DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

EL Haynes PCS Charter Review Performance Analysis

Executive Summary

EL Haynes Public Charter School (PCS) is a sixth year charter school and is currently serving students in grades Pre-Kindergarten through seventh. The school is planning to eventually become a school serving grades Pre-Kindergarten-twelve. EL Haynes has met non-academic and organizational performance standards. EL Haynes did not meet the academic standards. Based on the Charter Review framework, EL Haynes is a candidate for Charter Revocation. The most recent Program Development Review took place in October 2009 and a summary of the results is enclosed. *See fig. 1.1, 1.2.*

Academic

EL Haynes Public Charter School met 1 of 6 of its academic targets and 1 of 3 performance standards. Thus, the school does not meet the standard for academic performance.

EL Haynes has demonstrated sustained growth academically on the state assessment, its internal assessments, and additional academic targets in its accountability plan. In 2008-2009, the average exceeded the district AYP target by 5.6 % in reading and 23.8 % in math; however, all sub-groups did not meet the target. EL Haynes students scored an average of 66.1% proficiency in reading and 79% in math on the DC CAS in 2009. EL Haynes PCS has transitioned to School Improvement Year 2.

Non-Academic

EL Haynes Public Charter School met 4 of the 5 of its non-academic targets and 4 of 4 non –academic performance standards. Thus, the school meets the standard for non-academic performance.

EL Haynes Public Charter School has adequate attendance (93%) and high re-enrollment rates (93%).

Organizational – Governance

EL Haynes demonstrated fully functioning or exemplary performance in 7 of 7 categories; thus the school meets this standard for organizational performance.

EL Haynes board has managed the school effectively from an operational standpoint. Board minutes reflect committee structures, long-term planning and assessment. There has been minimal leadership turnover.

Organizational – Compliance

EL Haynes Public Charter School demonstrated an exemplary level of compliance in all categories, and thus meets this standard for organizational performance.

Overall, EL Haynes performance in this area has been in compliance with applicable rules, laws, and regulations.

Analysis of EL Haynes Public Charter School Performance
Based on Charter Review Framework

Organizational – Fiscal Management

Based on the information available, PCSB believes that the EL Haynes Public Charter School has solid fiscal management processes in place. The school's audit reports reflect sound accounting and internal controls policies. The school has done an extremely good job submitting all necessary documents to PCSB for review when required. Annual budgets are extremely thoughtful and reflect careful planning and financial savvy. The school continues to perform well in terms of cash flow and liquidity management. For the year ending June 30, 2009, the school's nets assets declined from $1.31 million at the conclusion FY08 to $1.07 million at the conclusion of FY09 and its liquidity ratio increased from 2.24 to 20.58 (the school possessed $20.58 of liquid assets for every $1 of short-term debt; a one-to-one ratio is adequate). As with any not-for-profit organization, the school should seek to continuously improve its fiscal management and internal controls.

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Analysis of EL Haynes Public Charter School Performance
Based on Charter Review Framework

ACADEMIC PERFORMANCE

A school becomes a candidate for the Charter Revocation List if it fails to meet 2 of the 3 academic standards below:

Criterion #1: The school must attain the majority of the fourth year academic performance targets.

EL Haynes Public Charter School has six academic targets and met one of them. The target that was met was related to the annual writing assessment. Therefore, the school has not attained the majority of its fifth year academic performance targets.

Overall, EL Haynes Public Charter School did not meet this criterion.

Criterion #2: Students must attain no less than a school-wide average of middle performance levels (50-70% of questions answered correctly) on the DC CAS reading and mathematics assessments.

EL Haynes Public Charter School did meet the DC CAS middle performance level requirements in both reading (70%) and mathematics (77%).

Overall, EL Haynes Public Charter School did meet this criterion.

Criterion #3: The school currently meets the State Education Agency's standard for AYP in reading and math.

EL Haynes Public Charter School did make AYP in reading (66.1% proficient/advance) and math (79% proficient/advance). EL Haynes is in School Improvement Year 2 due to insufficient AYP in reading and math in SY 2005-2006 and SY 2008-2009. In the five years of the Accountability Plan, ELH has demonstrated school-wide a 26 percentage point gain in reading and a 50 percentage point gain in math on the DC-CAS.

Overall, EL Haynes Public Charter School did not meet the 2008-2009 AYP targets for reading and math.

OUTCOME: EL Haynes Public Charter School met one of the three academic standards; thus, the school does not meet the standard for academic performance.

NON-ACADEMIC PERFORMANCE

A school becomes a candidate for a Charter Revocation if it fails to meet 2 of the 4 non-academic standards below:

Criterion #1: For non-academic student outcomes, the school-wide average should meet or exceed 80 percent of the annual targets.

EL Haynes has five non-academic targets. The school met four of five those targets in SY 2008-2009. The target missed averaged within 80% of the school-wide average. Therefore, the school-wide average met or exceeds 80 percent of the annual targets.

Overall, EL Haynes Public Charter School did meet this criterion.

Criterion #2: The school must attain the attendance targets set in its accountability plan.

EL Haynes Public Charter School's annual attendance target was 93%. The school had an average attendance rate of 93%; therefore the school met the attendance rate target.

Overall, EL Haynes Public Charter School met this criterion.

Criterion #3: Enrollment levels must be sufficient to sustain the economic viability of the school.

EL Haynes Public Charter School's enrollment is stable and does not threaten the fiscal viability of the school.

Overall, EL Haynes Public Charter School met this criterion.

Criterion #4: Re-enrollment of eligible students should average 75 percent or higher for the past two years.

EL Haynes Public Charter School's student re-enrollment numbers average 93% for the past two years and therefore should sustain the economic viability of the school.

Overall, EL Haynes Public Charter School met this criterion.

OUTCOME: EL Haynes Public Charter School met 4 of the 4 non-academic performance standards; thus the school meets the standard for non-academic performance.

Analysis of EL Haynes Public Charter School Performance
Based on Charter Review Framework

ORGANIZATIONAL PERFORMANCE - GOVERNANCE

Criterion: A school will be a candidate for a Charter Revocation if it demonstrates limited or low levels of development in 4 of 7 categories based on the following scale.

Performance Level	Rating
Exemplary	4
Fully Functioning	3
Limited/Partial Development	2
Low Level/No Evidence of Development	1

Category	Performance Level/Rating
Meetings and Board Structure	4
PCSB Action	3.5
Annual Reporting	4
Adequate Resources	4
Implementation of School Design	4
Leadership	3
Operating within Bylaws	4

OUTCOME: EL Haynes Public Charter School demonstrated fully functioning or exemplary performance in 5 of 7 categories and fully functioning in the remaining two categories; thus the school meets this standard for organizational performance.

