



# Annual Report

## *School Year 2017 – 18*

Peter Anderson, Head of School  
AE Lovett, President, Board of Governors

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# School Description

## Washington Latin Mission

Washington Latin Public Charter School (WLPCS or Latin) provides a challenging, classical education that is accessible to students throughout the District of Columbia. Challenging, classical, and accessible are fundamental words in the mission of our school. Our talented and caring faculty and staff challenge students with high academic and personal expectations. Ours is a school where words matter, ideas matter, and people matter.

## Washington Latin Philosophy

Washington Latin is a school with a particular culture and a clear mission. We believe that all students deserve a quality education that goes beyond preparation and focuses on developing knowledge, understanding, and humanity. We believe that education is a training of character, and character is the intersection of intellectual development and moral integrity. We aim towards an ideal in our program: developing students to be thoughtful people who will contribute to the public good and continue a life-long quest towards a fuller humanity.

Our program focuses on developing each student's ability to be thoughtful, to consider the views and needs of others, and to act with integrity. The greatest challenge comes in our expectation that students will think before they act and do what is right rather than what is expedient. Our classical curriculum provides a strong foundation in reading, writing mathematics, science and critical thinking, and it gives each student an understanding of the basis, in history, of western democracy.

As a charter school, we are open to all students who reside in the District of Columbia, and in each year of the school's existence, we have enrolled students from each of the eight wards. Any student, in grades 5 through 12, who is eager to learn and willing to work for an excellent education will find our program rewarding and will, upon graduation, be prepared for work at the college or university level.

# Strategic Goals 2016 – 2021

Three years ago, the school's Board of Governors and leadership embarked on a systematic strategic planning process. After an exhaustive review of current needs and careful consideration of future possibilities, we established a clear set of priorities and goals. These priorities and goals focused us on strengthening our model, ensuring that all essential elements of Washington Latin are sustainable.

*Strategic Goal: Ensuring the academic success of all our students, regardless of their background.*

- Develop Washington Latin-specific assessments, called the Latin Academic Indices, that measure the knowledge and skills our curriculum emphasizes.
- Increase performance on annual proficiency assessments, both overall and in each sub-group, to narrow the achievement gap.
- Increase our students' college readiness, as measured by national tests (SAT, ACT, and Advanced Placement).
- Increase our graduates' college entrance, persistence, and graduation rates, with particular emphasis on supporting students who are low-income or first-generation college students in their families.

*Strategic Goal: Sustaining our diversity among our students to reflect the racial and socioeconomic diversity of D.C.*

- Increase student socio-economic diversity to better reflect that of the District.
- Sustain student racial diversity and continue to mirror racial demographics of D.C.
- Increase the diversity of the faculty and staff in both race and gender.
- Maintain an accomplished, skilled, and engaged set of community volunteers as the Board of Governors, who bring a range of expertise and reflect the diversity of the community.

*Strategic Goal: Building a faculty and leadership pipeline that ensures stability and makes growth possible.*

- Increase retention to build a cadre of excellent teachers who stay at the school, become experts in the Latin model and commit to our community.
- Increase faculty compensation to attract and retain teachers.
- Refine our professional development and evaluation program with both more development opportunities and more systematic evaluation and feedback.

*Managing leadership transitions, both in the administration and on the Board of Governors.*

- Identify a leadership structure for Washington Latin that is both financially sustainable and organizationally flexible to respond to changing needs, emerging challenges and opportunities.

*Meeting families' increasing demand, including opening a new school.*

- Explore partnerships with other schools or organizations to help students make the academic leap from elementary to middle school and enter Washington Latin adequately prepared for our rigorous curriculum.
- Begin expansion by opening a middle school with two to three grades, growing “organically” into the full complement of grades.

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

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

## Curriculum and Instruction

As a classical school, we align ourselves with the established wisdom of the ancients, particularly the cultures of Greece and Rome. We believe that many of the tenets of the ancient world remain relevant in the modern world. Our students study the language, literature, and history of the ancients. We further believe that education is a training of character, and character is the intersection of intellectual development and moral integrity. We seek to develop each student's ability to be thoughtful, consider the views and needs of others, and act with integrity.

## Classical Education

A “classical education for the modern world” emphasizes the reality that any curriculum grounded in the classical tradition must hold simultaneously to the timeless truths of the traditions of Greece and Rome, and the timely pressures of life in the 21st century. At WLPCS, we stress fundamental legacies of the classical tradition: education for citizenship in a democracy; the Latin language and the heritage of the Greco-Roman world; and public oratory. We strive to convey these legacies in an environment and culture that includes some of the best of contemporary life: a commitment to a diverse student body and a variety of pedagogies. We aim to use both the ancient methods of repetition and Socratic dialogue, as well as the contemporary innovations of technology and cooperative learning.

## Curriculum Framework

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

*Moral Issues* – Teachers identify the major moral questions that arise within their curricula, and students respond to these questions through class activities including Socratic Seminars.

