



E.L. Haynes Public Charter School Annual Report 2022-2023

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Be Kind.
Work Hard.
Get Smart.

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SCHOOL DESCRIPTION

ABOUT E.L. HAYNES

E.L. Haynes Public Charter School is an award-winning Pre-K3-12th grade school named for Dr. Euphemia Lofton Haynes, the first African-American woman to receive a doctorate in mathematics and a DC Public School teacher for nearly 50 years. Founded in 2004, E.L. Haynes has grown to serve more than 1,150 students across two campuses in the Petworth neighborhood of Washington, DC.

MISSION

We are a learning community where every student – of every race, socioeconomic status, home language, and ability – prepares to thrive in college, career, and life. Together, we create a more just and kind world.

OUR CORE VALUES

SUCCEED TOGETHER: We value every member of our community and treat each other with kindness and care. We build meaningful relationships with students, families, and each other. We achieve more through collaboration and teamwork.

CHOOSE JOY: We find, bring, and share joy in our work every day. We practice gratitude, celebrate wins, and offer praise,

LEAD FOR EQUITY: We challenge ourselves and each other to interrupt inequities and build equitable alternatives.

ACHIEVE EXCELLENCE: We deliver high quality work every day. We set ambitious goals, embrace challenges, and hold ourselves and each other to high standards.

OWN OUR LEARNING: We model a growth mindset for our students. We own our actions, mistakes, and learning. We continually look for ways to improve and produce high quality work.

SCHOOL PROGRAM

CURRICULUM DESIGN AND INSTRUCTIONAL APPROACH

Our Instructional Vision: At E.L. Haynes, we challenge our students with rigorous and relevant content in every classroom, every day. We anchor all of our work with students in trusting and loving relationships. We develop a comprehensive plan to ensure that we are meeting the needs of all learners that addresses their academic, social-emotional, physical, and creative needs.

We begin with a robust instructional program. Our curriculum is aligned with the Common Core State Standards for English Language Arts (ELA) and math, and has been reviewed to ensure that it is both rigorous and culturally relevant. When planning for instruction, our goal is for students to engage not only with this rigorous content, but to also complete learning tasks that allow students to grapple with real-life problems and questions. Our students participate in daily lessons in core content courses and explore their interests in art, music, drama, and dance. Given the impact of the COVID-19 pandemic and our return to in-person learning on students, we also maintained an expanded focus on social-emotional learning.

Differentiated Instruction: E.L. Haynes is committed to intellectually engaging every student, every day. E.L. Haynes’s curriculum, classrooms, and culture are designed to challenge each student to deepen their understanding of critical concepts and skills. Differentiation may include the following strategies:

- **Small Group Instruction** – After teaching a mini-lesson on a critical concept or skill, teachers meet with individuals or small groups, customizing instruction to meet the needs of each student.
- **Daily Assessment** – Teachers use daily assessments to monitor student understanding. This feedback allows the teachers to make instructional decisions that support each student. These daily checks for understanding include “do nows” and “exit tickets.”
- **Probing Questions** – During instruction, teachers challenge students to think critically and to demonstrate understanding by asking questions that help students explore their understanding.
- **Multiple Approaches** – Teachers present concepts and skills in multiple ways (including visually, orally, kinesthetically) to meet the needs of students with different learning styles.

Curriculum Aligned to Common Core: Teachers use the Common Core State Standards (CCSS) as the foundation to unit and lesson planning, the creation of learning tasks,

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and the choice of curricular resources. Using the methods of module internalization and backward planning, teachers plan tasks and assignments for students after investigating and understanding the rigor that is presented within the standard. Teachers build objectives based on their analysis of the CCSS. In addition, curricula in ELA and math are chosen and adopted based on their alignment to the instructional shifts of the CCSS as recommended by top researchers in the field.

Ongoing Assessment: At E.L. Haynes, we assess at all grade levels in a variety of ways throughout the year. The goal of assessment is two-fold: to give the teacher(s) information about what a student does and does not know to inform instruction; and, to give the school and stakeholders information about the effectiveness of the instructional program.

Assessment is critical to ensuring that every E.L. Haynes student succeeds academically. E.L. Haynes administers a variety of assessments including observations, student conferences, unit assessments, quizzes, performance tasks, diagnostic assessments, benchmark assessments, and the Partnership for the Assessment of Readiness for College and Careers (PARCC).

Social Development: The elementary campus uses *Responsive Classroom*,¹ which is an evidence-based approach to elementary school teaching that focuses on the strong link between academic success and social-emotional learning (SEL). Independent research found that the *Responsive Classroom* approach is associated with higher academic achievement in math and reading, improved school climate, and higher-quality instruction. The program incorporates social learning into students' daily program; embraces E.L. Haynes' cultural, ethnic, socio-economic, and linguistic diversity; emphasizes the peaceful and fair resolution of conflicts; and, highlights the critical need for family partnership with the school. Elementary school faculty receive *Responsive Classroom* training when they join the faculty.

The middle school and high school campuses use evidence-based *Developmental Designs*,² which has comprehensive practices to integrate social and academic learning. Independent research found that students' attendance increased, their positive behavior became more frequent, their academic achievement was higher, and the school's overall climate increased positively with *Developmental Designs*. The approach is designed to meet adolescents' needs for autonomy, competence, relationships, and fun. Students genuinely enjoy school. They feel connected, heard, empowered, and safe, and academic engagement increases. The approach uses developmentally appropriate practices and content; builds social-emotional skills; rigorously responds to rule-breaking; motivates students to achieve academically;

¹ Materials posted on the Responsive Classroom website archived at: <http://www.responsiveclassroom.org>

² Materials posted on the Developmental Designs website archived at: <https://www.originsonline.org>

intervenes with struggling students; creates inclusive learning communities; and builds a strong, healthy adult community. Middle and high school faculty receive *Developmental Designs* training when they join the faculty.

Literacy: At the heart of E.L. Haynes' literacy model in grades K-8 is the implementation of Great Minds' *Wit and Wisdom* modules, which are fully aligned to the Common Core State Standards (CCSS). The modules combine rigorous, standards-aligned content with effective instructional practice. Students closely read complex texts, learn rich vocabulary, conduct research, complete performance tasks, and write frequently.

In addition to the Great Minds curriculum, all students in grades K-3 receive phonics instruction through the Foundations and the Heggerty programs. Interventions to support struggling readers include targeted small group instruction, i-Ready, and Double Dose Foundations (phonics) instruction at the elementary campus; Wilson Reading System, System 44, i-Ready, and Read 180 at the middle school campus; and System 44, Read 180, and Wilson Reading System at the high school campus.

At the high school, students have the following course of study:

- English 9
- English 10
- English 11
- English 12
- AP Literature and Composition
- AP Language and Composition

Mathematics: E.L. Haynes implements the Eureka Math curriculum in grades K-8 and Illustrative Math in grades 9-10, which aligns with the Common Core State Standards (CCSS) for mathematics. At all grades the Standards for Mathematical Practice are emphasized. These practices rest on important processes and proficiencies with long-standing importance in mathematics education (e.g., problem solving, conceptual understanding, procedural fluency).

