



**Washington Latin  
Public Charter Schools  
Annual Report  
School Year 2021 – 22**

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# Table of Contents

<b>School Description</b> .....	<b>2</b>
• <b><i>Mission</i></b>	
▪ Our Mission and Philosophy	
▪ Strategic Goals 2016 – 2021	
• <b><i>School Program</i></b>	
▪ Curriculum and Instructional Approach (Curriculum Guide)	
▪ Parent/Guardian Involvement	
<b>School Performance</b> .....	<b>11</b>
• <b><i>Performance and Progress</i></b>	
▪ Meeting our mission	
▪ Strategic Goals 2016 – 2021	
▪ Achieving our goals and academic achievement expectations	
• <b><i>Unique Accomplishments</i></b>	
• <b><i>List of Donors \$500+</i></b>	
▪ Meeting our mission	
<b>Data Report</b> .....	<b>22</b>
<b>Appendices</b> .....	<b>25</b>
▪ Staff Roster	
▪ Board Roster	
▪ Unaudited Year-end 2021-22 Financial Statement	
▪ Approved 2022-23 Budget	

# School Description

## Washington Latin Mission Statement

**Washington Latin Public Charter School provides a challenging, classical education that is accessible to students throughout the District of Columbia.**

We seek to develop students who will become thoughtful citizens and leaders, contributing to the public good in their lifelong quest towards a fuller humanity. Ours is a school where words matter, ideas matter and people matter.

### Our Philosophy

**Washington Latin provides a classical education for the modern world.** This phrase indicates that our model is a carefully crafted blend of ancient and modern. These key words define our mission: **challenging, classical, accessible.**

A **challenging education** is one that expects plenty of students, both for their academic performance and for their personal and communal behavior. At Washington Latin, we aim to challenge our students to act in accordance with what is highest in them. We challenge them to do the right things when the wrong would be easier; we challenge them to think beyond their first thoughts and to reconsider their first drafts; we challenge them to have the courage to persevere when they have first failed, and we encourage them to seek out opinions that differ from their own. A challenging curriculum is not necessarily one that offers more nightly homework or a greater quantity of pages to be read; it is one that asks students to engage themselves in their own educational journeys and to be responsible for their chosen path. Like its model, the Boston Latin School, Washington Latin seeks to ground its students in a **classical education** for the modern world that will prepare them for their future studies and their roles as successful people and citizens in a democracy. (See the description of our academic model and more detail on our classical education in the next section.)

At the heart of the **classical tradition** lies an inherent connection between the academic and the moral realms of education – for the ancients, to know the good is to do the good. At Washington Latin, we educate students to become responsible members of their present school community and their future public communities. We ask them to engage in difficult decisions, to inform themselves about possible options, to act on their decisions, and to own the consequences. **Engage, inform, act, own** – these are the watchwords of our community and the foundation of our education for productive citizenship. 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.

We are committed to being **fully accessible**. Unlike our classical forebears, we believe that a challenging education is the province of all who are eager to learn and willing to work. As a charter school, we are open to all students who reside in the District of Columbia, and we make our school accessible by actively recruiting families across DC. In each year of the school’s existence, we have enrolled students from each of the District’s 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 provide ample preparation for college, work, and citizenship – whatever path the student chooses for the future.

Our commitment to being accessible does not stop at enrollment, however. We provide bus service to

students throughout the District. We make our curriculum accessible by providing early and personalized interventions to ensure students can be successful regardless of their previous academic experiences or level of preparation. Our model demands that teachers work with students individually, outside of "formal" instructional time. We make our community accessible by insisting on standards of civil discourse and demeanor. At every turn, we aim to be accessible to families who want a life-changing education. The diversity of our community is essential to the model of classical education, preparing students to fully participate in the modern world.

## **Strategic Goals 2014-2021**

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. The Board and school leadership have embarked upon a similar process to update these strategic goals for our next five years.

### ***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.

- Open a middle school with two grades, growing “organically” into the full complement of grades.

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

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

# School Program

## Curriculum Design and Instructional Approach

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.

## Curriculum Design

### *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 time-bound pressures of life in the 21st century. At Washington Latin, we stress three fundamental legacies of the classical tradition: education for citizenship in a democracy; the Latin language; and public oratory. We strive to convey these legacies in an environment and culture that include some of the best of contemporary life, a commitment to a diverse student body and a variety of pedagogies. We use both the ancient methods of repetition and Socratic dialogue, as well as the contemporary innovations of technology and cooperative learning. 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.

