



2013-14 Preliminary Charter Review Report

Euphemia Lofton Haynes Public Charter School

August 18, 2014

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FINDINGS AND RECOMMENDATION

The District of Columbia Public Charter School Board (“PCSB”) staff has conducted a charter review of the Euphemia Lofton Haynes Public Charter School (“E.L. Haynes PCS”) as required by the School Reform Act (“SRA”).¹ E.L. Haynes PCS fully met eleven goals, substantially met three goals, and partially met one goal.

The school has not materially violated the law or its charter. PCSB also has found that the school is in good financial standing. While by some indicators the school’s financials appear weak, this is the result of numerous tax-advantaged transactions the school has employed in the construction of its two facilities. PCSB has studied these transactions carefully and concluded that when the effects of these transactions are accounted for, the school is economically viable and financially strong. As the school unwinds its tax-advantaged transactions beginning in 2015, the financial measures discussed below will strengthen. PCSB will closely monitor these unwindings to ensure that the anticipated benefits of the transactions are realized.

Taking all of these findings into account, the PCSB Board voted 2-0 to fully continue the school’s charter.

INTRODUCTION

School Overview

E.L. Haynes PCS began operation in 2004 under authorization of PCSB. Since its inception, the school has been a leader in the DC charter community and has actively contributed to the growth of the sector. Its current mission is as follows:

Every E.L. Haynes student of every race, socioeconomic status and home language will reach high levels of academic achievement and be prepared to succeed at the college of his or her choice. Every E.L. Haynes student will be adept at mathematical reasoning, will use scientific methods effectively to frame and solve problems, and will develop the lifelong skills needed to be a successful individual, an active community member, and a responsible citizen.²

The school originally opened with pre-kindergarten (“PK”) through second grade programming and has expanded by a grade each year since that time. The school follows a year-round calendar, through which its students participate in an additional 1,000 hours of programming each year. Each class annually

¹ SRA §38-1802.12(a)(3).

² E.L. Haynes PCS notified PCSB via letter in 2009 that it intended to update its mission. See letter from Jennifer C. Niles, E.L. Haynes PCS Founder and Head of School, to Tom Nida, PCSB Board Chair, dated December 18, 2009, attached to this document as Appendix U. PCSB requests that this change be captured through a formal charter amendment, so that this updated mission is properly included in the school’s charter.

completes “learning expedition[s],” which are “...in-depth, long-term investigations of significant real-life problems and questions.”³

In the 2014-15 school year, the school will operate through twelfth grade. The school currently operates three campuses – (1) an elementary school campus (PK through 4th grade); (2) a middle school campus (5th through 8th grade); and (3) a high school campus, which currently serves students in ninth through eleventh grades and will expand to twelfth grade in school year 2014-15. E.L. Haynes PCS makes available additional new seats at the sixth and ninth grade level to ensure that new middle and high school students who have not previously attended the school have the opportunity to enroll. The school’s overall performance data is summarized in the table below.

	Ward (13-14)	Year Opened	Grades Served in 13-14	2013-14 Enrollment	10-11 PMF	11-12 PMF	12-13 PMF
Elementary School	4	2004	PK3-4	327	4 of 7 targets ⁴ (57.1%)	5 of 5 targets ⁵ (100%)	4 of 5 targets (80%)
Middle School	1	2007	5-8	395	78.9% ⁶ Tier 1	65.6% ⁷ Tier 1	60.9% Tier 2
High school	4	2011	9-12	227	-	-	58.3% Tier 2

Previous Charter Review

PCSB conducted a charter review of E.L. Haynes PCS in 2009-10, and the PCSB Board voted to grant the school full continuance, based on its academic, compliance, and fiscal performance.⁸

Charter Review Standard

The SRA stipulates that the authorizer “shall review [a school’s] charter at least once every [five] years.”⁹ As part of this review, PCSB must determine whether:

- (1) The school committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; and/or

³ See p. 9 of E.L. Haynes PCS’ 2012-13 Annual report, attached to this document as Appendix A.

⁴ This PMF score reflects performance for students in grades pre-kindergarten through two.

⁵ This PMF score reflects performance for students in grades pre-kindergarten through two.

⁶ This PMF score reflects performance for students in grades three through eight.

⁷ This PMF score reflects performance for students in grades three through eight.

⁸ See letter from Thomas A. Nida, PCSB Board Chair, to Guy Cecil, E.L. Haynes PCS Board Chair, dated January 27, 2010, attached to this document as Appendix R.

⁹ SRA §38-1802.12(a)(3).

- (2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.”¹⁰

If PCSB determines that a school has committed a material violation of law, or has not met its goals and expectations, it may, at its discretion, revoke the school’s charter, or grant the school a conditional continuance.

Additionally, there is a fiscal component to the charter review. PCSB is required by the SRA to revoke a school’s charter if PCSB determines in its review that the school (1) has engaged in a pattern of non-adherence to generally accepted accounting principles; (2) has engaged in a pattern of fiscal mismanagement; and/or (3) is no longer economically viable.