In grades Pre-K through 5, the standards by domain include:

- Counting & Cardinality
- Operations and Algebraic Thinking
- Number & Operations – Base Ten
- Number & Operations – Fractions
- Measurement & Data
- Geometry

In grades 6 through 8, the standards by domain include:

- Number & Operations – Fractions
- Geometry
- Ratios & Proportional Relationships
- The Number System
- Expressions of Equations
- Functions
- Statistics & Probability

In grades 9 through 12, students have the following course of study:

- Algebra I
- Geometry
- Algebra II
- Pre-Calculus
- AP Calculus AB or Advanced Quantitative Reasoning

At every level, teachers use small groups to differentiate instruction for students who are working below or above grade level. The middle school campus offers Pre-Algebra to 7th grade students and Algebra I to 8th grade students. Interventions to support students struggling in math include i-Ready at the elementary and middle campuses, and ALEKS and Math 180 at the high school.

In order to address unfinished learning that students experienced during virtual instruction in mathematics, we embraced high-dosage tutoring at the middle and high school campuses. Our models vary on each campus, and include:

- Middle School: Daily Small Group Support in Math (Blueprint Math)
- High School: Saga small group instruction in Algebra 1 and Geometry (Maryland Tutors and CityTutor)

Science: The development of scientific thinking is an important goal at E.L. Haynes. Students in all grade levels study life, earth, and physical science throughout the year, developing both scientific content knowledge and an understanding of scientific processes and communication. The FOSS (Full Option Science System) science units are the basis for much of the science instruction in grades K-8. FOSS is an inquiry-based program that provides students with hands-on opportunities to engage in authentic scientific inquiry that requires increasingly complex cognitive skills. Each grade (K-8) addresses science standards through study of the FOSS science units. FOSS science is fully aligned with the Next Generation Science Standards in grades K-8. At the high school, students are offered a variety of science courses: Earth and Space Science, Chemistry, Biology, and Physics. Additionally, E.L. Haynes offers AP Biology and AP Physics for high school students.

Social Studies: Students at E.L. Haynes learn grade level social studies content and concepts by reading and listening to texts on their level. Students are challenged to discuss, think, and write about important events, people, places, and ideas. Teachers give students background knowledge through direct instruction, using reference texts, primary documents, maps, atlases, etc. Social studies units are often integrated with literacy units. Students simultaneously gain skills in reading or writing about a particular genre and knowledge of a particular historical period or social studies topic.

At the high school, students have the following course of study:

- World History
- U.S. History
- Government/AP Government
- DC History
- Social Studies Electives

Arts: E.L. Haynes arts programs seek to build creative expression and arts appreciation and to accommodate students' multiple learning styles. The arts program provides students with regular instruction in the performing and visual arts. At the elementary school, students are enrolled in dance, music, and art. At the middle school, students are enrolled in drama, music, and art. At the high school, students choose Painting, Drawing, Printmaking, Instrumental Music, or Vocal Instruction. Teachers use the arts as a tool for helping children learn in a developmentally appropriate manner about social studies, literacy, science, and math.

Health and Fitness: Health promotion and wellness at E.L. Haynes is based on DC standards and in accordance with the Healthy Schools Act. Haynes students are expected to understand, explain, and apply concepts related to health promotion and disease prevention in order to achieve and maintain healthy lifestyles. E.L. Haynes students are able to access, interpret, evaluate, and communicate age-appropriate health information. E.L. Haynes students engage in activities using interpersonal communication skills that respect differences among people and demonstrate responsible personal and social behavior. Students are provided with regular opportunities for exercise and other healthy recreation. At the high school, students are required to take 1.5 credits of Physical Education/Health.

World Language Instruction: In middle and high school, students study a foreign language. Students in grade 6 and above have the opportunity to take Spanish language. At the high school, Spanish levels 1-4 and AP Spanish are offered. World language instruction focuses on speaking practice, development of vocabulary, and learning reading and writing skills. Teachers follow the Organic World Language approach. Students participate in age-appropriate activities and games in their world

language classes. Introducing students to a second language also validates the linguistic experience of the school's students who speak other languages at home and reinforces our commitment to diversity. High School students need two years of World Language to graduate.

Special Education Program: E.L. Haynes values diversity of all kinds. E.L. Haynes strongly believes that all students, including those with disabilities, can achieve at high levels. E.L. Haynes believes that all students benefit from the inclusion of students with disabilities in the general education classroom. Both research and anecdotal experience demonstrate that students with disabilities perform better with greater access to the general education curriculum and their non-disabled peers. Our special education program is designed to provide access to E.L. Haynes students with disabilities through Individualized Education Programs (IEPs) and 504 plans.

The E.L. Haynes Inclusion team is composed of inclusion teachers, social workers, speech-language pathologists, occupational therapists, reading and math intervention teachers, and psychologists. These team members collaborate with general education teachers, English learner teachers, and each other to provide students with disabilities the necessary instructional environment, tools, and support to access the general education curriculum.

The special education program and team have two main priorities:

- Identify students with disabilities through a rigorous and timely referral, evaluation, and eligibility process; and
- Provide excellent services to students with disabilities so that they may meet their IEP goals.

At E.L. Haynes, most students with disabilities receive all or the majority of their services within the general education setting through the collaborative efforts of therapists, inclusion teachers, and general education teachers. General and special educators share teaching responsibilities in the general education classroom in a variety of ways including, one teaching/one supporting, leading small groups, parallel teaching, alternative teaching, and team teaching. In addition, both teachers provide environmental and lesson-specific modifications and accommodations to support students' success throughout the day.

When it better meets a student's instructional needs, therapists and special education teachers work with students individually or in small groups outside of the general education classroom. This instruction may be alternative instruction in areas that are not addressed in the classroom, such as Wilson Language System instruction in reading and spelling, Read 180, Math 180, or System 44. This instruction may also be

additional practice in skills that have been taught in class or previews of lessons to come.

E.L. Haynes also includes a Functional Academics, Social Skills, and Transition (FAST) class for middle and high school students who qualify and a Behavior Academics Social Enrichment (BASE) class and supports for middle and high school students who qualify.

To allow special education teachers to focus primarily on instruction, the Senior Director of Student Support Services and the Assistant Directors at each campus monitor the success of the inclusion program, facilitate cohesion in instruction, and assess school-wide professional development needs.

Multi-Tiered Systems of Support (MTSS): MTSS provides a framework for our school to use high quality, research- based instruction and intervention that is based on the academic and behavioral success of individual learners. We ground this approach in three tiers: universal support for all learners in the classroom, targeted prevention for some of our learners, and intensive individualized support to our students who need it.

Multi-Lingual Learner (MLL) Program: E.L. Haynes has developed its Multi-lingual Learner (MLL) program to support the success of students who are culturally and linguistically diverse in the general education curriculum.

The purpose of the MLL program is to:

- Develop the language and literacy skills of non-native English speakers; and
- Ensure access to the general education curriculum for students who are still developing cognitive academic language proficiency.