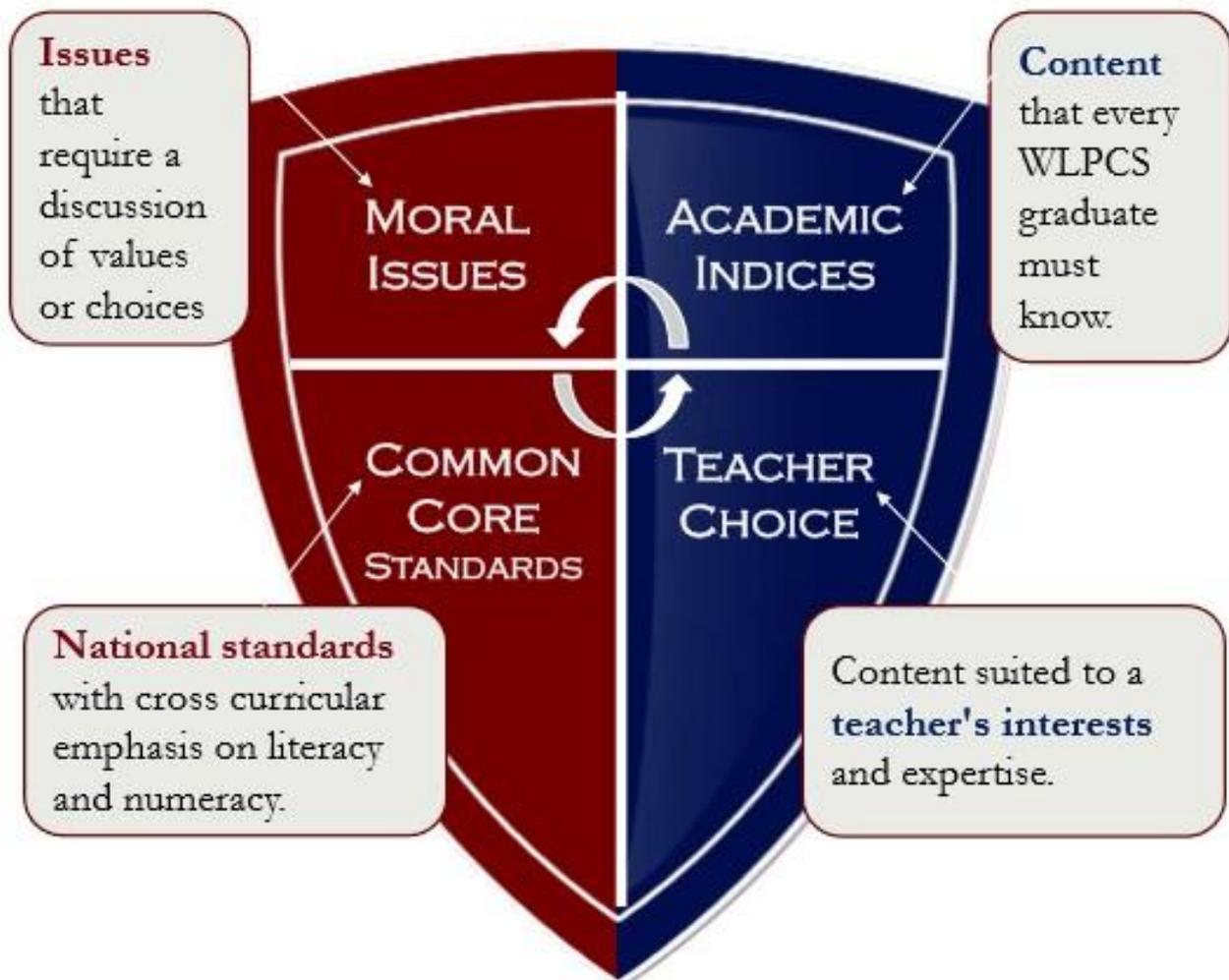
### *Curriculum Framework*

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 Washington Latin 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



# 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 take 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 Washington Latin 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, Washington Latin 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.

## Instructional Approach

### 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

### 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.

# School Performance

## 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.

School element	Impact	Data/Notes
<i>High-quality and rigorous education</i>		
An experienced, stable faculty	<ul style="list-style-type: none"> <li>Expert teachers and higher quality instruction</li> <li>Stability promotes relationship-building with students over time, essential for trust that develops learning</li> </ul>	<ul style="list-style-type: none"> <li>Annual retention rate over 80%</li> <li>Tenure of 10+ years for over 30% of faculty</li> </ul>
Small classes and school size	<ul style="list-style-type: none"> <li>Allows teachers to provide individualized attention to students, supporting their growth and development</li> <li>Students are known as individuals and scholars, allowing for a diverse but integrated community</li> </ul>	<ul style="list-style-type: none"> <li>Average class size is 17 across all grades</li> <li>Total enrollment is 750 across all grades</li> </ul>
Classical approach to teaching	<ul style="list-style-type: none"> <li>Teachers use discussion as a central aspect of teaching, developing students’ ability to engage in civil debate on complex concepts</li> <li>Writing is also central in all classes and requires students to develop their ability to analyze, synthesize and then share their understanding with concision.</li> </ul>	<ul style="list-style-type: none"> <li>Latin students outperform DC averages PARCC and AP exams</li> <li>In surveys and focus groups, our alumni indicate a level of preparation for post-secondary education</li> </ul>
Liberal arts curriculum	<ul style="list-style-type: none"> <li>Rigorous graduation requirements include both traditional core subjects (English, Math, Science, History) and a range of other subjects (Latin, global languages, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>194 courses are offered in both divisions, including 23 electives, 24 different science courses, and 11 arts and music classes.</li> </ul>

## Meeting Our Goals & Academic Achievement Expectations

Washington Latin has adopted the PCSB’s Performance Management Framework (PMF) measures as our annual goals. The PCSB has not produced PMF scores for the 2021-22 school year, and notably the city’s public schools did not administer the PARCC test during the pandemic.

In addition, we have worked to meet our specific mission-related goal of demonstrating improvement in at-risk exclusionary discipline, which is as follows:

GOAL	MET/ NOT MET	EVIDENCE
Achieving and maintaining an LEA-level at-risk to not at-risk out-of-school suspension rate ratio of less than three	Not met	<p>Washington Latin’s 2021-22 at-risk to not at-risk school suspension rate ratio was 3.4.</p> <p>The overall out-of-school suspension rate was 4.9%, compared to 9.6% in 2018-19.</p> <p>More details on our rates in 2021-22 and our progress towards this goal in 2022-23 is in the narrative below.</p>
Achieving and maintaining an LEA-level at-risk out-of-school suspension rate that is below the charter sector at-risk out-of-school suspension rate in that year for students in grades 5 to 12 (excluding students in alternative programs).	NA	Charter sector data for 2021-22 not available

As we continue to work towards achieving this goal and the specific ratio, there are a number of points that are positive about our discipline rates and overall approach. (Note that we use 2018-19 for comparison data, as 2019-20 was only a partial year and there were no suspensions in 2020-21 during distance learning.)

- The overall number of suspensions declined by 47% from 94 incidents in 2018-19 to 50 incidents in 2021-22.
- Likewise, the number of students suspended once or more declined from 68 to 50 students during the same period.
- The number of at-risk students who were suspended declined from 31 in 2018-19 to 12 in 2021-22, even as the total number of at-risk students increased from 72 to 93. This means that the rate of suspension for this group of students has been halved.
- We saw a 51% decrease in out of school suspensions for our not-at-risk students, as well, and thus the ratio of at-risk to not-at-risk suspensions did not decline. We consider this decline in the overall suspension rate a positive outcome for the school and a reflection of our work to leverage other approaches to discipline.

- Importantly, because broader DC discipline data for 2021-22 is not currently available, we cannot compare our at-risk suspension rate to those of other schools, the charter sector, nor all DC public schools.

In addition, we have made additional investments to better serve our at-risk students and thereby reduce disciplinary incidents. These changes and investments during 2022-23 include:

- Hired an Assistant Principal for Student Life, who is responsible for working with school leadership and our team of Student Culture Specialists across all grades to cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student with a strong school-wide character development program and behavior management system.
- Revamped the role of our deans from focusing primarily on discipline to acting as School Culture Coaches who work with students, faculty and families to support a positive school environment with a variety of approaches, such as behavior contracts, student reflection sessions, and faculty training on positive classroom management approaches.
- Continued our emphasis on trauma-informed teaching with faculty training and ongoing support in supportive practices by both the School Culture Specialists and Mental Health team.
- Further integrated restorative justice and peer mediation to school conflicts (including for both students and faculty), including hiring a Director of Restorative Justice for the 2022-23 school year.
- Added two additional full-time faculty members to work directly with our at-risk students at both campuses.

