



E.L. Haynes Public Charter School

Annual Report

2024-2025

Lisa Carlton Waller, Chair, Board of Trustees

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. We also continue to maintain an expanded focus on social-emotional learning.

Inclusive 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. Instructional practices in the inclusive environment may include the following:

- **Small Group Instruction** – Teachers work 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, 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 District of Columbia Comprehensive Assessments of Progress in Education (DC CAPE).

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 UFLI and the Heggerty programs. Interventions to support struggling readers include targeted small group instruction, i-Ready, and UFLI(phonics) instruction at the elementary campus; Wilson Reading System, System 44, i-Ready, and Read 180 at the middle school campus; and elements of 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 Seminar
- AP Literature and Composition
- AP Language and Composition

At every level, teachers use small groups to differentiate instruction for students who are working below or above grade level. The high school uses evidence-based interventions, including Just Words and Lexia Power Up, to support struggling adolescent readers.

Mathematics: E.L. Haynes implements the Eureka Math Squared curriculum in grades K-5 and Illustrative Math in grades 6-10, 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
- Algebraic Reasoning

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

- Algebra I
- Geometry
- Algebra II/Trigonometry
- AP Pre-Calculus
- AP Calculus AB
- Statistics & Financial Literacy

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 interested 8th grade students. Interventions to support students struggling in math include i-Ready at the elementary and middle campuses, and Math 180 at the middle school.

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. Science courses utilize StemScopes, a fully

aligned NGSS curriculum, as the foundation for learning and supplement instruction with opportunities for applied learning through hands-on and digital labs and investigations.

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 provide 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 and Civics
- DC History
- Sociology
- AP United States Government and Politics
- AP US History
- AP African American Studies

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 Creative Writing, Art, or Vocal/Instrumental Music. 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 (Spanish). Students in grade 6 and above have the opportunity to take Spanish language courses. At the high school, Spanish levels 1-4 and AP Spanish are offered. World language instruction focuses on developing student proficiency in all language domains- speaking, listening, reading, and writing- in the target language. 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 in all forms and believes that every student, including those with disabilities, can achieve at high levels. We recognize that all students benefit when learners with disabilities are included in the general education environment. Research and school-based experience consistently show that access to the general education curriculum and peers without disabilities leads to stronger academic and social outcomes.

Our special education program ensures access and support for students with disabilities through Individualized Education Programs (IEPs) and Section 504 plans.

The Inclusion Team includes inclusion teachers, social workers, speech-language pathologists, occupational and physical therapists, reading and math interventionists, ABA specialists, and school psychologists. These professionals collaborate closely with general education and English learner teachers to design instructional environments, tools, and supports that promote access and success in the general education setting.

Two core priorities guide our program:

1. Identify students with disabilities through a rigorous, timely, and equitable referral, evaluation, and eligibility process.
2. Deliver high-quality services that enable students to meet or exceed their IEP goals.

Most students with disabilities receive all or most of their services within the general education classroom through collaborative teaching. General and special educators

share responsibility for instruction using approaches such as one teach/one support, small-group instruction, parallel teaching, alternative teaching, and team teaching. Teachers work together to provide accommodations and modifications that promote engagement and success throughout the day.

When a student's needs are best met through targeted instruction outside of the general education classroom, therapists and special education teachers provide individualized or small-group intervention. This may include specialized programs such as Just Words, Read 180, or Math 180, as well as pre-teaching or re-teaching key skills.

E.L. Haynes also offers specialized programs for students with intensive needs, including:

- Functional Academics, Social Skills, and Transition (FAST) for students who qualify
- Behavior, Academics, and Social Enrichment (BASE) for eligible middle and high school students

To ensure instructional excellence and program coherence, the Managing Director of Student Support Services and Assistant Directors at each campus oversee program implementation, professional learning, and overall effectiveness.

Multi-Tiered Systems of Support (MTSS)

MTSS provides a schoolwide framework for delivering high-quality, evidence-based instruction and interventions aligned to the academic and behavioral needs of individual learners. This model includes three tiers of support:

- Tier 1: Universal supports for all students
- Tier 2: Targeted interventions for some students
- Tier 3: Intensive, individualized interventions for students with the most significant needs

MTSS helps ensure that every student receives the right level of support at the right time to thrive academically and socially.

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.

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 7:00 a.m. at the elementary school and 7:30 a.m. at the middle school and provides breakfast to students who arrive before 8:00 a.m. The After School Program begins when the students are dismissed from their classes and ends at 6:00 p.m. The program is offered Monday through Friday when school is in session and during summer programming. 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.

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, NCTM seminars for math leaders, and in-house professional development on academic discourse and questioning. We also provide two-year support for early career teachers.

