

# GEORGETOWN DAY SCHOOL

HIGH SCHOOL PROFILE 2024-25



Head of School  
**Russell H. Shaw**

High School Principal  
**Yom Odamtten Fox**

Director of College Counseling  
**Emily Livelli**  
elivelli@gds.org • 202-274-3180

Associate Director  
of College Counseling  
**Fatmata Koroma**  
fkoroma@gds.org • 202-274-3181

Associate Director  
of College Counseling  
**Shawn Miller**  
smiller@gds.org • 202-274-3182

Associate Director of College  
Counseling • 11th Grade Dean  
**Darius Pardner**  
dpardner@gds.org • 202-274-3185

Associate Director  
of College Counseling  
**Gregory Wong**  
gwong@gds.org • 202-274-3184

Registrar and College Office  
Coordinator  
**Deirdre Nicholson**  
dnicholson@gds.org • 202-274-3183

4200 Davenport St. NW  
Washington, DC 20016

CEEB Code: 090081

Georgetown Day School is a Washington, DC PreK-12 independent school with an enrollment of 1,075 students, a city campus, and a comprehensive, innovative curriculum. Founded in 1945 as the first integrated school in Washington, DC, GDS maintains a diverse student body, 48% of whom identify as students of color, as well as a diverse faculty and Board. The High School is college preparatory, sending 99% of its graduates to colleges and universities throughout the world. The financial aid budget for the 2024-25 school year totals \$9.6 million, shared among 24% of the student body.

Our "GDS Student Will" competencies outline the essential skills our students will need in order to have a meaningful impact in the world; these skills lie at the heart of the GDS curriculum.

## A GDS STUDENT WILL:

- Build networks & collaborate across difference
- Innovate & create
- Take risks & learn from failure
- Self-advocate
- Think critically
- Communicate clearly and powerfully
- Tackle complex problems
- Learn actively & resourcefully
- Engage as a just, moral, ethical citizen
- Lead

## COLLEGE APPLICATION POLICY

GDS students are permitted to apply to up to between 10 to 12 colleges and universities. On average, students apply to seven institutions. This policy ensures that our students make thoughtful choices; it also communicates to colleges and universities that every application they receive from a GDS student is serious.

# THE CURRICULUM

A GDS education engages students with real-world problems, places them at the center of their learning, teaches them to collaborate across difference, empowers them to connect with resources, challenges them to think critically and creatively, and prepares them to be active citizens of the world. GDS supports students in exploring programs of study that develop a deep appreciation of the arts, humanities, and sciences as equally valuable disciplines that offer various perspectives on the world.

- Georgetown Day School does not rank students or compute a grade point average.
- All seniors write a 10-15 page critical essay on an author or topic of their choice as the culmination of their study in literature and writing.
- The high school math curriculum is one of the most advanced programs among independent schools in the area, including coursework beyond college-level calculus to linear algebra, number theory, multivariable calculus, and discrete mathematics.
- Typically starting no earlier than junior year, students may choose from a wide array of advanced courses, including Upper Level (UL) offerings.
- GDS does not offer any Advanced Placement courses. In developing our curriculum, faculty collaborated with a Curriculum Review Committee to establish standards for Upper Level (UL) courses. UL courses represent the most challenging level of coursework offered at GDS, where students examine the material at the highest levels with sustained intellectual independence.

# CURRICULAR HIGHLIGHTS

## MINIMESTER

Since 2018, GDS has offered Minimester, a three-day intensive program in which students have an opportunity for an immersive, experiential learning experience without the confines of traditional schooling. Selected courses include: Exploring Reproductive Justice, Prisoners and Their World, Sabermetrics, Unplugged in the Wilderness, and The Neuroscience of Implicit Bias.

## YOUTH PARTICIPATORY ACTION RESEARCH

GDS supports a cohort of students each year who participate and design social science research studies to address an issue that they identify in their community. Two previous topics students have studied were 1) the politics of space and 2) socioeconomic status and sports.

## INNOVATION AND TECHNOLOGY

The department offers courses that prioritize and prize project-based learning, inquiry-based instruction, expanded technology integration, and interdisciplinary teaching.

## 9TH GRADE SEMINAR

The 9th Grade Seminar is a flagship social justice course that serves as a launching point for a GDS High School education. The goal of the course is to gain greater insight into our complex and layered identities while creating a space to ask and learn about the identities and perspectives of others. The class consists mostly of interactive activities and student-led conversations which help us begin to examine the various components of our individual and shared identities.