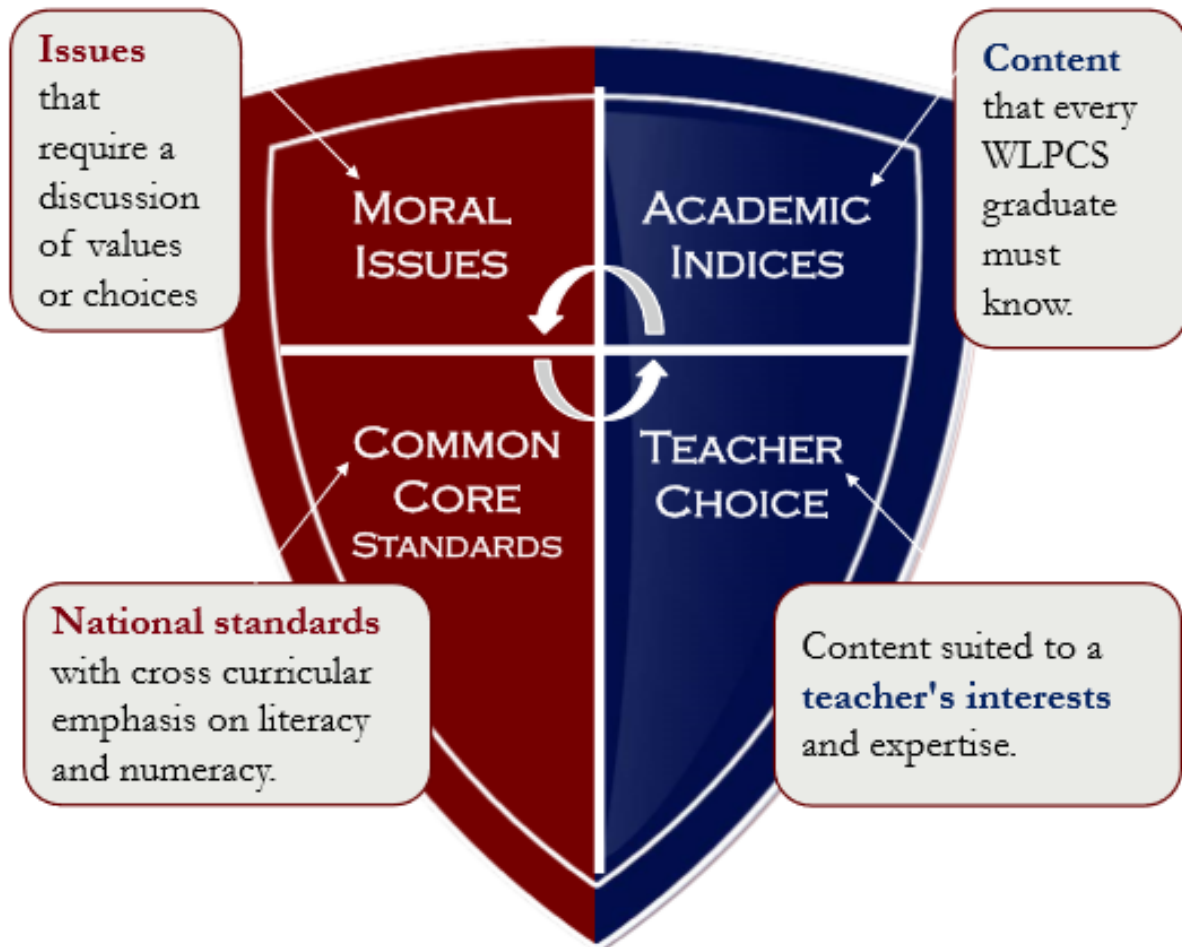
*Academic Indices* – These indices are those facts and ideas that are critical for WLPCS students to know and understand before they graduate. Indices are continuing to be identified and developed by content area.

*Common Core Standards* – Common Core Standards are the standards recognized by schools in the District of Columbia. They are also taught within the curricula of WLPCS classes and assessed by PARCC.

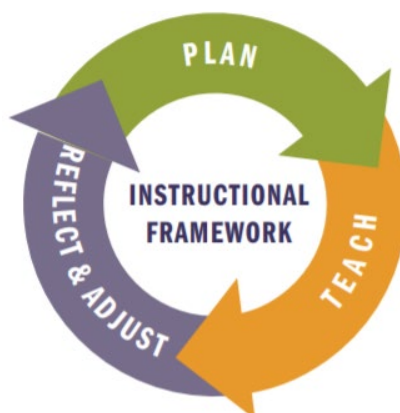
*Teacher Choice* – Teachers identify their areas of strength and interest, and they teach facts and skills to students in the content of their curricula.



# WASHINGTON LATIN PCS CURRICULUM FRAMEWORK



## Instructional Framework



### Plan

- Plan standards-based lesson objectives consistent with the Washington Latin curriculum framework
- Plan based on moral issues, the academic indices, and Common Core Standards
- Plan based on an understanding of students and the teaching context
- Plan strategies, questions, and assessments
- Develop routines to maximize instructional time
- Arrange the physical environment to allow for optimal learning

### Teach

- Use strategies and tasks to engage all students in rigorous work
- Use a variety of questions (disproportionately evidence-dependent questions at the higher levels of Bloom's Taxonomy and Webb's Depth of Knowledge)
- Facilitate student-to-student interaction and academic talk
- Implement routines to maximize instructional time
- Build positive relationships with students
- Build a positive, learning-focused, welcoming and inclusive classroom
- Reinforce positive behavior, redirect off-task behavior and de-escalate challenging behavior
- Check for understanding (and adjust, as necessary)

### Reflect/Adjust

- Examine student work
- Provide specific, timely academic feedback to students
- Communicate regularly with parents
- Reflect on the efficacy of instruction:
  - o Are the students engaged?
  - o Are they understanding the concepts being taught?
  - o Are they able to apply the knowledge learned?
- Seek feedback from students, supervisors and/or colleagues
- Adjust plans for future instruction



## Curriculum Guide

### *English*

The English curriculum throughout the school emphasizes active reading and engaged writing. Students read both classic works of literature and more modern works chosen for their examination of moral issues. An independent reading program at each level allows students to read books of their own choice. Instruction in literacy includes work on grammar and sentence structure. The writing curriculum introduces writing as a process and asks students to write frequently and in several genres. In fifth grade, students take a separate public speaking course; instruction and practice in the art of public discourse is, after that, part of each course in the school.

### *Mathematics*

The mathematics curriculum aims to provide students with a solid foundation in all the basic numeric operations. Students are expected to be able to perform these basic operations before they can move on to the more abstract ideas of algebra and geometry. In grades 5 and 6, students are grouped according to their previous expertise and facility with basic operations; in grades 7- 10, depending on their comfort with numeric operations, students either continue their work on basic math or begin their high-school work on Algebra I, II, and geometry. For some advanced 10th grade students, Pre-Calculus is an option in the high school. High-school students can also elect to take Statistics, AP Calculus or AP Statistics to fulfill their four-year high-school math requirement.

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

### *History*

The history curriculum begins in the fifth grade with a world geography course. Students are expected to know the names of countries and capitals throughout the world and to be familiar with the world map. In the sixth grade, students study a year of civics, with a emphasis on the founding documents that shaped the governance of the United States of America. In seventh grade, the curriculum explicitly introduces students to the history of Greece and Rome, and to the significant figures of the classical tradition. The 8th grade curriculum leads students through their first comprehensive study of United States history.