PCSB staff renewal analysis and recommendation

PCSB staff’s analysis supports the conclusion that, of the school’s 17 goals and academic achievement expectations (collectively, “goals”), E.L. Haynes PCS has fully met eleven goals, substantially met three goals, and partially met one goal. Two goals were not analyzed as part of this review because they related to E.L. Haynes PCS alumni – the school will graduate its first class of twelfth grade students in 2014-15. Some of the school’s goals that were assessed as not fully met are based on its high school’s performance, which is still in its early years of operation.

With respect to the school’s fifth goal (“Students will become independent learners and will complete independent papers, reports, and performances, culminating in a high-stakes independent project before they graduate”) PCSB found substantial qualitative evidence. This, along with data on high school projects and student-led conferences led PCSB to conclude that this goal had been met. However, the school should collect relevant data for this goal with respect to its elementary and middle school students in anticipation of its 15-year renewal.

Beyond the school’s strong performance in fulfilling its goals, it has not materially violated the law or its charter and is economically viable. PCSB also has found that the school is in good financial standing. While by some indicators the school’s financials appear weak, this is the result of numerous tax-advantaged transactions the school has employed in the construction of its two facilities. PCSB has studied these transactions carefully and concluded that when the effects of these transactions are accounted for, the school is economically viable and financially strong. As the school unwinds its tax-advantaged transactions beginning in 2015, the financial measures discussed below will strengthen. PCSB will closely monitor these unwindings to ensure that the anticipated benefits of the transactions are realized.

¹⁰ SRA §38-1802.12(c).

SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The SRA requires PCSB to review whether a school has met its goals and student academic achievement expectations (“expectations”) at least once every five years. Goals are specific aims that are measurable and usually related to a school’s mission, which may be categorized as academic, non-academic, and organizational, whereas expectations are student academic aims measured by assessments. Goals and expectations are only considered as part of the renewal analysis if they were included in a school’s charter, charter amendment, or accountability plans approved by the PCSB Board (collectively, the “Charter”).

The chart below summarizes PCSB’s determinations of whether the school met its goals and academic expectations. These determinations are further detailed in the body of this report.

	Goal or Expectation	Met?
1	Students will be confident, independent readers.	Yes
2	Students will be strong, independent writers and speakers.	Yes
3a	Students will be able to think critically and solve problems effectively.	Partially
3b	Students will master increasingly sophisticated mathematical concepts and be able to apply those concepts in a variety of settings.	
4	Students will master national science standards and become proficient in scientific inquiry, able to design and execute age-appropriate experiments.	Yes
5	Students will become independent learners and will complete independent papers, reports, and performances, culminating in a high-stakes independent project before they graduate.	Yes
6	Students will satisfy E.L. Haynes PCS’s graduation requirements and gain admission to college, the military, or other postsecondary option of their choice upon graduation.	N/A
7a	Students will have a positive attitude toward school and learning.	Substantially
7b	The school will create an environment for student and adult learning with a welcoming culture, high levels of trust, and rigorous standards.	
8a	Students will treat themselves, other students, staff, and the physical plant with respect.	Substantially
8b	Students will work collaboratively and resolve conflicts effectively and safely.	
9	Students will contribute to their school and community through service projects and see the	Yes

	positive impact they have on others.	
10	Graduating students will have a plan for their future and the confidence and preparation to pursue it.	N/A
11	Teachers and staff will be highly qualified, demonstrate high expectations for all students, and have a positive attitude toward the school and their colleagues.	Substantially
12	Families will see themselves as partners in their child's education and will be actively involved in the life of the school.	Yes
13	The school will be led by a strong, active Board of Trustees and a competent, effective leadership team headed by the principal.	Yes
14a	The school will strive to recruit and retain a diverse group of students, teachers, staff, administrators, and board members.	Yes
14b	Students will embrace diversity.	
15	A School Planning Team will support the principal and leadership team in the effective management of the school.	Yes
16	The school will be in sound fiscal health, and the Board of Trustees will ensure the school has the resources it needs to carry out its program.	Yes
17	The school will be a good citizen, contributing to the local community and sharing its math and science expertise with the larger educational community.	Yes

1. Students will be confident, independent readers.

Assessment: **E.L. Haynes PCS has met this goal.** Since 2009-10, the school has performed above the state reading average in all tested grades. The school's median growth percentile is, for the most part, at or above the median (50). Additionally, qualitative evidence supports a conclusion that students are encouraged in the classroom to read independently.

Early Childhood Literacy Growth and Achievement

E.L. Haynes PCS has met the majority of its pre-kindergarten literacy targets since 2010-11, had mixed performance on its kindergarten through second grade targets, and then exceeded the state averages in reading by third and fourth grade students.