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 opportunities for the full 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.

- **Family-Teacher Conferences (3 times per year):** Family-Teacher-Student conferences offer a great chance to meet individually with teachers to learn more about the specifics of students' academic progress. These conferences are held in the afternoon/evenings (2:00 - 7:00 p.m.) in response to family feedback, and teachers offer other times to meet with families if they are not able to attend.
- **Back-to-School Activities (Annual):** Families meet teachers, ask questions, and learn about the exciting skills students will learn for the new school year at each campus.
- **Home Visits (Annual):** Pre-K 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 Wednesday at 8:45 a.m. for students in grades K-5.
- **Cross-Campus Cultural Celebrations (Annual):** E.L. Haynes hosts celebrations and activities for Black History Month and Hispanic Heritage Month.
- **Promotion Ceremonies (Annual):** E.L. Haynes celebrates students' promotion from elementary school to middle school (at the end of 5th 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 (Annually):** During the 2024-2025 School Year, E.L. Haynes surveyed members of our community (staff, students, and families) on critical issues. The results of the survey were instrumental and gave leaders important reflections on our community's needs and guided decision-making at the end of the school year.
- **ROAR (Monthly):** At our elementary school, our family community organization, ROAR, hosted monthly 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 2024-2025 School Year, E.L. Haynes served 1,184 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 35 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 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. DC PCSB no longer produces PMF results. However, DC PCSB will publicly report the school's performance on its revised accountability system, ASPIRE, annually.

2025 DC CAPE Results

This chart shows the percentage of students scoring levels 4 and 5 on DC CAPE.

	2025 DC CAPE	
	Math	ELA
Elementary School (Grades 3-5)	27.6%	31.8%
Middle School (Grades 6-8)	17.4%	22.1%
High School (Grade 9-10)	20.5%	22.0%

UNIQUE ACCOMPLISHMENTS

Throughout the 2024–25 school year, the E.L. Haynes Pre-K3–12 community advanced our mission of preparing every student for college, career, and life—achieving measurable academic growth, strengthening family partnerships, and setting the stage for our next phase of innovation and excellence.

Academic Excellence & College Readiness

- Record-Breaking AP Results:** E.L. Haynes students achieved the highest number of AP test-takers since 2015, with 47% of exams earning scores of 3 or higher. Every returning AP course improved its pass rate, six surpassed 50%, and 100% of AP Spanish Language students scored a 4 or higher—a testament to our growing academic rigor.
- Citywide Recognition:** U.S. News & World Report ranked E.L. Haynes High School in the top 40% of high schools nationwide, #9 among all D.C. public high schools, and fourth among DC public charter schools, affirming our reputation as a top open-enrollment, college-preparatory school. With 59% of students taking AP courses, we continue to expand access to challenging learning opportunities.
- Prestigious Scholarships:** Seniors Monica and Dennis earned the highly selective Elijah Cummings Scholarship at Johns Hopkins University—two of only 15 awarded across D.C. and Baltimore—covering full tuition, housing, and

fees. As first-generation college students, they exemplify leadership, perseverance, and academic excellence.

Leadership & Governance

4. **Community-Driven CEO Search:** More than 60 staff, students, families, and trustees took part in a national search culminating in the selection of Dr. Toni Barton as our next CEO, beginning July 1, 2025. The inclusive process reflects our deep commitment to community voice and shared leadership.
5. **Board Growth & Strategic Expertise:** This year we elected two trustees whose leadership strengthens our governance and future vision: Grase Oleaga Cala, D.C. Commissioner on Latino Community Development, brings deep connections to Latino families and a focus on amplifying parent voice. Dr. Roy Jones, physicist and Principal Scientist at Leidos, rejoined the board with extensive STEM expertise and institutional knowledge. Both begin their official terms July 1, 2025.

Family Engagement & Creativity

6. **Cross-Campus Winter Concert:** For the first time, students from Pre-K through 12th grade united for a Winter Concert celebrating the arts through dance, poetry, and music. The evening closed with an original performance developed and performed by students across all three schools, highlighting creativity and connection across campuses.
7. **March Madness Day:** Our Extended Day Program launched a new model for family engagement with the first-ever March Madness Day—a cross-campus celebration of sports, creativity, and community. Families joined staff and students for a spirited basketball game, building authentic relationships that strengthen trust and connection.

Legacy & Long-Term Impact

8. **Celebrating Lifelong Students:** We proudly introduced the Legacy Recognition Award, honoring 10 graduating seniors who began their journeys at E.L. Haynes in Pre-K or kindergarten. Their 13-year journeys reflect the power of consistent, high-quality education and deep community roots.
9. **A Decade of Graduates:** This year marked the 10th anniversary of our first graduating class, celebrated with a keynote by Ward 4 Councilmember Janeese Lewis George, who honored our students' accomplishments and our growing legacy of college-bound graduates.