In the 9th and 10th grades, students study two years of World History, beginning with the shaping of civilization in the Fertile Crescent and moving to the present. The 9th and 10th grade world history courses emphasize depth over breadth, focusing mainly on those moments in history when moral decisions came into play. Juniors study U.S. history in depth and seniors take a semester of DC History and a semester of Government. Throughout the curriculum, students learn to ask

essential questions, that raise fundamental issues about scarcity of resources, governance of peoples, and causes for conflict.

### *Science*

The science curriculum at WLPCS aims to introduce students to both the method and wonder of science. In grades 5 and 6, students work labs and units designed by the inquiry-based FOSS science curriculum. They investigate questions from the four main areas of science: earth, chemical, physical and life. After this introduction, students receive more specialized instruction in each of these areas: in 7th grade, they study life science in more depth, focusing mainly on those aspects of life science that are crucial to understanding some of the issues of biology now in the news. In 8th grade, the emphasis is on earth science, again with an emphasis on a moral issue like the harvesting of diamonds or the search for oil.

The 9th grade begins the three-year high-school sequence with an introduction to physics. This course makes understandable some complicated but fundamental physical concepts such as electricity, motion, light, and sound. In the tenth grade, building on their understanding of physics, students take a general chemistry class, with an emphasis on the skills and content foundational to their future study of biology. Juniors take Biology and seniors may elect to take AP Biology, AP Environmental Science, Marine Biology, or Astronomy. Throughout the curriculum, students are asked to practice the habits of the scientist: to be painfully precise and endlessly curious.

### *Latin/World Languages*

As the cornerstone of its curriculum, WLPCS asks all students to study Latin through at least the third level of the language. Beginning in 5th and 6th grade, students examine the basic grammatical principles of Latin, laying the groundwork for their more formal instruction in grade 7. The curriculum stresses Latin's legacy to the English language, both in grammar and in vocabulary. Students also learn the significant characters and tales of Greek and Roman mythology, and the phrases the ancient tradition has bequeathed to our everyday speech. In grades 7, 8, 9, and 10, depending on when they enter school, students take either Latin I, II, or III. The first two years cover the essential features of grammar and introduce students to some passages of real Latin. By the third year, students are ready to translate some of the world's most well-known and loved classical texts.

In addition to Latin, we also provide a strong foundation for our students' development as global citizens through study of modern world languages. All upper school students must complete at least two years of study in either French, Arabic, or Mandarin. We strongly encourage students to continue their language studies beyond the two-year requirement, as they will reap more benefits from higher language proficiency. Proficiency in a new language is a portal to literature, cultures, historical perspectives, and human experiences. In addition to these intrinsic benefits, students gain many practical benefits from long-term language study, as multilingualism is a highly valued, marketable skill that enables students to navigate our increasingly connected world competently. Many Washington Latin students do enroll in higher level language courses, and some of our young language enthusiasts have even enrolled in more than one language course, studying two of our three languages at once.

## *Arts*

Instruction in the arts is also an essential component of the curriculum at WLPCS. Students in grades 5 and 6 take drama classes aligned with the English curriculum. Using the literature of the English classroom as an anchor, students learn how to “get inside” a character and how to write about characters imaginatively. In grades 7 – 8, students receive formal instruction in visual art and music, a semester of each in each year. In the high school, all students are required to take a semester each of art and music. Poetry contests, visual art shows, a dance course, music concerts, and dramatic presentations complement the required instruction in the arts.

## *Physical Education/Health*

In grades 5 and 6, students receive instruction in physical education with an emphasis on learning the habit of daily activity and exercise. In both grades one day of the week is devoted to health education, including such topics as nutrition, fitness, substance abuse prevention, and emotional wellbeing. Students in grades 7 – 8 are required to participate in a sport at least two seasons of each academic year. In the high school, all students are required to complete five “seasons” of physical activity, one of which is a physical education class. Before they graduate, all Upper School students must also take a semester of health.

## **Parent/Guardian Involvement**

Latin’s Parent Faculty Association (PFA) is very supportive of and engaged with the school. From the annual Parent-Faculty Social to a speakers’ series on parenting and education issues, the PFA’s programs connect strongly with the school. Grade representatives keep families informed of school news between meetings, and they also assist teachers with field trips and classroom activities. Contributions to Latin Pride, our annual fundraiser, support Latin by helping teachers outfit their classrooms, supplementing arts and science curricula, paying practice facility fees for athletic teams, helping with end-of-year class trips, hosting teacher lunches during Parent Conferences, and recognizing teachers with holiday gifts.

# School Performance and Progress

## Meeting Our Mission

Washington Latin's mission is focused on two primary concepts: offering a *high quality and rigorous classical education* and ensuring that this education is *accessible to any student* in DC. We have several initiatives to ensure that all students are able to access our program, in terms of participating fully in the school's academic and extra-curricular programs and having the opportunity to be successful.

First, we provide a classical education that is **high-quality and rigorous**. The Latin model relies on several key elements to ensure this happens:

- An experienced, stable faculty.
- Small classes and overall school size, with a low student-to-teacher ratio to ensure that all students are known, as scholars and people, and that they receive personalized attention.
- Classical approach to teaching, including regular training for teachers on the approach in general and on specific strategies to develop students' ability to understand, reason, and debate essential questions.
- A liberal arts curriculum with a diversity of courses offered, including a range of subjects (such as the Arts), as well as a focus on developing students' analytical, speaking, and writing skills.

Latin employs several strategies to ensure that students from across DC have **equal access** to join our community and be successful:

- Providing information on enrollment as broadly as possible, including in Spanish and in distant neighborhoods, as well as on our campus
- Once students are enrolled, offering transportation to and from neighborhoods at a significant distance from the school, including Anacostia.
- Providing intensive academic support to students performing below grade level or otherwise showing signs that they are at risk of school failure (including academic performance, behavioral issues, attendance problems, or other indications of difficulty). This includes additional intensive classes in core subjects (math and ELA) and before- and after-school tutoring support.
- Offering a full complement of Special Education and Mental Health supports, including making it possible for students to self-refer for counseling for any reason. More than 1/4 of the school's student body regularly sees mental health counselors.
- Ensuring access to all extra-curricular activities for all students, regardless of family income, providing needed funding for transportation, field trips, foreign language travel, and more to students who would otherwise not be able to afford these activities.

