



# Washington Latin Public Charter Schools Annual Report School Year 2022 – 23

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

711 Edgewood Street NE, Washington DC 20017  
5200 2<sup>nd</sup> Street NW, Washington DC 20011  
202.697.4430 / 202.223.1111 / [www.latinpcs.org](http://www.latinpcs.org)

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# 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 Public Charter Schools provide 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 2023-2026

### Washington Latin Strategic Priorities 2023-2026

#### Priority 1

**Challenge ALL learners to grow and achieve rigorous standards of excellence** through collective responsibility and differentiated support.

#### Priority 2

**Fulfill the founding idea of Latin as a truly diverse & integrated community** that is accessible, equitable, and inclusive for all students, families, faculty, leaders, and board members.

#### Priority 3

**Establish and share a vision of how to create the conditions for human flourishing and moral development** in schools and build the program necessary to train leaders in accordance with these values and our mission.

#### Priority 4

**Ensure long-term fiscal, operational, human, and cultural sustainability** as we continue to expand our impact.

# 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.

# 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.

## Our Instructional Approach: Teaching in the Latin Way

*We believe in the uplifting and liberating power of our classical education for all learners.*

The academic experiences we strive to create at Washington Latin are in service of this freedom – freedom that allows our students to be at once disciplined and flexible in thought and action; freedom that allows them to fully embrace the humanity of others as well as their own; and the freedom that gives them the tools to identify and experience all that is good, true and beautiful in the world around them.

The Latin Way expresses Washington Latin’s vision of excellent teaching.

Six “universal” beliefs anchor the whole - universal in that they stem from one’s deepest values and can apply to situations outside of the classroom. Under each universal belief are four to five pedagogical beliefs that are applicable to the classroom specifically. Each pedagogical belief is expressed through behaviors or teacher “moves” that we believe represent excellent teaching practices.

Below we share these universal beliefs and then the framework within which our faculty instruct.

### Universal Belief #1

*We all possess inherent dignity, which is the foundation for trust.*

### Universal Belief #2

*We can all progress, with humility and support, on our paths towards a fuller humanity.*

### Universal Belief #3

*We form our character by learning to live harmoniously in a community.*

### Universal Belief #4

*We pursue enduring truths by inviting and questioning a diversity of views.*

### Universal Belief #5

*We live in a world of beauty and mystery; there is so much to know and love.*

### Universal Belief #6

*We are not born for ourselves alone.*

## 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

# 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 90%</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 917 across all grades and at both campuses</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 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 did not produced PMF scores for the 2022-23 school year, but we share our PARCC proficiency rates below.

|             | Middle Schools DC/State | Upper Schools DC/State | Cooper Campus Middle School | 2nd St Campus Middle School | 2nd St Campus Upper School |
|-------------|-------------------------|------------------------|-----------------------------|-----------------------------|----------------------------|
| <b>ELA</b>  | 36%                     | 34%                    | 63%                         | 68%                         | 71%                        |
| <b>Math</b> | 21%                     | 11%                    | 49%                         | 52%                         | 30%                        |

DC data is from OSSE: <https://osse.dc.gov/assessmentresults2023>

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?       | EVIDENCE  |
|---|------------|---|
| Achieving and maintaining an LEA-level at-risk to not at-risk out-of-school suspension rate ratio of <3   | <b>Met</b> | Washington Latin’s 2022-23 at-risk to not-at-risk out-of-school suspension rate ratio was <b>2.94</b> . |
| 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 2022-23 is not available.   |

We were able to achieve this goal as a result of adaptations we implemented over the course of the academic year. These include:

- Revamping 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.
- Continuing 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.
- Adding two additional full-time faculty members to work directly with our at-risk students at both campuses.

To provide further context about our discipline rates and overall approach, please 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. **Additionally, the number of at-risk students who were suspended declined from 31 in 2018-19 to only 9 in 2022-23.** This occurred even as the total number of at-risk students increased from 72 in 2018-19 to 133 in 2022-23. 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 2022-23

### Life at Second Street

Despite some changes at the leadership level, the theme of this year was a long overdue reestablishment of “normalcy.” If the previous year was marked by integrating adaptations from our years in virtual and hybrid settings, 2022-23 was defined by our faculty’s digging into the rituals and traditions that have long defined our model while simultaneously focusing on the academic disparities created by the pandemic.

