here should match the number approved by OSSE during the 180 day waiver process in SY 2019-20.</i></p>
PCSB	<b>Suspension Rate: 4.2%</b>
PCSB	<b>Expulsion Rate: 0.00%</b>
PCSB	<b>Instructional Time Lost to Out-of-School Suspensions: 0.07%</b>
PCSB	<b>In-Seat Attendance: 95.7%*</b>
PCSB	<p><b>Average Daily Attendance:</b>                      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. <b>(No action necessary.)</b></p>
PCSB	<b>Midyear Withdrawals: 0.8% (3 students)*</b>
PCSB	<b>Midyear Entries: 0.0% (0 students)*</b>





# School Year (SY) 2019-20 Annual Report: Campus Data Report

## Washington Latin Upper School

*A note on SY 2019-20: The COVID-19 pandemic caused DC public and public charter schools to transition to remote learning after **March 13, 2020**. Schools were not required to report daily attendance or discipline events during this initial period of remote learning. Therefore, it is important to note that the data for SY 2019-20 effectively end on March 13, 2020.*

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: 339

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

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	Altern-ative	Adult	SPED*
Student Count	0	0	104	86	76	73	0	0	0

\*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

### Student Data Points

School	<p><b>Total number of instructional days: 182</b>            Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.  <i>Note: The number of instructional days reported here should match the number approved by OSSE during the 180 day waiver process in SY 2019-20.</i></p>
PCSB	<b>Suspension Rate: 8.6%</b>
PCSB	<b>Expulsion Rate: 0.00%</b>
PCSB	<b>Instructional Time Lost to Out-of-School Suspensions: 0.36%</b>
PCSB	<b>In-Seat Attendance: 93.7%*</b>
PCSB	<p><b>Average Daily Attendance:</b>            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. <b>(No action necessary.)</b></p>
PCSB	<b>Midyear Withdrawals: 0.9% (3 students)*</b>



PCSB	<b>Midyear Entries:</b> 0.9% (3 students)*
PCSB	<b>Promotion Rate (LEA):</b> 99.0%
PCSB (SY18-19)	<b>College Acceptance Rate:</b> 98.6%
PCSB (SY18-19)	<b>College Admission Test Score:</b> 90.7%
PCSB (SY18-19)	<b>Graduation Rate:</b> 88.6%

**Faculty and Staff Data Points**

School	<b>Teacher Attrition Rate: 8%</b>
School	<b>Number of Teachers: 36</b> “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	<b>Teacher Salary:</b> Average: <b>\$64,961.13</b> Range -- Minimum: <b>\$45,706.50</b> Maximum: <b>\$88,366.00</b>
School	<b>Executive Compensation:</b> Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2019-20.  Peter Anderson, Head of School - \$168,000 Diana Smith, Principal - \$124,809 Yinnie Tse, Director of Finance - \$119,000 Kate Cromwell, Director of Development & Communications – \$107,156 James Kelly, Assistant Principal - \$103,058  <i>NB: These are LEA leadership positions and thus over both schools</i>

\*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates through March 13, 2020 available in OSSE’s SY19-20 Authoritative Attendance Qlik application as of August 2020. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 3/13 in SY 2019-20, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

## Other Accomplishments

### COVID Response

The COVID pandemic and school closure in March required us to “reinvent school.” Separated from our students virtually overnight, we quickly established a new approach. Our highly relational model is especially difficult to deliver remotely, with its personalized attention to student needs and commitment to discussions of moral issues through Socratic seminars. Our initial response to the closure focused on three main issues: creating a model for delivering remote instruction that engaged our students on a daily basis and was workable for our faculty; ensuring that every student had technology access, meaning a device and WiFi, that allowed them to participate fully in distance learning; and sustaining personal relationships and connections with students. Working quickly, we developed and launched a largely asynchronous distance learning model within days of closure. In fact, only one day of instruction was missed between the last day on campus and the start of distance learning.