## PARCC Performance

Washington Latin students once again performed above the state averages on the PARCC exam in 2017-18. The averages below show the percent of students in each category who scored a 4 or 5 on the PARCC exam, indicating that they are college-and career-ready.

**Middle School ELA – 66.0%**

**Middle School Math – 49.0%**

**Upper School ELA – 74.7%**

**Upper School Math – 47.2%**

## Washington Latin Public Charter School – Middle School Data Report

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

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: 367

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	93	90
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	92	92	0	0	0	0	0	0	0

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

### Student Data Points – Middle School

School	<b>Total number of instructional days: 183</b>
PCSB	<b>Suspension Rate: 8.2%</b>
PCSB	<b>Expulsion Rate: 0.0%</b>
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate: 0.2%</b>
PCSB	<b>In-Seat Attendance: 95.8%</b>
PCSB	<b>Average Daily Attendance:</b> The SRA requires annual reports to include a school’s average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. <b>(No action1. necessary.)</b>
PCSB	<b>Midyear Withdrawals: 1.6% (6 students)</b>

PCSB	<b>Midyear Entries:</b> 0.0% (0 students)
PCSB	<b>Promotion Rate:</b> 98.8%
PCSB (SY15-16)	<b>College Acceptance Rates:</b> <i>Not Applicable</i>
PCSB (SY15-16)	<b>College Admission Test Scores:</b> <i>Not Applicable</i>
PCSB (SY15-16)	<b>Graduation Rates:</b> <i>Not Applicable</i>

### Faculty and Staff Data Points

School	<b>Teacher Attrition Rate:</b> 12.9%
School	<b>Number of Teachers:</b> 31
School	<b>Teacher Salary</b> 1. Average: \$56,957 2. Range -- Minimum: \$38,000                      Maximum: \$78,805

# Washington Latin Public Charter School – Upper School Data Report

## SY 2016-17 Annual Report Campus Data Report – 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: 335

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

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	90	83	79	79	0	0	0

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

## Student Data Points – Upper School

School	<b>Total number of instructional days:</b> 183
PCSB	<b>Suspension Rate:</b> 8.1%
PCSB	<b>Expulsion Rate:</b> 0.0%
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate:</b> 0.2%
PCSB	<b>In-Seat Attendance:</b> 93.7%
PCSB	<b>Average Daily Attendance:</b> The SRA requires annual reports to include a school’s average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. <b>(No action necessary.)</b>
PCSB	<b>Midyear Withdrawals:</b> 1.2% (4 students)
PCSB	<b>Midyear Entries:</b> 0.6% (2 students)
PCSB	<b>Promotion Rate:</b> 98.8%
PCSB (SY15-16)	<b>College Acceptance Rates:</b> 81.4%
PCSB (SY15-16)	<b>College Admission Test Scores:</b> 86.5%
PCSB (SY15-16)	<b>Graduation Rates:</b> 90.8%

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

School	<b>Teacher Attrition Rate:</b> 8.3%
School	<b>Number of Teachers:</b> 36
School	<b>Teacher Salary</b> 1. Average: \$59,239.43 2. Range -- Minimum: \$40,800                      Maximum: \$85,893



## Other Accomplishments

### Development

Washington Latin raised over \$500,000 last year from its community of supporters. Our donors include many of our parents, who donated a total of more than \$240,000 during our annual campaign, Latin Pride. Gifts from our parents ranged from a few dollars to more substantial contributions in the thousands of dollars. This range reflects the socio-economic diversity of our families. Our goals for our annual campaign are twofold: to raise funds that help us close budget gaps and enhance our students' experience at Washington Latin and encourage full participation among our community.

Latin also sought support from government entities and foundations, as well as businesses and individuals as sponsors for our annual event, Convivium de Civitate. Various events brought in an additional \$100,000 from participants as sponsorships and donations.

### Recognition of Washington Latin Teachers and Administrators

Washington Latin faculty members were invited to speak on panels, present at workshops and participate in exclusive convenings both in D.C. and elsewhere. Among these was Middle School Science Department Chair, Ms. Teresa Dobler, who was a presenter at a National Science Teachers Association (NSTA) conference in Baltimore in October. Ms. Anna Laura Grant, who coordinated our peer mediation program, spent a few days in Israel during the winter break participating in an Arab and Jewish peace/dialogue group. Mr. James Kelly, Assistant Principal, was named the co-chair of the Ninth Grade Counts Network at Raise DC. He also continued to serve as a member of the Postsecondary Access and Completion Change Network at Raise DC. Director of College Counseling, Crys Latham, began her second term as a member of the board of Colleges that Change Lives (CTCL).

External organizations also recognized faculty members with awards and fellowships. Upper School teacher, Mr. Parag Bhuva, won a prestigious fellowship from National Geographic, which enabled him to explore parts of the Arctic Sea. Head of School, Mr. Peter Anderson, was named as a part of the Summer 2018 cohort of Pahara Aspen fellows. In celebration of National Superhero Day and National Teacher Day, middle school teacher, Mr. Reginald Wills, was honored by Ziploc and featured in a national campaign.

### Accreditation

Washington Latin earned the distinction of a five-year accreditation by the AdvancED Accreditation Commission. The Engagement Review Team, which was onsite in March, listed the following as “powerful practices” in its report:

The building leadership is a cohesive and supportive team that promotes collaboration and engages stakeholders to support the achievement of the school's purpose and direction.

Institutional systems and expectations of support foster a culture of relationship building which ensures learners have regular access to adults who are actively engaged in their learning process.

Washington Latin systematically implements and monitors processes to support future student success by providing targeted academic support for struggling students and college counseling to all students.

This is the second accreditation term for the school.