- After a three-year hiatus, we resumed our signature spring break trips this year. Upper level language students visited Rome and Taiwan. There was also a student-led, nonschool sponsored trip to Morocco supported by one of our faculty members. In addition, several of our students participated in a Civil Rights Tour through the South.
- We offered our usual stable of extracurricular programming, such as 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).
- We hosted performances at school and beyond, including multiple choir and jazz band concerts, a fall play (*Clue*), spring musical (*Curtains*), several theater and art showcases for younger grades (all 5<sup>th</sup> and 6<sup>th</sup> graders take theater at 2<sup>nd</sup> Street).
- We led multiple 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.

At 2nd Street, we also continued to explore new ground and provide novel offerings not just for Latin students, but for everyone within DC’s educational ecosystem.

- Our 2nd Street campus hosted an orientation for exchange teachers participating in the Teachers for Critical Languages Program (TCLP) at American Councils for International Education.
- We hosted the first ever DC charter invitational women's wrestling tournament. Three of four participants from Latin medaled in their weight classes.

### Anna Julia Cooper Campus Grand Opening

Principal Khashiffa Roberts led the opening of Latin’s second campus, named after Anna Julia Cooper, a DC educator, classicist and feminist. We welcomed students in 5<sup>th</sup> and 6<sup>th</sup> grades to our temporary facility in Ward 5’s Edgewood neighborhood. Opening the Cooper Campus represented the culmination of years of planning and work to expand access to a Washington Latin education to more DC families. The entire Washington Latin team celebrated this milestone moment.

### Purchase of 4301 Harewood Road NE

Early in the 2022-23 school year, Washington Latin closed on the purchase of a school site at 4301 Harewood Road, the former Kirov Academy of Ballet. The opportunity to purchase a site is a rare one for DC charter schools, and we are delighted that it is not only wonderfully suited to our needs but also as affordable as leasing options. We partnered with Washington Yu Ying PCS in the purchase, with each LEA constructing a new building on the site in addition to renovating the existing historic structure. Our plan is to move to the campus in 2025-26 with grades 5-8, reaching full enrollment by 2028-29.

We worked through the 2022-23 school year was to close on the site, seek the necessary permits and

government approvals, and to begin the design process for the new building, which will serve primarily as the Cooper Middle School, and the renovation of the historic building, which will house our Cooper Upper School. We worked closely with our partner, Yu Ying, as well as Ward 5 residents, businesses and leaders, including by hosting virtual town halls, attending local ANC meetings, and introducing our LEA to our neighbors. This work will continue next year when we begin construction and beyond, as we seek to be good neighbors and members of this community.

### **Faculty and Student Accomplishments**

- During the last weekend in April, our Honors Choir traveled to New York City to sing Mozart's *Requiem* at Carnegie Hall with 186 other voices from four other countries.
- Three of our students were selected to travel with National Geographic during the summer of 2023. One went to the Galapagos on a wildlife conservation trip, one visited Thailand to study anthropology, and a third traveled to Baja, CA to study photography.
- Two of our Seniors were awarded four-year, full-tuition Posse scholarships to Bucknell University. This is the first time Latin has had two students selected by the same university/to be in the same Posse, but we have had a Posse scholar at Latin in each Senior class.
- Another Senior was selected as a QuestBridge Scholar to Macalester College in St. Paul, MN. This is the first time Latin has ever had a QB Scholar.
- On February 10th, the DC Special Education Cooperative convened a summit for various stakeholders to explore ways the city can innovate to change the outcomes for students with disabilities. Four leaders from Latin attended this event. However, four of our students (each of them currently being served by our Student Support Department) took “center stage” as specially invited guests, helping to raise awareness about the challenges and offering their ideas.
- Latin Seniors demolished the previous record for merit scholarships a class has earned. The class of 2022 received more than \$22.7 million in merit scholarships, surpassing the previous record of less than \$12 million.
- In late March, the District of Columbia State Athletic Association (DCSAA) named one of our wrestlers, Zemen Sium, the 2023 Wrestler of the Year. His coach, Rickey Torrence, was honored as Coach of the Year. Two of our other students made First Team for the State All Star Team.
- Our varsity baseball team won the Public Charter School League championship for the second consecutive year. Our varsity softball team won the Public Charter School League championship for the fourth consecutive year, as did our middle school baseball team.
- Washington Latin earned first place at the US Chess Center's scholastic chess tournament on Saturday, April 29, 2023. Two of the three team members were Cooper Campus students who each started chess clubs for their respective grades at their school.