Though implemented quickly, we worked throughout the spring to make adjustments, improvements, and test new ways to connect with students. At the same time, we stayed abreast of changes in the pandemic and followed the guidance provided to all schools by DC officials in hopes of a return to on-campus learning within weeks of closure. Clearly, this did not happen. Instead, we resolved to learn from the spring and launch a new and improved model for distance learning that addressed a number of challenges surfaced during the spring.

### 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.
- Washington Latin was named by Niche as the best charter high school in DC.

### ***Student Achievements***

- A Washington Latin senior was recognized as a 2019-20 National Hispanic Scholar by the College Board for her PSAT performance as a junior and her cumulative GPA. She is one of 7,000 students from across the country who was recognized with this honor.
- A Latin senior presented in spoken Latin, the first high school student to do so, at the annual Paideia conference in New York in mid-February.
- One of our 5th graders performed in the Arena Stage production of Khaled Hosseini's "A Thousand Splendid Suns."
- The local DC Poetry Out Loud competition was won by a Latin 10th-grader, who advanced to the national competition.
- A 7<sup>th</sup> grader from Latin earned third place in the city-wide spelling bee and qualified for the National Spelling Bee.
- One of our students qualified for the USA Gymnastics National Team.
- A Latin student was on the DC Little League World Series team that qualified for the Mid-Atlantic Region semifinals.
- A Latin junior was named All-American athlete in track, a first for the school.

### ***Faculty Professional Achievements and Activities***

- Head of School Peter Anderson was accepted to the Stanford Graduate School of Education's 100% virtual professional certificate program for superintendents and aspiring superintendents, in collaboration with the Stanford Graduate School of Business.
- Upper School English teacher, Aaron Baum, participated in the Gardner Carney Leadership Institute's a week-long program which trains teachers to work with student leaders and develop leadership programs.
- History Department Chair, Lawrence Staten, was asked to lead the "Why America" series of field trips for students and teachers in D.C. for a second year.
- History teacher and Peer Mediation Program Coordinator Anna Laura Grant conducted a workshop on the history of Washington, DC as a part of her work with the DC Unity and Justice Fellowship.

- Middle School Latin teacher, Mercedes Sisk, won a scholarship from the American School of Classical Studies at Athens to participate in a summer session in Athens.

## Development & Donors

Washington Latin raised over \$1,000,000 last year from its community of supporters for both our current campus and in support of our expansion. 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. Spring fundraising was impacted by the pandemic and closure, causing us to cancel several fundraising events that would normally support the Faculty Fund. The school did receive emergency funding from individual and institutional investors to support our response and shift to distance learning.

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, 2019, to June 30, 2020.

David Abramson and Kelly Hand	Kwame and Jasmine Browner
Sarah Alcorn	Diana Bruce
Clara Alemann and Federico Borello	Jan Bufkin
Amazonsmile Organization	Robert and Beth Burchard
Changamire and Angela Anderson	Renato and Michelle Burgon
Peter Anderson	David and Katherine Butler
Jerri Anglin and Richard Bebout	Kaleem Caire
Lawrence Antoine and Laurie Ballenger	Barry and Phyllis Caldwell
Mario Arrington and Katherine Lavado-Arrington	Brian Campbell and Mary Ann Brazell
David Arthur and Denise Woods	Doug and Sheila Campbell
Keith Ashdown and Jill Cashen	Christopher Camponovo and Remedios Moya
Alan and Meredith Atkinson	Jeffrey and Ginta Carlson
Peter Bakel and Elizabeth Hanlon	John and Lauren Cattaneo
Lance Baldwin and Erica Stewart	Charter School Growth Fund
John Ball and Tara Billingsley	Kimberly Churches
Anne Bates	Mary Clark
Gabrielle and Josh Batkin	Bill and Allison Clausen
Ellen and Mike Beares	John and Kelly Cochran
Lars Benson and Francesca Calisti	Brian Cooper and Joan Hay
Dion and Jennifer Black	Lynette and Ryan Craig
Julian and Renee Blair	Kate and Drew Cromwell
Shawn Bleimehl and Jana Price	Matt and Adrienne Crozat
William Blier and Nancy Edson	Jerry Crute and Deborah Moss
Robbie and Sarah Boone	Lucy Cummings and Matthew Kendall
Steve and Donna Boyer	Martha and Steven Cutts
Steven Bradley and Kelly Callahan	Wuhan Dansby and Anita Mingo
Phillip and Kathleen Brady	Nathan and Erin Darling
Elizabeth and Paul Brooks	Mark Davenport and Jennifer Vanmeter
Charles and Tammy Brown	Artur Davtyan and Arminda Pappas
Sarah and Eric Browne	DC Education Equity Fund