Pre-Kindergarten Literacy Growth		
Year	Target	Target Met? ¹¹
2010-11	70% of preschool and pre-kindergarten students will meet or exceed the projected level of growth on the Peabody Picture vocabulary Test (“PPVT”).	No 66% ¹² of students met the projected level of growth.
2010-11	70% of preschool and pre-kindergarten students will meet or exceed the projected level of growth in at least 70% of the dimensions on the Teaching Strategies GOLD assessment.	Yes 89% of students exceeded the projected level of growth in at least 70% of the dimensions.
2011-12	70% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed their projected growth goals by the spring administration on the Creative Curriculum Teaching Strategies GOLD assessment.	Yes 76.5% of students met or exceeded their projected growth goals.
2012-13	70% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed their projected growth goals by the spring administration on the Creative Curriculum Teaching Strategies GOLD assessment.	Yes 74.0% of students met or exceeded their projected growth goals.
K-2 Literacy Growth		
Year	Target	Target Met? ¹³
2010-11	75% of kindergarten students will make at least a year of growth by meeting or exceeding the Developmental Reading Assessment (“DRA”) Level 3, and 75% of first- and second-grade students will make at least a year of growth on the DRA.	No 87% of students in kindergarten, 73% of students in first grade, and 46% of students in second grade achieved at least a year of growth.
2011-12	75% of kindergarten through second-grade students will make at least one year’s growth by the spring administration on the DRA.	Yes 79% of students made at least one year’s growth.
2012-13	75% of kindergarten through second-grade students will make at least one year’s growth by the spring administration on the Fountas and Pinnell assessment.	No 60.0% of students made at least one year’s growth.

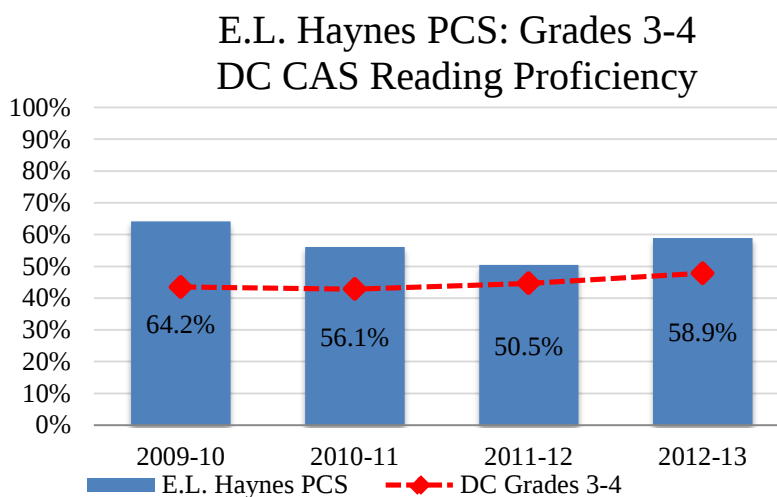
¹¹ In 2010-11, all early childhood results were rounded to the nearest whole number. In 2011-12 and 2012-13, early childhood results were rounded to the nearest tenth decimal.

¹² Early childhood rates were rounded to the nearest whole number in 2010-11.

¹³ In 2010-11, all early childhood results were rounded to the nearest whole number. In 2011-12 and 2012-13, early childhood results were rounded to the nearest tenth decimal.

K-2 Literacy Achievement		
Year	Target	Target Met? ¹⁴
2010-11	At least 70% of first grade students will reach level 16 and 70% of second grade students will reach level 24 or higher on the DRA at the end of the school year.	No 65% of first graders met the target and 62% of second graders met the target.
2011-12	70% of first-grade students will score on grade level (level 16) or higher on the DRA.	Yes 77% of students scored on grade level or higher.
2012-13	70% of first- and second-grade students will read on grade level or higher on the Fountas and Pinnell assessment.	Yes 76.0% of students read on grade level or higher.

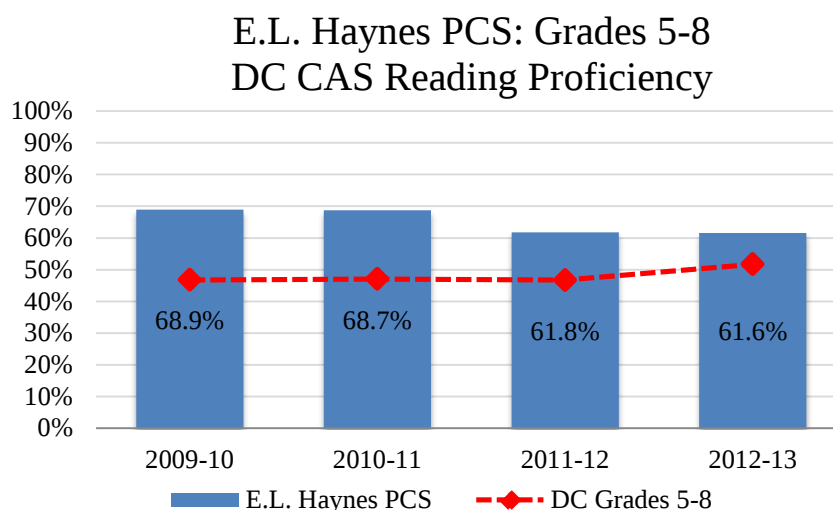
The school's third and fourth grade students have consistently achieved a higher proficiency rate than the state average.



¹⁴ In 2010-11, all early childhood results were rounded to the nearest whole number. In 2011-12 and 2012-13, early childhood results were rounded to the nearest tenth decimal.

