



# Washington Latin

Public Charter Schools

## Annual Report

*School Year 2023 – 24*

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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 keywords define our mission: *challenging, classical, accessible*.

A Washington Latin education is not a passive experience; it's an invitation to engage deeply with ideas, challenge assumptions, and contribute meaningfully to our community. We expect a great deal from our students, not just in academic performance, but in their personal growth and contributions to our community. We challenge them to reach for their highest potential, to make the courageous choice even when it's difficult, to think critically and revise their thinking, to persevere through setbacks, and to embrace diverse perspectives.

Our challenging curriculum goes beyond simply assigning more homework or readings. It's about fostering intellectual curiosity, encouraging active participation in their own learning journey, and empowering students to take responsibility for their education.

Inspired by the classical tradition of the Boston Latin School, Washington Latin provides a rigorous and relevant education for the modern world. We immerse our students in the enduring ideas of history, literature, and philosophy, while equipping them with the skills and knowledge necessary to thrive in the 21st century. This foundation prepares them not only for future academic success, but also for their roles as engaged citizens in a democratic society. (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 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. Each year of the school's existence, we have enrolled students from 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.

However, our commitment to being accessible does not stop at enrollment. 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 civil discourse and demeanor standards. 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 2023-26

	<b>Year 1:</b> SY2023-24 Action Plan	<b>Year 2:</b> SY2024-25 Action Plan	<b>Year 3:</b> SY2025-26 Action Plan
<b>Challenge all learners</b>	<p>Strive to ensure that all students in grades 5 and 6 make significant academic growth, and our lowest-performing students make exceptional growth.</p> <p>Ensure academic rigor for all students across all core content area classes by doing consistent instructional walkthroughs.</p>	<p>Strive to ensure that all students in grades 7 and 8 make significant academic growth, and our lowest-performing students make exceptional growth.</p> <p>Ensure academic rigor for all students across all core content area classes by doing curriculum audit.</p> <p>Expand pathways to honors, AP, dual enrollment courses and ensure that those courses reflect the diversity of the school.</p>	<p>Reinforce and continue to build on the progress from years 1 and 2 so that all students in grades 5-9 make significant academic growth, and every student leaves middle school on grade level.</p> <p>Ensure academic rigor for all students across all core content area classes.</p>
<b>Diversity &amp; Integration</b>	<p>Foster a more integrated community through targeted recruitment and retention of faculty of color, the elevation of more diverse instructional leadership, and comprehensive DEIB training for all faculty.</p> <p>Increase the diversity of our student enrollment through yearlong recruiting efforts that target DC's diversity, particularly underserved communities (EA, immigrant, low-income) and through targeted support for both students and families.</p>	<p>Identify what students/families need to choose and stay at Latin; adjust accordingly</p> <p>“Dialogues across difference” on each campus and at all grade levels; engage both students and adults</p> <p>Early intervention for students to ensure access to full success</p>	<p>Targeted family engagement with low turnout families</p> <p>Advocacy/policy initiatives related to recruitment</p>
<b>Human Flourishing</b>	<p>Broaden and deepen our education of Latin's faculty in The Latin Way.</p> <p>Inspire more teachers and leaders, locally and nationally, to embrace human flourishing and character development as the aims of education through the codification and spreading of the Socratic Seminar.</p>	<p>Pilot adult curriculum</p> <p>Begin to publicize and build the capacity to share our faculty formation approach and model for human flourishing and moral development with other schools and leaders.</p>	<p>Share Latin’s faculty formation approach and model for human flourishing and moral development with other schools/leaders and learn from it.</p>

<p><b>Sustainability</b></p>	<p>Maintain and expand commitment to creating a sustainable workplace for all in order to support the recruitment, retention, and development of dedicated, diverse, and excellent faculty in service of our mission.</p> <p>Diversify our sources of revenue to achieve our fundraising targets. Make fundraising a broadly shared and supported goal.</p> <p>Evaluate our current operational platforms and processes to support the needs of our growing organization, optimizing systems to ensure faculty have needed resources while increasing efficiency.</p>	<p>Review and update the faculty total remuneration framework to ensure that faculty receive competitive and equitable compensation while maintaining long-term financial stability.</p>	<p>Implement updated operational procedures to foster equitable faculty and student experiences across our two permanent campuses</p>
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## 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.

#### *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 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 Washington Latin mathematics curriculum builds a robust foundation in fundamental mathematical principles, empowering students to confidently tackle complex concepts. We ensure students master essential numeric operations before progressing to the abstract realms of algebra and geometry. In grades 5 and 6, we tailor instruction to each student's existing mathematical proficiency. This personalized approach continues in grades 7-10, where students refine their core skills or advance to high school-level algebra and geometry. Exceptional 10th-grade mathematicians can even delve into pre-calculus. Our high school curriculum offers a rich selection of advanced

courses, including statistics, AP Calculus, and AP Statistics, allowing students to fulfill their graduation requirements while exploring their mathematical passions.

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

### *History*

The Washington Latin history curriculum ignites a passion for exploring the past and understanding the present. Beginning in fifth grade, students embark on a journey through time and across continents. Our fifth graders develop a global perspective through an immersive world geography course. They master the world map, identifying countries, capitals, and significant landmarks, cultivating a sense of place within the broader human story. Sixth grade delves into the foundations of American democracy with a year-long civics course. Students engage with the founding documents of the United States, analyzing the principles and ideals that shape our nation. In seventh grade, students journey back to the ancient world, diving deeply into the rich history and cultures of Mesopotamia, Egypt, Greece and Rome. They encounter the legendary figures and enduring ideas of the classical tradition, discovering the roots of Western civilization. Eighth graders embark on a comprehensive exploration of United States history. They analyze pivotal events, influential figures, and enduring themes, developing a deep understanding of the nation's complex past.

High school students have the opportunity to explore some of the same concepts with greater sophistication. In 9th and 10th grades, students embark on a two-year deep dive into world history, tracing the evolution of civilization from its origins in the Fertile Crescent to the present day. These courses prioritize depth over breadth, challenging students to grapple with pivotal moments in history where moral dilemmas shaped the course of human events. Juniors delve into the complexities of U.S. history, developing a nuanced understanding of the nation's past. Seniors then turn their attention to the local and the political, with a semester dedicated to the vibrant history of Washington, D.C., followed by a semester focused on the intricacies of American government.