ORGANIZATIONAL PERFORMANCE - COMPLIANCE

Criterion: A school will be a candidate for a Charter Revocation if it demonstrates a low or no evidence of development or implementation as it relates to compliance with applicable laws, rules and regulations based on the following scale.

Performance Level	Rating
Exemplary	4
Fully Functioning	3
Limited/Partial Development	2
Low Level/No Evidence of Development	1

Category	Performance Level/Rating
Health and Safety Regulations	4
Certificate of Occupancy	4
Insurance Certificates	4
Background Checks	4
Inventory of School's Assets	4
Open Enrollment Process	4
NCLB Requirements	4

OUTCOME: EL Haynes Public Charter School demonstrated a fully functioning to exemplary level of compliance in 7 of 7 categories; thus, the school meets this standard for organizational performance.

ORGANIZATIONAL PERFORMANCE – FISCAL MANAGEMENT

Fiscal Management Criterion: A school will be a candidate for revocation of its charter if it demonstrates substandard or poor performance in any 2 of 5 categories based on the following scale:

Performance Level	Rating
Above Average	5
Satisfactory	4
Watch – Improvements Required	3
Substandard – Probation	2
Poor – Revocation	1

Category	Performance Level/Rating
1. Accounting Policies	4.25
2. Financial Reporting	4.63
3. Internal Controls	5.00
4. Transparency of Financial Management	5.00
5. Fiscal Prudence	4.75

OUTCOME: EL Haynes Public Charter School demonstrated above average or satisfactory performance in 5 out of 5 categories, and thus meets this standard for organizational performance.

Analysis of EL Haynes Public Charter School Performance
Based on Charter Review Framework

Program Development Review Summary

Curriculum and Standards	
1.1 The school has a clearly defined, comprehensive written curriculum in place that identifies the essential knowledge and skill that all students are expected to achieve and aligns with the state and/or national standards and the school's mission, goals and philosophy.	**Proficient**
a. The curriculum identifies the essential knowledge and skills that all students are expected to achieve.	**Proficient**
b. The curriculum aligns with the state and/or national standards.	**Proficient**
c. The curriculum aligns with school's mission, goals and philosophy.	**Proficient**
1.2 The school's curriculum is implemented with fidelity, and resources (human/material) are available to support the implementation of the curriculum.	**Proficient**
a. The school's curriculum is implemented with fidelity.	**Exemplary**
b. Resources (human/material) are available to support the implementation of the curriculum	**Proficient**
1.3 There are clear, regular and ongoing procedures and a process in place to review and revise the curriculum.	**Proficient**
Instruction	
2.1 Instruction utilizes effective strategies that are grounded in the school's philosophy and provide opportunities for student learning and active engagement in the learning process.	**Adequate**
2.2 The school has strategies in place to address the variant student needs and learning preferences, inclusive of students at risk of academic failure, advanced learners, and/or students not making reasonable progress toward achieving school goals.	**Adequate**
2.3 The school has a program in place to meet the needs of English Language Learners (ELL). The school is in compliance with implementation of its ELL services.	**Exemplary**
a. The school has a program in place to meet the needs of English Language Learners (ELL).	**Exemplary**
b. The school is in compliance with implementation of its ELL services.	**Exemplary**
2.4 Systematic strategies are in place to ensure that students with Individualized Education Plans (IEPs) are making progress in meeting school goals and IEP goals are in place.	**Proficient**
a. The school utilizes instructional strategies that address the special needs of students according to IEP objectives.	**Proficient**
b. The school allocates resources (human/material) to address the needs of students with special needs.	**Exemplary**
c. The school provides related services and/ or accommodations for students according to IEPs.	**Proficient**
2.5 Time is made available throughout the year for planning designed to enhance and extend teaching and learning.	**Exemplary**
2.6 Professional development offerings provide support in meeting the school's academic, non-academic, and mission specific performance goals and addresses any identified shortcomings in student learning.	**Proficient**
2.7 A system of support is in place for new and struggling teachers. The school is in compliance with NCLB mandates as it relates to meeting Highly Qualified Teacher (HQT) requirements.	**Proficient**
a. A system of support is in place for new and struggling teachers.	**Exemplary**
b. The school is in compliance with NCLB mandates as it relates to meeting Highly Qualified Teacher (HQT) requirements.	**Proficient**

Analysis of EL Haynes Public Charter School Performance Based on Charter Review Framework

Program Development Review Summary

Assessment	
3.1 The school administers standardized and internal assessments that are aligned to state standards, Performance Management Framework (PMF) and accountability plan goals and targets; test results are made available regularly and in a usable format. (Assessment data are reflected in the SIP, if applicable.)	**Proficient**
a. The school administers standardized and internal assessments that are aligned to state standards, Performance Management Framework (PMF) and accountability plan goals and targets	**Proficient**
b. Test results are made available regularly	**Exemplary**
c. Test results are provided in a useable format	**Proficient**
3.2 The school has a system in place to collect, record, analyze, and track student academic data to determine success in meeting academic, non-academic, and mission specific goals; and, reports and communicates school wide data to staff, school Board, parents, the PCSB and other community members.	**Proficient**
a. The school has a system in place to collect, record, analyze, and track student academic data to determine success in meeting academic, non-academic, and mission specific goals.	**Exemplary**
b. The school reports and communicates school wide data to staff, school Board, parents, the PCSB and other community members.	**Proficient**
3.3 Assessments and evaluation data are used to monitor student learning, instructional effectiveness, and instructional decisions. Ongoing, informal assessments are used to provide increased instructional opportunities.	**Proficient**
a. Assessment and evaluation data are used to monitor student learning, instructional effectiveness and instructional decisions.	**Proficient**
b. Ongoing, informal assessments are used to provide increased instructional opportunities.	**Proficient**
3.4 Procedures to ensure accurate and timely identification and evaluation of students who have special needs are in place.	**Exemplary**
School Climate	
4.1 Quality instruction is promoted through programs, procedures and practices designed to provide an academic learning climate in support of student achievement.	**Not Applicable**
4.2 The school is a safe and orderly learning environment.	**Not Applicable**
4.3 Parents/guardians and students are satisfied with the school.	**Not Applicable**
Governance and Management	
5.1 The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	**Not Applicable**
5.2 The Board and the school's administration ensure adequate resources to further the academic and organizational success of the school, including but not limited to adequate facilities, additional funding, and services for special needs students.	**Not Applicable**
5.3 The Board has ensured strong and stable school leadership.	**Not Applicable**
School Improvement	
6.1 The school has strategies in place to meet the needs of students at risk of academic failure or students not making reasonable progress toward achieving school goals (inclusive of but not limited to identified NCLB sub-groups).	**Proficient**
6.2 Documented progress monitoring of school improvement activities is on-going.	**Proficient**