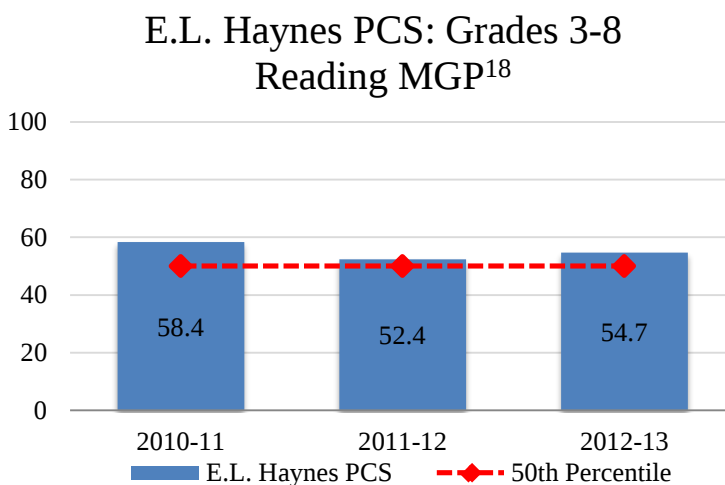
Middle School Reading Proficiency

The school's fifth through eighth grade students have consistently achieved a higher proficiency rate than the state average.



Elementary and Middle School Reading Growth

The graph below represents E.L. Haynes PCS' reading median growth percentile ("MGP"), the median of its individual students' growth percentiles.¹⁵ The school's MGP indicates that the school's students are growing at the same rate or exceeding the rate of other DC students in the same grades and with the same initial DC CAS performance.

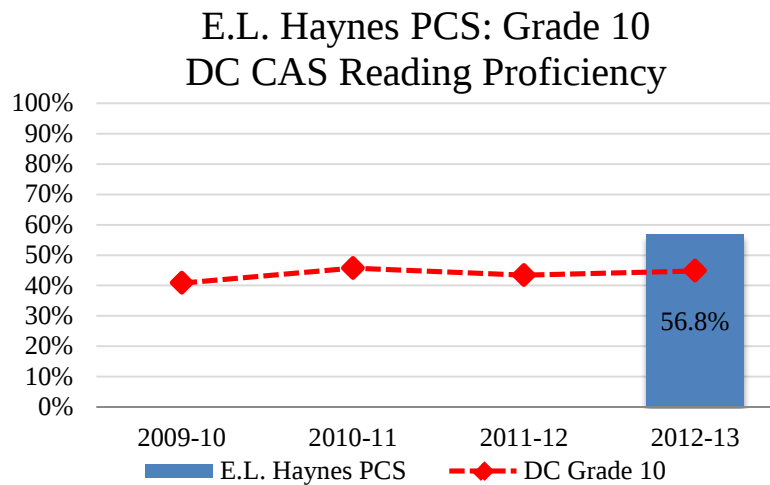


¹⁵ A student's growth percentile ("SGP") can range from 1 to 99, and reflects that students' academic growth compared to that of other DC students in their grade with similar initial proficiency. For example, a student with a reading SGP of 77% has grown in reading proficiency (as measured by the DC CAS), as much or more than 77% of his/her peers.

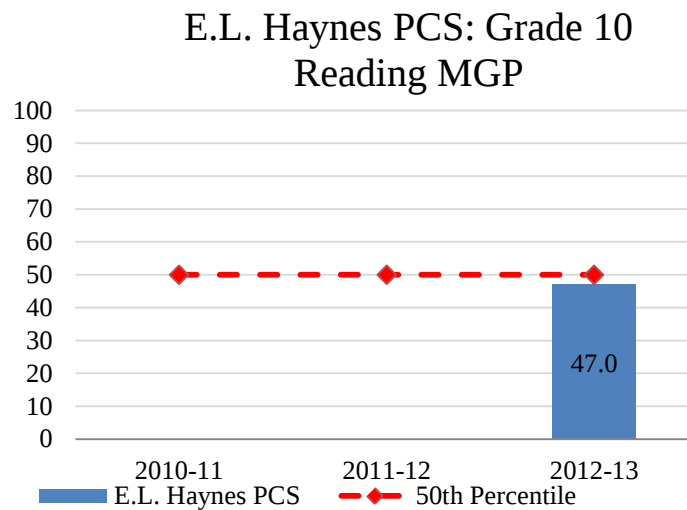
¹⁶ The 2012-13 MGP does not include third grade students.

High School Reading Proficiency

In 2012-13, the school had its first tenth grade class, which scored above the state reading proficiency rate.



The school's high school reading MGP indicates that the school's students are growing at the same rate or slightly below the rate of other DC students in the same grades and with the same initial DC CAS performance.



Special Education Reading Proficiency

Since 2009-10, E.L. Haynes PCS' special education reading proficiency rate has been consistently higher than the special education state averages. In 2012-13, the reading MGP of E.L. Haynes PCS fifth through eighth grade special education students was 43, compared to the state MGP of 43.