The MLL team achieves these goals through identification of students, direct instruction, consultation with general education teachers, professional development for staff, and participation in Academic and Social Student Support Team (AS3) and multi-tiered support (MTSS) meetings. MLL teachers monitor the progress of students' language and literacy acquisition quarterly by conducting assessments, making observations, and soliciting input from general education teachers. They prepare quarterly EL progress reports for families of students who receive services. In accordance with guidelines determined by the OSSE, E.L. Haynes uses annual ACCESS test scores to track the progress of students' language and literacy development over time.

Year-Round Programs: In order to ensure that every child at E.L. Haynes is academically and socially successful regardless of socioeconomic status, school readiness, race/ethnicity, home circumstance, or home language, E.L. Haynes adopted an

extended-year calendar with up to 1,000 additional hours of out-of-school time programming so that all of its students have access to consistent, comprehensive, high quality educational experiences throughout the year. Historically, E.L. Haynes' out-of-school time programming occurred both throughout the year (the Extended Day Program) and during quarterly breaks (Intersession). In an effort to more closely align our calendars with other public schools during the health emergency and subsequent movement to distance learning, we temporarily shifted our calendar for 2021-22 School Year to a more traditional model. During the 2022-23 School Year, we engaged our community in a design process and implemented a new calendar for SY 2023-24.

Extended Day Program: The Extended Day Program (EDP), which consists of a Before School and After School Program, is for students in grades Pre-K-8 and incorporates the philosophies and activities of the classroom, carrying them over into the before and after school hours. The Before School Program begins at 7:00am at the elementary school and 7:30am at the middle school and provides breakfast to students who arrive before 8am. The After School Program begins when the students are dismissed from their classes and ends at 6:00pm. The program is offered Mondays through Fridays when school is in session and during summer Intersession. The program consists of an Afternoon Meeting with a greeting, initiative, and snack; time to play at our playground; "Quiet Time" for students to complete their homework; and, for younger students, "Choice Time" when they play educational games, read books, or draw pictures with friends and adults. Students in second grade and above participate in electives, including sports teams, newspaper, chess, and step club. At the high school, students stay after the academic day ends to meet with teachers during their office hours or participate in a variety of clubs and athletics offerings.

Signature Learning: Last year, we began to reintroduce and add signature learning experiences aligned to our school goals. For example, in 2022-2023, both middle and high school students participated in the One World Education program, which partners with our teachers to improve student research, argumentative writing, and presentation skills.

Shared Leadership: Leadership at E.L. Haynes is shared at every level. Students have a voice in determining classroom rules and choosing their activities through the use of *Responsive Classroom* at the elementary campus and through the use of *Developmental Designs* at the middle and high schools. Families, teachers, and students work together to advise the Chief Executive Officer and Principals on issues and priorities and have a voice through periodic cross-campus meetings, evening events, working groups, and meetings before and after school on specific topics, e.g., middle school, year-round programs, or homework. Lastly, the Board of Trustees works

collaboratively with the Chief Executive Officer, Chief Academic Officer, and Principals to set policy and provide leadership for the school with the help of four parent board members and one staff board member.

Professional Development: Two of E.L. Haynes' core beliefs are that learning is a lifelong endeavor and that students succeed when teachers, administrators, and school staff are constantly learning themselves. E.L. Haynes provides high-quality, ongoing, differentiated professional development to all staff members, and developed a professional learning community and culture of adult learning. E.L. Haynes provides a week-long orientation for new staff and a two-week-long Summer Institute for all staff, and during the school year, day-long professional development days, and numerous off-site professional development opportunities to build and hone skills so that every school professional works toward mastery of the skills and knowledge he or she needs to best fulfill the school's mission. Some of the recent professional development opportunities include Responsive Classroom, Developmental Designs, and UnboundEd Standards Institute for school leaders and teacher leaders.

In addition, each campus has an ELA and a Math teacher/coach to support co-teaching, co-planning, and effective instructional practices.

PARENT AND FAMILY ENGAGEMENT

E.L. Haynes believes that families are integral to student success. E.L. Haynes values families of all backgrounds and looks forward to hearing, sharing, and understanding aspects of every family's experiences, languages, and culture in order to ensure student success.

Families are encouraged to be actively involved in their students' education at school and to think of themselves as full partners in their students' education. E.L. Haynes is committed to providing multiple opportunities throughout the school year for parents: (1) to learn about curricula, standards, and assessments; (2) to participate in their child's education and receive updates on his or her progress; and (3) to provide input about any needed improvements so we can reach our mission of preparing every one of our students for the college of their choice.

For all events and meetings, E.L. Haynes is committed to providing full opportunities for the participation of parents with limited English proficiency and parents with disabilities.

Supporting Student Academic Progress: To support the academic success of all students, E.L. Haynes holds a series of events and workshops to provide opportunities for teachers, parents, and caregivers to have meaningful dialogue, learn how to support

their students in school, and gain clarity around student expectations and the school's curriculum.

- **Parent-Teacher Conferences (3 times per year):** Parent-Teacher-Student conferences offer a great chance to meet individually with teachers to learn more about the specifics of students' academic progress. During the 2022-2023 School Year, 67% of elementary school families, 38% of middle school families, and 67% of high school families participated in at least two student progress meetings.
- **Back-to-School Nights (Annual):** Families meet teachers, ask questions, and learn about the exciting skills students will learn for the new school year.
- **Home Visits (Annual):** PK through grade 4 teachers meet students and families in their homes and gain rapport with the families prior to the first day of school in order to build relationships with families and students.
- **HS College Nights (Quarterly):** High School parents are invited to meetings throughout the year to share information about the college application process, college financing and the financial aid process, and the college experience.
- **Ongoing Technical Support:** As a 1:1 school, E. L. Haynes hosts regular tech workshops and training for staff and families in order to ensure that access to and understanding of technology is not a barrier to student learning. Additionally, E.L. Haynes provides onsite tech support services to staff and students to quickly address technology equipment and software issues, as needed.

Celebrating Student Work: E.L. Haynes hosts regular activities to bring families and teachers together to celebrate student work.

- **All School Meetings (Weekly):** Families are always welcome to attend All School Meetings every Friday at 8:45am for students in grades PK-4.
- **Cross-Campus Cultural Celebrations (Annual):** E.L. Haynes hosts cross-campus celebrations for Black History Month and Hispanic Heritage Month featuring student performers from all three campuses.
- **Promotion Ceremonies (Annual):** E.L. Haynes celebrates students' promotion from elementary school to middle school (at the end of 4th grade) and middle school to high school (at the end of 8th grade). We hosted our high school graduation at Howard University's Cramton Auditorium.

Strengthening Families: To help parents and caregivers support the social and emotional growth of their children at home, E.L. Haynes provides a number of opportunities for parents and caregivers to learn more about child development, violence prevention, stress management, parenting, and other topics.

- **College Planning Workshops (Annually):** This workshop provides parents the opportunity to understand the special benefits for DC residents, while educating families about the substantial cost of higher education.
- **Health and Wellness Partnership (Ongoing):** Thanks to a Community Schools partnership with Mary’s Center, E.L. Haynes offers a variety of health and wellness services to students and families throughout the year.

Building Community and Inclusive Decision-Making: To build family-school relationships, it is essential to create a welcoming environment that transcends culture and language, and to engage families in the decision-making process.