## Donors

Over the years, we have worked to build strong relationships with our donors. We are incredibly grateful for our donors' ongoing support as they contribute to the high-quality education Latin can provide for all students. Below are Latin's Donors who have contributed monetary or in-kind donations having a value equal to or exceeding \$500 from July 1, 2016, to June 30, 2017.

Adair Fox and Shelley Whelpton  
Alan and Meredith Atkinson  
Alan Meltzer  
Andrew and Kathleen Pugh  
Andrew and Mimi Freedman  
Andrew Herst and Myriam Tron  
Andrew Richardson and Brenda Oliver  
Anthony and Kristine Mazza  
Anthony Diallo and Yolanda Plummer Diallo  
Artur Davtyan and Arminda Pappas  
Arun Malik and Arit Chohan  
Bank of America  
Barbara Quigley and Jeffrey Anderspn  
Bart Oosterveld and Diana Bruce  
Ben and Rebecca Kramer  
Bernice Joseph  
Brian and Barbara Williams  
Brian and Nicole Wirth  
Brian Campbell and Mary Ann Brazell  
Brian Stettin and Elaine Block  
Bruce Spiva and Anna Gelpern  
Bud and Diane Johnson  
Carl and Lisa Schifferle  
Carol Mulholland  
Caroline Coleman  
Charina Endowment  
Charisse Brossard  
Cheryl and George Haywood  
Chris and Lisa Moore  
Chris Fleming  
Christena Howell  
Christina Erland Culver  
Christine O'Reilly  
Christopher Camponovo and Remedios Moya  
Collin and K.C. Moller  
Daniel and Abigail Horrigan  
Daniel and Elise Claire  
Darlene Clayton  
Darren and Rhea DeStefano  
Darryl and Sonya Shepard  
David Abramson and Kelly Hand  
David and Kathrine Butler  
David and Sophia Person  
David Arthur and Denise Woods  
David Coulon and Ingrid Bush

David Robertson and Christine Carroll  
David Roodman and Hoangmai Pham  
David Wolf and Amy Russell  
David Wolfel and Erika Lehman  
Del and Chari Voss  
Demian/Wilbur/Architects  
Dhiren Patel and Ragini Dalal  
Donald Massey and Patricia Tunstall  
Doneg McDonough and Zan Northrip  
Doug Sheila Campbell  
Douglas and Leslie Ammon  
DuWayne andn Ellen Scott  
E. Anthony and Wendy Gadson  
Earth Force  
Edmund Freeman and Kira Tewalt  
EdOps  
Edward and Zoe Pagle  
Edward Parrott and Virginia Gorsevski  
Elias Figueroa and Silvia Mego  
Elizabeth Duffy  
Emilio Martinez and Barrie Tapia  
Eric and Gina Anderson  
Eric and Jacqueline Emanuel  
Eric Halperin and Susannah Fox  
Eric Mader and Elizabeth Gregg  
Erik Warga and Emmanuelle Dusart  
Erin McCartney  
Evan and Tina Nadler  
Exelon Foundation Matching Gift Program  
Felix Nienstadt and Judy Berman  
Francis Weaver and Kelly Bryant  
Garland Scott  
George and Kimberly Christo  
George and Lisa Olson  
Georgeanne Matthews  
Gerald and Virginia Stocker  
Gwenn Gebhard  
Harold and Anne Bates  
Harrison and Tara Flakker, Sr.  
Hattie M. Strong Foundation  
Health System Analytics  
Heather Prichard  
Howard and Ann Crystal  
Hunter and Elizabeth Rawlings

Jacques Sarfati and Oksana Zadorojnaya  
James and Diana Corless  
James and Elizabeth Hagan  
James Roberts and Paula Caira  
James Southworth and Karen Milbourne  
James Yarsky and Kathleen O'Neill  
Jason and Emi Neubauer  
Jeffrey and Ginta Carlson  
Jeffrey and Lori Ashford  
Jeffrey Pulford  
Jeffrey Stewart and Bettina Schewe  
Jerry Crute and Deborah Moss  
John and Kelly Cochran  
John and Lauren Cattaneo  
John and Olivia Davis  
John Ball and Tara Billingsley  
John Hayes and Catherine Herridge  
John Smeltzer and Catherine Flanagan  
Joseph Warren and Sarah Neimeyer  
Josh and Gabrielle Batkin  
Joshua Tuerk  
Josphe and Katie Hodge  
Julian and Renee Blair  
Katherine Bradley  
Keith Ashdown and Jill Cashen  
Kelly Vielmo and John Montgomery  
Ken and Nicole Mogul  
Kerri Frymire  
Kevin Collier and Maybelle Kou  
Kevin Jeffries  
Kurt Fernstromm and Jennifer Abercrombie  
Lacy Peale  
LaDonna Pavetti and Mary Fran Miklitsch  
Lance Baldwin and Erica Stewart  
Lars Benson and Francesca Calisti  
Lawrence Antoine and Laurie Ballenger  
Linda Kotis  
Lindner Family Foundation, Inc.  
Lisa Wright  
Marc and Lauren Regardie  
Margaret Mitchell  
Mark and Christine D'Alessandro  
Mark Sherman and Edith Shine

Markus Krisetya and Nicola Mousset-Jones  
Martha and Steven Cutts  
Matt and Adrienne Crozat  
Matt and Kathleen Doherty  
Matthew and Emilie Sullivan  
Maureen O'Brien and Jill Normington  
Maximo Torero and Ledda Macera  
Michael and Giuliana Irving  
Michael and Jill Murphy  
Michael and Katherine David-Fox  
Michael and Satu Webb  
Michael Hall and Jane Taylor  
Michael Monti and Anne Baldwin  
Michael Shoag and Elisabeth Urfer  
Mike Ikenberry and Andrea Fuller  
Adrian McAloon and Susan Zentay  
Carl and Akosoa McFadgion  
Andres Portilla and Teresa Marchiori  
Anthony Walker  
Charles Servaites and Heather Strand  
Chris Wilkinson  
David Morris and Ulrike Reichert  
David Pearson  
David Yarkin and Courtney Carlson  
Dion Black  
Gary Kopff  
Glenn Kautt  
James Pressick and Karen Bengel  
Jeffrey Kuhn  
Jon Freed  
Building Hope  
Keith Kelley  
Max Levasseur and Joyanna Smith  
Richard McGregor and Katherine Cummins  
Tony Lin and Vanessa Howells  
Walter Bardenwerper  
Sonia Trask  
Genius Johnson