Throughout their historical studies, students learn to analyze the past through a critical lens, posing essential questions that probe the fundamental issues of resource allocation, political systems, and the roots of conflict. This approach fosters critical thinking, problem-solving, and a deep appreciation for the complexities of the human experience.

### *Science*

The Washington Latin science curriculum ignites a lifelong passion for scientific inquiry, fostering both a deep understanding of core concepts and an appreciation for the wonders of the natural world.



In grades 5 and 6, students embark on a journey of hands-on discovery through the inquiry-based FOSS science curriculum. They design experiments, analyze data, and draw conclusions, exploring fundamental questions in earth, chemical, physical, and life sciences.

Building on this foundation, students delve deeper into specialized areas. Seventh graders investigate the intricacies of life science, connecting their learning to current events and exploring the ethical dimensions of biological advancements. Eighth graders explore the dynamic forces shaping our planet through the lens of earth science, examining critical issues like resource management and environmental sustainability.

The high school science sequence launches with a captivating exploration of physics in 9th grade. Students unravel complex concepts like electricity, motion, light, and sound, developing a strong foundation for future scientific studies. In 10th grade, they build upon this knowledge in a comprehensive chemistry course, mastering essential skills and concepts that pave the way for advanced biological studies. Juniors immerse themselves in the wonders of biology, while seniors can further their scientific exploration through electives like AP Biology, AP Environmental Science, Marine Biology, and Astronomy.

Throughout their scientific journey, students cultivate the habits of a true scientist: precision in observation, rigor in analysis, and an insatiable curiosity about the world around them.

### *Latin/World Languages*

At Washington Latin, the study of language forms a cornerstone of our curriculum, fostering both intellectual growth and cultural understanding. We believe that language is not merely a tool for communication, but a gateway to exploring the rich tapestry of human experience.

Latin, the foundation of our linguistic program, is required of all students through at least the third level. Beginning in 5th and 6th grade, students explore the fundamental principles of Latin grammar, preparing them for more rigorous study in 7th grade. Our curriculum emphasizes the profound influence of Latin on the English language, enriching students' understanding of grammar, vocabulary, and the evolution of words. Students also delve into the captivating world of Greek and Roman mythology, encountering legendary figures and timeless tales that continue to resonate in our language and culture today. In grades 7 through 10, students progress through Latin I, II, and III, mastering essential grammar and translating authentic Latin texts. By the third year, they are equipped to engage with some of the world's most celebrated classical literature, unlocking the wisdom and beauty of ancient thought.

Complementing our Latin program, we offer a robust selection of modern world languages, including French, Arabic, and Mandarin. All upper school students must complete at least two years of study in one of these languages, cultivating an appreciation for diverse cultures and perspectives. We strongly encourage students to continue their language studies beyond this requirement, recognizing the multifaceted benefits of multilingualism.

Proficiency in another language opens doors to new worlds of literature, history, and human connection. It fosters empathy, expands horizons, and empowers students to navigate an increasingly interconnected world with confidence and competence. Many Washington Latin students embrace this opportunity, pursuing advanced language courses and achieving impressive levels of fluency.

### *Arts*

At Washington Latin, the arts are woven into the fabric of our curriculum, nurturing creativity, expression, and a deep appreciation for the power of artistic endeavors.

In grades 5 and 6, students discover the magic of drama through an innovative program integrated with their English studies. Using literature as a springboard, they learn to embody characters, explore their motivations, and express themselves with confidence and creativity. This immersive experience enhances their understanding of storytelling and cultivates essential skills in communication and collaboration. In grades 7 and 8, students receive formal instruction in both visual art and music, spending a semester immersed in each discipline. They experiment with various artistic mediums, develop their technical skills, and cultivate their own unique artistic voices.

This artistic exploration continues in high school, where all students are required to complete a semester each of art and music. They delve deeper into their chosen disciplines, refining their techniques and expanding their creative horizons.

Beyond the classroom, a vibrant array of artistic opportunities enriches the Washington Latin experience. Poetry contests, visual art exhibitions, dance courses, music concerts, and dramatic performances provide students with platforms to showcase their talents, collaborate with peers, and share their artistic creations with the community.

### *Physical Education/Health*

At Washington Latin, we champion a holistic approach to education, recognizing the vital role of physical health and wellness in a student's overall development. We foster a lifelong commitment to physical activity, empowering students to cultivate healthy habits and embrace an active lifestyle.

In grades 5 and 6, students engage in dynamic physical education classes that emphasize the importance of daily exercise and movement. They develop fundamental skills, explore various sports and activities, and build a foundation for a lifetime of physical literacy. Health education is seamlessly integrated into their weekly routine, covering essential topics such as nutrition, fitness, substance abuse prevention, and emotional well-being. Students in grades 7 and 8 are required to participate in a sport for at least two seasons each academic year, fostering teamwork, sportsmanship, and a deeper appreciation for the benefits of athletic engagement.

This commitment to physical activity continues in high school, where all students must complete five "seasons" of physical activity. They explore a diverse range of activities, from traditional team sports to individual pursuits like yoga and dance, discovering new passions and developing lifelong healthy habits. Before graduation, all upper school students also participate in a semester-long health course, deepening their understanding of health and wellness concepts.

## **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.

### **Universal Belief #1**

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

- 1) The classroom is a place of mutual intellectual and behavioral respect.
- 2) Authority as a teacher is relational as well as positional.
- 3) Trust is at the heart of everything in the classroom.
- 4) Student autonomy is a primary goal of education.

### **Universal Belief #2**

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

- 1) Every student is capable of learning and grappling with enduring ideas.
- 2) Self-knowledge is a prerequisite for teachers and students on the path to a fuller humanity.
- 3) Vulnerability is the beginning of all learning.
- 4) Teachers see students as they can be, not only as they are.
- 5) Students and teachers need individualized support in order to fulfill their potential.

### **Universal Belief #3**

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

- 1) We should and can teach character.
- 2) We teach character through, not divorced from, our entire curriculum.

- 3) Every classroom culture teaches its members to be an individual and part of a group.
- 4) The process of character formation in a school takes time and reflection.