10. **Future STEAM Leaders:** For the first time, E.L. Haynes Middle School students competed in the citywide School Without Walls Math Competition, joining 150 of D.C.'s top math students. Team Mountain Climbers showcased collaboration and perseverance, with eighth grader Robert C. advancing to the top 12 in the individual round.

Looking Ahead

These milestones reflect a school community on the rise—deepening academic rigor, nurturing creativity, and strengthening bonds between students, families, and staff. E.L. Haynes continues to build the foundation for future innovation and transformation, ensuring every student is empowered to thrive.

LIST OF DONORS OF \$500+ IN SY 2024-25

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, 2024 and June 30, 2025:

INDIVIDUAL DONORS

Elizabeth Ash	Mark Kovner
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DC PAVE (Parents Amplifying Voices in Education)	Studio Crowley Hall PLLC
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EdOps	Employee Matching Program
EmpowerK12	The Equity Lab
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FundEd Strategies	Foundation
IMB Partners	The Stebbins Fund, Inc.
Laine Family Fund	
Law Office of Lauren E. Baum, PC	Trybe Production Collective
Lenzer Family Foundation	WL Gary Company
Luncheras Di Si	

SCHOOL-LEVEL DATA REPORTS

ELEMENTARY SCHOOL (PK3-5)

Enrollment by Grade (PCSB Data)				
Overall	PK3	PK4	KG	
409	48	49	53	
1	2	3	4	5
52	50	52	51	54

STUDENT DATA POINTS	
Total # of Instructional Days	180
Suspension Rate	0.00% (0/409)
Expulsion Rate	0.00% (0/409)
Instructional Time Lost to Out-of-School Suspension Rate	0.00% (0/72,527)
In-Seat Attendance	92.37% (66,991/72,527)
Midyear Withdrawals	1.47% (6/409)
Midyear Entries	0.0% (0/409)
Promotion Rate	99.69% (326/327)

MIDDLE SCHOOL (6-8)

Enrollment by Grade (PCSB Data)			
Overall	6	7	8
329	108	112	109

STUDENT DATA POINTS	
Total # of Instructional Days	180
Suspension Rate	1.52% (5/329)
Expulsion Rate	0.00% (0/329)
Instructional Time Lost to Discipline	0.02% (9/58,529)
In-Seat Attendance	90.73% (53,103/58,259)
Midyear Withdrawals	1.82% (6/329)
Midyear Entries	0.0% (0/329)
Promotion Rate (LEA)	100% (253/253)

HIGH SCHOOL (9-12)

Enrollment by Grade (PCSB Data)				
Overall	9	10	11	12
446	119	117	116	94

STUDENT DATA POINTS	
Total # of Instructional Days	180
Suspension Rate	4.93% (22/446)
Expulsion Rate	0.00% (0/446)
Instructional Time Lost to Discipline	0.11% (89/79,406)
In-Seat Attendance	86.25% (68,486/79,406)
Midyear Withdrawals	1.79% (8/446)
Midyear Entries	0.0% (0/446)
Promotion Rate (LEA) (SY23-24 data)	98.75% (316/320)
Career and College Acceptance Rate (SY23-24 data)	100% (97/97)
ACT/SAT College Readiness Benchmark Achievement Rate (SY 2023-2024 Data)	32.56% (28/88)
Graduation Rate - 4-year ACGR (SY 2023-2024 Data)	93.20% (96/103)
Graduation Rate - 5-year ACGR (SY 2023-2024 Data)	97.03% (98/101)

E.L. HAYNES FACULTY AND STAFF DATA POINTS	
Teacher Attrition Rate:*	Elementary: 19.0% (8 of 42) Middle: 28.2% (11 of 39) High: 16.7% (8 of 48)
Number of Teachers	129
Teacher Salary	Average: \$87,683 Minimum: \$65,000 Maximum: \$138,050

Teacher Salary Scale:

https://www.elhaynes.org/wp-content/uploads/2023/04/Teacher-Compensation-Overview_Updated-March-17-2023-1.pdf

EXECUTIVE COMPENSATION

The salaries of the five most highly compensated individuals employed by E.L. Haynes in the 2024-2025 school year are below:

- Hilary Darilek, Chief Executive Officer - \$222,500
- Rikki Hunt Taylor, Chief Academic Officer - \$192,000
- Alexandria Brooks, Chief Talent Officer - \$174,350
- Brittany Wagner-Friel, Elementary School Principal - \$162,735
- Pankaj Rayamajhi, Chief of Finance and Operations - \$160,414

TEACHER DEMOGRAPHICS 2024-2025

Race

African American	50% (64 out of 129)
Asian/Pacific Islander	4% (5 out of 129)
Hispanic/Latino	14% (18 out of 129)
More Than Once Race	8% (10 out of 129)
White	24% (31 out of 129)
Declined to Identify	1% (1 of 129)

Be Kind.
Work Hard.
Get Smart.