Julie Jacobson  
Marie Alexander  
Susan Galbraith  
Tobi Printz-Platnick  
Nathaniel and LaVerne Tate  
Niambi Jarvis  
Nicole Broadus  
Pamela Murray  
Patricia Beaubrun-Reese  
Patrick and Anika Cooper  
Patrick and Vanetta Tate  
Patrick Healy and Catherine Voss  
Paul Pfeuffer and Robin Spence  
Paula Hane  
Peale Foundation  
Peter and Elizabeth Bakel  
Peter Anderson  
Peter Grimm and Kelly Jones  
Peter Marks and Erika Cleveland  
Peter Nowland  
Peter Smith and Louisa Reynolds  
Philip and Kathleen Brady  
Phillip and Elizabeth Wieser  
Postelle Birch-Smith  
Pramesh and Sangeeta Jobanputra  
Qatar Foundation International  
Reginald Waters and Marsha Forbes  
Rhatia Mays  
Richard and Nicole Micheli  
Richard and Stacy Davis  
Robert and Ann Burchard Sr.  
Robert and Beth Burchard, Jr.  
Robert Price and Ms. Gossens  
Robert Ryan and Margaret Fineran  
Ronald Edwards and Jessica Schroeder  
Rudy Seikaly  
Russell and Elizabeth Greiff  
Sasha-Gaye Syreeta Angus  
Savant Capital Management  
Scott Kelly

Scott Price and Frances Brennan  
Seth and Megan Shapiro  
Shari Gilbert  
Shaun and Amy Fanning  
Shawn Bleimehl and Jana Price  
Shelagh Grimshaw  
Simon Bruty and Bronwen Latimer  
Souleymane Diallo and Lisa Rucker  
Stan and Melissa Torgovitsky  
Stephen and A.E. Lovett  
Stephen and Jennifer Dalzell  
Stephen Gibson and Courtney Smith  
Steve and Crystal Souverain  
Steve and Donna Boyer  
Steven Bradley and Kelly Callahan  
Steven Kirk and Marilyn Nowalk  
Steven Weinberger and Joy Grossman  
Sven Shockey and Gayle Kirchmar  
Ted and Laura Kim  
The 9:57 Project, Inc.  
Benevity Community Impact Fund  
The Charles and Marie Robertson Foundation  
The Moody's Foundation  
Thomas and Christine Cline  
Thomas Hagerty and Jane Aiken  
Thomas Mirabello and Mary Ann Svec  
Timothy and Quincey Grieve  
Timothy and Ruth Morgan  
Todd Watterson and Tamara Fucile  
Venpor Investments  
Vijay and Gita Agarwal  
Watchdog Strategies  
William and Renay Regardie  
Yemi and Ebony Akinsanya  
Yong Lee  
Ziad Demian and Merrill St. Leger-Demain

# Appendix A: Staff Roster

## School Leadership

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

M.A. (Sociology), London School of Economics

M.Ed. (Education), New York University

BA (Sociology), Haverford College

***Dr. Diana E. Smith – Principal, US English***

Ph.D. (English), University of Virginia

B.A. (Classics), Princeton University, summa cum laude, Phi Beta Kappa

***Ms. Kate Cromwell - Director of Development and Communications***

M.B.A. (Management), University of California, Los Angeles

B.A., Carleton College, magna cum laude

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

M.B.A. (Management), Southeastern University

B.S. (Sports Management), Livingstone College

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

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

***Ms. Geovanna Izurieta - Director of Finance***

M.S. (Economics/Management Sciences)

B.S. (Business Administration/Economic Sciences), Catholic University of Guayaquil, Ecuador

***Ms. Anna Jesseman, LGSW – Director of Mental Health, Co-Director of Student Support Services***

M.S.W. (International Social Welfare and Policy concentrations), Columbia University

M.S.T. (Childhood Education), Pace University

B.A. (International and Area Studies), University of California, Berkeley

***Mr. James Kelly - Assistant Principal; Director of Middle School***

M.A. (Education Policy and Management), Harvard Graduate School of Education

B.A. (Sociology), Vassar College

***Ms. Khashiffa Roberts – Assistant Principal; Co-Director of Student Support Services***

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

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

## Senior Leadership Team

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

B.A. (History), Stonehill College

***Ms. Joelle Chall – Assistant Director of Middle School, Mathematics Department Chair***

M.A. (Teaching), University of Maryland

B.A. (English), University of Maryland

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

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

***Ms. Crys Latham - Director of College Counseling***

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

***Mr. Carl Lyon - Director of IT, Astronomy, Yoga***

M.A. (French), Middlebury College

B.A. (French), Virginia Tech

## Senior Faculty

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

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

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

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

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

B. A. (Mathematics), Ohio Wesleyan University

***Ms. Teresa Dobler - 6th Grade Science, MS Science Department Chair***

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

***Dr. Lacy Peale – 7th Grade English, MS English Department Chair***

Ph.D. (Curriculum and Instruction), University of Virginia

M.A.T. (English Education), M.Ed. (Literacy, Language, & Cultural Studies), Boston University