#### **Universal Belief #4**

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

- 1) Enduring truths exist and must be pursued in school.
- 2) Teachers guide students to form reasoned and informed opinions that can be deepened in the exchange of views.
- 3) The art of questioning is essential to student learning.
- 4) The seminar is the best way to develop students' flexible opinions.

#### **Universal Belief #5**

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

- 1) There is beauty in every subject; the pursuit of beauty is a necessity for human flourishing.
- 2) Neither the teacher nor the student will ever arrive at the end of their understanding.
- 3) Every student is inherently curious.
- 4) Teachers must create opportunities for students to know something deeply and to love it.

#### **Universal Belief #6**

We are not born for ourselves alone.

- 1) We are always a part of something larger than ourselves; all life is interconnected.
- 2) Strong relationships between teachers, students, and curriculum are the foundation of excellent teaching.
- 3) We teach students to be of service to others, a crucial step on the journey to a fuller humanity.
- 4) We listen to and rely on each other to progress and to seek the truth, to develop our character and further our own knowledge.

### **Family Engagement Activities**

Washington Latin is committed to engaging families, both individually and collectively, to foster a strong partnership with them in the education of our students. The highlights of these activities include:

- ***Regular Communication*** - We send a weekly newsletter to families at campus with substantive information and updates about school activities. In addition, we regularly send detailed information to explain policies, describe processes (such as signing up for Google Classroom), etc.
- ***All-campus family fora*** - We hosted quarterly gatherings of our families and administrators to discuss key topics affecting the entire campus, such as school safety and leadership

changes. In addition, we hosted a candidate forum open to our community and the general public.

- ***Grade-level engagement*** - In 2023-24, we welcomed families for back-to-school orientations by grade for students entering 5-9. We also offered three Academic Nights for families and students to understand our offerings and support academic planning (for grades 5 and 6, 7, and 8). In addition, there are various options offered for students going through the college counseling process, including a College Night for Juniors, one for Seniors, and financial aid night for those interested.
- ***Individual teacher-family connections*** - We host Back-to-School Nights at both campuses, as well as family-teacher conferences multiple times each year, including at the start of school, in November with the opportunity to meet with each of a student's teachers, and several times during the year for those students who are struggling.
- ***Social activities*** - Our campuses hosted a variety of family and parent-only social activities to strengthen ties within the community. This included a Fall Festival, Festival Hispano, and several parent socials. In addition, we support parents hosting parties in their homes that are open to any school family. Through our Parent-Faculty Association, grade trips and activities were also organized, such as a cross-campus 5th grade family camping trip, various park dates, and more. At the end of the year, we celebrated milestones with students and families, including at the 8th grade Valediction ceremony and 2nd Street Campus graduation activities (including a parent-hosted family party). All told, there were 15 social/community activities in 2023-24.

## 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
An experienced, stable faculty	Expert teachers and higher quality instruction  Stability promotes relationship-building with students over time, essential for trust that develops learning	Annual retention rate over 90%  Tenure of 10+ years for over 30% of faculty
Small classes and school size	Allows teachers to provide individualized attention to students, supporting their growth and development  Students are known as individuals and scholars, allowing for a diverse but integrated community	Average class size is 17 across all grades  Each school has fewer than 400 students (we currently have three schools: 2nd St. Middle School, 2nd St. Upper School, and the Anna Julia Cooper Campus Middle School)
Classical approach to teaching	Teachers use discussion as a central aspect of teaching, developing students’ ability to engage in civil debate on complex concepts  Writing is also central in all classes and requires students to develop their ability to analyze, synthesize and then share their understanding with concision.	Latin students outperform DC averages on DC CAPE, NWEA MAP, SAT and AP exams  In surveys and focus groups, our alumni indicate a high-level of preparation for post-secondary education
Liberal arts curriculum	Rigorous graduation requirements include both traditional core subjects (English, Math, Science, History) and a range of other subjects (Latin, global languages, etc.)	194 courses are offered in both divisions, including 23 electives, 24 different science courses, and 11 arts and music classes.

## *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 2023-24 school year, however, CAPE scores are presented below.

<b>% of Students Meeting or Exceeding Proficiency Score Expectations on CAPE Exams SY 23-24</b>					
<b>Subject</b>	<b>All DC Middle Schools (grades 6-8)</b>	<b>All DC High Schools (grades 9-10)</b>	<b>Cooper Campus Middle School</b>	<b>2nd St. Campus Middle School</b>	<b>2nd St. Campus Upper School</b>
ELA	36%	33%	64%	73%	64%
Math	22%	11%	50%	56%	26%

<https://osse.dc.gov/release/dc-releases-2024-statewide-assessment-results>

In addition, we have worked to meet our specific mission-related goal of demonstrating improvement in STAR<sup>1</sup> exclusionary discipline, which is as follows:

<b>GOAL</b>	<b>MET/ NOT MET</b>	<b>EVIDENCE</b>
Achieving and maintaining an LEA-level STAR to not STAR out-of-school suspension rate ratio of less than three	<i>Met</i>	Washington Latin’s 2023-24 STAR to not-STAR out of school suspension rate ratio was 1.41.
Achieving and maintaining an LEA-level STAR out-of-school suspension rate that is below the charter sector STAR out-of-school suspension rate in that year for students in grades 5 to 12 (excluding students in alternative programs).	<i>NA</i>	<i>Charter Sector Data for 2023-24 is not available</i>

To provide further context about our discipline rates and overall approach, please note:

- The number of our STAR students who were suspended declined from 31 in 2018-19 to only 7 in 2023-24. This occurred even as the total number of STAR students increased from 72 in 2018-19 to 151 in 2023-24.
- While charter sector STAR data isn’t available for 2023-24, the charter sector suspension rate of 4.6% is higher than our LEA-wide suspension rate of 2.5%

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

<sup>1</sup> We do not use the term at-risk to describe students at Washington Latin. We use the term STAR which is an acronym for Students Targeted for Additional Resources.