Reading Proficiency Among Students with Disabilities				
	09-10	10-11	11-12	12-13
E.L. Haynes PCS –Grades 3-4	25.0%	38.1%	25.9%	25.0%
DC SWD (Grades 3-4)	18.1%	19.9%	20.2%	24.1%
E.L. Haynes PCS –Grades 5-8	36.8%	44.7%	20.8%	27.6%
DC SWD (Grades 5-8)	16.2%	17.0%	15.8%	20.7%
E.L. Haynes PCS –Grade 10	-	-	-	20.0%
DC SWD (Grade 10)	-	-	-	13.9%

English Language Learners – Reading Proficiency

E.L. Haynes PCS' English Language Learner (“ELL”) third and fourth grade reading proficiency rate has been consistently below the ELL state average. However, in 2012-13 all of its ELL reading proficiency rates were near or above the state average. In 2012-13, the reading MGP of E.L. Haynes PCS fifth through eighth grade ELL students was 54, compared to the state MGP of 53.

Reading Proficiency Among English Language Learners				
	09-10	10-11	11-12	12-13
E.L. Haynes PCS –Grades 3-4	40.0%	26.7%	9.4%	40.5%
DC ELL (Grades 3-4)	43.4%	41.3%	40.4%	42.9%
E.L. Haynes PCS –Grades 5-8	46.5%	29.4%	34.7%	39.6%
DC ELL (Grades 5-8)	38.7%	37.2%	33.6%	39.7%
E.L. Haynes PCS –Grade 10	N/A	N/A	N/A	35.0%
DC ELL (Grade 10)	-	-	-	27.0%

Qualitative Evidence

PCSB conducted a Qualitative Site Review at each of E.L. Haynes PCS' three campuses in November 2013. The following evidence from these reviews supports that the school has met this goal.

Elementary school campus:

During classroom observations, students in all grades read leveled readers independently and in pairs. Students, in all grades were engaged in reading and older students tracked their progress with their packet of books. In small groups, teachers asked questions that allowed the students to explain the setting and mood of the story.¹⁷

Middle school campus:

Throughout classroom observations, students had opportunities to independently read. Many teachers modeled different ways to approach text before asking students to do so on their own. For example, in a social studies class, the teacher gave students a text and displayed it on the Promethean board; she supported them as they read through the first part of the text by discussing and annotating challenging words or phrases, consistently telling students, "You can read this!"¹⁸

High school campus:

In several observed classrooms, teachers randomly called on a small group of students to read directions or text aloud and the teachers often praised students for their efforts in fluency and comprehension. In a few classrooms, students worked on an independent reading activity using graphic organizers where they answered reading comprehension questions about what they read.¹⁹

¹⁷ See p. 4 of E.L. Haynes PCS – Elementary School Qualitative Site Review, attached to this document as Appendix D.

¹⁸ See p. 4 of E.L. Haynes PCS – Middle School Qualitative Site Review, attached to this document as Appendix E.

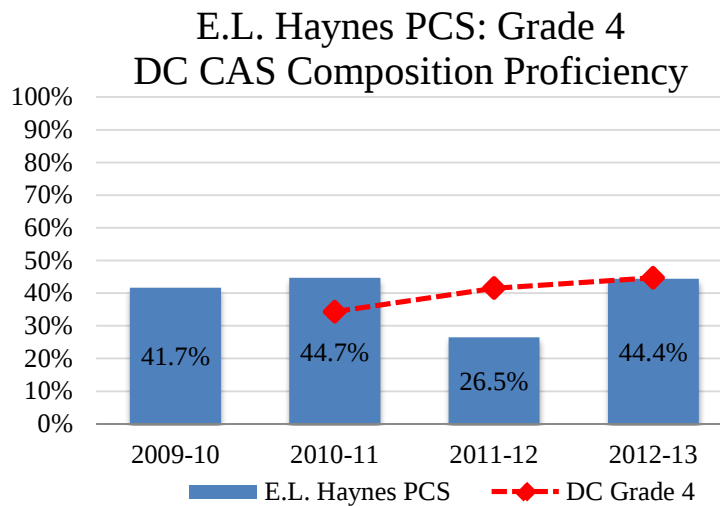
¹⁹ See p. 4 of E.L. Haynes PCS – High School Qualitative Site Review, attached to this document as Appendix F.

2. Students will be strong, independent writers and speakers.

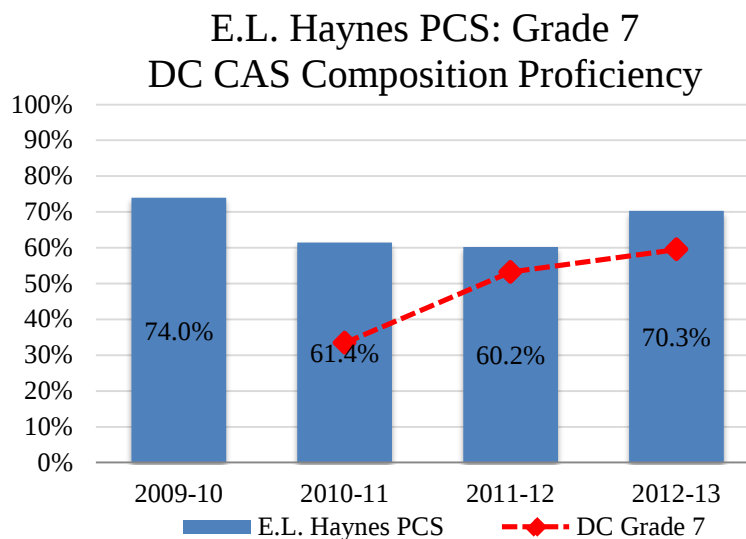
Assessment: **E.L. Haynes PCS has met this goal.** The school's composition proficiency rates have been for the most part above the state average, with 70.0% of the school's seventh grade students scoring proficient in 2012-13. Qualitative evidence supports the conclusion that the school met this goal, particularly at its elementary and middle school campuses. Qualitative evidence for this goal was mixed for the high school campus.