Greater Washington Community Foundation  
Jaime Deason and Matt Johnson  
Darren and Rhea DeStefano  
Rebecca Deutsch and Benjamin Soskis  
Anthony Diallo and Yolandra Plummer Diallo  
Souleymane Diallo and Lisa Rucker  
Matthew and Kate Doherty  
Scott and Diane Douglas  
David Downes  
Matthew Dunne and Emily Martin  
Katie and John Durcan  
Earth Force  
Alexandra Economou  
Josh and Heather Edelman  
Education Forward DC (EdForward DC)  
Ronald Edwards and Jessica Schroeder  
Baba and Crystal Eleby-El  
Gretchen Ellsworth and Robert Hirsch  
Eric and Jacqueline Emanuel  
Gina Eppolito and Francis Slakey  
Exelon Foundation Matching Gift Program  
Fannie Mae  
Shaun and Amy Fanning  
George and Barbara Fernstrom  
Kurt Fernstrom and Jennifer Abercrombie  
James Fitzgerald  
Chris and Martita Fleming  
Foundation Source  
Adair Fox and Shelley Whelpton  
Tena and Blair Frank  
Jon and Jeni Freed  
Mary Freed and William Lee  
Andrew Freedman and Miriam Laver  
Edmund Freeman and Kira Tewalt  
Brandon and Emily Gallas  
Norman and Jessica Gardner  
Stephen Gibson and Courtney Smith  
Gunnar and Jennifer Gode  
Jason Goldsmith and Hae Jung Moon  
Anna Laura Grant  
Emily and Judson Greif  
Russell and Elizabeth Greiff  
Peter Grimm and Kelly Jones  
James and Elizabeth Hagan  
Michael Hall and Jane K. Taylor  
Mary Hallam  
Kathryn Hallock  
Lisa Miller  
Hargrove, Inc  
Michael Harris and Jill Wasserman  
Mr. and Mrs. George Haywood

Patrick Healy and Catherine Voss  
Joseph Heim and Hannah Schardt  
Anne Hingeley and Mark Meier  
Joseph and Katie Hodge  
Taryn Hristova and Peter Hristov  
Amy Hunter and Josh Greene  
Mike Ikenberry and Andrea Fuller  
Phillip Inglima and Elizabeth Wieser  
Michael and Giuliana Irving  
Hinda Jarik and Malcolm Ehrenpreis  
Pramesh and Sangeeta Jobanputa  
Sundeep and Silvana Kalsi  
Mr. Glenn Kautt  
Keith and Kecia Kelley  
Scott and Anu Kelly  
Lucas and Purvee Kempf  
Anne and David Kendall  
Ted and Laura Kim  
Rufus King and Barbara Stevens  
Steven Kirk and Marilyn Nowalk  
Dena Kolb  
Linda Kotis  
Ben and Rebecca Kramer  
Markus Krisetya and Nicola Mousset-Jones  
Jeffrey and Michele Kuhn  
Anna Laitin and Todd Hettenbach  
Karen Lambert  
Lands' End School Program  
Joseph and Molly Laville  
Christopher Le Mon and Rachel Taylor  
Jeffrey and Dunniela Levin  
Keith and Jennifer Lewis  
Tony Lin and Vanessa Howells  
Lori Lincoln  
Mr. Thaddeus Lindner  
Lindner Family Foundation, Inc.  
Andrew Lipton and Elizabeth Franco  
James Loots and Barbara Dougherty  
Stephen and A.E. Lovett  
Eric Mader and Elizabeth Gregg  
Emily Martin and Justin Brookman  
Emilio Martinez & Barrie Lynn Tapia  
Anthony and Kristine Mazza  
Adrian McAloon and Susan Zentay  
Erin McCartney and Kimberly Miller  
Iain and Sarah McPhie  
Adam and Sara Meier  
April Mellion  
Richard and Nicole Micheli  
Lisa and Josh Miller  
Thomas Mirabello and Mary Ann Svec