While only preliminary results, these additional efforts are having a positive impact: for the 2022-23 school year, as of 12/9/2022, the at-risk to not at-risk out-of-school suspension rate ratio is 2.7 (1.15% not at-risk v. 3.05% for at-risk). Our current at-risk suspension rate is lower than the charter sector's overall suspension rate of 3.8% in 2021-22 (data from PCSB <https://dcpcsb.egnyte.com/dl/rc5LdC1UK6>).

We will continue to prioritize this goal, devoting resources to ensure that our at-risk students are supported and that our disciplinary actions are equitably applied.

## Unique Accomplishments for 2021-22

### Leadership Transitions

Washington Latin made an important leadership change in 2021-22. After 15 years as Principal, Diana Smith stepped down from this role in June 2021. She continued to work with the school as a Senior Advisor, particularly focused on planning for the second campus.

Her successor is James (Jimmy) Kelly, who began his tenure as Principal in July 2021. Mr. Kelly previously served as the Assistant Principal and Director of the Middle School. He also serves as co-chair of the Ninth Grade Counts Network at Raise DC and is a member of the organization's Postsecondary Access and Completion Change Network. Prior to joining the faculty at Washington Latin, Mr. Kelly served as the Director of PrepNext at DC Prep. Mr. Kelly began his education career as a Teach For America Corps Member teaching middle school math in St. Louis, Missouri. In 2011, he co-founded the college access program InspireSTL, which supports scholars from 7th grade through college graduation with securing tutoring/coaching, financial aid, and college access.

With Mr. Kelly's appointment as Principal, several key members of the team likewise stepped into new roles. Bill Clausen, longtime Latin teacher and Chair of the Classics Department, took on the role of Assistant Principal for Academics to focus on ensuring our classical model is reflected throughout our curriculum and instructional model. Janelle Bradley became the Director of the Middle School (stepping up from Assistant Director) and Sarai Reed, our 6<sup>th</sup> Grade English teach, became the Assistant Director. Kara Brady continued in her role as the Director of the Upper School, and Meg Kovach, Upper School Math teacher, stepped into the new role of Assistant Director of the Upper School. We added a new member of the senior administration: Paul Vom Eigen joined in spring of 2022 as the Director of Data Management.

### A Return to Regular On-Campus Life at 2nd Street

While our leadership changes heralded the new, much of our school life felt like a return to pre-pandemic rhythms following two years of disruption and virtual and hybrid school operations. Washington Latin returned to regular on-campus schooling and many of our traditional routines and activities, including:

- On-campus classes and off-campus field trips, including our fall overnight camping trip for juniors and seniors to 4-H, day trips to a variety of locations (from adventure parks to museums).
- In-person performances at school and beyond, including six choir and jazz band concerts, a fall play (*Our Town*), spring musical (*Pippin*), and several theater showcases for the younger grades (all 5<sup>th</sup> and 6<sup>th</sup> graders take theater at 2<sup>nd</sup> Street).
- Family social activities, such as our annual Parent-Faculty Social, Fall Festival, and Garden Concert – each bringing at least 100 community members together outside of the school day for community building.
- Community activities and events included our annual series of spring parties (Bacchanalia) and a gala celebrating our 16<sup>th</sup> year (Convivium Ani XVI).
- Our student assemblies and all-school convocation returned, including the year-end Valedictions and a traditional graduation ceremony at the University of DC after two years of drive-in graduations at Bengie's Theater.

While COVID continued to shape our work to some extent, with all-community testing, more outdoor activities such as lunch, masking, and more, we were able to conduct all but a couple of days on campus with in-person instruction. Our vaccination rates for students were higher than the DC average and we did

not experience any significant spread at the school.

We also kept some of our best innovations from the virtual learning period. This included:

- **Virtual events** – our parent fora, recruiting open houses, and Distinguished Speaker Series continued via Zoom, which made these events more accessible to families.
- **Wellness Wednesdays** – In 2020-21, we began alternative days to Zoom classes, pausing academic work to focus on other activities that expand interests and offer fresh social connections with the goal of fostering mental and physical health and well-being. This tradition continued into the 2021-22 school year.

## Planning for the Opening of The Anna Julia Cooper Campus

Washington Latin leaders and board members were focused on planning for the expansion of our LEA from one campus to two. On January 24th, 2022, the DC Public Charter School Board unanimously approved the charter amendment that named our new campus in honor of Dr. Anna Julia Cooper, African American classicist, civil rights activist, and educator and approved our temporary location at 711 Edgewood Street.

The first appointment for the Cooper Campus was Ms. Khashiffa Roberts as Principal. Ms. Roberts first joined Washington Latin in 2010 as a Special Education teacher, with a degree from Howard University in journalism and a Masters from the University of the District of Columbia in Special Education. After five years supporting our students with disabilities in partnership with both classroom faculty and families, Ms. Roberts began taking on administrative responsibilities, serving as Dean of Students, 12th Grade Director, Director of Special Education, and Assistant Principal for Student Life over the next five years. In each of these roles, Ms. Roberts ensured that the foundational principles of our classical model remained central to our daily work, reflected in our policies and practices and clearly visible in our classrooms and daily life on campus. Her leadership balanced this “big picture” focus with her constant devotion to our students, challenging and supporting them in their academic and personal growth. This continues to be her focus for the students and families of the Cooper Campus.

Beyond these important milestones, the 2021-22 school year was focused on solidifying key elements necessary for the opening in 2022-23. Highlights of our efforts in 2021-22 included:

- Preparing the temporary location in the Edgewood neighborhood for our occupancy
- Working with traffic experts and neighborhood schools to understand existing traffic patterns and plan a safe and minimally disruptive pickup and drop-off routine.
- Connecting to both our Edgewood neighbors and families interested in their children attending the new campus, with multiple canvassing events in Ward 5 as well as other key DC neighborhoods.
- Recruiting and enrolling 63 5<sup>th</sup> graders and 94 6<sup>th</sup> graders, including those who qualified for the new Equitable Access Preference, which we advocated for the passage of and were approved to use at both campuses in the 2022 common lottery.