Composition Proficiency

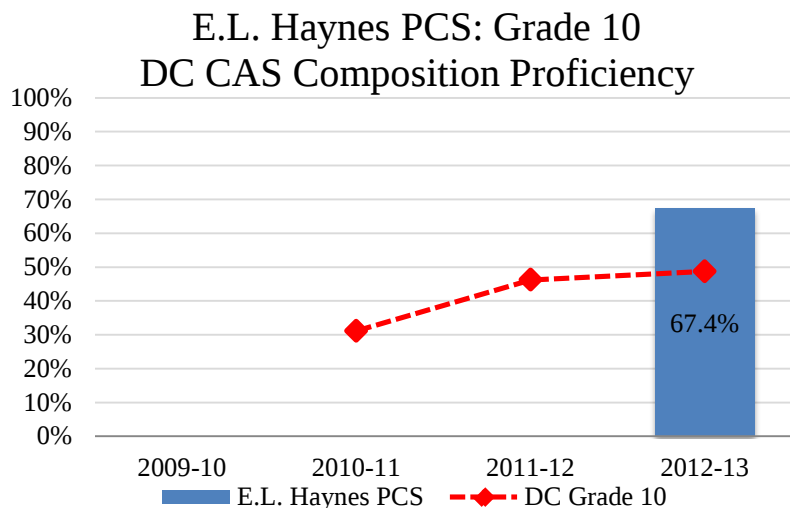
The school's fourth grade students have scored above the state average in composition for two of the three past academic years.



The school's seventh grade students have consistently scored above the state average in composition.



The school's first tenth grade class scored above the state average in composition.



Qualitative Evidence

Qualitative evidence from E.L. Haynes PCS' elementary and middle school campuses strongly supports the conclusion that the school is meeting this goal. However, qualitative evidence at the high school campus was mixed, with many students not paying attention during writing exercises and a few students dominating classroom discussions.

Elementary school campus:

Students had many opportunities to write and speak and appeared confident while doing both. Small groups worked on word patterns, deciding how to group words together. Students in all grades were active and engaged in lesson discussion. Students raised their hands to speak and teachers enforced this expectation. Teachers only called on students who raised their hands. All students had the opportunity to speak during small group discussions. All students were encouraged to participate and were actively involved in the teacher's questioning. All teachers utilized the Writers' Workshop model and emphasized the importance of quality writing. Pre-kindergarten students drew pictures, then labeled the picture or wrote sentences to explain them, depending on level of development.²⁰

Middle school campus:

Observers saw students across subject areas working to strengthen their writing and speaking abilities. In a humanities class, students participated in Writer's Workshop, drafting essays and adding evidence around their ideas; as students worked independently in this classroom, a teacher

²⁰ See Appendix D, p. 5.

worked with a small group of students on their writing, specifically targeting vocabulary...Teachers supported the writing process in various ways. In one classroom, students worked on an independent writing activity using graphic organizers that broke down a paragraph into parts; the teacher circulated around the classroom to provide assistance to students...Teachers emphasized speaking skills throughout the observations...In several eighth grade classrooms, students carefully listened to each other and gave evidence to this when debating thoughts and ideas, such as “I agree with you because...”, “I respectfully disagree because...” Teachers consistently helped students improve their speaking skills by asking them to speak more clearly and by clarifying as they shared ideas with the whole class.²¹

High school campus:

In an English classroom the students worked on prewriting by using complete sentences in a graphic organizer. In one science classroom the teacher provided students with a rubric and exemplar aimed to clearly communicate the key elements of a high quality scientific memo. Several students provided the teacher with examples aimed to improve their individual scientific memo. However, in other classrooms students were not paying attention during writing activities. In many classrooms observed teachers only called on students who raised their hands. This led to many students not participating in class conversations or discussions. A small group of students dominated the discussion in most classrooms.²²

3a. Students will be able to think critically and solve problems effectively.

3b. Students will master increasingly sophisticated mathematical concepts and be able to apply those concepts in a variety of settings.

Assessment: **E.L. Haynes PCS has partially met these goals.** The school has performed above the state average in math in every year since 2009-10 (except for its third and fourth grade students in 2012-13). Additionally, its math median growth percentile was above 50, except for in the 2012-13 school year. The school’s math proficiency rate, along with its median growth percentile, has declined since 2010-11. Qualitative evidence for these goals is mixed, with PCSB reviewers noting that the school’s elementary school math classes were weaker than other subjects and that teachers were not effectively promoting critical thinking in the school’s high school math classes.