- **Community Surveys (Tri-Annually):** Throughout the 2022-2023 School Year, E.L. Haynes regularly surveyed members of our community (staff, students, and families) on critical issues. The results of the survey were instrumental to our decision-making throughout the unique school year.
- **ROAR (Monthly):** At our elementary school, our family community organization, ROAR, hosted monthly virtual meetings and social events to continue to connect with our families throughout the year

SCHOOL PERFORMANCE

PERFORMANCE AND PROGRESS

E.L. Haynes is fulfilling its mission: *We are a learning community where every student—of every race, socioeconomic status, home language, and ability—prepares to thrive in college, career, and life. Together, we create a more just and kind world.*

During the 2022-2023 School Year, E.L. Haynes served 1,164 students in Pre-K3 through 12th grade, with a diverse student population, with our largest subgroups identifying as Hispanic/Latino and Black/African-American. More than 20 percent of our student population are students identified as students with a disability, and more than 30 percent of our population are multi-lingual learners. We ensure that our students are prepared to thrive in college, careers, and life through our rigorous curriculum (described above), our extensive offerings in the visual and performing arts, and our

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robust athletic program that allows students to learn leadership, teamwork, and collaboration.

In their high school years, our students are also supported by our College Office, which encourages our students to think about and plan for their future college and career pathways through both in-person and virtual college visits, career days, connecting students with enriching pre-college programs, and supporting freshman during their year of college transition.

Academic Progress

In March 2018, E.L. Haynes adopted the DC PCSB’s Performance Management Framework (PMF) as our goals for purposes of our 15-year charter renewal. On February 26, 2018, the DC PCSB approved this shift. In accordance with our amended charter agreement, the results of the PMF measure our progress against our goals and academic achievement expectations. Following the school closures and cancellation of PARCC due to the COVID-19 pandemic, DC PCSB adopted a COVID Impact Policy to guide accountability decisions through the 2022-2023 School Year. Under the COVID Impact Policy, E.L. Haynes demonstrates goal attainment by showing improvement or scoring about the sector average on the following metrics: student-level growth data for grades PK-8; and 9th Grade on Track, SAT, AP/IB/DE/CTE, College Acceptance, and 4- and 5- Year ACGR for High School. This policy will apply to the 2022-23 School Year. For the 2018-19 School Year, our schools were rated on the PMF, which also included PARCC performance and growth, attendance, reenrollment, and CLASS scores. That year, our elementary school received a score of 81.8% (Tier 1), our middle school received a score of 53.6% (Tier 2), and our high school received a score of 69.2% (Tier 1). Due to COVID-19, our schools were not rated in 2019-20, 2020-21, or 2021-22.

COVID Impact Policy Data

Metric	EL Haynes Data (in percentages)
ES i-Ready Growth (Literacy)	61
ES i-Ready Growth (Math)	58
MS i-Ready Growth (Literacy)	56
MS i-Ready Growth (Math)	45
9th Grade on Track	91
SAT	3

AP Participation	38
AP	33
College Acceptance	100
4-Year ACGR (2023 Cohort)	94
5-Year ACGR (2022 Cohort)	90

2023 PARCC Results

This chart shows the percentage of E.L. Haynes students by campus scoring at Levels 4 and 5 compared to the previous year.

	Math		English Language Arts	
	ELH 2021-22	ELH 2022-23	ELH 2021-22	ELH 2022-23
Elementary School (Grades 3-4)	21%	22%	21%	20%
Middle School (Grades 5-8)	11%	13%	24%	23%
High School (Grade 9-10)	9%	13%	25%	33%

We use a variety of qualitative and quantitative indicators, in addition to the state-wide assessments, to gauge our students’ learning experience and academic progress. We use iReady to measure growth in Math and ELA for students in grades K-8, the Mclass Assessment system to measure reading and math growth in grades K-4, and Anet as our interim assessment that measures proficiency against grade level standards in ELA and math for grades 3, 4, 9, and 10. During SY2022-23, we piloted Transcend interim assessments for grades 5-8.

UNIQUE ACCOMPLISHMENTS

Throughout SY 2022-23, our Pre-K3-12th grade school community celebrated many exciting accomplishments.

- 100% of the Class of 2023 was accepted to a 2-or-4 year post secondary college or university.
- Josiah Aniyikaiye-Preston, member of the 2023 graduating class, became one of 61 POSSE Scholars (out of 1,500 nominated students) to receive a full-tuition merit scholarship to the University of Wisconsin-Madison.
- Adan Nova Hernandez, member of the 2023 graduating class, was named a District Scholar at American University and one of 12 semi-finalists for the DC-CAP University Partnership Scholarship.
- Jasper Hanna earned a spot on the Public Charter School Athletic Association Class A All-Conference Team.
- Our Middle School launched new after-school programs that gave students the opportunity to engage and participate in several new initiatives including a boys-focused mentorship program with The Village, a partnership with the Dance Institute of Washington, and a Middle School Pep Squad. Other extended day activities available to students included Debate Team, Coding & Gaming, Gay Straight Alliance (GSA), STEM Club, CROWNED, and iReady ELA and Math Tutoring.
- To support every students' learning and social-emotional growth, our Middle School introduced the use of a new information system platform called Panorama. The platform allows staff to track all the support a student receives, and anticipates other beneficial or necessary services students need to thrive.
- The High School Wellness Team continued a peer-to-peer attendance initiative called "Check and Connect." The ambassador program matched students with strong attendance with those working to improve, providing a supportive environment for students to learn from one another through trust-based mentorship and coaching.
- In response to a classmate falling from one of the playground structures, members of the 2nd grade class organized a protest to advocate for safer

playgrounds. As a result of their advocacy, students met with school leaders and the Operations Team to discuss how to upgrade play spaces to make them both fun and safe.

- Fifth grade students had the opportunity to meet with freelance multimedia journalist, [Andrew Robinson](#), during their science classes to discuss his work, the impacts of climate change, and view his short film “*The Vanishing Invisible Forests*.” The visit was organized in partnership with the Pulitzer Center and aligned with the 5th grade science unit, which explores the effects of climate change on animals, the Earth, and humans.
- High school students participated in a school-wide Mock Presidential Election, a new project that engaged all 11th grade students in Government and Civics and 11th and 12th graders in AP Government and Politics. This experiential learning opportunity was designed to teach students about the U.S presidential election system and gave students the opportunity to play roles as candidates, media, campaign committees, voters, special interest groups, and campaign staff.
- After an undefeated regular season, our Middle School Coed Soccer team competed in the 2022 DC Scores Capital Cup at Audi Field, coming in second place.
- After over a year pause due to COVID- 19, high school students, with the support of English Language Arts Teacher Topher Kandik, relaunched the *Speak Truth* event series. The student-led discussion forum offered space for more than 35 students to engage in facilitated discussions on language in the LGBTQ community, food service at E.L. Haynes, and appropriation in the fashion industry.
- *Black Trailblazers* author Bijan Bayne visited 7th grade Humanities students to talk with them about the leaders profiled in his book, the writing process, and how to work towards becoming a published author.
- High School students and staff from all three campuses upheld a many years long E.L. Haynes tradition of a student versus staff pick-up basketball game.
- Our Middle School hosted a *Do the Write Thing* writing competition for 5th-8th graders. Students in each grade level responded to a special prompt, showcasing their writing during an evening event for families, staff, and classmates. Judges named three winners for each grade level.