PCS Charter Review
EL Haynes PCS Performance Analysis

ACADEMIC PERFORMANCE STANDARDS							
Five Year Target	**Performance/Data Provided**					**Target Met? (5-Year Target)**	
	Baseline 04-05	**Year 2** 05-06	**Year 3** 06-07	**Year 4** 07-08	**Year 5** 08-09	**Y**	**N**
DRA: 3% annual increase over baseline until 90% target is met.	78%	84%	91%	79%	78%		X
DRA: 80-90% of K-2 students will gain a year or more until 90% target is met.	86%	80%	93%	85%	78%		X
Terra Nova: 12% five year increase over baseline in students who score at or above the national average in reading.	48%	58%	59%	62%	48.8%		X
AWA: 15% increase above baseline data of students who scored above the national average: 60%.	4% (Est. Year 2)	4%	32%	40%	48%	X	
Terra Nova: 12% five year increase over baseline of students who score above the national average in math.	48%	58%	69%	70%	59.4%		X
[1]ACCESS: 6% two year increase (3% for 2 years) over baseline of students who gain a year or more in language development.	64%	N/A	64% (Est. Year 3)	72%	65%		X
ELL Oral Language - PreLAS/LAS-O: 80-90% or more will gain a year or more in language development.	*100%*	*92%*	*100%*	*N/A*	*N/A*	*N/A*	*N/A*
ELL Reading/Writing - LAS-RW: 80-90% or more will gain a year or more in language development.	*88%*	*100%*	*100%*	*N/A*	*N/A*	*N/A*	*N/A*
Attained majority of Annual academic performance goals?							X
Achieved no less than the middle performance level on DC CAS in reading and math? (Note: Reading – 70%; Math – 77%)						X	
Currently meets the State Education Agency's standard for AYP[2] in reading and math?							X

[1] In SY 2006-07, PCSB approved a change in EL Haynes accountability plan. The updated accountability plan reflected a change in the ELL assessment tool from PreLAS/LAS-O and LAS-RW to ACCESS.

NON-ACADEMIC PERFORMANCE STANDARDS				
Five Year Target	**Performance/Data Provided**		**Target Met?**	
	Baseline	**Year 5**	**Y**	**N**
An average annual attendance of 92% or above.	93%	93%		
Staff Satisfaction: The overall score is at or above the national average for elementary schools which is 3.93 out of 5.	4.29/5	3.94/5		
Parent/Guardian satisfaction: Overall score is 4.7/5 or higher.	4.7/5	4.6/5		
Student Satisfaction: Overall score is 2.5/3 or higher.	2.7/3	2.5/3		
Parental Involvement: 90% of parents and guardians or higher attend 2 or more activities annually.	100%	100%		
School-wide average within 80% of annual targets?			X	
Attendance targets met?			X	
Enrollment levels sufficient to sustain the economic viability of the school?			X	
Re-enrollment of eligible students average 75% or higher for the past two years? 2007 – 2008 re-enrollment rate = 94% 2008-2009 re-enrollment rate = 93%			X	

Comments:

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - MEETINGS AND BOARD STRUCTURE

4	3	2	1
Exemplary level of development and implementation	**Fully functioning and operational level of implementation**	**Limited development and/or partial implementation**	**Low level or no evidence of development and implementation**
The board holds regular meetings with sufficient membership to meet a quorum and submits copies of all minutes to the PCSB as required. The minutes reflect exceptional governance practices in areas such as policy making and oversight of academic and financial performance through the effective use of committees.	The board meets regularly and submits a majority of the minutes to the PCSB as required, which demonstrate sufficient membership to meet a quorum. The minutes reflect appropriate governance practices, such as policy making, and oversight of academic, operational, and financial performance. The minutes demonstrate the Board's awareness of the school's performance, and that appropriate action is taken, as warranted, with or without a committee structure in place.	The board meets sporadically and submits some of the minutes to the PCSB as required, which inconsistently demonstrate membership to meet a quorum. The minutes provide limited evidence of the Board's familiarity with the school's performance as it relates to academic, operational, and/or financial performance. Committees, if in place, play a limited role in the oversight of assigned responsibilities. The Board does not give full attention to all issues confronting the school, but focuses on only one or two.	The board meets infrequently, and most often with low attendance, and submits few, if any, copies of minutes to the PCSB as required. The minutes reflect poor governance practices in the face of serious academic, operational, and/or financial problems. In particular, the minutes do not reflect evidence of sound decision-making at the Board level to effectively address issues facing the school. Committees are not in place, or are not used effectively. The Board's composition and membership have not been modified to address the school's challenges.

COMMENTS: : A review of the EL Haynes Board of Trustee meets regularly on a schedule it sets for itself. The meeting minutes revealed that the Board demonstrates sound policy making and effective oversight of academic and financial performance through a variety of Board committees that report regularly to the Board. Currently, the Board has the following committees which report directly to the Board on a bi-monthly basis: Development, Facilities, Audit and Finance, School Performance, Governance along with Head of School/Principal reports. The Board has also been strategic regarding the continued development of Board members. They have developed a committee to identify new Board members as needed.

PERFORMANCE LEVEL: 4

PCS Charter Review
EL Haynes PCS Performance Analysis

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - REQUIREMENT FOR PCSB ACTION

4	3	2	1
Exemplary level of development and implementation	**Fully functioning and operational level of implementation**	**Limited development and/or partial implementation**	**Low level or no evidence of development and implementation**
The school has demonstrated exceptional performance, thereby requiring no remedial action from the PCSB.	The school has demonstrated above average to average performance, requiring minimal remedial action from the PCSB. The school has provided satisfactory responses to the remedial action within the designated timeframe.	The school has demonstrated below average performance, requiring substantial and/or repeated remedial action from the PCSB. The school has provided weak and/or incomplete responses to the conditions set by the Public Charter School Board, thereby failing to adequately respond within the designated timeframe. Given time, the school is able to provide a satisfactory response.	The school has demonstrated failing performance, requiring increasingly substantial remedial action over an extended period of time from the PCSB for issues for which the school has not provided an adequate response. Examples of inadequate responses include failure to submit a response within the designated timeframe, weak and/or incomplete responses that fail to fully respond to the conditions.