### **Recognition**

Between conferences, visits from esteemed speakers and educators interested in what we're accomplishing here at Latin, and several instances of receiving the media's spotlight, Latin received recognition from numerous stakeholders:

- Washington Latin was featured in a March 22, 2023 story in *The 74 Million*, a nonprofit news website that focuses on school choice issues in the United States.
- During spring break, veteran journalist Allison Seymour, who anchors WUSA's “Get Up DC,” was at Washington Latin to film a story about Girls on the Run, a DC organization that encourages middle school girls to run. In the video segment, you can see more than a dozen middle school girls from both of our campuses running around our 2nd Street Campus field.

- Niche's recent rankings of public charter high schools across the country listed two DC institutions among the top 100 for 2022-23. Washington Latin and BASIS DC were ranked #56 and #57 respectively. Both schools received an overall Niche grade of A+, with academics, teachers, and diversity being our strengths. This was acknowledged in the DC PCSB newsletter released on March 7, 2022.

## List of Donors

Washington Latin raised over \$2,400,000 last year from its community of supporters for both our current campuses and for our ongoing growth campaign. 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. 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 is the full list of our donors who have contributed monetary or in-kind donations having a value equal to or exceeding \$500 from July 1, 2022, to June 30, 2023.

|   |   |
|---|---|
| Steve Aaron and Susan Baer  | Renato and Michelle Burgon              |
| Adel and Max Pappas   | Brian Campbell and Mary Ann Brazell     |
| Tyler Akagi   | Christopher Camponovo and Remedios Moya |
| Sarah and Brian Alcorn  | Alyssa Caroselli and Jason Park         |
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| Baltimore-Washington Conference of the United<br>Methodist Church | Teri Dees and Christopher Jennings      |
| Bank of America Charitable Foundation                             | Darren and Rhea DeStefano               |
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| Aarti and Ezequiel Berdichevsky                                   | Ayana and Don Douglas                   |
| Bill and Melinda Gates Foundation- Matching<br>Gift Program       | Scott and Diane Douglas                 |
| Dion and Jennifer Black   | Catherine Downes and Francine Madden    |
| Ann Blackman and Michael Putzel                                   | Diane Duff and James McCleskey          |
| Shawn Bleimehl and Jana Price                                     | Matthew Dunne and Emily Martin          |
| William Blier and Nancy Edson                                     | Clifton and Michelle Durant             |
| BNY Mellon  | Katie and John Durcan                   |
| Robbie and Sarah Boone  | Sarah and Thomas Durkee                 |
| Gretchen Borchelt and Adam Greenhalgh                             | Ms. Alexandra Economou                  |
| Steve and Donna Boyer   | Elizabeth and Frank Craddock            |
| Rachel Breitman and Zach Ratzman                                  | Vicki Ellis and Daniele Catalani        |
| Elizabeth and Paul Brooks   | Gretchen Ellsworth and Robert Hirsch    |
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Sundeeep and Silvana Kalsi  
Katherine Fertakis and Jeffrey Perkins  
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Markus Krisetya and Nicola Mousset-Jones  
Jenelle Krishnamoorthy and James Mathews  
Dana Kuan  
Jeffrey and Michele Kuhn  
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Joseph and Molly Laville  
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Leanne Starace  
Leidos  
Jeffrey and Dunniela Levin  
Alyson and Jeff Lewis  
Keith and Jennifer Lewis  
Nicola Lightner  
Mr. Tony Lin and Dr. Vanessa Howells  
Lisa Page and Joseph Burrow  
Tashai and Ronald Little  
James Loots and Barbara Dougherty  
Paul Lopata  
Molly and Casey Lothamer  
Kathy and Richard Loughlin  
Stephen and A.E. Lovett  
Luke Lowenfish and Linda Miller  
Patrick and Shannon Mara  
Greg Marchand and Meaghan Mountford  
Emily Martin and Justin Brookman  
Emilio Martinez and Barrie Lynn Tapia  
Mariana Martinez and Iscar Blanco  
James Maysonett and Kristen Gustafson  
Adrian McAloon and Susan Zentay  
Thomas and Laura McBride