## 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.

- Washington Latin honored our founding principal, Diana Smith, who stepped down after 15 years in June 2021, by naming the library at our 2<sup>nd</sup> Street Campus after her. **The Diana E. Smith Library** was unveiled and celebrated in early June 2021.
- College bound seniors were offered more than \$10M in merit scholarships, a new record. This included a full-tuition POSSE scholarship to Lafayette College (Latin has had at least one POSSE scholar in nine of our eleven graduating classes.), and a David M. Rubenstein/Economic Club of Washington, D.C. Scholarship, Pearl & Ivy Educational Foundation Scholarship, Arabic Honor Society Incoming Freshman Award, Philanthropic Educational Organization (PEO) Educational Recognition Award, Minnie Louise Anderson Young (MLAY) Scholarship, Federal Communications Bar Association, Reserve Officer Training Corps (ROTC) Scholarship, Smith Family Foundation Scholarship, and a College Bound Scholarship.
- One of our sixth-grade students earned second place in Engineering at the Montgomery County Science Fair.
- The DC Board of Elections was so impressed Latin students during a recent voter registration drive that they chose Washington Latin as the first high school to adopt a DC Voting Center.
- Two of our students qualified for the Citywide Spelling Bee. In addition, Certamen and debate have continued, again with impressive showings by our students.

## List of 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, 2021, to June 30, 2022.

Steve Aaron and Susan Baer	Bender Foundation Inc.
David Abramson and Kelly Hand	Lars Benson and Francesca Calisti
Donna and Bryant Adams	Aarti and Ezequiel Berdichevsky
Sarah and Brian Alcorn	Bill and Melinda Gates Foundation-Employee Matching Gift Program
Marie Alexander	Dion and Jennifer Black
Amazonsmile Organization	Ann Blackman and Michael Putzel
American Endowment Foundation	Julian and Renee Blair
Lawrence Antoine and Laurie Ballenger	Shawn Bleimehl and Jana Price
Jerri Anglin and Richard Bebout	William Blier and Nancy Edson
ArentFox Schiff LLP	BNY Mellon
Mario Arrington and Kathryn Lavado-Arrington	Robbie and Sarah Boone
Dawn and Michel Arteaga	Booz Allen
David Arthur and Denise Woods	Gretchen Borchelt and Adam Greenhalgh
Keith Ashdown and Jill Cashen	Steve and Donna Boyer
Alan and Meredith Atkinson	Katherine and David Bradley
Kalah Auchincloss	Elizabeth and Paul Brooks
Tony and Hilary Axam	Diana Bruce
Peter Bakel and Elizabeth Hanlon	Rachel Breitman and Zach Ratzman
Lance Baldwin and Erica Stewart	Mondo Brooks, Sr.
John Ball and Tara Billingsley	Sarah and Eric Browne
Bank of America Charitable Foundation	Kwame and Jasmine Browner
Gabrielle and Josh Batkin	Renato and Michelle Burgon
Ellen and Mike Beares	Katharine and Yohannes Button
Jonathan Beeton	

John Campbell and Jacob Petersen	Katie and John Durcan
Brian Campbell and Maryann Brazell	Sarah and Thomas Durkee
Christopher Camponovo and Reme Moya	Alexandra Economou and Rusty Klophaus
The Carlyle Group	EdForward DC
Barry and Phyllis Caldwell	EdOps
Alyssa Caroselli and Jason Park	Ronald Edwards and Jessica Schroeder
John and Lauren Cattaneo	Vicki Ellis and Daniele Catalani
Luba and Conrad Chaffee	Gretchen Gayle Ellsworth
Bill and Aliison Clausen	Eric and Jacqueline Emanuel
Charter School Growth Fund	Gina Eppolito and Francis Slakey
Kimberly Churches	Equinix, Inc.
CityBridge Foundation	Dawn Evans
City First Bank	Expedia
Lindsay Clark and Brian Van Wye	Stacey Fahrner and Andrew Wible
Clark-Winchcole Foundation	Justin and Emily Fisher
John and Kelly Cochran	James Fitzgerald
Michelle and Jared Cohen	Ben and Leila Fitzpatrick
Lynette and Ryan Craig	Sandra Fitzpatrick
Kate and Drew Cromwell	Chris and Martita Fleming
Matt and Adrienne Crozat	Adair Fox and Shelley Whelpton
Timothy Cullen	Jon and Jeni Freed
Martha and Steven Cutts	Mary Freed and William Lee
Mark and Christine D'Alessandro	Edmund Freeman and Kira Tewalt
Wuhan Dansby and Anita Mingo	Fannie Mae
Nathan and Erin Darling	Andrew Freedman and Miriam Laver
Mark Davenport and Jennifer Vanmeter	Tracy and Christian Gabriel
Danielle and Jordan Davidowitz	Brandon and Emily Gallas
Dwight Davis	Norman and Jessica Gardner
Jaime Deason and Matt Johnson	Stephen Gibson and Courtney Smith
Teri Dees and Christopher Jennings	Tina Giffin
Darren and Rhea DeStefano	Global Charitable Fund
Rebecca Deutsch and Benjamin Soskis	Jason Goldsmith and Hae Jung Moon
Souleymane Diallo and Lisa Rucker	Juan Carlos Gomez and Kai Blackwood
Matthew and Kate Doherty	Rochelle Archuleta Gonzalez and Miguel Gonzalez
Ayana and Don Douglas	Alyse Graham and Colin Stretch
Scott and Diane Douglas	Emily and Judson Greif
Miriam Doutriaux	Peter Grimm and Kelly Jones
Elizabeth Anderson Doze	Mary Hallam
Diane Duff and James McCleskey	Clayton and Stuart Hall
Matthew Dunne and Emily Martin	Sam Haller and Amy Lee