B.A. (English and American Studies), Dickinson College

***Ms. Emily Raskin – Mathematics, Student Activities***

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

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

***Ms. Laurel Seid - US English, Student Activities, US English Department Chair***

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

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

***Mr. Lawrence Staten - 6th Grade Civics, History Department Chair***

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

***Ms. Christina Stouder – Chinese, Modern Languages Department Chair***

M.A. (Second Language Studies and TESOL) and

B.A. (East Asian Language and Cultures), Indiana University

***Mr. Rickey Torrence - Physics, US Science Department Chair***

M.A. (Teaching), Morgan State University

B.S. (Physics), Hampton University, cum laude

***Ms. Melissa VerCammen – Music, Arts Department Chair***

B.S. (Biology), Denison University

## Academic and Support Staff

***Ms. Pascale Maria Argondizza – Dedicated Aide***

B.A. (Philosophy and Music), Mount Holyoke College

***Mr. Jamille Callum – US Dean of Students***

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

***Ms. Caroline Coleman – Student Support, After School Program Lead***

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

***Mr. Christopher Coleman - MS Dean of Students***

M.Ed. (Counseling Education), Virginia State University

B.S. (Liberal Arts, Education, Sports Management), Virginia State University

***Mr. Albert Edmundson – MS Dean of Students***

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

***Mr. Emmett Fiawoo – Dedicated Aide***

B.A. (Kinesiology), Pennsylvania State University

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

(Agriculture and Livestock), National University of Education

Enrique Guzman y Valle, Lima, Peru

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

M.S.W., Catholic University

B.A. (Sociology), Bucknell University

***Ms. CuiCui Guo - Executive Assistant to the Head of School, Business Office Assistant***

M. A. (Education Leadership and Administration), George Washington University

B.A. (English), Northwest University for Nationalities (Lanzhou, China)

***Ms. Sereena Hamm - Librarian***

M.L.S., (School Library Media Certification), University of Maryland

B.A. (Literature), American University

***Ms. Dena Kolb - Director of Community Partnerships, Theater***

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

***Ms. Jessica Larios -- Receptionist***

***Ms. Camille Locke - Dedicated Aide***

Master of Professional Studies (MS Science), The George Washington University

B.S. (Physical Education), University of the District of Columbia

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

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

B.S. (Physics), King University

***Ms. Stephanie McDaniel - School Psychologist***

M.Ed., Ed.S. (School Psychology) University of Massachusetts, Boston

B.S. (Psychology), Eastern Kentucky University

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

***Ms. Carenda Nunn – School Registrar***

***Ms. Amy Oberson, LGPC – Counselor***

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

***Ms. Kerry Richardson – College Counseling***

M.A. (Education), George Washington University

B.A. (Spanish and German), Rutgers University

*Ms. Ana Rivera - Food Services Coordinator*

*Ms. Fatima Sadiq – Dedicated Aide*

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

*Ms. JerBria Smith – Physical Education Teacher*

B.S. (Health Promotion), Barton College

*Mr. Jack Werstein, LPC - Counselor*

M.A. (Clinical Mental Health Counseling), Trinity Washington University

B.A. (Psychosocial Communications), George Mason University

## Middle School Faculty

*Mr. Sean Baldwin - 5th & 6th Grade Theater*

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

*Ms. Maya Barlev – 8th Grade Science*

B.S. (Astrophysics), Haverford College

*Mr. Peter Birkenhead -- 7th & 8th Grade Theater*

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

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

*Ms. Joslyn Bloomfield -- 6th Grade English*

B.A. (English Literature) and M.A. (English Literature), North Carolina Central University

*Ms. Rachel Breitman - 8th Grade English*

M.S. (Journalism), Columbia University

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

B.A. (English Literature), Swarthmore College

*Ms. Aryn Davis – Special Education Teacher*

M.Ed. (Special Education), George Mason University

B.A. (Political Science), Howard University

*Mr. Matthew Dean – 7th Grade Latin*

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

B.S. (Philosophy), Suffolk University

*Ms. Johanna Figueroa -- 5th Grade Math*

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

*Mr. Joseph Green - 7th Grade English*

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

*Ms. Cheryl Haywood - 8th Grade English*

J.D., Harvard University

B.A. (Economics and Spanish Literature), Wellesley College

*Mr. David Koenig – 8th Grade History*

J.D., University of Virginia

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

*Ms. Patti Kolb – Mathematics*



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

***Ms. Janna Lee – 7th Grade Math***

B.S. (Kinesiology), Texas A&M University

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

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

***Ms. Neelam Minera – Math Specialist***

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

***Ms. Lisa Moore – 6th Grade Math***

B.S. (Mathematics), Covenant College

***Ms. Adele Mujal - 5th Grade English***

M.A. (Teaching: Secondary Social Studies), Trinity University  
M.A. (Government: Comparative Politics/Western Europe), Georgetown Univ.  
B.A. (Business Administration), University of Maryland, College Park

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

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

***Ms. Marjorie (Maggie) Olney – 7th Grade Science***

B.A. (Neuroscience), College of William and Mary

***Mr. Yule Pieters – Special Education Teacher***

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

***Ms. Tamica Prue -- Dedicated Aide and After School Assistant***

B.A. (Special Education), Ashford University

***Ms. Caroline Rose -- 6th Grade Latin***

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

***Ms. Sarah Senty – 5th Grade Geography***

M. A. (Elementary Education), Lesley University  
B. A. (Philosophy), University of Virginia

***Ms. Mercedes Sisk – 8th Grade Latin***

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

***Mr. Joseph Starnes – 5th Grade Latin***

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

***Ms. Kristin Stephens - MS/US Art***

M.A. (Art Education), University of South Carolina  
B.A. (Art/Art Education), Furman University

***Ms. Cheryl Steplight – 5th Grade Science***

J.D., Georgetown University Law Center  
B.S. (Economics), Hampton University

***Ms. Caroline Thompson – Math***

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

***Mr. Reginald Wills -7th Grade History***

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

## Upper School Faculty

***Ms. Mary Amaechi - Science***

M.S. (Science), Johns Hopkins University

B.S. (Human Science), Georgetown University

***Mr. Kaleb Banks – Special Education Teacher***

B.A. (Philosophy and Government), Cornell University

***Ms. Elaina Barroso - History***

M.Ed. (Human Development and Psychology), Harvard University

B.A (History/Education/Social Studies), Swarthmore College

***Mr. Aaron Baum – History, English***

B.A. (Political Science), Duke University

***Mr. Parag Bhuva -- History, Intensive Writing***

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

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

***Ms. Natalia Christian – Chemistry***

B.A. (French concentration, Chemistry minor), Howard University

***Mr. Nathan Day - English***

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

B.A. (Religion), Williams College

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

M.Ed. (Education), American University

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

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

M.A. (Secondary Education - specialty in teaching English), Valencia Int'l Univ.