## Unique Accomplishments for 2023-24

### *Student, Faculty, & Organizational Accomplishments*

- The Anna Julia Cooper campus was a demo site for strong MTSS practices and hosted visitors once a quarter (in a partnership with the DC Special Education Coop.)
- Five African American Washington Latin students were recognized by the College Board National Recognition Programs that awards academic honors to sophomores and juniors who take eligible administrations of AP®, PSAT/NMSQT®, or PSAT™ 10 exams, have a GPA of 3.5 or higher and identify as African American or Black, Hispanic or Latino, Indigenous or Native, or attend high school in a rural area or small town.
- Two Washington Latin seniors were awarded George Washington University's prestigious Stephen Joel Trachtenberg Scholarship, a full-ride scholarship worth approximately \$350,000, covering the entire cost of their undergraduate education including tuition, room and board, books, and fees. Overall, merit scholarship awards and outside scholarships surpassed \$14M, with college admissions including Princeton, Stanford, Beloit, Duke, Howard, Fisk, Spelman, Emory, Brown, and the University of Michigan.
- A Washington Latin student was named as a DC student ambassador for the Island School program she attended the previous summer. Students were chosen from just four schools across Washington DC, with Washington Latin standing out as the only public school represented.
- In Athletics, Latin's volleyball team made an impressive showing, finishing third in the conference and qualifying for the DCSAA playoffs for the first time in school history, advancing to the semifinals after a first-round victory and a second-round bye. The Varsity Girls Soccer team ended the season as a PCSAA runner-up and qualified for the DCSAA playoffs. Our Varsity Boys Soccer team had a rebound year, finishing in the City's top 15. Our Middle School Boys Cross Country team won the PCSAA, and several runners excelled in the DCSAA Cross Country Championships, with one of our 8th graders finishing in second place.
- Our Middle School Baseball Team captured the NCAA Championship and Girls Track and Field and Varsity Co-ed Baseball were both runners-up in the PCSAA
- Kena Allen, Upper School Biology Teacher at our 2nd Street Campus, was a runner-up for DC Teacher of the Year.
- Washington Latin was awarded a SummerBoost grant to provide summer programming for students on two campuses, including a new partnership with Girls Up.
- Washington Latin awarded \$60,000 in internal Inspire Grants to 25 faculty members across both the 2nd Street and Cooper campuses supporting professional development, graduate school, travel, and personal wellness.
- We welcomed over 100 guests to a joint groundbreaking celebration with Washington Yu Ying PCS at the 4301 Harewood Road campus. Featured guest speakers included State Superintendent of Education Christina Grant, ANC Commissioner Tyeron Boston, and



Education Forward DC partner and former DCPCSB Chief School Performance Officer, Rashida Young.

- The DC PCSB unanimously approved our charter amendment application, officially designating 4301 Harewood Road as the permanent site for the Anna Julia Cooper Campus, with occupancy beginning in the 2025-2026 school year.
- Thirty-nine Washington Latin students and several faculty members traveled to Morocco and France for study abroad trips during spring break.
- Our middle school girls basketball team collaborated with STEAM Champs and players from the WNBA’s Washington Mystics to build robotic kits.
- Washington Latin, along with two other choirs, had the unique opportunity to collaborate with top collegiate choir students and instructors at the world-renowned Westminster Choir College in Princeton. As the only high school choir in attendance, Washington Latin worked alongside Dr. James Jordan during a day of workshops and performances.
- Latin’s 2nd Street Theater Department successfully staged a spring musical production of “Shrek: The Musical” and production of “Romeo and Juliet,” while the Cooper Campus staged its first theatrical production, “Annie, Jr.”
- Eight Washington Latin Upper School students earned a Seal of Biliteracy, demonstrating proficiency in Spanish, Dutch, German, Spanish, and Mandarin, besides English. One student demonstrated proficiency in Italian and Spanish.
- Washington Latin was ranked the #1 school district in Washington, DC by [NICHE](#) (online school information platform providing school data and information for students, parents and families across the US.)

### *Writings, Presentations, Convenings & Visits*

- Washington Latin was featured in “Listen to Your Teacher: An Analysis of Teacher Sentiment on the State of Public Education,” a new report based on results of a national survey of more than 1,200 public school teachers, both district and charter, conducted by The Harris Poll and commissioned by the National Alliance for Public Charter Schools.
- Washington Latin was featured in “All In: Getting to Solution for Students with Disabilities,” a report published by the DC Special Education Cooperative.
- An op-ed about fixing challenges to the city’s equitable access preference, written by Head of Schools, Peter Anderson, was published in the DC Line in December.
- Head of Schools, Peter Anderson, wrote a blog post for DC Special Education Cooperative entitled, “Three Systemic Shifts to Better Serve Students with Disabilities and All Students in DC.”
- Two Washington Latin faculty members participated in George Washington University’s Project EXPAND program, designed to train educators to serve as ambassadors for the City’s apprenticeship resources.
- We welcomed visitors to our 2nd Street Campus from the Queen Rania Teacher Academy in Jordan and Qatar Foundation International.

- Washington Latin hosted the annual Teachers of Critical Languages Program (federal funding for language instruction) training session for Arabic and Chinese teachers and students during the summer.
- Faculty and administrators made presentations at the Loveland Classical Schools in Colorado, Diverse Charter Schools Coalition Convening in Los Angeles, the KPCEL 2024 Convening in Boston, MA, and at the Charter School Growth Fund’s Character and Culture Convening at the Lone Rock Retreat Center outside of Denver, CO.
- Andrew Friedman, a Professor of History at Haverford College and a Mellon Fellow at Dumbarton Oaks, spoke with several 2nd Street Upper School classes about his current book about decolonization in Washington DC and how it acted as a hub for a variety of activists in the 1960s and 1970s who were fighting for global decolonization.
- We co-hosted a Ward 4 City Council candidate forum at the 2nd Street Campus, open to the public and our community.
- In early May, The Century Foundation convened the Bridges Collaborative in Washington, DC, uniting leaders from school districts, charter schools, and housing organizations around the common goal of integrated schools and neighborhoods. Washington Latin, welcomed approximately 10 participants to tour and learn about our school.
- Head of Schools, Peter Anderson, testified in front of the Committee of the Whole, advocating that the City invest in an “ed navigator” initiative.
- A Washington Latin junior testified at the DC Council budget oversight hearing for the Committee on Health to raise awareness about the nursing shortage affecting both DCPS and charter schools. She advocated for fair compensation for nurses, argued against the “cluster model,” and brought attention to the Cooper Campus not having a nurse.