COMMENTS: The school has demonstrated above average to average performance and required no remedial action from the PCSB.since its inception in 2004.

PERFORMANCE LEVEL: 3.5

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - ANNUAL REPORTING

4	3	2	1
Exemplary level of development and implementation	**Fully functioning and operational level of implementation**	**Limited development and/or partial implementation**	**Low level or no evidence of development and implementation**
The board submits timely Annual Reports that fully describe the school's performance in relation to the targets established in its accountability plan. Quantitative evidence of performance is presented and aligned with all accountability plan targets.	The board submits timely Annual Reports that describe the school's performance in relation to the targets established in its accountability plan. Quantitative evidence of performance is presented and aligned with the majority of accountability plan targets.	Although not timely, the board submits Annual Reports within a reasonable amount of time from the due date that describes the school's performance in relation to the targets established in its accountability plan on a limited basis. Quantitative evidence of performance is available for some of the accountability plan targets and/or evidence is aligned with some of the accountability plan targets.	The board submits late Annual Reports that largely fail to describe the school's performance in relation to the targets in its established accountability plan. Quantitative evidence of performance is lacking substantially, either due to a failure to report performance or a failure to present evidence that is aligned with the accountability plan targets. School may have been required to submit an amended or supplemental report.

COMMENTS: PCSB records indicate that EL Haynes has submitted timely annual reports. The reports provided quantitative evidence of performance aligned with all accountability plan targets.

PERFORMANCE LEVEL: 4

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – ADEQUATE RESOURCES

4	3	2	1
Exemplary level of development and implementation	**Fully functioning and operational level of implementation**	**Limited development and/or partial implementation**	**Low level or no evidence of development and implementation**
The board and the school's administration deploy resources effectively to further the academic and organizational success of the school.	The board and administration deploy resources that further the academic and organizational success of the school.	The school's deployment of resources at times contributes to the academic and organizational success of the school.	There is little or no evidence that the school's board and administration work to deploy resources in a way that supports the academic and organizational work of the school.

COMMENTS: EL Haynes Board of Trustee meeting minutes and program development review reports reveal that adequate resources for instruction, special need services, and facilities have been secured. One major accomplishment that demonstrates this competency is the successful completion of the new school building, additional staff and data driven decision making. The Board has a highly functioning Development Committee that has continuously exceeded fundraising targets annually.

PERFORMANCE LEVEL: 4

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – IMPLEMENTATION OF SCHOOL DESIGN

4	3	2	1
Exemplary level of development and implementation	**Fully functioning and operational level of implementation**	**Limited development and/or partial implementation**	**Low level or no evidence of development and implementation**
Administrators and board members have a strong understanding of the school design and refer to it regularly in managing and governing the school.	Administrators and board members understand the school design, but minimally use it to manage and govern the school.	Most board members and school administrators understand the school's design, but evidence of its use in the management and governance of the school is lacking substantially.	Board members and administrators fail to demonstrate an understanding of the school's design and/or they have failed to use the design in the management and governance of the school.

COMMENTS: PCSB documents (board minutes, correspondence, program reviews) as well as discussions and meetings with the Board and school leadership indicate there is a strong understanding of the school's design at both the Board and school level. In SY 2006-2007, EL Haynes did not renew their contract with Expeditionary Learning Outward Bound model school. The school has modified this instructional model to maximize student learning while continuing to integrate academic subjects with expeditionary learning projects.

PERFORMANCE LEVEL: 4

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – LEADERSHIP

4	3	2	1
Exemplary level of development and implementation	**Fully functioning and operational level of implementation**	**Limited development and/or partial implementation**	**Low level or no evidence of development and implementation**
The board has established a school that maintains exceptional performance and stability through its school leader. Changes in the school leader either lead to exceptional performance or have not negatively impacted the school's exceptional performance.	The board has established a school that maintains above average to average performance and stability through its school leader. Changes in the school leader either lead to improved performance or have not negatively impacted the school's existing performance.	The board has established a school that maintains below average performance and lacks stability through its school leader. Changes in school leadership have not led to an appreciable improvement in performance.	The board has established a school that is unstable and maintains failing performance through its school leader. There have been no changes in school leadership in an attempt to improve performance.

COMMENTS: There has been minimal change in school leadership and administration since the schools inception in 2004. The Head of School is evaluated annually by the Board. The only major change in school leadership involved the redesign of the school leadership staffing structure to allow for a Head of School, a Principal for the upper school and a Principal for the lower school. This model, established in SY 2008-2009, allows for a more appropriate division of responsibilities ensuring both academic and organizational success.

PERFORMANCE LEVEL: 3

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – OPERATING WITHIN BYLAWS

4	3	2	1
Exemplary level of development and implementation	**Fully functioning and operational level of implementation**	**Limited development and/or partial implementation**	**Low level or no evidence of development and implementation**
The board's composition and operations are substantially in keeping with its bylaws. Bylaws are reviewed on a regular basis to ensure alignment between operations and bylaws. Appropriate changes are made as needed.	The board's composition and operations are substantially in keeping with its bylaws. Bylaws are reviewed occasionally to ensure alignment between operations and bylaws. Appropriate changes are made as needed.	The board's composition and/or operations are largely not in keeping with its bylaws. Bylaws are reviewed sporadically, if at all, but do not result in changes to ensure alignment between operations and the bylaws.	The board's composition and operations are not in keeping with its bylaws. Bylaws are not reviewed or consulted as it relates to the board's composition and operations.

COMMENTS: The Board is aware of the school's by-laws and operates by the Board's Policy Manual. The Board policy has been updated to better reflect school needs. Specifically, by-laws were updated in August 2007 following a self-assessment exercise the Board participated in which addressed a variety of areas including the role of the Board, the nominations process, bylaws, meetings and fundraising.

PERFORMANCE LEVEL: 4

OVERALL COMMENTS - ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE

EL Haynes demonstrated fully functioning or exemplary performance in 7 of 7 categories; thus the school meets this standard for organizational performance. EL Haynes board has managed the school effectively from an operational standpoint. Board minutes reflect committee structures, long-term planning and assessment. There has been minimal leadership turnover.

Compliance

A school will be a candidate for revocation of its charter following the Charter Review if it demonstrates a low level or no evidence of development or implementation as it relates to compliance with applicable laws, rules and regulations.