Autumn Hanna and John Kepner	Keith Lewis and Jennifer Thorpe-Lewis
Michael Harris and Jill Wasserman	Tony Lin and Vanessa Howells
Steven Harris and Regina Faranda	Lori Lincoln and Keith Gethers
Anne Hingeley and Mark Meier	Mr. and Mrs. Thaddeus Lindner
Emily and Lucas Hitt	Tashai and Ronald Little
Joseph and Katie Hodge	James Loots and Barbara Dougherty
Margot Hoerner and Jeffrey Pulford	Molly and Casey Lothamer
Christena Howell	Kathy and Richard Loughlin
Taryn and Peter Hristov	Stephen and A.E. Lovett
Amy Hunter and Josh Greene	Virginia Lynch
Kafayat and Asher Husband	Colleen and Don Lyster
Dorothy Hyman	Eric Mader and Elizabeth Gregg
Joseph Heim	Emily Martin and Justin Brookman
Phillip Inglima and Elizabeth Weiser	Emilio Martinez and Barrie Lynn Tapia
Michael Irving and Guiliana Dunham	Mariana Martinez and Iscar Blanco
Fred and Elizabeth Jacob	Jan Matousek
Elisabeth Jacobs and Samuel Walsh	James Maysonett and Kristen Gustafson
Hinda Jarik and Malcolm Ehrenpreis	Adrian McAloon and Susan Zentay
Jewish Federation of Greater Washington	Thomas and Laura McBride
Pramesh and Sangeeta Jobanputa	Erin McCartney and Kimberly Miller
Diane Johnson	Emily and Christopher McClinton
Sundeep and Silvana Kalsi	Nicholas and Ana McCoy
Glenn Kautt	Elizabeth and Cris McGuffee
Anjelina Keating and Michael Hess	Caitlin McGurn
Keith and Kecia Kelley	MCN Build, Inc
Scott and Anu Kelly	Emily and Andrew McPherson
Lucas and Purvee Kempf	Iain and Sarah McPhie
Ted and Laura Kim	Adam and Sara Meier
Ben and Rebecca Kramer	Merck Foundation
Markus Krisetya and Nicola Mousset-Jones	Kenneth and Alison Merritt
Jenelle Krishnamoorthy and James Mathews	Linda Miller
Jeffrey and Michele Kuhn	Lisa and Joshua Miller
L&C Pest Management Systems	Glenn and Beverly Mitchell
Anna Laitin and Todd Hettenbach	Nicole and Roy Mitchell
Joseph and Molly Laville	Julie and Karl Moeller
Christopher Le Mon and Rachel Taylor	Ken and Nicole Mogul
James and Lela Lee	Scot and Noel Montrey
Leidos	Timothy and Ruth Morgan
Jeffrey and Dunniela Levin	David Morris and Ulrike Reichert
Alyson and Jeff Lewis	William Moskoff and Carol Gayle

Steven and Marcela Movit	Elizabeth and Hunter Rawlings
Carol Mulholland	Marc and Lauren Regardie
Michael and Jill Murphy	Elaine and Scott Rensberger
Andrew Murray and Natasha Hayward	Christopher Richardson
Elizabeth and Paul Murray	Lee Richter and John Farden
Evan and Tina Nadler	Juan Risso and Angela Hunter
Jason and Emi Neubauer	Amanda and Christopher Rodriguez
David and Linda Neumann	Roberto Rodriguez
NFP   The Meltzer Group	Brian Roemer and Mona Miller
Nora Roberts Foundation	Nathaniel Brishen Rogers and Fernanda Nicola
Norman R. Rales & Ruth Rales Foundation	Barbara and Charles Rossotti
Grover and Samah Norquist	James Roberts and Paula Caira
Northrop Grumman Foundation	Mathilde Salmberg and James Pericola
Marilyn Nowalk and Steven Kirk	Jacques Sarfati and Oksana Zadorojnaya
Michael and Eleni O'Donovan	Anouk Savineau and Alex Tiersky
Bradley and Jill Olander	Deborah and Ethan Saxon
George Olson and Lisa Downs-Olson	David Sayles
Mogy and Kaymona Omatete	Carl and Lisa Schifferle
OneMain Financial, Inc.	Schwab Charitable
Tobey Oresman	DuWayne and Ellen Scott
Michael Orlove and Rebeca Rodriguez Alonso	Charles Servaites and Heather Strand
Michael O'Rourke and Elizabeth Richardson	Seth and Megan Shapiro
Evey and Greg Oyler	Darryl and Sonya Shepard
George Paci and Molly Pannell	James and Karen Shepherd
Edward and Zoe Paglee	Sven Shockey and Gayle Kirchmar
Eric and Elizabeth Paisner	Avi Sickel and Rosalind Romain
Mike and Grace Park	Scott Simpson
Thomas and Whitney Paxson	John Smeltzer and Catherine Flanagan
Paul Pfeuffer and Robin Spence	Peter Smith and Louisa Reynolds
Peale Foundation	Ruben Smudde and Li-Jill Chia
David and Sarah Pearson	Colin Soloway and Emily Hodges
Perkins Eastman DC	Emilie and Jacob Sommer
Philip L. Graham Fund	James Southworth and Karen Millbourne
Melanie and Bill Pittard	Steve and Crystal Souverain
Thomas Porter	Bruce Spiva and Anna Gelpern
Andres Portilla and Teresa Marchiori	Leanne and Kevin Starace
David Price and Michelle Ringuette	Thomas Starnes and Barbara Davis
Pro-Air, Inc.	Steve Stasiowski and Amelia Sparks
Joseph and Hilary Raffetto	Daniel Steinberg and Moira Shaughnessy
Meena and Kiran Raj	Gerard and Virginia Stocker

Donielle Stokes	Del and Chari Voss
Studio Twenty Seven Architecture	Erik Warga and Emmanuelle Dusart
Sara Switzer and Daniele Marchesani	Shannon and Justin Warren
Nathaniel and Laverne Tate	Marsha Waters
Henry Tam and Lan Tran	Caroline Watkins
Marcel Taylor and Rona Frederick	Todd Watterson and Tamara Fucile
Tewelde Tesfagabir and Almaz Gidey	Kevin Webb and Erica Turnipseed
The Blackburn Giving Fund	Stephen Wesson and Lara Campbell
The Carl M. Freeman Foundation	Krista Weymouth
The Charles and Marie Robertson Foundation	Kevin White and Kristin Anderson
The Gamba Family Foundation	Christopher Wilkinson
The Morris and Gwendolyn Cafritz Foundation	Brendan Williams-Kief
The U.S. Charitable Gift Trust	Jennifer Witherspoon
John Tichy and Melissa Loughlin	David Wolf
Suzanne and Chris Tiedeman	Nicole and George Wood
Truist Financial	Timothy Wood and Frances Perezchica
Joshua Tuerk	Jessica Wolfley
Chidi and Chinenye Ukaegbu	Heather Wyatt and Brandon Nichols
Meaghan and Joshua VerGow	Shay Wilkinson
Verizon	Trecarcia Yancey
Venpor Investments	John and Sarah Yonker
Kelly Vielmo and John Montgomery	Kathryn and Ben Young
Andrew Volmert and Stephanie Sterling	Laura and Michael Zehr