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# School Year (SY) 2023–24 Annual Report: Campus Data Report

*Washington Latin - 2nd Street Campus Middle School*

## Enrollment by grade level according to longest enrollment grade

<b>Grade</b>	<b>PK3</b>	<b>PK4</b>	<b>KG</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Student Count</b>	0	0	0	0	0	0	0	97	99
<b>Grade</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Alternative</b>	<b>Adult</b>	<b>SPED*</b>
<b>Student Count</b>	100	97	0	0	0	0	0	0	0

## Student Data Points

Source	Data Point
Campus	<b>Total Number of Instructional Days: 181</b>
DC PCSB	<b>Suspension Rate: 0.51%</b>
DC PCSB	<b>Expulsion Rate: 0.00%</b>
DC PCSB	<b>Instructional Time Lost to Out-of-School Suspensions: 0.00%</b>
DC PCSB	<b>In-Seat Attendance: 95.68%*</b>
DC 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>
DC PCSB	<b>Mid-Year Withdrawals: 0.00%</b>
DC PCSB	<b>Mid-Year Entries: 0.00%</b>
DC PCSB	<b>Promotion Rate: 100.00%</b>
DC PCSB	<b>College Acceptance Rate: Not Applicable</b>



(SY2 2-23)	
DC PCSB (SY2 2-23)	<b>College Admission Test Score:</b> Not Applicable
DC PCSB (SY2 2-23)	<b>Graduation Rate:</b> Not Applicable

**Teacher/Admin Data Points**

Source	Data Point
Campus	<b>Teacher Attrition Rate: 2.86%</b>
Campus	<b>Number of Teachers: 36</b>
Campus	<b>Teacher Salary Schedules</b> 1. Average: \$69,498 2. Range: Minimum: \$56,430, Maximum: \$94,457
Campus	<b>Teacher Demographics</b>  <i><b>Ethnicity</b></i> White: 61.11% Black/African-American: 30.56% Hispanic: 2.78% Other: 5.56%  <i><b>Gender</b></i> Female: 75% Male: 25%  <i><b>Years of experience:</b></i> 9.58
Campus	<b>Compensation over \$100,000</b>  CEO: \$204,008 CFO: \$150,228 Principal (2nd) \$127,346 Principal (Cooper) \$124,527 Director, External Affairs: \$122,216

# School Year (SY) 2023–24 Annual Report: Campus Data Report

## Washington Latin PCS - The Anna Julia Cooper Campus Middle School

### General Information

Source	Data Point
DCPCSB	<b>LEA Name:</b> Washington Latin PCS
DCPCSB	<b>Campus Name:</b> Washington Latin PCS - The Anna Julia Cooper Campus Middle School
DCPCSB	<b>Grades Served:</b> Grades: 5 - 7
DCPCSB	<b>Overall Audited Enrollment:</b> 285

### Enrollment by grade level according to longest enrollment grade

Grade	PK3	PK4	KG	1	2	3	4	5	6
<b>Student Count</b>	0	0	0	0	0	0	0	95	95
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
<b>Student Count</b>	95	0	0	0	0	0	0	0	0

### Student Data Points

Source	Data Point
Campus	<b>Total Number of Instructional Days:</b> 181
DC PCSB	<b>Suspension Rate:</b> 2.46%
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> 94.52%*
DC 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>
DC PCSB	<b>Mid-Year Withdrawals:</b> 0.70%
DC PCSB	<b>Mid-Year Entries:</b> 0.00%
DC PCSB	<b>Promotion Rate:</b> 100.00%
DC PCSB (SY2 2-23)	<b>College Acceptance Rate:</b> Not Applicable
DC PCSB (SY2 2-23)	<b>College Admission Test Score:</b> Not Applicable
DC PCSB (SY2 2-23)	<b>Graduation Rate:</b> Not Applicable

**Teacher/Admin Data Points**

Source	Data Point
Campus	<b>Teacher Attrition Rate:</b> 21.2%
Campus	<b>Number of Teachers:</b> 28
Campus	<b>Teacher Salary Schedules</b>  1. Average: \$64,368 2. Range: Minimum: \$57,558, Maximum: \$81,440
Campus	<b>Teacher Demographics</b>  <i>Ethnicity</i> White.: 57.14% Black/African-American: 21.43% Hispanic: 0% Asian: 0% other: 21.42%

	<p><b><i>Gender</i></b>  Female: 39.29%  Male: 60.71%</p> <p><b><i>Years of experience:</i></b> 5.15</p>
Campus	<p><b>Compensation over \$100,000</b></p> <p>CEO: \$204,008  CFO: \$150,228  Principal (2nd) \$127,346  Principal (Cooper) \$124,527  Director, External Affairs: \$122,216</p>

## School Year (SY) 2023–24 Annual Report: Campus Data Report

### Washington Latin PCS - 2nd Street Campus Upper School

#### General Information

Source	Data Point
DC PCSB	<b>LEA Name:</b> Washington Latin PCS
DC PCSB	<b>Campus Name:</b> Washington Latin PCS - Upper School
DC PCSB	<b>Grades Served:</b> Grades: 9 - 12
DC PCSB	<b>Overall Audited Enrollment:</b> 356

#### Enrollment by grade level according to longest enrollment grade

Grade	PK3	PK4	KG	1	2	3	4	5	6
<b>Student Count</b>	0	0	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
<b>Student Count</b>	0	0	94	90	89	83	0	0	0

#### Student Data Points

Source	Data Point
Campus	<b>Total Number of Instructional Days:</b> 181
DC PCSB	<b>Suspension Rate:</b> 7.58%
DC PCSB	<b>Expulsion Rate:</b> 0.00%
DC PCSB	<b>Instructional Time Lost to Out-of-School Suspensions:</b> 0.14%
DC PCSB	<b>In-Seat Attendance:</b> 93.76%*

DC 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>
DC PCSB	<b>Mid-Year Withdrawals:</b> 0.84%
DC PCSB	<b>Mid-Year Entries:</b> 0.00%
DC PCSB	<b>Promotion Rate:</b> 99.60%
DC PCSB (SY22-23)	<b>College Acceptance Rate:</b> 93.80%
DC PCSB (SY22-23)	<b>College Admission Test Score:</b> 82.50%
DC PCSB (SY22-23)	<b>Graduation Rate:</b> 97.90%