Gender

Male	29% (38 out of 129)
Female	68% (88 out of 129)
Non-Binary/Decline to Identify	2% (3 out of 129)

Years of Teaching Experience

0	3% (4 of 129)
1	5% (6 of 129)
2	4% (5 of 129)
3	10% (13 of 129)
4	4% (5 of 129)
5	10% (13 of 129)
6	5% (6 of 129)
7	5% (7 of 129)
8	5% (7 of 129)
9	2% (3 of 129)
10	4% (5 of 129)
11	3% (4 of 129)
12	3% (4 of 129)
13	3% (4 of 129)
14	2% (3 of 129)
15	4% (5 of 129)
16	2% (3 of 129)
17	2% (3 of 129)
18	2% (3 of 129)
19	4% (5 of 129)
20	5% (7 of 129)
21	3% (4 of 129)

22	2% (3 of 129)
23	1% (1 of 129)
24	0% (0 of 129)
25	2% (2 of 129)
26	2% (3 of 129)
27	1% (1 of 129)

APPENDICES

APPENDIX A: SY2024-25 STAFF ROSTER

E.L. Haynes is proud to have an exceptionally qualified staff. In 2024-2025, 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.

ES Leadership Team

Principal, Grades PK - 4	Wagner-Friel, Brittany
Assistant Principal, Elementary School	Reed, Sarai
Assistant Principal, Elementary School	Kenner, Richard
Assistant Director of Student Support Services	Grow, Brittany

ES Teachers

Teacher, Pre-Kindergarten	Robinson, Joe
Teacher, Pre-Kindergarten	Gomes, Teresa
Teacher, Pre-Kindergarten	Miranda, Samantha
Teacher, Pre-Kindergarten	Bradley, Lindsay
Teacher, Kindergarten	Wong, Ada
Teacher, Kindergarten	Setepenra, Ty'ease
Teacher, Grade 1	Covington, Kailah
Teacher, Grade 1	Amaya, Tatiana
Teacher, Grade 2	Kelly Bryant, Laura
Teacher, Grade 2	Cooper, Kendra
Teacher, Grade 3	Denor, Erica

Teacher, Grade 3	Reighard, Adrienne
Teacher, Grade 4 Literacy	Ray, Kate
Teacher, Grade 4 Math	Nickens, Desiree
Teacher, Grades PK-5 Dance	Blackwell, DeAunna
Teacher, Grades PK-5 Art	Le, Khanh
Teacher, Grades PK-5 Music	Byrd, Ben
Teacher, Grades PK-5 Health and Fitness	Roldan-Vasquez, Maria
Teacher, Grade 5 Math	Johnson, Ty'Jonna
Teacher, Grade 5 Literacy and Humanities	Matthews-Carpenter, Stephanie
Teacher, K-5 Science	Williams, Brianna
Teacher, Literacy Intervention	Canterbury, Alana
Teacher, Math Intervention	Greenaugh, Giavanti
<u>ES SpEd Teachers</u>	
Teacher, Autism	Lewis, Natalie
Teacher, Resource	Brixen, Elizabeth
Teacher, FAST	Campbell, LaChelle
Teacher, Inclusion (K, 1st)	Washington, Derrick
Teacher, Inclusion (2nd, 4th)	Williams, Lydia
Teacher, Inclusion (Pk3, PK4, K)	Roman, Cindi
Teacher, Inclusion (3rd)	Tyler, Michelle
Teacher, Inclusion (4th, 5th)	Garda, Michelle
Literacy Specialist	Freeman, Tashiyra
<u>ES MLL Teachers</u>	
Teacher, Multilingual Learning (PK3-4)	Petrotta, Michelle
Teacher, Multilingual Learning (K)	Rosales Cruz, Digna
Teacher, Multilingual Learning (PK3; 1st)	Castro, Maria
Teacher, Multilingual Learning (2nd)	D'Alessandro, Regina
Teacher, Multilingual Learning (3rd)	Simpson, Stuart
Teacher, Multilingual Learning (4th)	Dax, Sara
Teacher, Multilingual Learning (5th)	Bradford, Frank
<u>ES Educational Aides</u>	
Educational Aide - ECE	Greene, Alvin
Educational Aide - ECE	Banks, Lynise
Educational Aide - ECE	Portillo, Juan
Educational Aide - ECE	Carter, Tyrone
Educational Aide - ECE	Wood Dengu, Ashley
Educational Aide - ECE	Karasov, Matan
Educational Aide - ECE	Toney-Greene, Kathy
Educational Aide - ECE	Harrison, Hansford