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Nicholas and Ana McCoy  
Caitlin McGurn  
Emily and Andrew McPherson  
Iain and Sarah McPhie  
Adam and Sara Meier  
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Michael and Alexis Ronickher  
Microsoft Matching Gifts Program  
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Glenn and Beverley Mitchell  
Nicole and Roy Mitchell  
Ken and Nicole Mogul  
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David Morris and Ulrike Reichert  
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Elizabeth and Paul Murray  
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Bradley and Jill Olander  
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Tailynn Olvera  
Mogy and Kamonya Omatete  
Tobey Oresman  
Michael O'Rourke and Elizabeth Richardson  
George Paci and Molly Pannell  
Eric and Elizabeth Paisner  
Christena Howell  
Mike and Grace Park  
Thomas and Whitney Paxson  
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David and Sarah Pearson  
Pendragwn Productions LLC  
Pension Fund of the Christian Church  
David and Sophia Person  
Paul Pfeuffer and Robin Spence

Melanie and Bill Pittard  
PNC Bank  
Andres Portilla and Teresa Marchiori  
Qatar Foundation International  
Joseph and Hilary Raffetto  
Mary M. Raiser  
Meena and Kiran Raj  
E. Carmen Ramirez  
Rebecca and Cullen Watson  
Marc and Lauren Regardie  
Elaine and Scottt Rensberger  
Juan Risso and Angela Hunter  
James Roberts and Paula Caira  
Amanda and Christopher Rodriguez  
Brian Roemer and Mona Miller  
Sarah Roma  
Barbara and Charles Rossotti  
Mathilde Salmberg and James Pericola  
Sarah Cross and Adam Neufeld  
Anouk Savineau and Alex Tiersky  
Deborah and Ethan Saxon  
Erin Scheick and Brandon Yoder  
Carl and Lisa Schifferle  
Schwab Charitable  
Jeffrey Seltzer  
Charles Servaites and Heather Strand  
Seth and Megan Shapiro  
Shelby Hunt and Brad Snyder  
Darryl and Sonya Shepard  
James and Karen Shepherd  
Lisa Sherman  
Sven Shockey and Gayle Kirchmar  
Avi Sickel and Rosalind Romain  
Maxwell Simpson and Virginia Lynch  
Scott Simpson  
Karl Smeltzer  
Diana Smith  
Peter Smith and Louisa Reynolds  
Ruben Smudde and Li-Jill Chia  
Colin Soloway and Emily Hodges  
Emilie and Jacob Sommer  
James Southworth and Karen Milbourne  
Steve and Crystal Souverain  
Steve Stasiowski and Amelia Sparks  
Daniel Steinberg and Moira Shaughnessy  
Kathryn and Ian Steinberg  
Gerard and Virginia Stocker  
Kevin Storm  
Nathaniel and LaVerne Tate  
Marcel Taylor and Rona Frederick  
Tewelde Tesfagabir and Almaz Gidey

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The Gamba Family Foundation  
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Suzanne and Chris Tiedeman  
Tim Cullen  
Todd Litchfield and Rachel Abrecht-Litchfield  
Truist  
Joshua Tuerk  
Twilio  
Vanguard  
Vanguard Charitable  
Venpor Investments, LLC  
Meaghan and Joshua VerGow  
Kelly Vielmo and John Montgomery  
Andrew Volmert and Stephanie Sterling  
Del and Chari Voss  
Shannon and Justin Warren  
Todd Watterson and Tamara Fucile  
Kevin Webb and Erica Turnipseed  
Stephen Wesson and Lara Campbell  
Krista and Stephen Weymouth  
Kevin White and Kristin Anderson  
Christopher Wilkinson  
Shay and Derek Wilkinson  
David Wolf and Amy Russell  
Jessica Wolfley and Earl Eutsler  
Nicole and George Wood  
Timothy Wood and Frances Perezchica  
Kathryn and Ben Young  
Aswathi Zachariah  
Shawn and Katherine Zeller

## School Year (SY) 2022-23 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: 383                   |

### 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            | 99    | 93    |
| Grade         | 7   | 8   | 9  | 10 | 11 | 12 | Alter-native | Adult | SPED* |
| Student Count | 95  | 96  | 0  | 0  | 0  | 0  | 0            | 0     | 0     |