## SENIOR QUEST

All seniors participate in a month-long Quest, or investigation, in which they apply their curiosity, talents, interests, skills, and knowledge to a question, task, creation, or issue of relevance to the student in particular as well as to a significant constituency outside of the GDS community. Quests call for teamwork, a multi-disciplinary approach, community involvement, demonstrable social value, and presentation and communication skills.

## CO-CURRICULAR ACTIVITIES

**1** Continually aware of the reasons for its founding, Georgetown Day School inculcates in its students a concern for the world around them. Although many GDS students volunteer far more extensively, all students must complete at least 60 hours of direct community service.

**2** Diversity, Equity, and Inclusion (DEI): GDS is a proud recipient of the National Association of Independent Schools Leading Edge Award for Equity and Justice. Through day-to-day activities, curriculum instruction, and school-wide programming, GDS encourages respect for identity and cultivates awareness of the multiple perspectives, beliefs, experiences, and backgrounds reflected in our diverse community. At the High School level, we offer affinity groups, curriculum, programming, and a social justice teach-in day as opportunities for our students to engage in principles of practice grounded in equity, inclusion, and social justice.

**3** In 2014, the GDS Policy and Advocacy Institute began as a summer opportunity for students to engage in meaningful, long-term work in an important area of public policy. Fellows learn the fundamentals of policy development and the relationship between policy and advocacy from experts. They “live” at the intersection of theory and practice, engaging directly with governmental and non-governmental organizations to understand the challenges and to participate in the development of effective policy and/or advocacy initiatives. Policy Institute tracks have included: Waging Life in the DMV, Addressing Sexual Assault and Consent, and Life Resettled.

## AMONG THE MORE THAN 100 ACTIVITIES OFFERED, MAJOR PURSUITS INCLUDE:

### ACADEMIC TEAMS

Debate, Harvard Model Congress, It's Academic, Math Team, Model UN, Robotics, Quiz Bowl, History Bowl

### ATHLETICS

Baseball, Basketball, Crew, Cross Country, Golf, Lacrosse, Rock Climbing (club), Soccer, Softball, Swimming, Tennis, Track, Volleyball, and Wrestling

### COMMUNITY ENGAGEMENT

Buddy Program, English Mentoring, Math Mentoring, Friendship Terrace Volunteers

### MUSIC AND DANCE

A Capella, Chorus, Chamber Choir, Fata Morgana (Dance Troupe), Jazz Band

### AFFINITY GROUPS

Asian American Affinity (Triple A), Adoptee, Asian Male Affinity, Black Men United (BMU), Black Student Union, Body Image, Crowns, First Gen, Female Asian Meetinghouse (FAM), FMG, Fusion, Gradient, HOLA, Infinity, Indigenous Student Alliance, Jewish Student Coalition (JSC), Middle Eastern/Arab Affinity, Muslim Student Association, Reimagined Families, South Asian Affinity Group, SPECTRUM, Young Men of Color, Young Women of Color

### PUBLICATIONS

Grasslands (Literary), InLight (Diversity), Augur Bit (Student Newspaper), Gxrls in STEM, Yearbook

### STUDENT STAFF COUNCIL

### THEATER

Fall Play, Winter One-Acts, Spring Musical, Cabaret, Theater Lab

## COLLEGE ATTENDANCE – The Classes of 2021, 2022, 2023, and 2024 attend the following institutions:

Agnes Scott College  
Alfred University  
American University  
Amherst College  
Barnard College  
Bates College  
Bennington College  
Boston College  
Boston University  
Bowdoin College  
Bowie State University  
Brandeis University  
Brown University  
Bryn Mawr College  
Carleton College  
Carnegie Mellon University  
Case Western Reserve University  
Clark Atlanta University  
Colby College  
Colgate University  
Colorado College  
Colorado Mesa University  
Columbia University  
Connecticut College  
Cornell University  
Dartmouth College  
Davidson College  
Denison University  
Duke University  
Elon University  
Emory University  
Fordham University  
George Washington University  
Georgetown University  
Georgia Institute of Technology  
Gettysburg College  
Grinnell College  
Hamilton College