²¹ See Appendix E, pp. 5-6.

²² See Appendix F, p. 5.

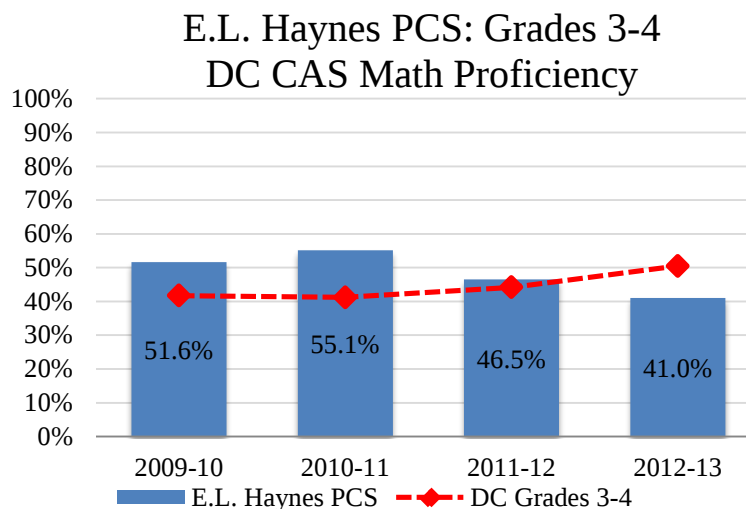
Early Childhood Math Proficiency

In 2010-11, E.L. Haynes set one early childhood math achievement target, which it met.

K-2 Math Achievement		
Year	Target	Target Met? ²³
2010-11	At least 50% of first- and second-grade students will score at the 50th percentile or higher at the spring administration in mathematics on the Terra Nova assessment.	Yes 82% of students scored at the 50th percentile or higher.

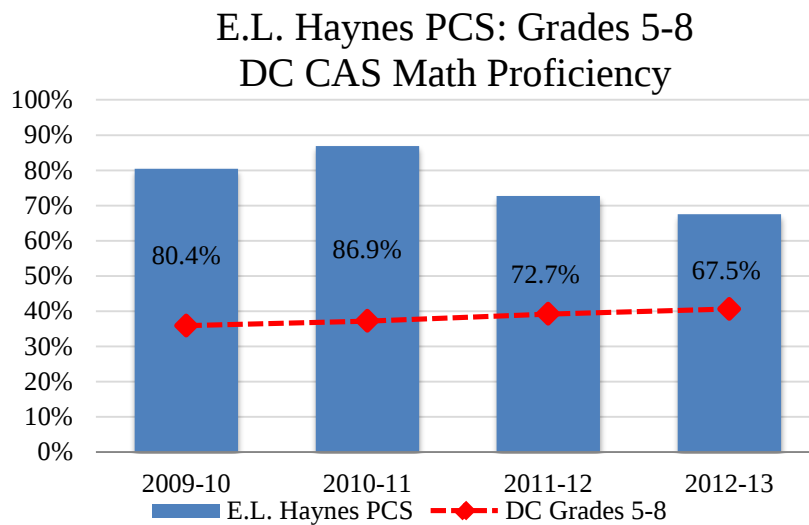
Math Proficiency

E.L Haynes PCS' third and fourth grade proficiency rate was above the state average from 2009-10 to 2011-12. However, this rate has fallen each year since 2010-11, and in 2012-13, the school performed below the state average in these grades.

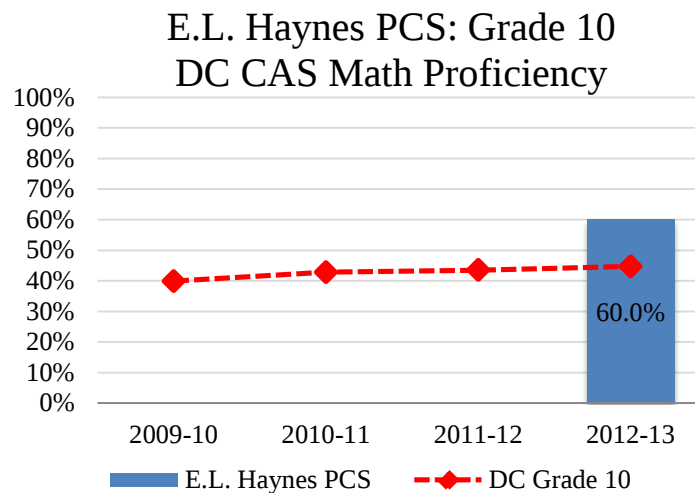


²³ In 2010-11, all early childhood results were rounded to the nearest whole number. In 2011-12 and 2012-13, early childhood results were rounded to the nearest tenth decimal.

E.L. Haynes PCS' fifth through eighth grade math proficiency has been above the state average each year since 2009-10, but it also has been declining each year since 2010-11.



E.L. Haynes PCS' tenth grade proficiency rate was higher than the state average in 2012-13.