### Student Data Points

|         |   |
|---------|---|
| School  | <b>Total number of instructional days:</b> 179<br>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.  |
| DC PCSB | <b>Suspension Rate:</b> 2.35%   |
| DC PCSB | <b>Expulsion Rate:</b> 0.00%  |
| DC PCSB | <b>Instructional Time Lost to Out-of-School Suspensions:</b> 0.02%  |
| DC PCSB | <b>In-seat Attendance:</b> 94.31%   |
| DC PCSB | <b>Average Daily Attendance:</b><br>The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary) |
| DC PCSB | <b>Mid-Year Withdrawals:</b> 0.00%  |
| DC PCSB | <b>Mid-Year Entries:</b> 0.00%  |
| DC PCSB | <b>Promotion Rate (LEA):</b> 100.00%  |
| DC PCSB | <b>College Acceptance Rate:</b> Not Applicable  |
| DC PCSB | <b>College Admission Test Score:</b> Not Applicable   |
| DC PCSB | <b>Graduation Rate:</b> Not Applicable  |

## Faculty and Staff Data Points – 2<sup>nd</sup> Street Campus

*Per Kristie Dennis of DC PCSB, Washington Latin is permitted to submit faculty data points by facility (that is, for both the Middle and Upper Schools located at our 5200 2<sup>nd</sup> Street facility.)*

|               |   |
|---------------|---|
| <b>School</b> | <b>Teacher Attrition Rate: 7.58%</b>  |
| <b>School</b> | <b>Number of Teachers: 66</b><br>“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.  |
| <b>School</b> | <b>Teacher Salary</b><br>Average: \$66,243<br>Range - - Minimum: \$52,250                      Maximum: \$93,255  |
| <b>School</b> | <b>Executive Compensation</b><br>Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2022-23. <ul style="list-style-type: none"> <li>• \$185,277.35 – Peter Anderson, Head of School*</li> <li>• \$121,000.00 – James Kelly, Principal, 2<sup>nd</sup> Street Campus</li> <li>• \$111,000.00 – Cynthia Davis, Director of Development*</li> <li>• \$111,000.00 – Kate Cromwell, Director of Communications &amp; Engagement*</li> <li>• \$105,049.00 – Khashiffa Roberts, Principal, Cooper Campus</li> </ul> <p><i>*These are LEA leadership positions and thus over all schools</i></p> |

## School Year (SY) 2022-23 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  | Alter-<br>native | Adult | SPED* |
| Student Count | 0   | 0   | 95 | 92 | 86 | 104 | 0                | 0     | 0     |

### Student Data Points

|         |   |
|---------|---|
| School  | <b>Total number of instructional days:</b> 179<br>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.  |
| DC PCSB | <b>Suspension Rate:</b> 2.92%   |
| DC PCSB | <b>Expulsion Rate:</b> 0.00%  |
| DC PCSB | <b>Instructional Time Lost to Out-of-School Suspensions:</b> 0.04%  |
| DC PCSB | <b>In-seat Attendance:</b> 92.28%   |
| DC PCSB | <b>Average Daily Attendance:</b><br>The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary) |
| DC PCSB | <b>Mid-Year Withdrawals:</b> 1.59%  |
| DC PCSB | <b>Mid-Year Entries:</b> 0.27%  |
| DC PCSB | <b>Promotion Rate (LEA):</b> 100.00%  |
| DC PCSB | <b>College Acceptance Rate:</b> 94.80%  |
| DC PCSB | <b>College Admission Test Score:</b> 71.60%   |
| DC PCSB | <b>Graduation Rate:</b> 91.46%  |

## School Year (SY) 2022-23 Annual Report: Campus Data Report Washington Latin Anna Julia Cooper

| Source | Data Point   |
|--------|--|
| PCSB   | LEA Name: Washington Latin PCS   |
| PCSB   | Campus Name: Washington Latin PCS – The Anna Julia Cooper Campus Middle School |
| PCSB   | Grades served: 5-6   |
| PCSB   | Overall Audited Enrollment: 157  |

### 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                | 63    | 94    |
| Grade         | 7   | 8   | 9  | 10 | 11 | 12 | Alter-<br>native | Adult | SPED* |
| Student Count | 0   | 0   | 0  | 0  | 0  | 0  | 0                | 0     | 0     |