	Exemplary level of development and implementation	Operational level of implementation and development	Limited development and/or partial implementation	Low level or no evidence of development and implementation
The school has complied with applicable laws, rules and regulations, as evidenced by Compliance Review Findings in the maintenance of: **1. health and safety regulations;** **2. a Certificate of Occupancy documenting an occupancy load that is in keeping with the school's enrollment;** **3. insurance certificates;** **4. completed background checks for all employees and those who volunteer 10 or more hours per week at the school;** **5. an inventory of school's assets that indicates sources of funds;** **6. an open enrollment process; and** **7. NCLB requirements.**	School has an exemplary record of compliance with applicable laws, rules and regulations, maintains highly effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a record of substantial compliance with applicable laws, rules and regulations, maintains effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a record of partial compliance with applicable laws, rules and regulations, maintains inconsistently effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a poor record of compliance with applicable laws, rules and regulations, has ineffective or non-existent systems and controls in place for ensuring that legal requirements are met, and is currently out of compliance with relevant authorities.

COMMENTS: EL Haynes' four year record of compliance demonstrated a steady evolution from limited development in SY 2004-2005 with 13 non-compliance notifications to exemplary in SY 2007-2008 during which the school only received one non-compliance notification in the area of No Child Left Behind for lacking to send out correspondence to parents dated before September 1st. The notification was sent in October. The school's performance is in keeping with applicable laws, rules and regulations.

PERFORMANCE RATING: 4

Accountability Plan Performance Analysis
School: EL Haynes Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – ACCOUNTING POLICIES

1. Accounting Policies				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School follows PCSB accounting guidelines. Guidelines include 1) using approved auditors as required; 2) following audit policies; 3) maintaining records under accrual basis of accounting; 4) and reporting financial statements according to GAAP.	With minor exceptions, school follows PCSB accounting guidelines.	The school has failed to follow PCSB accounting guidelines for one audit cycle. School has implemented a corrective plan.	The school has failed to follow PCSB accounting guidelines for more than one audit cycle and/or the school has committed a significant breach in one cycle. A corrective plan is in development.	The school has failed to follow all PCSB accounting guidelines for more than one audit cycle. A corrective plan was not developed or was never followed.

Comments: Based on its interim financial reports and annual financial audits, E.L. Haynes has adhered to GAAP. Key results of the FY09 financial audit are…

- Financial statements conform to accounting principles generally accepted in the United States of America.
- One matter involving the internal control over financial reporting was identified as a significant deficiency (see 2a).
- No instances of noncompliance which are required to be reported under Government Auditing Standards.

Overall, E.L. Haynes has been efficient in administering accounting policies which follow PCSB accounting guidelines.

GRADE FOR ACCOUNTING POLICIES: 4.25

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FINANCIAL REPORTING

2. Financial Reporting a. Audited Statements				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Audits are submitted on a timely basis. Annual audit receives an unqualified opinion with no findings. Management displays a high level of transparency and an interest in continuous improvement of financial management.	Audits are submitted on a timely basis. Annual audit receives an unqualified opinion with no findings. Management letter reflects minimal need for changes in financial management. Any changes are implemented immediately.	Audits are submitted on time or with slight delay due to specific circumstances. Audit findings show need for significant improvement; school implements changes immediately. Procedures are tracked to ensure compliance with auditor's recommendations.	At least one audit has been significantly delayed. Annual audit receives a qualified opinion. Audit report or management letter indicates significant financial problems; changes not implemented from prior year's findings. School develops realistic plan based on auditor's recommendations to be implemented over the next year.	Audits have been significantly delayed for more than one cycle and/or not submitted at all. Annual audit receives a qualified opinion for two years or more. Audit report or management letter indicates significant financial problems for which turnaround is not feasible; changes not implemented from prior year's management letter.

Comments: EL Haynes has submitted its annual audits to the PCSB in a timely fashion. Each of the school's audits received an unqualified opinion. The following audit finding was disclosed in the FY2009 audit:

- Consolidated Financial Statements – School leadership has the responsibility for the consolidated financial statements of the school. School leadership is required to follow the generally accepted accounting principles in the preparation of school's financials. The consolidation process between E.L. Haynes and the E.L. Haynes QALICB LLC was problematic for the year ended June 30, 2009. School leadership did not factor in all of the required elements of GAAP such as minority interest, amortization of sale-leaseback and related depreciation adjustments, and these areas were adjusted by the auditors in the completion of the school's FY2009 audit.

GRADE FOR FINANCIAL REPORTING (Audited Statements): 4.25

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FINANCIAL REPORTING

2. Financial Reporting b. Budgets and Interim Financials				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Budgets and interim financials are submitted on time and follow the PCSB template. No significant problems identified in reports.	Budgets and interim financials are submitted on time and follow the PCSB template with few exceptions. Only minor spending variances or other problems are reported.	Budgets and interim financials are submitted late and/or do not follow the PCSB template. Significant variances or other problems are reported, but they have reasonable justifications and do not necessarily jeopardize the school's financial health.	Budgets and interim financials have not been submitted one or two times. Or, significant variances or other problems are reported without reasonable justifications. The school's financial health is potentially weakened.	Budgets and interim financials have not been submitted on several occasions. Or significant variances or other problems are reported, considerably jeopardizing the school's ability to operate as a going-concern.

Comments: EL Haynes has submitted its annual budgets and interim financial statements to the PCSB on time with no material problems identified. The school's budgets tend to be conservative reflections of management's cash flow expectations.

GRADE FOR FINANCIAL REPORTING (Budgets and Interim Financials): 5.00

Accountability Plan Performance Analysis
School: EL Haynes Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FINANCIAL REPORTING

2. Financial Reporting c. Taxes and Insurance				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Required IRS forms are filed and evidence of adequate insurance coverage is provided. All documentation is adequately maintained.	Required IRS forms are filed and evidence of minimal insurance coverage is provided. All documentation is adequately maintained, with minor exceptions.	Required IRS forms are filed, but have been late once or twice. Evidence of insurance is provided. Documentation is not properly filed or maintained.	Required IRS forms are consistently filed late. The school shows no evidence of adequate insurance coverage. Documentation is not properly filed or maintained.	Required IRS forms are not filed. The school does not have adequate insurance coverage. Adequate documentation is lacking.

Comments: The PCSB has not previously monitored schools' submission of filings to the Internal Revenue Service, so data are not available to confirm or deny that forms have been filed. Similarly, historical data on schools' level of insurance coverage are incomplete, as this criterion was previously checked onsite without documenting specific levels.