Educational Aide - Sped (Dedicated)	Carter, Michelle
Educational Aide - Sped (FAST)	Fenwick, Edwin
Educational Aide - Sped (Dedicated)	Phomsavath, Sandra
Educational Aide - Sped (FAST)	Gerald-Quinn, Cyril William
Educational Aide - Sped (Dedicated)	Arevalo, Jonny
Educational Aide - Sped (Dedicated)	Lemus-Alvarenga, Laura [resigned Sept 2024]
Educational Aide - Sped (Autism)	Mejia, Yojahira
Educational Aide - Sped (Autism)	McBride, Jazmen
<u>ES Wellness</u>	
Speech Language Pathologist, Grades PK-5	Flynn, Meredith
Speech Language Pathologist, Grades PK-5	Parker, Traci [resigned March 2025]
Occupational Therapist, Grades PK-5	Gray, Nikesha
School Psychologist (ES)	Prater, Gwyn
Social Worker, Grades PK-5	Giddens, Brittney
<u>ES Coaches</u>	
Math Coach	Heitin, Rachel
Literacy Coach	Radigan, Matt
Culture Coach	Tucker, Claire
<u>MS Leadership Team</u>	
Principal, Grades 6-8	Mahon, Zenada
Assistant Principal, Middle School	Mbenga, Rohey
Dean of Culture, Grades 6-8	Elias, Ciarra
Assistant Director of Special Education, Grades 6-8	McCandies, Camelia
<u>MS Teachers</u>	
Teacher, Grade 6 Math	Wright, Destiny
Teacher, Grade 6 Social Studies	Bason, Charles [resigned Nov 2024]
Teacher, Grade 6 Literacy	Newton, Dianna
Teacher, Grade 6 Science	Mitchell, April
Teacher, Grade 7 Social Studies	Clark, Nicole
Teacher, Grade 7 Science	Hall, Claire
Teacher, Grade 7 Math	Stewart, Omawali
Teacher, Grade 7 Literacy	Mercier, Gabriella
Teacher, Grade 8 Science	Vela, Stephanie
Teacher, Grade 8 Math	Barfield, Keisha

Teacher, Grade 8 Literacy	Jones, Danielle
Teacher, Grade 8 Social Studies	Eubanks, Crystal [resigned Nov 2024]
Teacher, Grade 8 Social Studies	Demharter, Thomas [terminated March 2025]
Teacher, ELA	Williams, Brandwyn
Teacher, Math	Druckman, Shayna
Teacher, Grades 6-8 Health and Fitness	Thomas, Micah
Teacher, Grades 6-8 Drama	Craig, Gordon
Teacher, Grades 6-8 Music	Zuniga, Ricardo
Teacher, Grades 6-8 Art	Harris III, Nate
Teacher, Grades 6-8 Robotics	Boemio, Megan
Teacher, Grades 6-8 Spanish	Jenkins, Louise
Teacher, Literacy Intervention	Nuzzelillo, Shannon
Teacher, Math Intervention	Taylor, Selena
<u>Ms SpEd Teachers</u>	
Teacher, Inclusion (6th Math)	Holmes, Briana
Teacher, Inclusion (6th ELA)	Powell, Madison [resigned Jan 2025]
Teacher, BASE	Thompson, Marcus
Teacher, Inclusion (7th Math)	Burns, John [resigned Dec 2024]
Teacher, Inclusion (7th Math)	Fleming, JaNae
Teacher, Inclusion (7th ELA)	Clarke, Ashleigh
Teacher, Inclusion (8th Math)	Montgomery, Danielle
Teacher, Inclusion (8th ELA)	Blache, Raven
Teacher, Grades 6-8 FAST/ARS	Jefferson, Marla
<u>MS MLL Teachers</u>	
Teacher, MLL - 6th ELA & SS	Chando, Rutendo
Teacher, MLL - 6th Science & SS	Ayala, Eliot
Teacher, MLL - 7th ELA & SS	Joseph, Dwayne
Teacher, MLL - 8th ELA & SS	Whitehead, Gregory
Teacher, MLL - ELD & 8th SS	Oppermann, Brooke
<u>MS Aides</u>	
Educational Aide - FAST	Mitchell, Dontia
Educational Aide - Sped (Dedicated)	Thomas, Destini [resigned March 2025]
Educational Aide - Sped (Dedicated)	Brown, Shakura
Educational Aide - Sped (Dedicated)	Thompson, Alexis
<u>MS Wellness</u>	
Social Worker, Grades 6-8	Johnson-Stokes, Teri
Social Worker, Grades 6-8	Fothergill, Eric
Occupational Therapist, MS/HS	Pilch, Brittany
<u>MS Coaches</u>	