### Student Data Points

|                |   |
|----------------|---|
| <b>School</b>  | <b>Total number of instructional days:</b> 179<br>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.  |
| <b>DC PCSB</b> | <b>Suspension Rate:</b> 1.27%   |
| <b>DC PCSB</b> | <b>Expulsion Rate:</b> 0.00%  |
| <b>DC PCSB</b> | <b>Instructional Time Lost to Out-of-School Suspensions:</b> 0.01%  |
| <b>DC PCSB</b> | <b>In-seat Attendance:</b> 95.45%   |
| <b>DC PCSB</b> | <b>Average Daily Attendance:</b><br>The SRA requires annual reports to include a school’s average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary) |
| <b>DC PCSB</b> | <b>Mid-Year Withdrawals:</b> 0.64%  |
| <b>DC PCSB</b> | <b>Mid-Year Entries:</b> 0.00%  |
| <b>DC PCSB</b> | <b>Promotion Rate (LEA):</b> Not Applicable   |
| <b>DC PCSB</b> | <b>College Acceptance Rate:</b> Not Applicable  |
| <b>DC PCSB</b> | <b>College Admission Test Score:</b> Not Applicable   |
| <b>DC PCSB</b> | <b>Graduation Rate:</b> Not Applicable  |

### ***Faculty and Staff Data Points***

|               |   |
|---------------|---|
| <b>School</b> | <b>Teacher Attrition Rate: 16.67%</b>   |
| <b>School</b> | <b>Number of Teachers: 12</b><br><i>“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.</i>   |
| <b>School</b> | <b>Teacher Salary</b><br>Average: \$56,516<br>Range - - Minimum: \$52,250                      Maximum: \$72,420  |
| <b>School</b> | <b>Executive Compensation</b><br><i>Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2022-23.</i> <ul style="list-style-type: none"> <li>• \$185,277.35 – Peter Anderson, Head of School*</li> <li>• \$121,000.00 – James Kelly, Principal, 2<sup>nd</sup> Street Campus</li> <li>• \$111,000.00 – Cynthia Davis, Director of Development*</li> <li>• \$111,000.00 – Kate Cromwell, Director of Communications &amp; Engagement*</li> <li>• \$105,049.00 – Khashiffa Roberts, Principal, Cooper Campus</li> </ul> <p><i>*These are LEA leadership positions and thus over both schools</i></p> |

# Appendix A: Staff Roster 2022-23

## 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 (2<sup>nd</sup> Street), Upper and Middle School Math teacher**

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

### **Ms. Khashiffa Roberts – Principal, Anna Julia Cooper**

B.A. (Communications), Howard University

### **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. Samantha Spiegel – Dean of Academic Operations**

### **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 Communications & Engagement**

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

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

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 – Chief of Schools**

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

**Ms. Geovanna Izurieta – Chief Financial Officer**

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

**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 – Managing Director of Information Technology, 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 – Chief of Classical Education**

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

**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

## **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

**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

**Ms. Julia Toews – English and College Counselor, English Department Chair**

M.A. (English), John Hopkins University

B.A. (English), Reed College

**Mr. Lawrence Staten – 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, 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**

**Ms. Tatyana Murithi – Human Resources Manager**

B.A. (HR Management), University of Maryland University College

**Ms. Anaka Osborne – Director of Literacy**

M.S. (Special Education and Teaching) John Hopkins University

B.A. (Psychology), Pepperdine University

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

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

**Mr. Isaiah Minder III – Academic Intervention Specialist**

**Mr. Kortland Coleman – Dedicated Aide**

B.A. (History), Hamilton University

**Mr. Michael Davis – Data, Compliance & Assessment Manager**  
M.A. (Educational Administration), The Catholic University of America  
B.A. (Mathematics), Ohio Wesleyan University

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

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

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

**Ms. Devon Della-Croce – School Counselor**

M.S. (Social Work), Temple University  
B.A. (Psychology), Temple University

**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**

**Mr. Terrance Bullock – Security Guard**

**Ms. Steffanie Flores – Registrar**

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

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

**Ms. Jazmyne Keane – School Counselor**

M.A. (Social Work, Clinical Practice), Boston University  
B.A. (Biological Sciences, African American Studies), Smith College

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

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

**Ms. Carla Gott – Special Education Case Manager**

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. Briette Cottom – Behavior Specialist**

M.S. (Human Behavior), Capella University  
B.S. (Sociology), Frostburg State 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, Communications 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 – Dean of Student Life and Culture**

**Mr. Alberto Rios – P.E./Health Teacher**

**Mr. Carl Obeng – Psychologist, Director of Mental Health**

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

**Ms. Li-Jill Chia – Special Projects Coordinator**

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

**Mr. Michael Thomas – Student Support Coordinator**

M.A.T. (Special Education), Trinity University of Washington  
B.A. (Communications), N.C. Agricultural & Technical State University