**Teacher/Admin Data Points**

Source	Data Point
Campus	<b>Teacher Attrition Rate: 8.57%</b>
Campus	<b>Number of Teachers: 36</b>
Campus	<b>Teacher Salary Schedules</b>  1. Average: \$75,753 2. Range: Minimum: \$56,43 Maximum: \$104,293
Campus	<b>Teacher Demographics</b>  <i>Ethnicity</i> White.:73.68% Black/African-American: 13.16% Hispanic: 2.63% other: 10.53%  <i>Gender</i> Female: 36.84%

	<p>Male: 63.16%</p> <p><i>Years of experience:</i> 10.95</p>
Campus	<p><b>Compensation over \$100,000</b></p> <p>CEO: \$204,008</p> <p>CFO: \$150,228</p> <p>Principal (2nd) \$127,346</p> <p>Principal (Cooper) \$124,527</p> <p>Director, External Affairs: \$122,216</p>

# Staff Roster 2023-24

Last Name	First Name	Position Title	Campus
Abercrombie	Jennifer	Library Associate	2nd Street Campus
Ables	Taylor	Middle School Health Teacher	2nd Street Campus
Abraham-Macht	Edie	NYU Resident	2nd Street Campus
Adams	Jacob	Arabic Language Teacher	2nd Street Campus
Allison	Kena	Upper School Science Teacher and Advisor	2nd Street Campus
Austin	Tiffany	Interim Assistant Director of the Upper School	2nd Street Campus
Bailey	Elizabeth	Student Support Teacher	2nd Street Campus
Baldwin	Sean	Middle School/Upper School Drama Teacher	2nd Street Campus
Bandy	Janet	Academic Intervention Specialist	2nd Street Campus
Bane	Patrick	5th Grade English Teacher and Advisor	2nd Street Campus
Barahona	Sheyny	College Counselor	2nd Street Campus
Barlev	Maya	Science Teacher and Instructional Coach	2nd Street Campus
Barroso	Elaina	Director of the Middle School	2nd Street Campus
Battle	Adrian	Academic Intervention Specialist	2nd Street Campus
Berger	Jason	Latin Teacher in 6th Grade	2nd Street Campus
Bhuva	Parag	Upper School History Teacher	2nd Street Campus
Birkenhead	Peter	Theater Teacher	2nd Street Campus
Bonner	Patrick	Middle School Latin Teacher	2nd Street Campus
Brady	Kara	Director of the Upper School	2nd Street Campus
Breitman	Rachel	Student Support Case Manager	2nd Street Campus
Brock	Amy	Director of Restorative Justice	2nd Street Campus
Brown	Adlin	Director of Student Support	2nd Street Campus
Brown	Kiane	Special Education Teacher and Case Manager	2nd Street Campus
Bruhier	Stillman	Academic Intervention Specialist	2nd Street Campus
Byrd	Aaron	8th Grade History Teacher and Advisor	2nd Street Campus
Callum	Jamille	Assistant Athletic Director	2nd Street Campus
Campbell	Nate	Music Teacher	2nd Street Campus
Chrystal	Seawood	6th Grade English Teacher	2nd Street Campus
Coleman	Caroline	Art Teacher and Alumni Liaison	2nd Street Campus
Coleman	Kortlen	Special Education Teacher and Case Manager	2nd Street Campus
Colt	Christina	Upper School History Teacher and Advisor	2nd Street Campus
Cook	Kyler	5th Grade Math Teacher and Advisor	2nd Street Campus
Csoma	Jessica	ELL Teacher	2nd Street Campus
D'Angelo	Nicole	Student Support Case Manager	2nd Street Campus
David	Fatima	Art Teacher	2nd Street Campus
Davis	Michael	Cooper Campus Operations Manager	2nd Street Campus
Day	Julia	Student Support Teacher	2nd Street Campus
Day	Nathaniel	Upper School English Teacher and Advisor	2nd Street Campus
Diamondidis	James	US Math Teacher	2nd Street Campus
Dixon	Pauline	School Receptionist	2nd Street Campus
Dobler	Teresa	Middle School Science Teacher and Advisor	2nd Street Campus



Dorsey	Ebony	5th Grade Science Teacher and Advisor	2nd Street Campus
Dreux	Gabrielle	Upper School Math Teacher and Advisor	2nd Street Campus
Edmundson	Albert	School Culture Specialist	2nd Street Campus
Edwards	Brandon	School Culture Specialist	2nd Street Campus
Edwards-Stuart	Francis Luke	Upper School Chemistry Teacher and Advisor	2nd Street Campus
Elbert	Thomas	Middle School Math Teacher and Advisor	2nd Street Campus
Eleby-El	Crystal	Literacy Support Specialist	2nd Street Campus
Elmahi	Joeseph	Security Guard	2nd Street Campus
Feist	Danielle	Upper School English Teacher	2nd Street Campus
Finkelman	Leonard	Upper School Science Teacher	2nd Street Campus
Flores	Ada	Food Service Coordinator	2nd Street Campus
Flores	Steffannie	Registrar	2nd Street Campus
Foley	Elizabeth	Dean of Academics	2nd Street Campus
Foster	Hope	School Counselor and Pathways Coordinator	2nd Street Campus
Freeman	Katherine	Middle School Math Teacher and Social Work Intern	2nd Street Campus
Friedman	Catherine	5th Grade Academic Support Teacher	2nd Street Campus
Gadsden-Locke	Camille	Academic Intervention Specialist	2nd Street Campus
Goff	Liam	Upper School History Teacher	2nd Street Campus
Goldstein	Julia	Middle School Science Teacher and Advisor	2nd Street Campus
Gott	Carla	Special Education Teacher and Case Manager	2nd Street Campus
Green	Joseph	YES Instructor and Counselor	2nd Street Campus
Griffith	Avant	Counselor	2nd Street Campus
Hamm	Sereena	Director of Information Services	2nd Street Campus
Han	Xiaoming	Mandarin Chinese Language Teacher	2nd Street Campus
Holmes	Ahjane	Part Time Security Guard	2nd Street Campus
Hotchkiss	Brian	Upper School English Teacher	2nd Street Campus
Hultgren	Carl	Upper School English Teacher	2nd Street Campus
Keane	Jazmyne	School Counselor	2nd Street Campus
Keller	Adam	Upper School Science Teacher	2nd Street Campus
Kelly	James	School Principal	2nd Street Campus
Kolb	Patricia	Middle School Math Teacher	2nd Street Campus
Kovach	Meghan	Assistant Director of the Upper School	2nd Street Campus
Kukic	Mirnes	US History Teacher	2nd Street Campus
Lambert	Karen	Upper School French Teacher	2nd Street Campus
Larios	Jessica	Dedicated Aide	2nd Street Campus
Latham	Crys	Director of College Counseling & Financial Literacy Teacher	2nd Street Campus
Lee-Bey	Brittany	Director of Literacy	2nd Street Campus
Liu	Lawrence	Mandarin Language and Government Teacher	2nd Street Campus
Love	Khallid	Upper School Math Teacher	2nd Street Campus
Mariotti	Simone	Middle School Physical Education & Health Teacher	2nd Street Campus
Martin	Corey	Coordinator of Student Intervention	2nd Street Campus
Matthews	India	Student Support Literacy Teacher	2nd Street Campus
Minder	Isaiah	Academic Intervention Specialist	2nd Street Campus
Moore	Howard	Upper School Greek and Latin Teacher	2nd Street Campus