Math Coach	Graves, Tomiko
Literacy Coach	Parham, Lydia
<u>HS Leadership Team</u>	
Principal, Grade 9-12	Hueber Stoetzer, Emily
Assistant Principal, High School	Pleasant-Bey, Amina
Assistant Principal, High School	Clarke, Joy
Dean of Culture, Grades 9-12	Elick-Smith, Nicole
Assistant Director of Student Support Services	Hamilton, Erica
High School Counselor	Anderson, Jameela
<u>HS Teachers</u>	
Teacher, Grade 9 World History	Cole, Nathaniel
Teacher, Grade 10 History	Simpkins, Keylon
Teacher, Grade 11 Government & Civics (History)	Jolicoeur, Alaine
Teacher, Grade 12 History & Sociology	Pepper, Griffin
Teacher, Grade 9 World Literature	Hill, Collin
Teacher, Grade 9 World Literature	Shaw, Erin
Teacher, Grade 10 U.S. Literature	Odu, Oghenekome
Teacher, Grade 10 U.S. Literature	Scott, Samuel
Teacher, Grade 11 Literature and AP Literature	Wingfield III, Louis
Teacher, Grade 12 English Language Arts	Castillo, Marisol (Gisela)
Teacher, Math 10 Geometry	Jenkins-Vanterpool, Lucy
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	Saunders, Christina
Teacher, Grade 9 Earth Sciences	Wilson, Mark
Teacher, Science 10 Biology	Shinn, Ollie
Teacher, Grade 10 Biology/ AP Biology	Rudasill, Jonathan
Teacher, Grade 11 Chemistry	Craven, Sally
Teacher, Grade 12 Advanced Physics	Polanco, Stacy
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	Subramanian, Kamala
Teacher, High School Music	Gedeon, Serge
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	Ramos, Alexia
<u>HS SpEd Teachers</u>	
Teacher, High School Inclusion (FAST)	Johnson, Aeriale
Teacher, High School Inclusion (9th ELA)	Jackson, Tyler
Teacher, High School Inclusion (9th Math)	Lindsey, Andre
Teacher, High School Inclusion (10th ELA)	Wallace, Julelah
Teacher, High School Inclusion (10th Math)	Crook, Maura
Teacher, High School Inclusion (11th ELA)	Stephen, Breana
Teacher, High School Inclusion (11th Math)	Chachere, David
Teacher, High School Inclusion (12th ELA)	Hall, Taylor
Teacher, High School Inclusion (12th Math)	Jutras, Nicole
<u>HS MLL Teachers</u>	
Teacher, MLL - 9th ELA & ELD I	Williams, Alayna
Teacher, MLL - 9th History & Science	McCray, Tremayne
Teacher, MLL - 10th History & Science	Reddick, Kimberly
Teacher, MLL - 10th ELA & ELD II	Acosta Sanchez, Carolyn
Teacher, MLL - 11th ELA, History & Science	Levine, Bianca
Teacher, MLL - 12th ELA & History	Hasan, Fatma
<u>HS Aides</u>	
Educational Aide - FAST	Whitmire, Samaria
Educational Aide - BASE	Reed, Chattel
Educational Aide - Sped (Dedicated)	Reynolds, Christopher
Educational Aide - Sped (Dedicated)	Deseraux, Aaron [resigned Feb 2025]
Educational Aide - Sped (Dedicated)	McKinney, Tytiana
Educational Aide - Sped (Dedicated)	Reyes Hernandez. Eddy
Educational Aide - Sped (Dedicated)	Barr, Nick

College Counseling

Director of College Counseling	Frasier-Lakes, Jordan
College Counselor, High School	Somerville, Andrew
College Counselor, High School	Nicol, Sharon
College Counselor, High School	Baez, Crismely

HS Wellness

Social Worker, Grades 9-12	Boone, Lauren
Social Worker, Grades 9-12	Velasquez, Alma
Speech Language Pathologist, Grades 9-12	Henry, Melisa
School Psychologist (HS)	Howard, Lauren [resigned Oct 2024]

HS Coaches

Math Coach	Day, William
Literacy Coach	Ataku, Annastasia [resigned Feb 2025]

Chief Executive Officer	Darilek, Anna Hilary
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Communications and Development

Senior Director, External Relations & Strategic Initiatives	Wynne, Katie
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CAO Team