Margaret Mitchell Salem  
Glenn and Beverley Mitchell  
Ken and Nicole Mogul  
Mr. and Mrs. Collin Moller  
Michael Monti and Anne Baldwin  
Scot and Noel Montrey  
Christopher and Lisa Moore  
Mr. and Mrs. Timothy Morgan  
David Morris and Ulrike Reichert  
Adele Mujal  
Carol Mulholland  
Michael and Jill Murphy  
Andrew Murray and Natasha Hayward  
Elizabeth and Paul Murray  
Evan and Tina Nadler  
Network for Good  
Jason and Emi Neubauer  
David and Linda Neumann  
Grover and Samah Norquist  
Northrop Grumman Foundation  
Bradley and Jill Olander  
George Olson and Lisa Downs-Olson  
Mogy and Kamonya Omatete  
OneMain Financial, Inc.  
Tobey Oresman  
Michael Orlove and Rebeca Rodriguez Alonso  
Edward and Zoe Paglee  
Mike and Grace Park  
Steven and Mary Park  
Dhiren Patel and Ragini Dalal  
Brandon and Emily Paterson  
Thomas and Whitney Paxson  
Peale Foundation  
David and Sarah Pearson  
Perkins Eastman DC  
Henry Perrin and Gloria Miller  
David and Sophia Person  
Paul Pfeuffer and Robin Spence  
Melanie and Bill Pittard  
Andres Portilla and Teresa Marchiori  
Andrew and Jody Pratt  
James Pressick and Karen Bengel  
David Price and Michelle Ringuette  
Robert Price and Christine Gossens  
Heather Prichard  
Jeffrey Pulford and Margot Hoernner  
Qatar Foundation International  
Joseph and Hilary Raffetto  
Norman Rales & Ruth Rales Foundation  
Dr. and Mrs. Hunter Rawlings  
Lothlorien Redmond and Adam Hellman

Marc and Lauren Regardie  
Mr. and Mrs. William Regardie  
Andrew Richardson and Brenda Oliver  
Kerry and Robert Richardson  
James Roberts and Paula Cairra  
Roberto and Angelica Rodriguez  
Brian Roemer and Mona Miller  
David Roodman and Hoangmai Pham  
Robert Ryan and Margaret Fineran  
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  
Elisa Shapiro  
Seth and Megan Shapiro  
Darryl and Sonya Shepard  
James and Karen Shepherd  
Mark Sherman and Edith Shine  
Michael Shoag and Elisabeth Urfer  
Sven Shockey and Gayle Kirchmar  
Michael Showalter and Nadine Henderson  
Avi Sickel and Rosalind Romain  
Virginia and Scott Simpson  
John Smeltzer and Catherine Flanagan  
Peter Smith and Louisa Reynolds  
Colin Soloway and Emily Hodges  
Emilie and Jacob Sommer  
James Southworth and Karen Milbourne  
Steve and Crystal Souverain  
Bruce Spiva and Anna Gelpern  
Leanne and Kevin Starace  
Lawrence Staten  
David and Grace Steckler  
Daniel and Katherine Steinberg  
Guy Stevens  
Jeffrey Stewart and Bettina Schewe  
Gerard and Virginia Stocker  
Donielle Stokes  
Henry Tam and Lan Tran  
Brian Tarleton and Melanie Egorin  
Nathaniel and LaVerne Tate  
Marcel Taylor and Rona Frederick  
Ronnie and Tari Thaxton  
The Charles and Marie Robertson Foundation  
The Corner Store  
Diana Smith  
The Smith Team Realtors  
John Tichy and Melissa Loughlin  
Joshua Tuerk