Harvard University  
Harvey Mudd College  
Haverford College  
Hofstra University  
Indiana University  
Ithaca College  
James Madison University  
Johns Hopkins University  
Juniata College  
Kenyon College  
Lafayette College  
Louisiana State University  
Macalester College  
Massachusetts Institute of Technology  
Middlebury College  
Morehouse College  
Morgan State University  
Muhlenberg College  
New York University  
North Carolina A & T State University  
Northeastern University  
Oberlin College  
Occidental College  
Oxford College of Emory University  
Parsons School of Design at The New School  
Penn State University  
Pitzer College  
Pomona College  
Pratt Institute  
Princeton University  
Providence College  
Purdue University  
Reed College  
Rhode Island School of Design  
Rice University  
Ringling College of Art and Design  
Rochester Institute of Technology

Roger Williams University  
San Diego State University  
Santa Clara University  
Savannah College of Art and Design  
Scripps College  
Skidmore College  
Smith College  
Spelman College  
St Mary's College of Maryland  
St. John's College (Annapolis)  
St. John's College (Santa Fe)  
St. John's University  
Stanford University  
Swarthmore College  
Syracuse University  
Temple University  
The New School  
The Ohio State University  
The University of Alabama  
The University of Texas at Austin  
Towson University  
Trinity College  
Tufts University  
Tulane University of Louisiana  
University of Arizona  
University of California (Berkeley)  
University of California (Davis)  
University of California (Los Angeles)  
University of California (Riverside)  
University of California (San Diego)  
University of California (Santa Cruz)  
University of Chicago  
University of Colorado Boulder  
University of Denver  
University of Illinois at Urbana-Champaign  
University of Maryland (Baltimore County)  
University of Maryland (College Park)  
University of Maryland Eastern Shore

University of Miami  
University of Michigan  
University of North Carolina at Chapel Hill  
University of North Carolina at Charlotte  
University of Oregon  
University of Pennsylvania  
University of Pittsburgh  
University of Southern California  
University of Rochester  
University of San Francisco  
University of Southern California  
University of Vermont  
University of Virginia  
University of Washington  
University of Wisconsin (Madison)  
Vanderbilt University  
Virginia Polytechnic Institute and State University  
Wake Forest University  
Washington University in St. Louis  
Wellesley College  
Wesleyan University  
Wheaton College - MA  
William & Mary  
Williams College  
Yale University

### INTERNATIONAL ATTENDANCE

McGill University  
University of British Columbia  
University of Toronto  
King's College London  
University of Cambridge  
University of Oxford  
John Cabot University  
University of St Andrews

# CURRICULAR OFFERINGS

While we list the minimum requirements for graduation below, most students go beyond these requirements to engage deeply with courses offered and to explore their academic interests.

Typically, beginning in junior year, students may select Upper Level coursework to further challenge themselves in areas of strong interest. **A student enrolled in three UL courses in any given year is taking the most demanding curriculum available based on scheduling and sequencing of courses.**

**Math levels:** Geometry is divided into two levels, and Algebra II, Precalculus, and Calculus into three levels.

The Extended and Honors levels are accelerated, include minimal amounts of review, and move steadily through the topics. While all sections include significant problem-solving, Extended sections often approach new topics through applications and projects, while Honors sections delve more deeply into the theoretical underpinnings of topics and proof and are more abstract. Demonstrated mastery of previous course material, greater time commitment for homework and reflection, and increased independent thinking are all essential.

## ARTS, PERFORMING

**One year required**

Acting I: An Introduction to Acting  
Acting II: Advanced Introduction to Acting  
Advanced Contemporary Dance, Choreography, and Repertoire\*  
Advanced Theater Design & Technology\*  
Ballet I  
Chamber Choir  
Contemporary Modern Dance I  
Contemporary Modern Dance II  
Dance for Musical Theater I\*  
Directing for the Stage\*  
Jazz and Creative Music Chamber Ensemble (II-IV)  
Jazz Improvisation and Creative Music Lab (Intro Level)  
Jazz Large Ensemble - (II-IV)  
Scene Study  
Theater Production  
TOLV (Select 12-person ensemble)  
Vocal Technique

**UL Jazz (I and II)**  
**UL Music Theory and Composition**

## ARTS, STUDIO

**One year required**

Foundations in Ceramics and Sculpture  
Foundations in Digital Film and Animation  
Foundations in Digital Media and Graphic Design  
Foundations in Digital Photography  
Foundations in Drawing and Painting  
Foundations in 3-D Modeling and Design

Advanced Ceramics and Sculpture  
Advanced Drawing and Painting  
Advanced Digital Photography

**UL Ceramics and Sculpture Workshop\***  
**UL Master Studio: Interdisciplinary Workshop**

\* not offered in 2023-24  
\*\* not offered 2024-25  
+ denotes a double period class