- For the first time ever, E.L. Haynes participated in the DC Pride Parade. Students, staff, and families walked in solidarity with and for all members of the Haynes community who identify as LGBTQ+.

LIST OF DONORS OF \$500+ IN SY 2022-23

E.L. Haynes gratefully acknowledges the support of dedicated donors, whose generous contributions ensure high achievement for every E.L. Haynes student. The following individuals, foundations, corporations, and organizations supported E.L. Haynes with gifts of \$500 or more between July 1, 2022 and June 30, 2023:

INDIVIDUAL DONORS

Anna and David	Bonelli	Curtis	Large
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Susan	Crowley	Sarah	Padre
Edwin	Darilek	Gina	Price
Hilary	Darilek	William	Rawson
Richard	Darilek	Lenora	Robinson
Frances	Dubrowski	Justin	Rydstrom
Peter	Edelman	Johnny	Seikaly
Nancy	Folger	Shivam	Shah
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SCHOOL-LEVEL DATA REPORTS

ELEMENTARY SCHOOL (PK3-4)

Enrollment by Grade (Based on the 2022-23 OSSE Enrollment Audit)			
Overall	PK3	PK4	KG
342	47	47	47
1	2	3	4
52	50	50	49

STUDENT DATA POINTS	
Total # of Instructional Days	182
Suspension Rate	0%
Expulsion Rate	0%
Instructional Time Lost to Out-of-School Suspension Rate	0%
In-Seat Attendance	91.22%
Average Daily Attendance	-
Midyear Withdrawals	0.88%
Midyear Entries	0%
Promotion Rate	99.65%

MIDDLE SCHOOL (5-8)

Enrollment by Grade (Based on the 2021-22 OSSE Enrollment Audit)				
Overall	5	6	7	8
367	49	108	104	106

STUDENT DATA POINTS	
Total # of Instructional Days	182
Suspension Rate	3.29%
Expulsion Rate	0.27%
Instructional Time Lost to Out-of-School Suspension Rate	0.04%
In-Seat Attendance	89.94%
Average Daily Attendance	-
Midyear Withdrawals	2.19%
Midyear Entries	0%
Promotion Rate (LEA)	100%

HIGH SCHOOL (9-12)

Enrollment by Grade (Based on the 2021-22 OSSE Enrollment Audit)				
Overall	9	10	11	12
462	142	116	109	95

STUDENT DATA POINTS	
Total # of Instructional Days	182
Suspension Rate	6.35%
Expulsion Rate	0.44%
Instructional Time Lost to Out-of-School Suspension Rate	0.13%
In-Seat Attendance	84.49%
Average Daily Attendance	-
Midyear Withdrawals	3.28%
Midyear Entries	0.22%
Promotion Rate (LEA)	98.11%
College Acceptance Rate	98.9%
College Admission Test Scores ³	30.9%
Graduation Rates	90.1%

³ The "College Admission Test Score" is based on the number of Grade 12 students who earn an 800 or higher on the SAT or a 16 or higher on the Act divided by the total number of Grade 12 students.

APPENDICES

APPENDIX A: SY2022-23 STAFF ROSTER AND STAFF DATA POINTS

E.L. Haynes is proud to have an exceptionally qualified staff. In 2022-2023, 100% of teachers had a Bachelor’s Degree. The administrative team held degrees from some of the most prestigious colleges and universities in the country, and advanced degrees in law, organizational development, leadership, and education.

<u>POSITION</u>	<u>NAME</u>
ES Leadership Team	
Principal, Grades PK3-4	Wagner-Friel, Brittany
Assistant Principal, Elementary School	Brewster, Jessica
Assistant Principal, Elementary School	Kenner, Richard
Assistant Director of Student Support Services	McBride, Holly
EDP Site Manager, Grades PK3-4	Hall, LaRonna
ES Teachers	
Teacher, Pre-Kindergarten	Robinson, Joe
Teacher, Pre-Kindergarten	Gomes, Teresa
Teacher, Pre-Kindergarten	Miranda, Samantha
Teacher, Pre-Kindergarten	Bradshaw, Morgan
Teacher, Kindergarten	Covington, Kailah
Teacher, Kindergarten	Setepenra, Ty'ease
Teacher, Grade 1	Tyler, Michelle
Teacher, Grade 1	Rosales Cruz, Digna
Teacher, Grade 2	Reid, Ciera
Teacher, Grade 2	Lemyre, Amy

Teacher, Grade 3	Kelly Bryant, Laura
Teacher, Grade 3	Reighard, Adrienne
Teacher, Grade 4	Ray, Kate
Teacher, Grade 4	Smith, Anissa
Teacher, Grades PK-4 Dance	Blackwell, DeAunna
Teacher, Grades PK-4 Art	Le, Khanh
Teacher, Grades PK-4 Music	Byrd, Ben
Teacher, Grades PK-4 Health and Fitness	Roldan-Vasquez, Maria
Teacher, Literacy Intervention	Canterbury, Alana
Teacher, Math Intervention	Heitin, Rachel
Reading Specialist	Enaje, Stephanie

ES SpEd Teachers

Teacher, Grades PK- K Inclusion	Karasov, Matan
Teacher, Grades 1-4, ARS/Inclusion	Freeman, Tashiyra
Teacher, Grades 1-2 ARS/Inclusion	Williams, Lydia
Teacher, Grade 3-4 Inclusion	Miller, Sarah
Teacher, Grade 1-2 Inclusion	Kossila, Tyler

ES ELL Teachers

Teacher, English Language Learning	Petrotta, Michelle
Teacher, English Language Learning	Ayala, Melissa
Teacher, English Language Learning	D'Alessandro, Regina
Teacher, English Language Learning	Freudenberg, Andy
Teacher, English Language Learning	Dax, Sara
Teacher, English Language Learning	Suryanarayan, Lila

ES Instructional Support

Instructional Aide	Greene, Alvin
Instructional Aide	Banks, Lynise
Instructional Aide	Portillo, Juan
Instructional Aide	Carter, Tyrone
Instructional Aide	Roman, Cindi
Instructional Aide	Nelson, Thomascena
Instructional Aide	Toney-Greene, Kathy
Instructional Aide	Harrison, Hansford
Paraprofessional	Wood Dengu, Ashley
Paraprofessional	Crowley, Isaiah
Paraprofessional (Dedicated Aide)	Carter, Michelle
Paraprofessional (Dedicated Aide)	Mejia, Yojahira
Paraprofessional (Dedicated Aide)	Gerald-Quinn, Cyril (William)

ES Operations

Food Manager and Faculty Assistant, Grades PK-4	Reyes, Rosenda
Operations Coordinator, Grades PK-4	Copeland, Rasheed
Receptionist, Grades PK-4	Vivas, Erika
Operations Coordinator	Reyes, Gloria
Facilities Coordinator, ES	Paniagua, Silvestre