Union Plus  
UnitedHealth Group  
Kelly Vielmo and John Montgomery  
Del and Chari Voss  
Erik Warga and Emmanuelle Dusart  
Washington Urban Debate League  
Marsha Waters  
Todd Watterson and Tamara Fucile  
Kevin Webb and Erica Turnipseed  
Michael and Satu Webb  
Steven Weinberger and Joy Grossman  
Kevin White and Kristin Anderson  
Chris Wilkinson

Shay and Derek Wilkinson  
Patrick and Angela Wilson  
David Wolf and Amy Russell  
Nicole and George Wood  
Heather Wyatt and Brandon Nichols  
David Yarkin and Courtney Carlson  
James Yarsky and Kathleen O'Neill  
John and Sarah Yonker  
Laura and Michael Zehr  
Shawn and Katherine Zeller  
James Zinn and Francesca Thompson



## Appendix A: Staff Roster 2019-20

### SENIOR LEADERSHIP

#### **Mr. Peter Anderson – Head of School**

M.A. (Sociology), London School of Economics  
M.Ed. (Education), New York University  
B.A. (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. Janelle Bradley – Assistant Director of Middle School**

M.A. (School Counseling), Johns Hopkins University  
B.A. (Psychology), Spellman College

#### **Ms. Kara Brady – Upper School Director, English**

B.A. (History), Stonehill College

#### **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*

#### **Ms. Aryn Davis – Director of Student Support Services**

M.Ed. (Special Education), George Mason University  
B.A. (Political Science), Howard University

#### **Mr. Michael Davis – Data and Compliance Manager**

M.A. (Educational Administration), The Catholic University of America  
B.A. (Mathematics), Ohio Wesleyan University

#### **Mr. Bob Eleby-El – Director of Athletics**

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

#### **Ms. Crystal Eleby-El – Director of Admissions and Alumni Liaison**

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

#### **Ms. Martita Fleming – Director of Operations**

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

#### **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. Crys Latham – Director of College Counseling**

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

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

M.A. (French), Middlebury College

B.A. (French), Virginia Tech

**Ms. Khashiffa Roberts – Assistant Principal for Student Life**

M.A. (Special Education), University of the District of Columbia

B.A. (Print/On-Line Journalism), Howard University, *magna cum laude*

**Ms. Yinnie Tse – Director of Finance**

B.A. (Philosophy and Economics), Wellesley College

**DEPARTMENT CHAIRS**

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

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

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

**Ms. Teresa Dobler – 6<sup>th</sup> Grade Science, MS Science Department Chair**

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

**Ms. Neelam Minera – Math Specialist, MS Math Department Chair**

B.A. (Elementary Education), University of Maryland

**Dr. Lacy Peale – 7<sup>th</sup> 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 Engagement and Leadership Department Chair**

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

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

**Ms. Laurel Seid – English, US English Department Chair**

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

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

**Mr. Lawrence Staten - 6<sup>th</sup> Grade Civics, History Department Chair**

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

**Mr. John Stiff – Mathematics and History, US Mathematics Department Chair**

M.A. (Teaching – Mathematics and Reading; Endorsement in Special Education),

National Louis University

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

**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 and Arts Department Chair**

B.S. (Biology), Denison University

**ACADEMIC AND SUPPORT STAFF**

**Ms. Eman Abdur-Rahman – Executive Assistant to Leadership, Business Office Assistant**

**Ms. Jennifer Abercrombie –Library Assistant**

M.L.I.S. (Library Information Sciences), Dominican University  
B.A. (Linguistics), Swarthmore College

**Mr. Stillman Bruhier – Dedicated Aide**

**Ms. Tiffany Bufort – Counselor, At-Risk Case Manager**

M.S. (Clinical Mental Health Counseling), Shippensburg University  
B.S. (Counseling & Psychology), East Stroudsburg University