**Ms. Tamica Prue – School Culture Specialist**

B.A. (Special Education), Ashford University

**Ms. Claudia Herrera– Receptionist & Academic Operations Associate**

B.A. (English), Trinity Washington University

**Ms. Shayna Rose – Student Support Compliance Manager**

M.S. (Education), Long Island University  
M.S. (Public Education), Metropolitan College of New York  
B.S. (Accounting), Fairfield University

**Ms. Emily Pall– Math Interventionist**

M.S. (School Administration and Supervision), Johns Hopkins University School of Education  
B.A. (Architecture), Princeton University

**Ms. India Matthews – Special Education Teacher and Case Manager**

B.S. (Psychology), Frostburg State University

**Ms. Patrice Anderson – School Culture Specialist**

M.S. (Teaching), Notre Dame of Maryland University  
B.A. (Social Work), Morgan State University

**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. Dominique Joseph-Brown – Student Support Teacher and Case Manager**

**Ms. Amy Brock – Director of Restorative Justice**

M.A. (Elementary Education & Teaching), Meredith College  
B.S. (Biology), Mars Hill College

**Ms. Robin Spence – Substitute Manager**

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. Melisma Cox – English Language Support Teacher**

M.Ed. (Secondary Education, French), George Washington University  
M.S. (Education, TESOL), University of Pennsylvania  
M.A. (Print Journalism), University of Miami  
B.A. (Linguistics), Boston University

**Ms. Sabrina Helck – Resident Teacher**

B.S. (Mathematics), College of Wooster

**Ms. DeLishia Davis- Resident Teacher**

B.A. (Christian Education), Lancaster Bible College

**Ms. Lisa Moore – Director of Numeracy**

B.S. (Mathematics), Covenant College

**Ms. Brittany Lee-Bey – Director of Literacy**

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

**Ms. Dayla Tucker – Assistant Director of Integrated Services**

B.A. (Social Work), Bowie State  
MSW (Social Work), Fordham University

**Mr. Joseph Green – YES Instructor and Counselor**

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

**Ms. Julia Day – Permanent Substitute**

B.A. (Classics, Greek), University of Virginia

**MIDDLE SCHOOL FACULTY**

**Ms. Tayler Ables – Health Teacher**

B.A. (Science in Exercise Science/Allied Health), University of New Hampshire

**Ms. Olueafunmilola Adeosun – 5<sup>th</sup> Grade English Teacher**

B.A. (English), Boston University

**Ms. Leah Andelsmith – 6<sup>th</sup> Grade English Teacher**

B.A. (Dramatic Literature), New York University

**Mr. Sean Baldwin – 5<sup>th</sup> and 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 and Instructional Coach**

B.S. (Astrophysics), Haverford College

**Mr. Jason Berger – 6<sup>th</sup> Grade Latin**

B.A. (Classics, Political Science), Emory University

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

M.F.A. (Literature/Creative Writing), Bennington College  
B.A. (Political Science/Religious Studies), New York University

**Dr. 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. Kyler Cook – 5<sup>th</sup> Grade Math**

B.S. (Marketing), Johnson and Wales

**Ms. Ann Curley – 5<sup>th</sup> Grade Latin Teacher**

B.A. (Classical and Ancient Near Eastern), George Washington University

**Ms. Fatima David – Art Teacher and Teacher Assistant**

B.A. (Communications Management and Design), Ithaca College

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

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

**Mr. Alexander Doyle – Geography & Literature**

M.S. (Education and Teaching), University of Pennsylvania  
B.A. (History), University of New Hampshire

**Mr. Thomas Elbert – 8<sup>th</sup> Grade Math Teacher**

M.S. (Science in Education), John Hopkins University  
B.A. (Science and Foreign Service), Georgetown University

**Ms. Katherine Freeman – 6<sup>th</sup> Grade Math**

B.A. (Political Science), University of Vermont

**Ms. Catherine Friedman – SPED Teacher and Case Manager**

B.A. (English), Dartmouth College

**Ms. Khalia Gans – English Teacher and Advisor**

B.A. (Education Studies), Spelman College

**Ms. Juliette Ghaffari – 7<sup>th</sup> Grade Science**

B.S. (Biology), George Washington University

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

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

B.S. (Public Health), Tulane University

**Ms. Marina Jacobo – 6<sup>th</sup> Grade Math Teacher**

M.S. (Applied Mathematics), University of New Hampshire

B.S. (Mathematics), Hofstra University

**Mr. Samuel Jeremenko – Science Teacher**

B.A. (Biology), Randolph-Macon College

**Ms. Patti Kolb – Mathematics**

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

B.A. (History), University of Cincinnati

**Mr. Mary Martha Maclay – 6<sup>th</sup> Grade Latin Teacher**

B.A. (Classical Studies: Language and Literature), University of Chicago

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

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

B.S. (Physics), King University

**Mr. Johnny Mey- 5<sup>th</sup> Grade Science Teacher**

M.A. (Global Humanities), Towson University

B.A. (Political Science), Towson 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