ES Wellness

Speech Language Pathologist, Grades PK-4	Flynn, Meredith
Occupational Therapist, Grades PK-4	Hennings, Elizabeth
School Psychologist (ES)	Prater, Gwyn
Social Worker, Grades PK-4	Narrow, Rachel

ES Coaches

**Be Kind.
Work Hard.
Get Smart.**

Math Coach

Greenaugh, Giavanti

Literacy Coach

Venditto, Alyssa

Culture Coach

Tucker, Claire

ES UT Residents

Resident

Carter, Ivy

Resident

Wong, Ada

MS Leadership Team

Principal, Grades 5-8

Mahon, Zenada

Assistant Principal, Middle School

Mbenga, Rohey

Assistant Principal, Middle School

Gonzalez, Enjoli

Dean of Culture, Grades 5-8

Elias, Ciarra

YRP Site Manager, Grades 5-8

Encalade, Jamal

MS Teachers

Teacher, Grade 5 Science and Math

Hutchins, LaToya

Teacher, Grade 5 Literacy and Humanities

Velazquez, Serena

Teacher, Grade 6 Math

Wright, Destiny

Teacher, Grade 6 Social Studies

Britt, Wayne

Teacher, Grade 6 Literacy

Newton, Dianna

Teacher, Grade 6 Science

Mitchell, April

Teacher, Grade 7 Social Studies

Clark, Nicole

Teacher, Grade 7 Science

Mabry, Patrice

Teacher, Grade 7 Math

White, Kellen

Teacher, Grade 7 Literacy

Mercier, Gabriella

Teacher, Grade 8 Science

Vela, Stephanie

Teacher, Grade 8 Math	Maguire, Brendan
Teacher, Grade 8 Literacy	Jones, Danielle
Teacher, Grade 8 Social Studies	James, Delvin
Teacher, Grades 5-8 Health and Fitness	Thomas, Micah
Teacher, Grades 5-8 Drama	Craig, Gordon
Teacher, Grades 5-8 Music	Zuniga, Ricardo
Teacher, Grades 5-8 Art	Harris III, Nate
Teacher, Grades 5-8 Robotics	Boemio, Megan
Teacher, Grades 5-8 Spanish	Jones, Paulina
Teacher, Literacy Intervention	Nuzzelillo, Shannon

Ms SpEd Teachers

Teacher, Grade 5-6 Inclusion Math	Holmes, Briana
Teacher, Grade 5-6 Inclusion ELA/Wilson	Powell, Madison
Teacher, BASE	Baggett, Joseph
Teacher, Grade 7-8 Inclusion Math	Burns, John
Teacher, Grade 7-8 Inclusion ELA/Wilson	Clarke, Ashleigh
Teacher, Math 180	Yeremenko, Yuliya
Teacher, Read 180	Blache, Raven
Teacher, Grades 5-8 FAST/ARS	Fletcher, Marla

MS ELL Teachers

Teacher, ELL 5/6, ELA	Coke-McKay, Davia
Teacher, ELL 5/6, Math	Bradford, Frank
Teacher, ELL 7/8, Math	Joseph, Dwayne
Teacher, ELL 7/8, ELA	Torrance, Kat
Teacher, ELL 7/8, Science	Whitehead, Gregory

Teacher, ELL 5/6, Social Studies

Ayala, Eliot

MS Instructional Support

Paraprofessional

Barr, Nick

Paraprofessional (Dedicated Aide)

Harlan, David

Paraprofessional

Nwigwe, Emeka

Paraprofessional (Dedicated Aide)

Thompson, Alexis

Paraprofessional

Thomas, Destini

Paraprofessional

Fleming, JaNae

Paraprofessional (Dedicated Aide)

Price, Eric

MS Operations

Operations Manager, Grades 5-8

Thompson, C

Food Service Coordinator, Grades 5-8

Steele, Reginald

Operations Coordinator, Grades 5-8

Garcia Perez, Jossman

Receptionist, Grades 5-8

Palma, Georgina

Facilities Coordinator, MS

Paniagua, Felix Renaldo

MS Wellness

Social Worker, Grades 5-8

Johnson-Stokes, Teri

Social Worker, Grades 5-8

Fothergill, Eric

MS Coaches

Math Coach

Graves, Tomiko

Literacy Coach

Peterson, Marcus

MS UT Residents

Resident

Fleming, JaNae

Resident

Mayer, Catherine

HS Leadership Team

Principal, Grade 9-12	Stoetzer, Emily
Assistant Principal, High School	Pleasant-Bey, Amina
Assistant Principal, High School	Biederman, Joshua
Assistant Principal, High School	Clarke, Joy
Dean of Culture, Grades 9-12	Elick-Smith, Nicole
Assistant Director of Student Support Services	Hamilton, Erica

HS Teachers

Teacher, Grade 9 World History	Pepper, Griffin
Teacher, Grade 10 History	Simpkins, Keylon
Teacher, Grade 11 Government & Civics (History)	Jolicoeur, Alaine
Teacher, Grade 12 History & Sociology	Moorman, Barrie
Teacher, Grade 9 World Literature	Hunt, Schuyler
Teacher, Grade 9 World Literature	Portillo, Chantal
Teacher, Grade 10 U.S. Literature	Odu, Oghenekome
Teacher, Grade 10 U.S. Literature	Kandik, Topher
Teacher, Grade 11 Literature and AP Literature	Newman, Alan
Teacher, Grade 12 English Literature	Beuley, Caroline
Teacher, Math 11/12 Financial Lit. & Precalculus	Kemp, Maritza
Teacher, Math 10-12 Algebra 2 & AQR	Greenspan, Savannah
Teacher, Math Geometry & AP Calculus	Stafford, William
Teacher, Math 9 Algebra 1	Ki, Stuart
Teacher, Math 9 Algebra 1	Burke, Christina
Teacher, Grade 9 Earth Sciences	Taplah, Phitilda
Teacher, Science 10 Biology	Lesesne, Michael

Teacher, Grade 10 Biology/ AP Biology	Rudasill, Jonathan
Teacher, Grade 11 Chemistry	Craven, Sally
Teacher, Grade 12 Advanced Physics	Tefft, Keely
Teacher, High School Spanish	Jordan, Jade
Teacher, High School Spanish	Rudasill, Hiddai
Teacher, High School Spanish	Sanchez-Cole, Blanca
Teacher, High School Health & Fitness	Crowder, Jamaal
Teacher, High School Art	Bolotas, Electra
Teacher, High School Music	Addison, Nicole
Teacher, High School Elective (AA History)	Dalton, Madison
Teacher, High School Elective (Creative Writing & Ethics)	Miranda, Sami
Teacher, High School Credit Recovery	Green, Zeleta
Teacher, Literacy Intervention	Brown, Je'Sika