**Mr. Jamille Callum – MS Academic Coach for At-Risk Students**

B.S. (Accounting), Johnson C. Smith University, *cum laude*

**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**

**Mr. Brandon Edwards – US Dean of Students**

**Mr. Emmett Fiawoo – Dedicated Aide, Athletic Trainer**

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. Ada Flores – Food Services Coordinator**

**Ms. Steffanie Flores – Receptionist**

**Ms. Hope M. Foster – Social Worker**

M.S.W. (Social Work), The Catholic University of America  
B.A. (Sociology), Bucknell University

**Ms. Sereena Hamm – Librarian**

M.L.S., (School Library Media Certification), University of Maryland  
B.A. (Literature), American University

**Ms. Cheryl Haywood – Development Officer**

J.D., Harvard University  
B.A. (Economics and Latin American Studies), Wellesley College

**Ms. Dena Kolb – Director of Community Partnerships, Development Associate**

B.M. (Musical Theatre), The Catholic University of America

**Ms. Marilu Lopez – Food Services Manager**

**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

**Mr. Mohamed Mewafy – School Security Officer**

**Ms. Carenda Nunn – School Registrar**

**Ms. Amy Oberson, LGPC – Counselor**

M.A. (Professional Counseling) and  
B.S. (Psychology), Liberty University

**Mr. Daniel O'Brien – College Counselor**

B.A. (History/English), Marquette University

**Ms. Treshia Pettiford – US Dean of Students**

**Ms. Kerry Richardson – Director, Alumni & Summer Engagement; ELL Support Specialist**

M.A. (Education), The George Washington University  
B.A. (Spanish and German), Rutgers University

**Ms. Fatima Sadiq – Dedicated Aide**

A.S. (General Studies), Prince George's Community College

**Ms. JerBria Smith – Assistant Director of Athletics, 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

**Ms. Sandra Whitfield – Assistant Director of Student Support**

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

B.A. (American Government), Georgetown University

**MIDDLE SCHOOL FACULTY**

**Mr. Sean Baldwin – 5<sup>th</sup> & 6<sup>th</sup> Grade Theater**

B.S. (Speech/Communications), Northwestern University

**Mr. Patrick Bane – 5<sup>th</sup> Grade English**

B.A. (Philosophy and English) and M.A. (Philosophy), University of Ireland

**Ms. Maya Barlev – 8<sup>th</sup> Grade Science**

B.S. (Astrophysics), Haverford College

**Mr. Peter Birkenhead – 7<sup>th</sup> & 8<sup>th</sup> Grade Theater**

M.F.A. (Literature/Creative Writing), Bennington College

B.A. (Political Science/Religious Studies), New York University

**Ms. Rachel Breitman – 8<sup>th</sup> Grade English**

M.S. (Journalism), Columbia University

M.S. (Instructional Technology), The New York Institute of Technology

B.A. (English Literature), Swarthmore College

**Ms. Caroline Coleman – MS/US Art, Academic Support Specialist, MAGIS Program Lead**

B.A. (Graphic Communication), University of Maryland University College

**Mr. Matthew Dean – 7<sup>th</sup> Grade Latin**

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

B.S. (Philosophy), Suffolk University

**Ms. Ebony Dorsey – 5<sup>th</sup> Grade Science**

B.A. (Latin) and B.A. (English), Howard University

**Ms. Johanna Figueroa – 5<sup>th</sup> Grade Math**

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

**Ms. Catherine Friedman – 8<sup>th</sup> Grade English**

B.A. (English), Dartmouth College

**Mr. Joseph Green – 7<sup>th</sup> Grade English**

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

**Ms. Dez Hinkson – 7<sup>th</sup> Grade Science**

M.A.T. (Dogmatic Theology), Holy Apostles College and Seminary

M.S. (Chemical Engineering), Ohio University

B.S. (Chemistry), South Carolina State University

**Ms. Patti Kolb – Mathematics**

M.A. (Educational Planning), University of Cincinnati  
B.A. (History), University of Cincinnati