## COMPUTER SCIENCE, INNOVATION AND TECHNOLOGY

Foundations in Creative Engineering  
Foundations in Entrepreneurship  
Foundations in Programming  
Foundations in Programming: Video Game Design\*\*

Music Production and Audio Engineering

Advanced Data Structures and Algorithms  
Advanced Programming for Robotics

**UL Coding for Social Impact**  
**UL Youth Participatory Action Research**

## SCIENCE

**Three years; one life science and one physical science**

Anatomy, Health and Social Justice  
Applied Research in Environmental Science:  
Climate Science and Environmental Justice  
Applied Research in Environmental Science: Field Ecology  
Astronomy\*\*  
Astrophysics\*\*  
Biology 9  
Chemistry I  
Chemistry I Extended  
Chemistry II  
Forensic Science  
Game Theory  
Genetics and Evolutionary Biology  
Neuroscience  
Physics  
Physics Extended Mechanics  
Physics I Extended\*\*  
Physiology\*\*

**UL Cellular and Molecular Biology+**  
**UL Chemistry II+**  
**UL Electricity and Magnetism**  
**UL Environmental Science: Analysis of Science in Policy+**  
**UL Modern Physics**  
**UL Physics Mechanics+**  
**UL Quantum Mechanics**  
**UL Research in Biology\*\***  
**UL Waves and Optics\***

## ENGLISH

**Four years required; All English courses are taught as highly rigorous, discussion-based, writing intensive seminars**

English 9  
English 10  
English 11  
English 12

Junior and Senior Literature electives (offered as one semester or full year):

**UL Contemporary Literature and Art in Conversation\***  
**UL Contemporary Women's Literature\*\***  
**UL Creative Writing**  
**UL Literature and the Environment\***  
**UL Philosophy and Literature**  
**UL Shakespeare!\***

## MATHEMATICS

**Three sequential years and completion of Algebra II**

Algebra I  
Geometry  
Geometry Extended  
Algebra II  
Algebra II Extended  
Algebra II Honors  
Precalculus  
Precalculus Extended  
Precalculus Honors  
Calculus  
Statistical Analysis and Applications

**UL Calculus Extended**  
**UL Calculus Honors**  
**UL Differential Equations**

**UL Linear Algebra I, II\*\***  
**UL Mathematics Seminar**  
**UL Multivariable Calculus**  
**UL Statistical Applications and Analysis**  
**UL The Mathematics of Statistics**

## PHYSICAL EDUCATION

**Two years required**

Physical Education I  
Physical Education II

## HISTORY

**Three years required**

**Ninth Grade:**

History 9: Communities and Change

**Tenth grade:**

African, Asian, European, Latin American, or World History

- May also be taken as an elective course

**Eleventh Grade:**

U.S. History; U.S. Gender History; U.S. Immigration History; U.S. Political History; **UL U.S. History**

History Electives:

Contemporary Issues

Cultural Anthropology

From Freedom Rides to Ferguson\*\*

From Freedom Rides to Floyd: Civil Rights in America\*

Introduction to Economics

The Middle East

The Middle East Since World War II

World War II

**UL 20th Century Authoritarianism: The Rise and Rule of Dictatorships\*\***

**UL 21st Century Power: Today's Geopolitical Conflicts**

**UL African-American Studies**

**UL American Government**

**UL Europe Between the Wars**

**UL Historical Research Seminar: Race, Place, and Real Estate**

**UL International Relations**

**UL Law and Constitutional Rights**

**UL Topics in Contemporary Psychology**

## WORLD LANGUAGES

**Two sequential years of the same language in high school**

Foundations I in Chinese  
Foundations II in Chinese  
Chinese Language and Culture  
Chinese Language and Culture II  
Advanced Topics in Chinese Studies  
**UL Advanced Topics in Chinese Studies II**

Foundations I in French  
Foundations II in French  
French Language and Culture  
Introduction to French Literature  
Advanced French Language and Culture  
**UL Francophone Literature and Culture**

Foundations I in Latin  
Foundations II in Latin  
Latin Language and Culture  
Introduction to Latin Literature

Foundations in Spanish  
Applications in Spanish  
Integrations in Spanish  
Spanish Language and Culture  
Introduction to Spanish Literature\*\*  
Introduction to Literature and Film in Spanish\*  
Advanced Topics of the Spanish-Speaking World  
**UL Literature and Culture in the Spanish-Speaking World\*\***  
**UL Advanced Literature and Culture in the Spanish-Speaking World\***

## INDEPENDENT STUDY