**Dr. Lacy Peale – 7<sup>th</sup> Grade English, Instructional Coach**

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

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

**Ms. Jenna Sisson– 7<sup>th</sup> Grade Math**

B.A. (Mathematics), University of Florida

**Mr. Joseph Starnes – 6<sup>th</sup> Grade Civics**

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

**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**

**Mr. Jacob Adams – Arabic**

M.A. (Teaching a Foreign Language- Arabic), Middlebury Institute of International Studies  
M.A (Linguistics), University of California  
B.A. (Linguistics and International Relations), University of California

**Ms. Kena Allison – Biology**

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

**Ms. Shoa Al Malki – 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. Parag Bhuva – 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

**Ms. Jessica Csoma – ELL Teacher**

M.A. (English, History and Economics), Westfälische Wilhelms University, Germany

**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**

B.S. (Music), Old Dominion University

**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

**Mr. Leonard Finkelman – Science Teacher**

PhD. (Philosophy of Science), University of New York City  
M.S. (Earth Sciences/Paleontology), University of Oregon  
B.A. (Philosophy), University of Virginia

**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. 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. Kallid Love – Math**

B.A. (Mathematics), Princeton 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

**Mr. Christopher Richardson – Mathematics**

J.D., The George Washington University

B.A. (Social Relations), Harvard College

**Mr. Terence Sheehan – English**

M.A. (Teaching), Sierra Nevada College

B.A. (Rhetoric), University of California, Berkeley

**Mr. Ben Vernarsky – French**

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

**Ms. Grace-Ann Woods– Science**

B.A. (Biology), Mount Holyoke College

**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**

Founder, Merritt Advisory Group LLC  
*Non-DC Resident*

**Ms. Elizabeth Paisner**  
**Treasurer**

Corporate Vice President, Financial Analyst  
and Feasibility  
Quadrangle Development Corporation  
*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*

**Ms. Priya Jayachandran**  
**President, National Housing Trust**

*DC Resident*

**Mr. Carl McFadgion**

Partner, Affinity Group, LLC  
*DC Resident*

**Mr. Josiah Osgood**

Professor and Chair of Classics,  
Georgetown University  
*DC Resident*

**Fabiana Perera**

Senior Faculty Associate  
Defense Security Cooperation University  
*DC Resident*

**Mr. Brendan Williams-Kief**

Vice-President, Georgetown Public Affairs  
*DC Resident*

## Appendix C: Financials

| Washington Latin PCS                    |  |  |                 |
|---|--|--|-----------------|
| FY23 Budget                             |  |  |                 |
| July 1, 2022 - June 30, 2023            |  |  |                 |
| <b>REVENUE</b>                          |  |  |                 |
| State and Local Revenue                 |  |  | 18531912        |
| Federal Revenue                         |  |  | 1106668         |
| Private Grants and Donations            |  |  | 1325000         |
| Earned Fees                             |  |  | 667507          |
| Donated Revenue                         |  |  | 11590           |
| <b>Total Revenue</b>                    |  |  | <b>21642677</b> |
| <b>EXPENSES</b>                         |  |  |                 |
| Salaries                                |  |  | 12466186        |
| Benefits and Taxes                      |  |  | 3351562         |
| Staff-Related Costs                     |  |  | 214392          |
| Rent                                    |  |  | 740723          |
| Occupancy Service                       |  |  | 740723          |
| Direct Student Expense                  |  |  | 1868168         |
| Office & Business Expense               |  |  | 1370014         |
| Donated Expense                         |  |  | 11590           |
| Contingency                             |  |  | 100000          |
| Total Expenses                          |  |  | 20699586        |
| <b>Operating Income</b>                 |  |  | <b>943092</b>   |
| Interest, Depreciation and Amortization |  |  | 1411217         |
| <b>Net Income</b>                       |  |  | <b>(468125)</b> |