**Ms. Brittany Lee-Bey – Reading Specialist**

M.A. (Teaching), The George Washington University  
B.A. (Government), College of William and Mary

**Ms. Angela Malchionno – MS/US Art**

BFA (Visual Art), University of Massachusetts Amherst  
MFA (Visual Art), Southern Illinois University Edwardsville

**Ms. Lisa Moore – 6<sup>th</sup> Grade Math**

B.S. (Mathematics), Covenant College

**Ms. Adele Mujal – 5<sup>th</sup> Grade Geography**

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

**Ms. Adina Nelson – Special Education Teacher**

B.A. (Educational Studies and Philosophy-Neuroscience-Psychology), Washington University

**Mr. Thomas O'Brien – Special Education Teacher**

M.A. (Special Education), The George Washington University  
B.A. (Politics), The Catholic University of America

**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. Sarai Reed – 6<sup>th</sup> Grade English**

M.A. (English) and B.A. (English), The George Washington University

**Ms. Caroline Rose – 6<sup>th</sup> Grade Latin**

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

**Ms. Mercedes Sisk – 8<sup>th</sup> Grade Latin**

M.A. (Classical Archeology), Tufts University  
B.A. (Classics), College of the Holy Cross

**Mr. Joseph Starnes – 5<sup>th</sup> Grade Latin**

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

**Ms. Catherine Thompson – 7<sup>th</sup> Grade Math**

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

**Mr. Brian Whitchurch – 7<sup>th</sup> Grade Latin**

M.A. (Greek and Latin) and Ph.D. (Classical Philology), Fordham University

M.A.T. (Latin and Classical Humanities), University of Massachusetts

B.A. (History), Utah State University

**Mr. Reginald Wills – 7<sup>th</sup> Grade History**

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

**Jillian Williams – 8<sup>th</sup> Grade History**

M.A. (Secondary Education), Emory University

B.A. (English & African American Studies), University of Georgia

**UPPER SCHOOL FACULTY**

**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 and English**

B.A. (Political Science), Duke University

**Mr. Parag Bhuvra – History, Intensive Writing**

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

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

**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. Nathan Day – English**

M.A. (Religious Studies), University of Chicago

B.A. (Religion), Williams College

**Dr. Eduardo Canedo - History**

B.A. and Ph.D. (American History), Columbia University

**Mr. Luke Edwards-Stuart – Chemistry**

M.A. (Education and International Development), Institute of Education, University of London

M.A. (Natural Sciences, Chemistry), St. Catherine's College, Cambridge University

**Ms. Elizabeth Foley – English and Math**



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

**Mr. Tamer Genedy – Arabic**

B.A. (English Language), Damanhour University

**Ms. Anna Laura Grant – DC History, Peer Mediation Coordinator**

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

**Mr. Joseph Hamd – Arabic**

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

**Ms. Joyce Hamd – English and History**

Bachelor of General Studies (Humanities), Nicholls State University

**Mr. Brian Hotchkiss – English**

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

**Ms. Meghan Kovach – Math**

M.Ed. (Curriculum Development), Western Governors University  
B.S. (Secondary Education and Mathematics), University of Maryland

**Mr. Adam LaFleche – Latin**

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

**Ms. Karen Lambert – French**

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

**Mr. Lawrence Liu – Chinese/Government**

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

**Mr. Corey Martin – Latin**

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

**Ms. Becca Oram – Special Education Teacher**

M.S. (Water Management and Hydrology), Johns Hopkins University  
B.S. (Biology and Business), Drew University