GRADE FOR FINANCIAL REPORTING (Taxes and Insurance): n/a

OVERALL GRADE FOR FINANCIAL REPORTING (AVERAGE): 4.63

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – INTERNAL CONTROLS

3. Internal Controls a. Establishment and Adherence to Internal Controls Policy				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Based on PCSB review and annual audit, school has clear, written internal controls in place to provide checks and balances. Audit indicates that all internal control policies are followed.	School has clear, written internal controls in place to provide checks and balances, with minor exceptions. Weaknesses identified by PCSB or auditor are minor and can be addressed immediately.	School has some internal controls in place. Weaknesses identified by PCSB or an auditor can be addressed over the course of the fiscal year.	School lacks some major internal controls. Weaknesses identified by PCSB or auditor need one to two years to be addressed. School is developing a corrective action plan.	School lacks basic internal controls and there is evidence of financial mismanagement.

Comments: The PCSB has not previously directly monitored schools' adoption of internal controls, so the PCSB lacks data to affirm the existence of written policies other than what is reported by an independent auditor. The school has engaged thorough audits and appears to have responded to recommendations for improvements to internal controls and as stated earlier, no matters involving the internal control over financial reporting that are considered to be weaknesses were presented in the school's latest audit.

GRADE FOR INTERNAL CONTROLS (Internal Controls Policy): 5.00

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – INTERNAL CONTROLS

3. Internal Controls b. Procurement				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School is in compliance with PCSB's contracting / procurement requirements.	School is in compliance with PCSB's contracting / procurement requirements, with minor exceptions noted.	School has had some violations of PCSB's contracting / procurement requirements over the course of the year. Violations were reasonably justified. Policies and procedures are in place to preclude future violations.	School has had consistent violations of PCSB's contracting / procurement requirements. A corrective plan is in development.	School has had consistent violations of PCSB's contracting / procurement requirements. Management lacks capacity to assure compliance.

Comments: EL Haynes regularly submits appropriate documentation of contracts to the PCSB for review. The PCSB believes that the school has been compliant in following procurement requirements.

GRADE FOR INTERNAL CONTROLS (Procurement): 5.00

OVERALL GRADE FOR INTERNAL CONTROLS (AVERAGE): 5.00

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – TRANSPARENCY OF FINANCIAL MANAGEMENT

4. Transparency of Financial Management a. Annual Budgets				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
The schools prepares an annual operating budget, a cash flow projection and, when required, a capital budget by June 1 each year. Budget reflects thoughtful planning and detailed assumptions. These documents are certified by the Board of Trustees. Modifications are made as necessary and are submitted to PCSB.	With some exceptions, school regularly prepares annual operating budget, cash flow projection and, as required, a capital budget. Budget reflects thoughtful planning. These documents are certified by the Board of Trustees. Modifications occur as necessary and are submitted to PCSB.	The school does not consistently submit budgets and/or modifications of budgets to PCSB. Budget lacks planning and/or clear assumptions. There appears to be a lack of consensus or understanding of the budget by board members. Corrective plans are in process and will be implemented within a fiscal quarter.	Budgets are not submitted on time and/or do not have board's approval. Clear budget policies are in development.	School lacks budget policies and procedures. The board and staff lack capacity to implement standard budgeting procedures.

Comments: EL Haynes has been very proactive in revising its budget as needed and providing updates to the PCSB. Budgets are thoughtful, show detail and provide relevant explanations. Budgets have been submitted to the PCSB on time.

GRADE FOR TRANSPARENCY (Annual Budgets): 5.00

Accountability Plan Performance Analysis
School: <u>EL Haynes Public Charter School</u>

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – TRANSPARENCY OF FINANCIAL MANAGEMENT

4. Transparency of Financial Management b. Management Organizations				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School accurately discloses relationships with its management organization. Contracts are provided to PCSB and are deemed reasonable and fair.	School accurately discloses relationships with its management organization. Contracts are provided to PCSB and are deemed reasonable and fair with few exceptions.	School does not adequately disclose relationship with organization upfront. Information is provided at PCSB's request. Contracts are unclear or present concerns in terms of financial and /or management control. There are indications of poor relationship between school and management organization.	School does not disclose relationship with organization upfront. Information is not easily obtained by PCSB. There is evidence of poor relationship between school and management organization.	School does not disclose relationship with organization upfront. PCSB cannot obtain satisfactory information.

Comments: Not applicable to this school.

GRADE FOR TRANSPARENCY (Management Organizations): <u>n/a</u>

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – TRANSPARENCY OF FINANCIAL MANAGEMENT

4. Transparency of Financial Management c. Related Party Transactions				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School accurately discloses transactions with related parties, as required by PCSB's guidelines.	School accurately discloses transactions with related parties, with minor exceptions.	School fails to disclose related party transactions. Information is provided at PCSB's request.	School fails to disclose related party transactions. Information is not easily obtained by PCSB. There is evidence of inadvertent mismanagement.	School does not disclose relationship with organization upfront. PCSB cannot obtain satisfactory information and/or there is evidence of unethical behavior and mismanagement.

Comments: Based on the information available, the PCSB believes that the school discloses all related party transactions as required. The following relationship was disclosed in the school's FY2009 audit. E.L. Haynes PCS Inc. and Subsidiary is comprised of two entities: E.L. Haynes PCS Inc. and ELH QALICB LLC. EL QALICB LLC was formed in 2008 as a Delaware limited liability company, whose members are E.L. Haynes Inc., as a regular member with 65.1% equity stake; City First Capital XIV, LLC, as an investor member with 34.9% equity stake; and ELH Management Corporation, as a non-member manager. The purpose of EL QALICB LLC is to negotiate and enter into a Qualified Low Income Community Investment (QLICI) loan with an investor; lease a certain portion of the premise at 3600 Georgia Avenue from the school pursuant to a site lease; sublease a certain portion of the premises at 3600 Georgia Avenue to the school pursuant to a facility lease, pay transaction costs and fund working capital cash reserves; take any and all other actions necessary to appropriate to further the purposes of ELH QALICB LLC within the scope of the ELH QALICB LLC operating agreement; and pursue the above purposes in a manner consistent with the tax-exempt status of the QALICB manager and regular member.