## School Year (SY) 2021-22 Annual Report: Campus Data Report

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: 378

### 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	96	96
Grade	7	8	9	10	11	12	Alter-native	Adult	SPED
Student Count	91	95	0	0	0	0	0	0	0

### Student Data Points

School	<b>Total number of instructional days: 179</b> Number of instructional days, not including holidays or professional development days
PCSB	<b>Suspension Rate: 2.40%</b>
PCSB	<b>Expulsion Rate: 0.0%</b>
PCSB	<b>Instructional Time Lost to Out-of-School Suspensions: 0.02%</b>
PCSB	<b>In-Seat Attendance: 96.0%*</b>
PCSB	<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>
PCSB	<b>Midyear Withdrawals: 0.3% (1 students)*</b>
PCSB	<b>Midyear Entries: 0.0% (0 students)*</b>
PCSB	<b>Promotion Rate (LEA): 100.0%</b>
PCSB (SY19-20)	<b>Graduation Rate:</b> Not Applicable
PCSB (SY19-20)	<b>College Acceptance Rate:</b> Not Applicable

## Faculty and Staff Data Points

School	<b>Teacher Attrition Rate: 19.5%</b>
School	<b>Number of Teachers: 41</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: \$66,887 Range -- Minimum: \$25,000                      Maximum: \$101,500
School	<b>Executive Compensation:</b> Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2020-21. <ul style="list-style-type: none"> <li>• \$175,000.00 -- Peter Anderson, Head of School</li> <li>• \$123,000.00 -- Yinnie Tse, Director of Finance</li> <li>• \$118,000.00 -- James Kelly, Principal</li> <li>• \$110,000.00 -- Cynthia Davis, Director of Development</li> <li>• 105,000.00 – Kate Cromwell, Director of Communications &amp; Engagement</li> </ul> <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 available in OSSE’s SY20-21 Charter Sector Attendance Qlik application as of August 2021. 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 5/31 in SY 2020-21, 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.

## School Year (SY) 2021-22 Annual Report: Campus Data Report Washington Latin Upper School

Source	Data Point
PCSB	LEA Name: Washington Latin PCS
PCSB	Campus Name: Washington Latin PCS - Upper School
PCSB	Grades served: 9--12
PCSB	Overall Audited Enrollment: 377

### 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	94	89	104	90	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	<b>Total number of instructional days: 179</b> Number of instructional days, not including holidays or professional development days
PCSB	<b>Suspension Rate: 7.4%</b>
PCSB	<b>Expulsion Rate: 0.00%</b>
PCSB	<b>Instructional Time Lost to Out-of-School Suspensions: 0.23%</b>
PCSB	<b>In-Seat Attendance: 93.90%*</b>
PCSB	<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>
PCSB	<b>Midyear Withdrawals: 1.30%</b> (5 students)*
PCSB	<b>Midyear Entries: 0.5%</b> (2 students)*
PCSB	<b>Promotion Rate (LEA): 99.6%</b>
PCSB (SY20-21)	<b>Graduation Rate: 80.7%</b>
PCSB (SY20-21)	<b>College Acceptance Rate: 94.0%</b>
PCSB (SY20-21)	<b>College Admission Test Score: 83%</b>

## Faculty and Staff Data Points

School	<b>Teacher Attrition Rate: 19.5%</b>
School	<b>Number of Teachers: 41</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: \$66,887 Range -- Minimum: \$25,000                      Maximum: \$101,500
School	<b>Executive Compensation</b> Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2020-21. <ul style="list-style-type: none"> <li>• \$175,000.00 -- Peter Anderson, Head of School</li> <li>• \$123,000.00 -- Yinnie Tse, Director of Finance</li> <li>• \$118,000.00 -- James Kelly, Principal</li> <li>• \$110,000.00 -- Cynthia Davis, Director of Development</li> <li>• 105,000.00 – Kate Cromwell, Director of Communications &amp; Engagement</li> </ul> <p><i>NB: These are LEA leadership positions and thus over both schools</i></p>

## Appendix A: Staff Roster 2021-22

### 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

**Mr. James Kelly – Principal, Upper and Middle School Math teacher**

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

**Ms. Janelle Bradley – Director of Middle School**

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

**Ms. Kara Brady – Director of Upper School, English teacher**

B.A. (History), Stonehill College

**Ms. Tiffany Bufort – Director of Integrated Services**

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

**Mr. William Clausen – Assistant Principal for Academics, Latin and Humanities teacher**

M.A. (Classics), Oxford University, *First Class Honours*  
B.A. (Classics), Cornell University, *summa cum laude*

**Ms. Kate Cromwell – Director of Advocacy, Communications, and Engagement**

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

**Ms. Aryn Davis – Director of Mental Health**

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

**Mr. Baba Eleby-El – Director of Athletics, Physical Education teacher**

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

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

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

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

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

**Ms. Caroline Gifford – Director of Special Initiatives**

M. Ed. (Educational Leadership), National Louis University  
B.A. (Russian and East European Studies), Yale University

**Ms. Kisha Hale – Assistant Director of Student Support**

M.Ed. (Education Leadership and Administration), The George Washington University  
M.Ed. (Curriculum for Diverse Learners), George Mason University  
M.Ed. (Special Education), Trinity Washington University

**Ms. Meghan Kovach – Assistant Director of Upper School, Upper School Math teacher**

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

**Ms. Crys Latham – Director of College Counseling, Financial Literacy teacher**

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

**Mr. Carl Lyon – Director of IT, Astronomy, AP Computer Science teacher**

B.A. (French), Virginia Tech

**Ms. Sarai Reed – Assistant Director of Middle School, 6<sup>th</sup> Grade English teacher**

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

**Dr. Diana E. Smith – Senior Advisor**

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

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

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

**Mr. Paul Vom Eigen – Director of Data Management**

B.A. (International Relations, Minor - Economics), Emory University  
M.B.A., Babson F.W. Olin Graduate School of Business

**Ms. Sandra Whitfield – Director of Special Education**

M.A. (Education and Human Development), The George Washington University  
B.A. (American Government), Georgetown University