Chief Academic Officer	Hunt-Taylor, Rikki
Senior Director of Student Support Services	Boyer, Maria
Senior Director, Curriculum, Instruction and Assessment	Murphy, Rob
Director, Professional Learning	Baron, Alex
Director of Athletics	Bass, Brent

Academic Strategy Fellow	Flores, Nathaniel
Assistant Principal in Residence	Hunter-Givens, Dietra

Data Team

Data Analysis Manager	Flores, Nathaniel
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Finance

Budget and Finance Coordinator	Edwards-Carter, Nikesa
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IT

Director of Technology	Cuenco, Peter
IT Support Technician	Coleman, Michael
IT Support Technician	Hernandez Morales, Jose

Operations

Chief Operating Officer	Rayamajhi, Pankaj
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Senior Director, Facilities & Vendor Operations	Gregorio, Kester
Operations Manager	Copeland, Rasheed
Operations Manager	Garcia Perez, Jossman
Operations Coordinator	Echeverria, Gloria
Operations Coordinator	Palma, Georgina
Operations Coordinator	Walker, Larry
Operations Coordinator	Castillo, Jose
Food Service Coordinator	Reyes, Rosenda
Food Service Coordinator	Steele, Reginald
Food Service Coordinator	Paniagua, Isela Maria
Receptionist	Vivas, Erika
Receptionist	Avalos Lucas, Karla
Facilities Coordinator	Paniagua, Silvestre
Facilities Coordinator	Paniagua, Felix Renaldo
<u>Talent Team</u>	
Chief Talent Officer	Brooks, Alexandria
Senior Director of Human Resources	Brown, Joel
Recruitment and Engagement Manager	Brooks, Briana
Talent Systems Manager	Peralta, Aide
<u>Security</u>	
Security Officer	Massey, Lorretta
Security Officer	Nwomonoh, Christopher
Security Officer	Paniagua, Pablo
Security Officer	Williams, Jeremy
<u>Student Wellness</u>	
Director of Student Health and Wellness	Beasley, Melissa
Student Attendance and Engagement Coordinator	Bullock, Shrilinda
Secondary Transition Specialist	Dyson, Thea
<u>English Language Learners</u>	
MLL Specialist	Ayala, Melissa
MLL Specialist	Aguilar, Shannon
<u>Special Education</u>	
Director of Special Education	Mellerson, Sonya
<u>Out of School Time</u>	
Out of School Time (OST) Director	Upton, Valarie
Out of School Time (OST) Manager	Craig, Gordon
Out of School Time (OST) Coordinator	Hall, Juanita

APPENDIX B: SY2024-25 E.L. HAYNES BOARD OF TRUSTEES

Board Member	DC Resident	Role on Board	Date of Appointments/ Date of Expiration
Lisa Carlton Waller	Yes	Chair and Parent Trustee	July 2018 / June 2025
Lenora Robinson Mills	Yes	Vice Chair and Parent Trustee	February 2023 / June 2026
Jaymes Hanna	Yes	Treasurer	July 2022 / June 2025
Tom Gibian	Yes	Secretary	July 2020 / June 2026
Fonda Sutton	Yes	Chair-Elect and Trustee	July 2021 / June 2027
Michael Hall	Yes	Trustee	July 2019 / June 2025
Mark Kovner	Yes	Trustee	July 2022 / June 2025
Richard Laine	Yes	Trustee	July 2021 / June 2027
LaJoy Johnson-Law	Yes	Parent Trustee	February 2024 / June 2027
Jennie Niles	Yes	Trustee	April 2024 / June 2027
Roshelle Payes	Yes	Parent Trustee	July 2019 / June 2025
Keylon Simpkins	Yes	Staff Trustee	February 2023 / June 2026

APPENDIX C: FINANCES

E.L. Haynes' latest available audited financial statements may be found at the following link on DC PCSB's Transparency Hub: <https://dcpcsb.org/school-fiscal-audits>.

E.L. Haynes' additional financial information, including the latest available budgets, may be found in the Financial Oversight section of DC PCSB's Transparency Hub at the following link: <https://dcpcsb.org/transparency-hub>.