GRADE FOR TRANSPARENCY (Related Party Transactions): 5.00

OVERALL GRADE FOR TRANSPARENCY (AVERAGE): 5.00

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE

5. Fiscal Prudence a. Balanced Budget				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
The school has a balanced budget, based on reasonable assumptions, for the upcoming fiscal year. Expenses are less than revenues, or there is a reasonable explanation for deficit spending. Budgeting is thoughtfully aligned with long-term financial goals.	The school has a balanced budget using reasonable assumptions. Expenses are less than revenues, or there is a reasonable explanation for deficit spending. Current spending plans will contribute to long-term financial goals.	The school has a balanced budget using some questionable assumptions. Expenses are greater than revenues for one or more years.	The school does not have a balanced budget nor has one with questionable assumptions. Expenses have exceeded revenues more often than not.	The school has no prepared budget. Expenses consistently exceed revenues.

Comments: EL Haynes has concluded three of the last five fiscal periods with positive net income balances, enabling the school to amass an adequate net asset reserve (see table).

Fiscal Period	**2005**	**2006**	**2007**	**2008**	**2009**
NI	$ 222,739	$ 509,936	$ 857,545	$ (317,813)	$ (241,317)
Cumulative Reserves	$ 257,997	$ 767,933	$ 1,625,478	$ 1,307,665	$ 1,066,348

GRADE FOR FISCAL PRUDENCE (Balanced Budget): 4.50

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE

5. Fiscal Prudence b. Debt Capacity				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
According to financial statements, school takes on debt only with very thoughtful planning and well within its debt service capacity. Standard policies are in place to prevent unnecessary and/or onerous borrowing.	According to financial statements, school stays within its debt service capacity as required by the lender. Standard policies are in place to prevent unnecessary and/or onerous borrowing.	According to financial statements, school has significant debt and has exceeded its debt service capacity, potentially violating loan covenants. School and lender are implementing remedies. Polices were in place and were followed but extraordinary circumstances led to the current situation.	According to financial statements, school has significant debt and/or has defaulted on its loan. Lender has school on a watch list. School and lender are discussing remedies. Polices were not in place or were not followed.	According to financial statements, school has significant debt and defaulted on its loan. The lender has called the loan. No remedies are possible.

Comments: On April 4, 2008, the school secured permanent financing related to the construction of a new school building at 3600 Georgia Avenue, NW, Washington DC by entering into a transaction structured to qualify for the New Markets Tax Credit, as outlined in IRC Section 45(d). Total refinancing amounted to $18,316,021 of which the first payment was received in April 2008 in the amount of $16,742,021 and the second payment was received subsequent to June 30, 2008 in the amount of $1,574,000. As part of the transaction, the school formed ELH QALICB LLC (the Company), and signed a sale-leaseback agreement with the Company. Under terms of the sale-leaseback, the school entered in to a 29-year, 11-month site lease with the Company, leasing 87.2% of the building and 100% of the land for a total prepaid rental payment of $18,463,508. The school also entered into a 29-year, 11-month facility lease for both the building and land for the Company at an annual rental payment of $927,455 indexed to the CPI. Both leases are triple-net leases, whereby, the school is responsible for all maintenance, insurance, and taxes.

In addition to the note above, the school has entered into other notes payable related to the financing of the Georgia Avenue property.

Notes payable at June 30, 2009 and 2008, are as follows:

	2008	**2007**
Loan payable to bank for total of $18,316,021 with interest at 7%; no interest or principal until seventh year anniversary, annual payment of $900K, payable quarterly ending on the ninth year anniversary, then quarterly payments of interest only until maturity of April 3, 2038	$19,928,028	$16,742,021
Loan payable to DC with interest only at 3% and a balloon payment due July 6, 2011; secured by a third mortgage on the Georgia Avenue property	$2,095,130	$2,000,000
Loan payable to an organization with interest at 4.25%; interest only until completion of	$0	$1,510,000

building, then monthly payments of $8,972, including interest and an balloon payment due July 6, 2011;secured by a third mortgage on the Georgia Avenue property		
	$22,023,158	$20,252,021

Aggregate maturities of notes payable at June 30, 2009 and 2008, are due in future years as follows:

Years Ending June 30,	
2012	$2,095,130
2015 – 2038*	$19,928,028
	$22,023,158

*There are no maturities of notes payable during the years ending June 30, 2013 and 2014.

Interest expense related to notes payable incurred for the years ended June 30, 2009 and 2008, was $1,242,694 and $277,847, respectively.

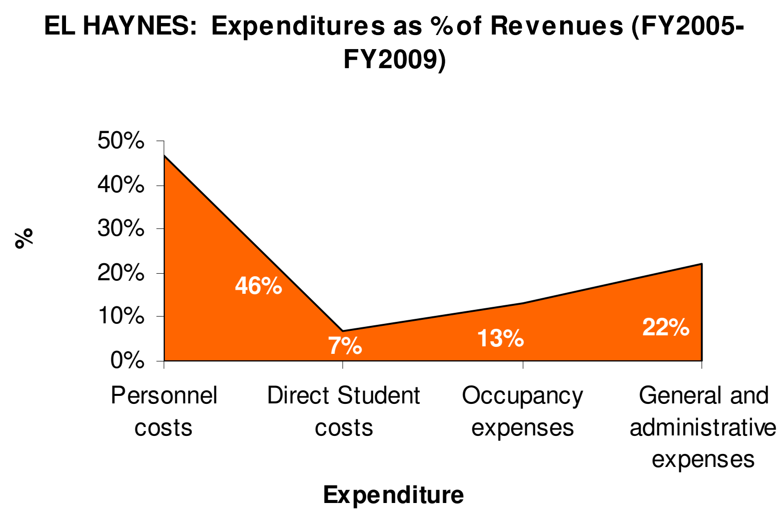
There was no capitalized interest for the year ended June 30, 2009. Interest of $862,480 was capitalized related to these notes payable for the years ended June 30, 2008.

GRADE FOR FISCAL PRUDENCE (Debt Capacity): 4.50

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE

5. Fiscal Prudence c. Appropriate Spending Decisions				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School makes spending decisions appropriate for the management of educational programs. Salaries and occupancy costs, in particular, are in line with industry comparables. Minor variances from industry standards are well explained and justified.	School makes spending decisions appropriate for the management of educational programs. Salaries and occupancy costs are slightly out of line with industry comparables, but with reasonable justifications.	School makes some inappropriate spending decisions, inadvertently. Salaries and occupancy costs are out of line with industry comparables but still have sufficient justifications. A corrective plan is being implemented.	School has a record of inappropriate spending decisions, with some reasonable justification. Salaries and occupancy costs are considerably out of line with industry comparables. A corrective plan is in development.	School has a record of inappropriate spending decisions which adversely impact programming, with no rational justifications. There is evidence of unethical behavior and fiscal mismanagement. Salaries and occupancy costs are egregiously out of line with industry comparables. No corrective plan is feasible.