HS SpEd Teachers

Teacher, High School Inclusion (FAST)	Johnson, Aeriale
Teacher, High School Sped Transition	Wilson, Kendra
Teacher, High School Inclusion (BASE, Math)	Lindsey, Andre
Teacher, High School Inclusion (ELA)	Stephen, Breana
Teacher, High School Inclusion (ELA)	Fuller, Julelah
Teacher, High School Inclusion (ELA)	Hall, Taylor
Teacher, High School Inclusion (ELA)	Jackson, Tyler
Teacher, High School Inclusion (Math)	Smith, Darsy
Teacher, High School Inclusion (Math)	Chachere, David
Teacher, Read 180	Ramos, Alexia

HS ELL Teachers

**Be Kind.
Work Hard.
Get Smart.**

Teacher, High School English Language Learning	Hasan, Fatma
Teacher, High School English Language Learning	Ball, Olivia
Teacher, High School English Language Learning	Winerman, Kara
Teacher, High School English Language Learning	Polanco, Stacy
Teacher, High School English Language Learning	Wheeler Hester, Zoe

HS Paraprofessionals

Paraprofessional	Fletcher, Shirley
Paraprofessional	Deseraux, Aaron
Paraprofessional (Dedicated Aide)	Bradshaw, Myles
Paraprofessional	Reynolds, Christopher
Paraprofessional	Whitmire, Samaria
Paraprofessional (Dedicated Aide)	Reed, Chattel
Paraprofessional (Dedicated Aide)	Winns, David

HS College Counseling

Director of College Counseling	Crawford, Candace
College Counselor, High School	Somerville, Andrew
College Counselor, High School	Polanco, Rosalia
College Counselor, High School	Baez, Crismely

HS Operations

Food Service Coordinator, Grades 9-12	Paniagua, Isela Maria
Operations Coordinator, Grades 9-12	Molina, Gerarda
Receptionist, Grades 9-12	Lemus-Alvarenga, Laura
HS Registrar	Abdur-Rahman, Aishah

Facilities Coordinator, HS

Johnson, Dontae

HS Wellness

Social Worker, Grades 9-12

Boone, Lauren

Social Worker, Grades 9-12

Velasquez, Alma

Social Worker, Grades 9-12

Jimenez, Ada

School Psychologist

Howard, Lauren

HS Coaches

Math Coach

Day, William

Literacy Coach

Castillo, Marisol (Gisela)

HS UT Residents

Resident

Burst, MaryBeth

Resident

Jutras, Nicole

Resident

Vernon, Anthony

Chief Executive Officer

Darilek, Anna Hilary

Communications and Development

Chief of Staff

Callahan, Joseph

Director of External Relations

Wynne, Katie

Administrative Coordinator

McGriff, DiAnte

CAO Team

Chief Operating Officer

Hunt Taylor, Rikki

Director of Student Information

Smither Wulsin, Stuart

Senior Director of Student Support Services

Boyer, Maria

Senior Director, Curriculum, Instruction and Assessment

Murphy, Rob

Director, Professional Learning

Baron, Alex

Director of Academic Strategy

Desanges, Charlene

Director of Data Systems

Wassmer, Franklin

Director of Athletics

Bass, Brent

Academic Coordinator

Kilgore, LaShawnda

Operations, HR, Finance and IT

Chief Financial Officer

Rydstrom, Justin (interim)

Senior Director, Operations

Yochum, Kristin

Operations Manager, Grades PK-4

Durand, Sebastien

Operations Manager, Grades 5-8

Thompson, C

Operations Manager, Grades 9-12

Cuevas, Armand

Covid-19 Operations Coordinator

Marquez, Evelyn

Benefits and Payroll Manager

Peralta, Aide

Budget and Finance Coordinator

Edwards-Carter, Nikesa

Director of Budget and Finance

Baker, Carl

Director of Technology

Chawkat, Basil

IT Support Technician

Coleman, Michael

IT Support Technician

Hernandez Morales, Jose

Child Care Subsidy Manager

Reyes, Diana

Maintenance/Custodial

Facilities Coordinator, ES

Paniagua, Silvestre

Facilities Coordinator, MS

Paniagua, Felix Renaldo

Facilities Coordinator, HS

Johnson, Dontae

Talent Team

Chief Talent Officer

Brooks, Alexandria

Senior Director of Talent

Brown, Joel

Talent Manager

Brooks, Briana

Security

Security Officer, ES

Slaughter, Ebony

Security Officer, ES

Reid, Michelle

Security Officer, MS

Walker, Larry

Security Officer, MS

Johnson, John

Security Officer, HS

Gafford, Mary

Security Officer, HS

Paniagua, Pablo

Security Officer, HS

Jackson, William

Student Wellness

Director of Student Health and Wellness

Beasley, Melissa

Student Attendance and Engagement
Coordinator

Bullock, Shrilinda

Social Work Fellow

Carillo, Herson

Transition Manager

Thomas, Erika

English Language Learners

Director of English Language Learning

Marshall, Deena

ELL Coach

Grow, Brittany

ELL Fellow

Williams, Alayna

Special Education

Director of Special Education

Richardson, Patricia

Student Support Services Compliance
Manager

Slewion, Maria

E.L. HAYNES FACULTY AND STAFF DATA POINTS	
Teacher Attrition Rate	Elementary: 20% Middle: 16% High: 23%
Number of Teachers	147
Teacher Salary	Average: \$83,028 Minimum: \$65,000 Maximum: \$132,550

EXECUTIVE COMPENSATION

The salaries of the five most highly compensated individuals employed by E.L. Haynes in the 2022-2023 school year are below:

- Hilary Darilek, Chief Executive Officer - \$215,500
- Rikki Hunt Taylor, Chief Academic Officer - \$185,000
- Alexandria Brooks, Chief Talent Officer - \$160,000
- Brittany Wagner-Friel, Elementary School Principal - \$155,735
- Zenada Mahon, Middle School Principal - \$152,500

APPENDIX B: SY2022-23 E.L. HAYNES BOARD OF TRUSTEES

Board Member	DC Resident	Role on Board	Date of Appointments/ Date of Expiration
Josh Edelman	Yes	Chair	July 2017/June 2023
Lisa Carlton	Yes	Vice Chair and Parent Trustee	July 2018/June 2024
Norman Greene	Yes	Treasurer	July 2017/June 2024
Tom Gibian	Yes	Secretary	July 2020/ June 2026
Michael Hall	Yes	Parent Trustee	July 2019 / June 2025
Jaymes Hanna	Yes	Trustee	July 2022 / June 2025
Mark Kovner	Yes	Trustee	July 2022 / June 2025
Richard Laine	Yes	Trustee	July 2021 / June 2025
Gaberella Navidi-Kasmai	No	Trustee	July 2021 / June 2024
Roshelle Payes	Yes	Parent Trustee	July 2019/June 2025
Lenora Robinson Mills	Yes	Parent Trustee	February 2023 / June 2025
Keylon Simpkins	Yes	Staff Trustee	February 2023 / June 2025
Fonda Sutton	Yes	Trustee	July 2021 / June 2024
Eric Westendorf	Yes	Trustee	September 2015/June 2025