## DEPARTMENT CHAIRS

### **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

### **Mr. Alexander Porcelli – Arabic, Modern Language Department Chair**

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

### **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

### **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. Jennifer Abercrombie – Library and Technology Assistant**

M.L.I.S. (Library Information Sciences), Dominican University

B.A. (Linguistics), Swarthmore College

### **Ms. Kianei Brown – Dedicated Aide**

### **Mr. Stillman Bruhier – Dedicated Aide**

**Mr. Jamille Callum – Assistant Athletic Coach**

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

**Ms. Lydia Chernitsky-Hamd – Special Education Case Manager**

B.A. (French and Philosophy), Randolph College

**Mr. Kortland Coleman – Dedicated Aide**

B.A. (History), Hamilton University

**Ms. Hazie Crespo – Coordinator of Student Intervention**

M.A. (Curriculum and Teaching Secondary Science), Boston University School of Education

B.A. (Neuroscience), Wheaton College

**Mr. Michael Davis – Data, Compliance, Assessment, and Substitute Manager**

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

B.A. (Mathematics), Ohio Wesleyan University

**Ms. Marisa De Silva – NYU Resident Teacher**

B.A. (History, Certificates in French and Teacher Preparation), Princeton University

**Mr. Albert Edmundson – Middle School Dean of Students**

**Mr. Brandon Edwards – Upper School Dean of Students**

**Mr. Joseph ElMahi – School Security Officer**

**Mr. Elias Figueroa – Director of Facilities Management**

B.A. (Agriculture and Livestock), National University of Education

Enrique Guzman y Valle, Lima, Peru

**Ms. Ada Flores – Food Services Coordinator**

**Ms. Steffanie Flores – Receptionist**

**Ms. Elizabeth Foley – Senior Instructional Coach, English teacher**

M.Ed. (Education), American University

B.A. (English, Classics), Georgetown University

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

M.S.W. (Social Work), The Catholic University of America

B.A. (Sociology), Bucknell University

**Ms. Carla Gott – NYU Resident Teacher**

B.A. (Social Work), University of Maryland Baltimore County

**Mr. Headley Grey – Driver and Vehicle Manager**

**Ms. Avant Griffith – Counselor, LGPC**

M.A. (School Counseling), Trinity Washington University  
B.A. (Sociology/Criminology), Ohio University

**Ms. Kisha Hale – Assistant Director of Student Support Services**

M.Ed. (Curriculum and Instruction in Education), George Mason University  
B.S., Lincoln University

**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, Development Associate**

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

**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

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

**Ms. Carenda Nunn – School Registrar**

**Mr. Carl Obeng – Psychologist**

M.Ed. (School Psychology and Counseling Services), Howard University  
B.A. (Psychology), Wesley College

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

**Ms. Fatima Sadiq – Dedicated Aide**

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

**Ms. Sayaka Smith – College Counselor**

M.A. (Translation), SOAS, University of London  
B.A. (Japanese), SOAS, University of London

**Ms. Robin Spence – Aspiring Leadership Program Fellow**

M.P.A. (Public Affairs), Princeton University  
M.A. (Political Science), University of British Columbia  
B.A. (Political Science), University of North Carolina at Chapel Hill

**Ms. Dayla Tucker – Middle and Upper School Dean of Students**

## **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

### **Mr. Patrick Bonner – 7<sup>th</sup> Grade Latin**

Ph.D. (History and Philosophy of Science), University of Cambridge

M.A. (History), University of Florida

B.A. (History), University of Florida

### **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

### **Mr. Aaron Byrd – 8<sup>th</sup> Grade History**

M.A.T. (Teaching), University of Maryland Global Campus

B.A. (History), University of Maryland University College

B.A. (Communications), Johnson C. Smith University

### **Ms. Caroline Coleman – MS/US Art, Academic Support Specialist**

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

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

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

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

B.A. (English), Dartmouth College

### **Ms. Julie Goldstein – 7<sup>th</sup> Grade Science**

M.A. (Teaching, ELA), Relay Graduate School of Education

B.S. (Public Health), Tulane University

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

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

**Ms. Cheryl Haywood – 8<sup>th</sup> Grade English**

J.D., Harvard University

B.A. (Economics and Latin American Studies), Wellesley College

**Ms. Gabriella Jones – Math**

B.A. (Chinese, Communications), University of Maryland

**Mr. Zachary Keita – 6<sup>th</sup> Grade Latin**

B.A. (Political Science, Classical Antiquity), University of Kansas

**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**

B.F.A. (Visual Art), University of Massachusetts Amherst

M.F.A. (Visual Art), Southern Illinois University Edwardsville

**Mr. Simoné Mariotti – Physical Education Teacher**

M.B.A. (International Business Studies), King University

B.S. (Physics), King University

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

B.S. (Mathematics), Covenant College

**Ms. Victoria Moten – 6<sup>th</sup> Grade English**

M.A. (English), Clark Atlanta University

B.A. (English), Clark Atlanta University

**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. 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. Michelle Silva – Dedicated Aide**

B.A. (Philosophy), Florida International University

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

M.A. (Classical Archeology), Tufts University

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

**Ms. JerBria Smith – Assistant Director of Athletics, Physical Education Teacher**

B.S. (Health Promotion), Barton College

**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

## UPPER SCHOOL FACULTY

### **Ms. Kena Allison – Biology**

M.A. (Teaching), American University  
B.A., Bowling Green State University

### **Ms. Shoaab Almalki – Arabic**

M.A. (Communication Studies), St. Mary's University  
B.A. (Journalism and Mass Communication), St. Mary's University

### **Ms. Tiffany Austin – English**

J.D. (Law), University of Notre Dame  
B.A. (English), Spelman College

### **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

### **Ms. Hope Bennett – Math**

M.S. (Applied Economics), Johns Hopkins University  
B.A. (Mathematics), University of Virginia

### **Mr. Parag Bhuvra – History**

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

### **Ms. Christina Colt – History**

M.A. (Counseling), Trinity University  
B.A. (History), Grand Canyon University

### **Mr. Nathan Day – English**

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

### **Ms. Gabrielle Dreaux – Math**

M.S. (Education), Johns Hopkins University  
B.S.E. (Chemical and Biomolecular Engineering), University of Pennsylvania

### **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

### **Mr. Michael Evans – Music**

**Ms. Danielle Feist – English, Music**

M.A. (Literature with emphasis on Film), George Mason University

B.S.E. (Cognitive Studies, English, and Secondary Education), Vanderbilt 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 Alcalá