Mujal	Adele	5th Grade Geography Teacher	2nd Street Campus
Nikota	Benjamin	Upper School Latin Teacher	2nd Street Campus
Obeng	Carllistus	Director of Mental Health	2nd Street Campus
Pall	Emily	MS Math Teacher	2nd Street Campus
Peale	Sarah	7th Grade English Teacher	2nd Street Campus
Pettiford	Treshia	Upper School Dean of School Culture and Climate	2nd Street Campus
Phan	Lisa	Upper School Math Teacher Student Support Case Manager and Transitions Coordinator	2nd Street Campus
Philippe	Carmelle		2nd Street Campus
Porcelli	Alexander	Upper School Arabic Teacher	2nd Street Campus
Price	Eric	College Counselor	2nd Street Campus
Prue	Tamica	School Culture Specialist	2nd Street Campus
Pry	Joshua	Upper School History Teacher	2nd Street Campus
Raskin	Emily	Upper School Mathematics Teacher	2nd Street Campus
Rose	Shayna	Student Support Compliance Manager	2nd Street Campus
Sadiq	Fatima	Student Support Case Manager	2nd Street Campus
Sheehan	Terence	Upper School English Teacher and Advisor	2nd Street Campus
Shek	Jessica	Middle School English Teacher	2nd Street Campus
Sisk	Mercedes	8th Grade Latin Teacher	2nd Street Campus
Sisson	Jenna	7th Grade Math Teacher	2nd Street Campus
Smith	Sayaka	Assistant Director of College Counseling	2nd Street Campus
Spence	Robin	Dean of Academic Operations - Middle School	2nd Street Campus
Spiegel	Samantha	Middle School Dean of School Culture and Climate	2nd Street Campus
Squires	Molly	Middle School Math Teacher	2nd Street Campus
Staten	Lawrence	Middle School Civics Teacher and Advisor	2nd Street Campus
Thorpe-Lewis	Jennifer	Technology Office Associate	2nd Street Campus
Toews	Julia	Middle School English Teacher	2nd Street Campus
Torrence	Rickey	Upper School Science Teacher and Advisor	2nd Street Campus
Tucker	Dayla	Assistant Director of Integrated Services	2nd Street Campus
VerCammen	Melissa	Music Teacher	2nd Street Campus
Vernarsky	Benjamin	French Teacher and Advisor	2nd Street Campus
Vicente	Marissa	School culture specialist	2nd Street Campus
Whitchurch	Bryan	Latin Teacher, Classics Department Chair	2nd Street Campus
Wills	Reginald	7th Grade History Teacher and Advisor	2nd Street Campus
Woods	GraceAnne	Upper School Science Teacher and Advisor	2nd Street Campus
Yonker	Thomas	Upper School Latin Teacher and Advisor	2nd Street Campus
Adeosun	Oluwafunmilola	6th Grade English Teacher	Cooper Campus
Brutus	Robert	Middle School Latin Teacher	Cooper Campus
Bullock	Terrance	Security Guard	Cooper Campus
Clare	Janie	Latin Support Teacher	Cooper Campus
Clausen	Allison	5th Grade Science Teacher	Cooper Campus
Clausen	William	Assistant Principal for Academics	Cooper Campus
Cottom	Briette	Behavior Specialist	Cooper Campus
Curley	Ann	Middle School Latin Teacher	Cooper Campus
Davis	Christel	Administrative Assistant and Operations Associate	Cooper Campus