**Mr. Alexander Porcelli – Arabic**

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

**Mr. Christopher Richardson – Mathematics**

J.D., The 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 Bordeaux

**Ms. Elisa Shapiro – Physics**

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

B.A., University of Rochester

**Mr. Tom Yonker – Latin**

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

B.A. (German), Truman State University

## Appendix B: Board Roster

<p><b>Mr. Christopher B. Wilkinson</b> President DC Resident</p>	<p><b>Mr. Barry Caldwell</b> Member DC Resident</p>
<p><b>Ms. Ragini Dalal</b> Vice-President DC Resident</p>	<p><b>Ms. Alysse Graham</b> Member DC Resident</p>
<p><b>Mr. Timothy Morgan</b> Treasurer Virginia Resident</p>	<p><b>Ms. Ann Elizabeth Lovett</b> Member DC Resident</p>
<p><b>Dr. Georgeanne Matthews</b> Secretary (through 10/2019) DC Resident</p>	<p><b>Mr. Patrick Mara</b> Member DC Resident</p>
<p><b>Ms. Caitlin McGurn</b> Secretary (11/2020 to present) DC Resident</p>	<p><b>Dr. Hunter R. Rawlings</b> Member DC Resident</p>
<p><b>Ms. Laurie Ballenger</b> Member, WL Parent DC Resident</p>	
<p><b>Ms. Christina Erland Culver</b> Member DC Resident</p>	

## Appendix C: Financials

### **At-Risk Funding**

Latin used at-risk funding toward our 2020 Summer School session that served 180 students for six weeks during the summer.

# Washington Latin PCS FY21 Budget SY 20-21

Revenue	
State and Local Revenue Federal	13,284,822
Revenue	590,396
Private Grants and Donations	1,399,000
Earned Fees	494,322
Donated Revenue	6,878
Revenue Total	15,775,418
Expenses	
Salaries	9,236,252
Benefits and Taxes	2,004,354
Staff-Related Costs	90,108
Rent	120,000
Occupancy Service Direct	610,696
Student Expense Office &	1,355,070
Business Expense Contingency	884,403
	75,000
Expenses Total	14,375,882
<b>NET ORDINARY</b>	<b>1,399,535</b>
<b>INCOME</b> Extraordinary	
Expenses Depreciation and Amortization	1,067,215
Interest	293,817
Extraordinary Expenses Total	1,361,032
<b>TOTAL EXPENSES</b>	<b>15,736,914</b>
<b>NET INCOME</b>	<b>38,503</b>

## Balance Sheet

Washington Latin

As of June 30, 2020

Balance Sheet	6/30/2020
Assets	Year End
Assets	
Current Assets	
Cash	13,192,327
Accounts Receivable	238,205
Other Current Assets	122,402
Intercompany Transfers	0
Total Current Assets	13,552,935
Noncurrent Assets	
Facilities, Net	14,874,051
Operating Fixed Assets, Net	200,162
Total Noncurrent Assets	15,074,213
Total Assets	28,627,148

Liabilities and Equity	Year End
Liabilities and Equity	
Current Liabilities	
Accounts Payable	158,718
Other Current Liabilities	77,635
Accrued Salaries and Benefits	777,822
Total Current Liabilities	1,014,175
Equity	
Unrestricted Net Assets	8,174,624
Net Income	4,228,502
Temporarily Restricted Net Assets	656,979
Total Equity	13,060,105
Long-Term Liabilities	
Senior Debt	14,426,584
Other Long-Term Liabilities	126,284
Total Long-Term Liabilities	14,552,868
Total Liabilities and Equity	28,627,148

# Income

## Statement

### Washington Latin PCS

FY20 Financials

	Annual
Statement	30-Jun-20
Revenue	
State and Local Revenue Federal Revenue	13,084,593
Private Grants and Donations	426,363
Earned Fees	978,192
Donated Revenue	4,196,847
	16,760
Total Revenue	18,702,755
Expenses	
Salaries	8,053,000
Benefits and Taxes Staff-Related Costs Rent	1,693,202
Occupancy Service Direct	92,689
Student Expense Office & Business Expense Donated Expense	0
	546,979
	1,123,678
	776,326
	16,760
Total Expenses	12,302,634
Operating Income Non-Operating Expenses	6,400,121
Interest	1,135,997
Depreciation and Amortization	1,035,622
Total Non-Operating Expenses	2,171,619
Net Income	4,228,502