B.A. (Justice Studies/Italian), James Madison University

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

Bachelor of General Studies (Humanities), Nicholls State University

**Ms. Xiaoming Han – Chinese**

M.A. (Higher Pedagogy) Dalian University of Technology, Dalian, China

B.A. (Education) Ludong University, Yantai, China

**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*

**Mr. Adam Keller – Physics**

M.A.T. (Teaching), Earlham College

B. A. (Geology), Earlham College

**Ms. Bridget Kiley – English**

B. A. (Theology), Loyola 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. Kira McBride – Latin**

B.A. (Classics), University of Virginia

**Mr. Howard Moore – Greek and Latin**

M.A. (Classics), Christ’s College, Cambridge University

P.G.C.E. (Classics) Faculty of Education, Cambridge University

M.A. (Educational Administration), Institute of Education, University of London

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

M.A. (Special Education), The George Washington University

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

**Ms. Becca Oran – Science**

M.S. (Water Management and Hydrology), Johns Hopkins University

B.S. (Biology and Business), Drew University

**Mr. Christopher Richardson – Mathematics**

J.D., The George Washington University

B.A. (Social Relations), Harvard College

**Mr. Ben Vernarsky – French**

B.A. (French, World Language Education) Pennsylvania State University

**Mr. Tom Yonker – Latin**

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

B.A. (German), Truman State University

## Appendix B: Board Roster

**Mr. Christopher B. Wilkinson**  
**President**

Senior Counsel  
Perkins Cole  
*DC Resident*

**Mr. Kenneth Merritt** Vice  
**President**

Senior Client Partner, Korn Ferry  
*Non-DC Resident*

**Mr. Timothy Morgan** Treasurer

Retired Partner  
PricewaterhouseCoopers  
*Non-DC Resident*

**Ms. Caitlin McGurn**  
**Secretary**

Partner, Guidehouse  
*Non-DC Resident*

**Ms. Laurie Ballenger** Facilities  
**Committee Chair**

General Counsel  
The Donohoe Companies, Inc.  
*DC Resident*

**Mr. Barry Caldwell** Development  
**Committee Chair**

Principal, Wroxton Civic Ventures  
*DC Resident*

**Ms. Alysse Graham**  
**Academic Committee Chair**

Non-Profit Strategic/Operational Consultant  
*DC Resident*

**Ms. Lisa Gail Rucker**  
**Governance Committee Chair**

Operations Manager  
The Alexander and Margaret Stewart Trust  
*DC Resident*

**Mr. Patrick Mara**

Political Strategist/Consultant  
*DC Resident*

**Mr. Nicholas McCoy**

Investment Management Associate  
Akin Gump Strauss Hauer & Feld LLP  
*Non-DC Resident*

**Mr. Carl McFadgion**

Partner, Affinity Group, LLC  
*DC Resident*

**Mr. Brendan Williams-Kief**

Vice-President, Georgetown Public Affairs  
*DC Resident*

**Ms. Kimberly Osagie**

Equity and Strategic Advisor  
Leadership Coach  
*Non-DC Resident*

**Dr. Hunter R. Rawlings**

President Emeritus, Cornell University  
*DC Resident*

## Appendix C: Financials

### Unaudited Year-end 2021-22 Financial Statement

#### INCOME STATEMENT

Revenue	
State and Local Revenue	14,822,147
Federal Revenue	1,168,793
Private Grants and Donations	1,777,806
Earned Fees	1,553,787
Donated Revenue	61,185
<b>Total Revenue</b>	<b>19,383,717</b>
Expenses	
Salaries	9,765,755
Benefits and Taxes	2,304,810
Staff-Related Costs	157,462
Occupancy Service	637,102
Direct Student Expense	1,385,606
Office & Business Expense	1,714,666
Donated Expense	51,910
Contingency	0
<b>Total Expenses</b>	<b>16,017,311</b>
<b>Operating Income</b>	<b>3,366,406</b>
Extraordinary Expenses	
Interest	292,404
Depreciation and Amortization	1,077,923
<b>Total Extraordinary Expenses</b>	<b>1,370,328</b>
<b>Net Income</b>	<b>1,996,078</b>

Cash Flow Statement	Forecast
<b>Net Income</b>	<b>1,996,078</b>
Cash Flow Adjustments	
Add Depreciation	1,017,253
Operating Fixed Assets	(202,549)
Other Operating Activities	(162,820)
Per-Pupil Adjustments	0
Suspense	0
Restricted Equity	0
Unrestricted Equity	(342,590)
Facilities Project Adjustments	(1,744,453)
<b>Total Cash Flow Adjustments</b>	<b>(1,435,158)</b>
<b>Change in Cash</b>	<b>560,920</b>

## BALANCE SHEET

### Assets

Current Assets	
Cash	16,173,437
Accounts Receivable	1,762,039
Other Current Assets	425,532
Intercompany Transfers	0
<u>Total Current Assets</u>	<u>18,361,009</u>
Noncurrent Assets	
Facilities, Net	13,269,429
Operating Fixed Assets, Net	508,524
<u>Total Noncurrent Assets</u>	<u>13,777,953</u>
Total Assets	32,138,962

<b>Liabilities and Equity</b>	<b>Year End</b>
Liabilities and Equity	
Current Liabilities	
Accounts Payable	417,583
Other Current Liabilities	122,558
Accrued Salaries and Benefits	939,589
<u>Total Current Liabilities</u>	<u>1,479,729</u>
Equity	
Unrestricted Net Assets	14,310,780
Net Income	1,996,078
Temporarily Restricted Net Assets	2,235,497
<u>Total Equity</u>	<u>18,542,355</u>
Long-Term Liabilities	
Senior Debt	13,521,697
Other Long-Term Liabilities	(1,404,820)
<u>Total Long-Term Liabilities</u>	<u>12,116,877</u>
Total Liabilities and Equity	32,138,962

## Approved 22-23 Budget

### Revenue

State and Local Revenue	18,531,912
Federal Revenue	1,106,668
Private Philanthropy	1,325,000
Earned Fees	667,507
Donated Revenue	11,590
Revenue Total	21,642,677

### Expenses

Salaries	12,466,186
Benefits and Taxes	3,137,170
Staff-Related Costs	214,392
Rent	740,723
Occupancy Service	791,343
Direct Student Expense	1,868,168
Office & Business Expense	1,381,604
Contingency	100,000
Expenses Total	20,699,586

**NET ORDINARY INCOME 943,091**

### Extraordinary Expenses

Depreciation and Amortization	1,129,917
Interest	263,672
Extraordinary Expenses Total	1,411,217

**TOTAL EXPENSES 22,110,803**

**BUDGETED NET INCOME (468,125)**