APPENDIX C: E.L. HAYNES UNAUDITED YEAR-END SY2022-23 FINANCIAL STATEMENTS

INCOME STATEMENT

Income Statement	Actual	Budget	Variance
Revenue			
State and Local Revenue	31,522,839	30,682,398	840,441
Federal Revenue	4,174,700	4,264,214	(89,514)
Private Grants and Donations	588,752	890,065	(301,313)
Earned Fees	996,589	56,171	940,418
Donated Revenue	0	2,898	(2,898)
Total Revenue	37,282,880	35,895,746	1,387,134
Expenses			
Salaries	18,793,861	19,708,640	914,779
Benefits and Taxes	4,633,187	5,042,846	409,659
Contracted Staff	1,406,122	1,010,288	(395,834)
Staff-Related Costs	488,032	407,978	(80,054)
Rent	30,953	65,000	34,047
Occupancy Service	1,324,652	1,426,532	101,880
Direct Student Expense	3,951,552	2,863,638	(1,087,914)
Office & Business Expense	2,826,727	2,672,026	(154,702)
Total Expenses	33,455,085	33,196,947	(258,138)
Operating Income	3,827,795	2,698,799	1,128,996
Extraordinary Expenses			
Interest	1,436,562	1,206,489	(230,073)
Depreciation and Amortization	2,234,107	1,943,395	(290,712)
Total Extraordinary Expenses	3,670,669	3,149,884	(520,785)
Net Income	157,127	(451,085)	608,212
Cash Flow Statement			
Net Income	157,127	(451,085)	608,212
Cash Flow Adjustments			
Add Depreciation	2,277,519	1,943,395	334,124
Operating Fixed Assets	(597,656)	(562,222)	(35,434)
Buildings	(18,370)	0	(18,370)
Other Operating Activities	(306,405)	44,413	(350,818)
Per-Pupil Adjustments	0	0	(0)
Suspense	0	0	0
Facilities Project Adjustments	(1,722,410)	(1,228,271)	(494,139)
Total Cash Flow Adjustments	(367,322)	197,315	(564,637)
Change in Cash	(210,195)	(253,770)	43,574

Be Kind.
Work Hard.
Get Smart.

BALANCE SHEET

Balance Sheet	6/30/22	6/30/23	
Assets	Last Year	Current	Annual Change
Assets			
Current Assets			
Cash	13,005,691	12,795,496	(210,195)
Accounts Receivable	2,259,787	2,992,442	732,655
Other Current Assets	304,110	194,554	(109,556)
Intercompany Transfers	497	0	(497)
Total Current Assets	15,570,085	15,982,492	412,406
Noncurrent Assets			
Facilities, Net	29,859,650	28,881,481	(978,169)
Operating Fixed Assets, Net	1,240,326	1,052,868	(187,458)
Total Noncurrent Assets	31,099,976	29,934,349	(1,165,627)
Total Assets	46,670,061	45,916,841	(753,220)
Liabilities and Equity			
Liabilities and Equity			
Current Liabilities			
Accounts Payable	1,192,802	1,316,034	123,232
Other Current Liabilities	1,291,546	1,415,921	124,375
Accrued Salaries and Benefits	333,563	402,153	68,590
Total Current Liabilities	2,817,911	3,134,107	316,197
Equity			
Unrestricted Net Assets	12,987,493	14,896,830	1,909,338
Net Income	1,909,338	157,127	(1,752,211)
Total Equity	14,896,830	15,053,957	157,127
Long-Term Liabilities			
Senior Debt	16,290,000	15,106,000	(1,184,000)
Subdebt	13,790,686	14,110,217	319,531
Other Long-Term Liabilities	(1,125,366)	(1,487,441)	(362,075)
Total Long-Term Liabilities	28,955,320	27,728,776	(1,226,544)
Total Liabilities and Equity	46,670,061	45,916,841	(753,220)

APPENDIX D: E.L. HAYNES APPROVED SY 2022-2023 BUDGET

EL Haynes Budget Summary Comp FY23			
Description	Updated		
	SY22-23	SY21-22	Difference
Students	1,160	1,150	10
Income Statement			
Revenue			
04 · State and Local Revenue	30,682,398	29,586,971	1,095,427
05 · Federal Revenue	4,264,215	4,452,169	(187,954)
06 · Private Revenue	949,134	797,489	151,645
Total Revenue	35,895,747	34,836,629	1,059,118
Operating Expense			
07 · Staff-Related Expense	26,169,751	22,952,888	3,216,863
08 · Occupancy Expense	1,491,532	1,505,163	(13,631)
09 · Additional Expense	5,535,664	6,846,216	(1,310,552)
Total Operating Expense	33,196,947	31,304,267	1,892,680
Net Operating Income	2,698,800	3,532,362	(833,562)
Interest, Depreciation			
Interest	1,206,490	1,238,486	(31,996)
Depreciation	1,943,395	2,098,253	(154,858)
Total Expenses	36,346,832	34,641,005	1,705,827
Net Income	(451,085)	195,624	(646,709)
Adjustments To Cash Flow			
Operating Activities			
Net Income	(451,085)	195,624	(646,709)
Cash Flow Adjustments	197,315	(99,918)	297,233
Net cash increase for year	(253,770)	95,706	(349,476)
CASH FLOW ADJUSTMENTS BREAKOUT			
Add Depreciation	1,943,395	2,098,253	(154,858)
Operating Fixed Assets	(562,222)	(951,462)	389,240
Buildings and Facilities Projects	(1,228,271)	(1,200,666)	(27,605)
Other Operating Activities	44,413	(46,042)	90,455
Financing Activities	-	-	-
TOTAL	197,315	(99,918)	297,233
Additional Analysis			
Starting Bank Balance	13,130,912	12,185,650	945,262
End Bank Balance	12,877,141	12,281,356	595,785
Daily Expense (Estimate)	94,256	89,158	5,098
Number of Days Cash on Hand	137	138	(1)
Debt Service Coverage Ratio			
DSCR with sinking fund	1.19	1.63	-
DSCR without sinking fund	1.53	2.06	(1.00)

APPENDIX E: E.L. HAYNES APPROVED SY 2023-2024 BUDGET

EL Haynes		
		SY23-24
Revenue		
	State and Local Revenue	31,546,060
	Federal Revenue	4,416,286
	Private Grants and Donations	1,000,065
	Earned Fees	176,914
	Revenue Total	37,139,325
Expenses		
	Salaries	19,865,374
	Benefits and Taxes	5,324,283
	Contracted Staff	1,202,522
	Staff-Related Costs	342,119
	Rent	100,000
	Occupancy Service	1,720,263
	Direct Student Expense	2,903,838
	Office & Business Expense	2,875,685
	Expenses Total	34,334,084
NET ORDINARY INCOME		2,805,241
Extraordinary Expenses		
	Depreciation and Amortization	1,960,862
	Interest	1,275,761
	Extraordinary Expenses Total	3,236,622
TOTAL EXPENSES		37,570,707
NET INCOME		(431,382)
Cash Flow Adjustments		
	Add Depreciation	1,960,862
	Operating Fixed Assets	(632,597)
	Other Operating Activities	43,672
	Facilities Project Adjustments	(1,327,353)
	Cash Flow Adjustments Total	44,584
CHANGE IN CASH		(386,798)
Starting Cash Balance		12,857,299
Change In Cash		(386,798)
ENDING CASH BALANCE		12,470,502