INCOME STATEMENT

	Actual	Budget	Variance
Revenue			
Per-Pupil Funding Revenue	36,685,364	36,081,480	603,883
Other Local Revenue	413,801	310,600	103,201
Federal Revenue	7,762,812	2,306,067	5,456,745
Private Grants and Donations	1,303,153	625,000	678,153
Earned Fees	1,236,271	548,768	687,503
Donated Revenue	-	-	-
Rental Income	12,250	-	12,250
Total Revenue	47,413,651	39,871,915	7,541,736
Expenses			
Salaries	20,361,864	20,501,316	139,452
Benefits and Taxes	5,387,072	5,601,472	214,400
Contracted Staff	906,892	1,669,555	762,662
Staff-Related Costs	562,392	444,363	(118,028)
Rent	18,075	50,000	31,925
Occupancy Service	1,740,723	1,943,462	202,738
Direct Student Expense	4,076,402	3,289,210	(787,192)
Office & Business Expense	3,203,867	3,173,506	(30,360)
Donated Expense	-	-	-
Contingency	-	-	-
Interest	1,249,443	1,232,364	(17,079)
Depreciation and Amortization	1,859,211	1,788,391	(70,820)
Total Ordinary Expenses	39,365,940	39,693,639	327,699
Net Ordinary Income	8,047,711	178,276	7,869,435
Extraordinary Expenses			
Unknown Expense			
Total Extraordinary Expenses	-	-	-
Total Expenses	39,365,940	39,693,639	327,699
Net Income	8,047,711	178,276	7,869,435
Cash Flow Adjustments	(2,411,403)	(122,647)	(2,288,756)
Change in Cash	5,636,308	55,629	5,580,679

WORK FARA.
Get Smart.

BALANCE SHEET

Balance Sheet	6/30/24	6/30/25
Assets	Last Year	Year End
Assets		
Current Assets		
Cash	15,684,097	21,320,406
Accounts Receivable	2,561,514	5,417,719
Other Current Assets	359,075	311,627
Intercompany Transfers	0	14,617
Total Current Assets	18,604,686	27,064,368
Noncurrent Assets		
Facilities, Net	28,103,099	27,484,659
Operating Fixed Assets, Net	898,378	841,884
Total Noncurrent Assets	29,001,477	28,326,542
Total Assets	47,606,164	55,390,910
Liabilities and Equity	Last Year	Year End
Liabilities and Equity		
Current Liabilities		
Accounts Payable	1,213,781	1,320,213
Other Current Liabilities	1,366,652	1,496,678
Accrued Salaries and Benefits	1,085,407	1,131,412
Total Current Liabilities	3,665,840	3,948,302
Equity		
Unrestricted Net Assets	15,239,501	16,946,136
Net Income	1,706,635	8,047,711
Total Equity	16,946,136	24,993,847
Long-Term Liabilities		
Senior Debt	13,878,000	12,608,000
Subdebt	14,451,835	14,816,190
Other Long-Term Liabilities	(1,335,648)	(975,428)
Total Long-Term Liabilities	26,994,187	26,448,762
Total Liabilities and Equity	47,606,164	55,390,910

E.L. HAYNES APPROVED SY 2025-2026 BUDGET

EL Haynes Budget Summary Comparison FY26 vs FY25			
Description	SY25-26	SY24-25	Difference
Students	1,175	1,170	5
Income Statement			
Revenue			
04 · State and Local Revenue	37,063,180	36,392,080	671,100
05 · Federal Revenue	2,399,753	2,306,068	93,685
06 · Private Revenue	2,119,800	1,173,768	946,032
Total Revenue	41,582,734	39,871,916	1,710,818
Operating Expense			
07 · Staff-Related Expense	29,629,964	28,216,706	1,413,258
08 · Occupancy Expense	1,626,665	1,993,462	(366,797)
09 · Additional Expense	7,189,647	6,462,717	726,930
Total Operating Expense	38,446,276	36,672,885	1,773,391
Net Operating Income	3,136,458	3,199,031	(62,573)
Interest, Depreciation			
Interest	1,190,937	1,232,364	(41,426)
Depreciation	1,802,183	1,788,391	13,792
Total Expenses	41,439,397	39,693,639	1,745,757
Net Income	143,337	178,276	(34,938)
Adjustments To Cash Flow			
Operating Activities			
Net Income	143,337	178,276	(34,938)
Cash Flow Adjustments	(180,331)	(122,647)	(57,684)
Net cash increase for year	(36,995)	55,630	(92,624)
Description	SY25-26	SY24-25	Difference
CASH FLOW ADJUSTMENTS BREAKOUT			
Add Depreciation	1,802,183	1,788,391	13,792
Operating Fixed Assets	(479,000)	(713,193)	234,193
Buildings and Facilities Projects	(1,548,867)	(1,241,354)	(307,513)
Other Operating Activities	45,352	43,509	1,843
Financing Activities	0	0	0
TOTAL	(180,331)	(122,647)	(57,685)
Additional Analysis			
Starting Bank Balance	20,453,024	12,870,424	7,582,601
End Bank Balance	20,416,030	12,926,054	7,489,976
Daily Expense (Estimate)	108,595	103,803	4,792
Number of Days Cash on Hand	188	124	64
Debt Service Coverage Ratio			
DSCR with sinking fund	1.39	1.34	0.05
DSCR without sinking fund	1.77	1.62	0.15