Comments:
EL Haynes continues to make spending decisions appropriate for the management of educational programs. Salaries and occupancy costs are in line with industry comparables and PCSB financial metrics. As indicated by the chart below, the school's five-year average salary and occupancy expenditures expressed as a percentage of total revenue are 46% and 13% respectively; well below PCSB established thresholds of 50% for salary and 25% for occupancy.



GRADE FOR FISCAL PRUDENCE (Appropriate Spending): 5.00

PCSB Staff: Jeremy Williams

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE

5. Fiscal Prudence **d. Investment Decisions**				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
According to financial statements, school has significant liquid assets and manages them prudently, prioritizing safety over level of return. Clear written policies with board approval address how assets should be invested.	According to financial statements, school has minimal liquid assets and manages them prudently, prioritizing safety over level of return. Clear written policies with board approval address how assets should be invested.	According to financial statements, school has minimal liquid assets but their management is questionable; investment decisions appear somewhat risky.	According to financial statements, school has minimal to no liquid assets. Any assets invested are in high-risk/questionable areas.	According to financial statements, school has no liquid assets or minimal assets with no track record of investment decisions.

Comments: EL Haynes has been able to successfully manage its working capital needs and has been able to generate positive working capital balances at the conclusion of each fiscal period (see table below). Additionally, the school has significant liquid assets as indicated by the FY09 year ending liquidity ratio of 20.58.

Fiscal Period	2005	2006	2007	2008	2009
Net Working capital	$ 691,736	$ 990,704	$ 699,040	$ 2,959,579	$ 4,958,795
Liquidity ratio	7.35	4.95	2.01	2.24	20.58

GRADE FOR FISCAL PRUDENCE (Investment Decisions): 5.00

OVERALL GRADE FOR FISCAL PRUDENCE (AVERAGE): 4.75

Accountability Plan Performance Analysis
School: <u>EL Haynes Public Charter School</u>

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE (SUPPORTING DOCUMENTATION)

EL HAYNES: 5 YEAR BALANCE SHEET ANALYSIS

	2005	2006	2007	2008	2009
	$ 518,726	$ 664,513	$ 469,745	$ 1,770,663	$ 1,977,249
	$ 407	$ 527	$ 40,816	$ 364,106	$ 54,026
le	$ 213,608	$ 287,557	$ 380,383	$ 504,151	$ 584,386
	$ 39,097	$ 254,097	$ 39,517	$ 112,671	$ 3,310
	$ 28,897	$ 34,947	$ 49,777	$ 17,225	$ 29,865
	$ -	$ -	$ 411,235	$ 2,571,928	$ 2,563,212
	$ 800,735	$ 1,241,641	$ 1,391,473	$ 5,340,744	$ 5,212,048
	$ 66,261	$ 277,229	$ 10,384,936	$ 19,974,781	$ 19,640,711
	$ 66,261	$ 277,229	$ 10,384,936	$ 19,974,781	$ 19,640,711
	$ 866,996	**$ 1,518,870**	**$ 11,776,409**	**$ 25,315,525**	**$ 24,852,759**
	$ 36,359	$ 178,425	$ 619,332	$ 2,042,299	$ 253,253
	$ 72,640	$ 72,512	$ 73,101	$ 338,866	$ -
	$ 108,999	$ 250,937	$ 692,433	$ 2,381,165	$ 253,253
	$ 500,000	$ 500,000	$ 9,458,498	$ 20,252,021	$ 23,533,158
	$ 608,999	**$ 750,937**	**$ 10,150,931**	**$ 22,633,186**	**$ 23,786,411**
	$ 222,739	$ 509,936	$ 857,545	$ (317,813)	$ (241,317)
	$ 35,258	$ 257,997	$ 767,933	$ 1,625,478	$ 1,307,665
Net Assets)	$ 257,997	$ 767,933	$ 1,625,478	$ 1,307,665	$ 1,066,348
ets	**$ 866,996**	**$ 1,518,870**	**$ 11,776,409**	**$ 23,940,851**	**$ 24,852,759**
ty ratio:	1.94	0.65	5.82	15.49	22.07
	$ 691,736	$ 990,704	$ 699,040	$ 2,959,579	$ 4,958,795
	7.35	4.95	2.01	2.24	20.58

EL HAYNES: 5 YEAR INCOME STATEMENT ANALYSIS

	2005	2006	2007	2008	2009
Revenue:					
Support and revenue:					
Revenue:	$ 2,100,029	$ 3,124,128	$ 4,012,161	$ 5,457,825	$ 7,295,935
Total revenue	**$ 2,100,029**	**$ 3,124,128**	**$ 4,012,161**	**$ 5,457,825**	**$ 7,295,935**
Expenses:					
Personnel costs	$ 996,685	$ 1,335,629	$ 1,666,172	$ 2,939,560	$ 4,856,651
Direct Student costs	$ 193,160	$ 157,823	$ 219,801	$ 368,393	$ 482,624
Occupancy expenses	$ 329,223	$ 375,163	$ 395,611	$ 850,297	$ 343,070
General and administrative expenses	$ 358,222	$ 745,577	$ 873,032	$ 1,372,714	$ 3,126,003
Total expenses	**$ 1,877,290**	**$ 2,614,192**	**$ 3,154,616**	**$ 5,530,964**	**$ 8,808,348**
Net Income	$ 222,739	$ 509,936	$ 857,545	$ (73,139)	$ (1,512,413
Minority Interest	$ -	$ -	$ -	$ 244,674.00	$ (1,271,096
Beginning Net Assets	$ 35,258	$ 257,997	$ 767,933	$ 1,625,478	$ 1,307,665
Total Net Assets (Year End Balance)	$ 257,997	$ 767,933	$ 1,625,478	$ 1,307,665	$ 1,066,348
Profit Margin	**11%**	**16%**	**21%**	**-6%**	**-3%**
Personnel expenses/Total Revenue	**47%**	**43%**	**42%**	**54%**	**67%**
Direct Student expenses/Total Revenue	**9%**	**5%**	**5%**	**7%**	**7%**
Occupancy expenses/Total Revenue	**16%**	**12%**	**10%**	**16%**	**5%**
G&A expenses/Total Revenue	**17%**	**24%**	**22%**	**25%**	**43%**

B Staff: Jeremy Williams

Accountability Plan Performance Analysis
School: <u>EL Haynes Public Charter School</u>

B Staff: Jeremy Williams