M.A. (Bilingual and Multicultural Education), University of Alcala

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

***Mr. Thomas Hagerty – History***

J.D., University of South Carolina

B.A. (English), Harvard University

***Mr. Joseph Hamd – Arabic***

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

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

Bachelor's of General Studies (Humanities), Nicholls State University

***Mr. Brian Hotchkiss – Special Education Teacher***

M.A.T., Binghamton University, summa cum laude

B. A. (Non-Fiction Writing and Sociology), Ithaca College

***Mr. Carl Hultgren - English***

B.A. (English Language & Literature), University of Maryland, summa cum laude

***Ms. Geneva Jost - Biology***

B.A. (Biology), University of North Carolina at Chapel Hill

***Mr. Adam LaFleche – Latin***

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

***Ms. Karen Lambert - French***

M.A. (Education) and M.A. (History), Stanford University

B.A. (History), Univ. of Calif. at Berkeley, summa cum laude, Phi Beta Kappa

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

J.D., Columbia University School of Law

B.A. (Public Policy), Brown University

***Mr. Corey Martin - Latin***

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

***Mr. Alexander Porcelli - Arabic***

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

***Mr. Christopher Richardson - Mathematics***

J.D., George Washington University

B.A. (Social Relations), Harvard College

***Mr. Julian Salazar -- Geometry***

B.A. (Art History) and B.S. (Mathematics), Duke University

***Ms. Marie Martine Shannon -- French***

M.A. (French Literature), Cornell University

B.A. and M.A. (Anthropology), University de Bourdeaux

***Ms. Elisa Shapiro -- Physics***

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

B.A., University of Rochester

***Mr. John Stiff – Mathematics and History***

M.A. (Teaching - Mathematics and Reading; Endorsement in Special Education), National Louis University

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

***Ms. Sandra Whitfield – Special Education Teacher***

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

B. A. (American Government), Georgetown University

***Mr. Tom Yonker – Latin***

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

B.A. (German), Truman State University

## Appendix B: Board Roster

*Ann Elizabeth Lovett, President*

D.C. Resident  
Former parent  
12/13 Joined

*Christopher B. Wilkinson, Vice President*

Maryland Resident  
3/16 Joined

*Tim Morgan, Treasurer*

Virginia Resident  
9/15 Joined

*Kimberly Cole, Secretary*

Virginia Resident  
10/16, Joined

*Laurie Ballenger, Member*

DC Resident  
6/18 Joined

*Alexandra Economou, Member*

Virginia Resident  
10/12 Joined

*Ragini Dalal, Member*

D.C. Resident  
Former parent  
7/15, Joined

*Maria Demeke, Member*

D.C. Resident  
10/16, Joined

*Alyse Graham, Member*

D.C. Resident  
7/18 Joined

*Russell (Rusty) Greiff (Parent), Member*

D.C. Resident  
10/13, Joined

*Patrick Mara, Member*

D.C. Resident  
3/15, Joined

*Hunter R. Rawlings III, Member*

D.C. Resident  
9/15, Joined

## Appendix C: Financials

### At-Risk Funding

Latin used at-risk funding toward our 2018 Summer School session that served 180 students for six weeks during the summer.

## Washington Latin PCS Balance Sheet

*As of June 30, 2018*

<b>Balance Sheet</b>	<b>6/30/2017</b>	<b>6/30/2018</b>
<b>Assets</b>	<b>Last Year</b>	<b>Current</b>
<b>Assets</b>		
Current Assets		
Cash	8,478,159	9,850,759
Accounts Receivable	380,294	326,080
Other Current Assets	68,851	68,221
Intercompany Transfers	0	0
<b>Total Current Assets</b>	<b>8,927,305</b>	<b>10,245,060</b>
Noncurrent Assets		
Facilities, Net	17,519,459	16,638,613
Operating Fixed Assets, Net	438,289	266,516
<b>Total Noncurrent Assets</b>	<b>17,957,748</b>	<b>16,905,130</b>
<b>Total Assets</b>	<b>26,885,053</b>	<b>27,150,189</b>
<b>Liabilities and Equity</b>		
<b>Liabilities and Equity</b>		
Current Liabilities		
Accounts Payable	263,610	129,209
Other Current Liabilities	72,090	55,246
Accrued Salaries and Benefits	643,252	671,098
<b>Total Current Liabilities</b>	<b>978,952</b>	<b>855,553</b>
Equity		
Unrestricted Net Assets	6,598,038	7,566,070
Net Income	940,597	632,556
Temporarily Restricted Net Assets	577,822	550,388
<b>Total Equity</b>	<b>8,116,457</b>	<b>8,749,014</b>
Long-Term Liabilities		
Other Long-Term Liabilities	(478,898)	(671,918)
Senior Debt	18,268,541	18,217,541
<b>Total Long-Term Liabilities</b>	<b>17,789,643</b>	<b>17,545,623</b>
<b>Total Liabilities and Equity</b>	<b>26,885,053</b>	<b>27,150,189</b>

**WASHINGTON LATIN PCS BUDGET - FY19****SY18-19**

Students	705
Employees	
Teachers	73
Other Curricular	19
General and Admin	17
Total Employees	109
Revenue	
State and Local Revenue	11,975,693
Federal Revenue	315,196
Private Grants and Donations	528,621
Earned Fees	372,487
Donated Revenue	6,554
<b>Total Revenue</b>	<b>13,198,551</b>
Operating Expense	
Salaries	7,369,525
Benefits and Taxes	1,469,733
Contracted Staff	-
Staff-Related Costs	93,307
Rent	166,140
Occupancy Service	549,691
Direct Student Expense	1,093,042
Office & Business Expense	697,473
Donated Expense	6,554
Contingency	-
<b>Total Operating Expense</b>	<b>11,445,465</b>
<b>Net Operating Income</b>	<b>1,753,086</b>
<b>Adjustments To Cash Flow</b>	
Interest	849,191
Operating Fixed Assets	21,038
Buildings	12,250
Other Operating Activities	(64,654)
Financing Activities	33,171
<b>Net cash increase for year</b>	<b>902,090</b>
Less Depreciation	
Depreciation and Amortization	1,122,725
<b>Net Income</b>	<b>(218,830)</b>