Davis	DeLishia	7th Grade English Teacher and Student Support Teacher.	Cooper Campus
Della-Croce	Devon	School Counselor	Cooper Campus
Doyle	Alexander	Geography & Literature Teacher	Cooper Campus
Eriksen	Dawson	NYU Resident	Cooper Campus
Evans	Michael	Music Teacher	Cooper Campus
Fisher	Jonathan	Academic Intervention Specialist	Cooper Campus
Ford	Michael	Dedicated Aide	Cooper Campus
Gabdyzhamalova	Kamila	5th Grade Math Teacher	Cooper Campus
Gans	Khalia	Middle School English Teacher	Cooper Campus
Ghaffari	Juliette	7th Grade Science Teacher	Cooper Campus
Guthrie	Micailah	Dedicated Aide	Cooper Campus
Hayes	Megan	Theater Teacher	Cooper Campus
Herrera Vasquez	Claudia	Registrar	Cooper Campus
Howard	Courtney	Case Manager and School Counselor	Cooper Campus
Hunter	Scott	Art teacher	Cooper Campus
Jeremenko	Samuel	Middle School Science Teacher	Cooper Campus
Kadir	Adam	Arabic Language Teacher	Cooper Campus
Lopez	Iris	Food Service Coordinator	Cooper Campus
Maclay	Mary	6th Grade Latin Teacher	Cooper Campus
Martin	Kailah	6th Grade Student Support Case Manager	Cooper Campus
McCreight	Jeffrey	Ancient Civilization Teacher	Cooper Campus
Mey	Johnny	5th Grade Science Teacher	Cooper Campus
Moore	Lisa	Director of Numeracy	Cooper Campus
Nunn	Carenda	Dean of Student Culture	Cooper Campus
Osborne	Anaka	Director of Literacy	Cooper Campus
Peterson	Henry	Math Teacher	Cooper Campus
Pollard	Brandon	Math Teacher	Cooper Campus
Rios	Alberto	P.E./Health Teacher	Cooper Campus
Roberts	Khashiffa	School Principal	Cooper Campus
Satterwhite	Nodiyah	Dedicated Aide and Academic Teacher	Cooper Campus
Silva	Anna Laura	Part Time Teacher for 2 Sections	Cooper Campus
Soble	Judith	Math Support Teacher	Cooper Campus
Starnes	Joseph	6th Grade Civics Teacher	Cooper Campus
Stewart	Jasmine	Dedicated Aide	Cooper Campus
Thomas	Devonn	7th Grade English Teacher	Cooper Campus
Thomas	Michael	Student Support Teacher and Case Manager	Cooper Campus
Turcios	Mirna	Magis Assistant	Cooper Campus
Allen	Jahrika	Data Compliance Manager	LEA
Anderson	Peter	Head of Schools	LEA
Bendana	Juana	Recruiting and Engagement Associate	LEA
Bufort	Tiffany	Director of Integrated Services	LEA
Chia	La-Jill	Special Projects Coordinator	LEA
Cromwell	Catherine	Director of External Affairs	LEA
Davis	Cynthia	Director of Development	LEA

Eleby-el	Baba	Director of Athletics	LEA
Fernandez	William	Substitute Teacher Manager	LEA
Figuroa Gomez	Elias	Director of Facilities Management	LEA
Fleming	Martita	Director of Operations	LEA
Gifford	Caroline	Chief of Schools	LEA
Grey	Headley	Driver and Vehicle Manager	LEA
Izurietta	Geovanna	Chief Financial Officer	LEA
Kolb	Dena	Business Manager	LEA
Lopez	Esmeralda	Kitchen Assistant	LEA
Lyon	Carl	Managing Director of Information Systems	LEA
Murithi	Tatyana	HR Manager	LEA
O'Brien	Daniel	Communications Manager	LEA
Pecover	Geoff	HR Advisor	LEA
Rydstrom	Justin	Finance and Facility Advisor	LEA
Smith	Diana	Chief of Classical Education	LEA
Timberg	Ruey	ELL Coordinator	LEA
Vom Eigen	Paul	Director of Data Management	LEA

### **Education/Degree Attainment Summary**

- High School Degree: 2%
- Associate Degree: 4%
- Bachelor Degree: 46%
- Master Degree: 44%
- Doctorate/PhD: 4%

# Board Roster 2023-24

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

Founder  
Merritt Advisory Group LLC  
*Non-DC Resident*

**Ms. Laurie Ballenger**  
**Vice-President &  
Facilities Committee Chair**

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

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

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

**Mr. Brendan Williams-Kief**  
**Secretary**

Vice-President  
Georgetown Public Affairs  
*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*

**Mr. Carl McFadgion**  
**Audit Committee Chair**

Director of Strategy and Logistics  
River Terrace Education Campus (DCPS)  
*DC Resident and Parent*

**Ms. Priya Jayachandran**

President, National Housing Trust  
*DC Resident*

**Ms. Anna Jesseman**

Jesseman Counseling and  
Medstar Georgetown Center  
for Wellbeing in School  
Environments  
*DC Resident*

**Mr. Glenn Kautt**

Chair Emeritus  
Savant Capital Management  
*Non-DC Resident*

**Dr. Josiah Osgood**

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

**Dr. Fabiana Perera**

Senior Faculty Associate  
Defense Security Cooperation University  
*DC Resident*

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

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

**Ms. Margie Yeager**

Managing Partner  
Education Forward DC  
*DC Resident and Parent*

**Mr. Chris Wilkinson**  
**President, Emeritus**

Senior Counsel  
Perkins & Coie  
*Non-DC Resident*

# Financials

## Income Statement

Washington Latin Public Charter Schools

July 2023 through June 2024

	Year-To-Date
Income Statement	Actual
Revenue	
Per-Pupil Funding Revenue	22,420,158
Other Local Revenue	1,490,711
Federal Revenue	866,479
Private Grants and Donations	2,049,591
Earned Fees	1,059,474
Donated Revenue	16,950
Total Revenue	27,903,363
Expenses	
Salaries	14,906,280
Benefits and Taxes	3,154,645
Staff-Related Costs	139,871
Rent	955,181
Occupancy Service	814,297
Direct Student Expense	2,269,412
Office & Business Expense	1,622,257
Donated Expense	16,950
Contingency	0
Interest	424,053
Depreciation and Amortization	1,238,870
Total Expenses	25,541,817
Net Income	2,361,546

## FY25 Budget

### Washington Latin Public Charter Schools

#### SY24-25

##### Revenue

State and Local Revenue	25,795,854
Federal Revenue	1,191,979
Private Grants and Donations	1,240,250
Earned Fees	983,503
Donated Revenue	10,000
Revenue Total	29,221,586

##### Expenses

Salaries	16,467,574
Benefits and Taxes	3,865,931
Staff-Related Costs	219,981
Rent	984,018
Occupancy Service	1,082,787
Direct Student Expense	2,592,733
Office & Business Expense	1,942,532
Contingency	100,000
Depreciation and Amortization	1,251,747
Interest	892,866
Expenses Total	29,400,168

**NET ORDINARY INCOME (178,582)**

**TOTAL EXPENSES 29,400,168**

**NET INCOME (178,582)**

##### Cash Flow Adjustments

Add Depreciation	1,251,747
Operating Fixed Assets	(387,250)
Other Operating Activities	(672,405)
Facilities Project Adjustments	(7,136,774)
Cash Flow Adjustments Total	(6,944,683)

**CHANGE IN CASH (7,123,265)**

Starting Cash Balance 13,792,636

Change In Cash (7,123,265)

**ENDING CASH BALANCE 6,669,371**