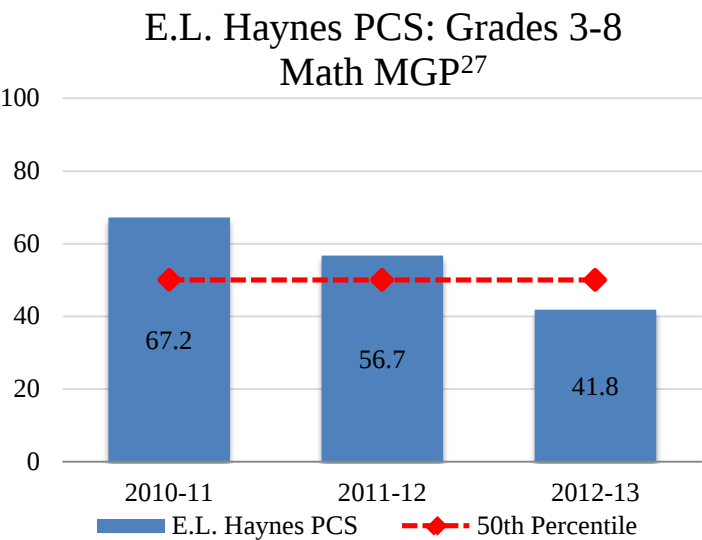


Math Growth

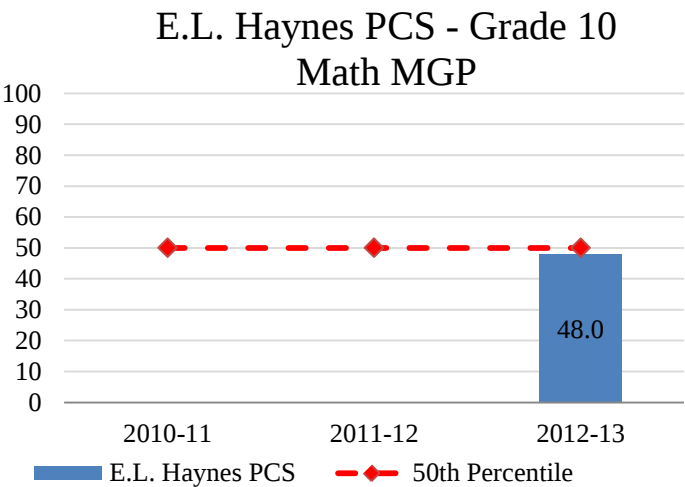
The graph below represents E.L. Haynes PCS' math median growth percentile ("MGP"), the median of its individual students' growth percentiles.²⁴ In 2010-11 and 2011-12, the school's students are growing at the same rate or exceeding the rate of other DC students in the same grades and with the same initial

²⁴ A student's growth percentile ("SGP") can range from 1 to 99, and reflects that students' academic growth compared to that of other DC students in their grade with similar initial proficiency. For example, a student with a reading SGP of 77% has grown in reading proficiency (as measured by the DC CAS), as much or more than 77% of his/her peers.

DC CAS performance. However, the school’s math MGP has decreased each year since 2010-11, and in 2012-13, it dropped below 50 to 41.8.



The school’s high school math MGP indicates that the school’s students are growing at the same rate or slightly below the rate of other DC students in the same grades and with the same initial DC CAS performance.



Special Education Math Proficiency

For the most part, the school’s special education math proficiency rate has been above the state average. The math proficiency rate of third and fourth grade special education students dropped by 28.1

²⁵ The 2012-13 MGP does not include third grade students.

percentage points from 2010-11 to 2011-12, and remained low in 2012-13. In 2012-13, the math MGP of E.L. Haynes PCS fifth through eighth grade special education students was 31, compared to the state MGP of 43.

Math Proficiency Among Students with Disabilities (3rd and 4th Grade)				
	09-10	10-11	11-12	12-13
E.L. Haynes PCS –Grades 3-4	25.0%	42.9%	14.8%	15.0%
DC SWD (Grades 3-4)	14.7%	18.7%	19.7%	19.3%
E.L. Haynes PCS –Grades 5-8	47.4%	73.7%	36.5%	35.5%
DC SWD (Grades 5-8)	18.6%	21.7%	20.3%	26.0%
E.L. Haynes PCS –Grade 10	-	-	-	20.0%
DC SWD (Grade 10)	-	-	-	13.9%

English Language Learners – Math Proficiency

There is a significant gap between the school’s English Language Learner (“ELL”) third and fourth grade math proficiency rate and the state average. However, the proficiency rate of its other ELL students is for the most part above the state average. In 2012-13, the math MGP of E.L. Haynes PCS fifth through eighth grade ELL students was 41, compared to the state MGP of 51.

Math Proficiency Among English Language Learners				
	09-10	10-11	11-12	12-13
E.L. Haynes PCS –Grades 3-4	30.0%	46.7%	15.6%	21.4%
DC ELL (Grades 3-4)	45.2%	47.9%	46.7%	53.4%
E.L. Haynes PCS –Grades 5-8	67.4%	84.3%	57.3%	50.5%
DC ELL (Grades 5-8)	47.4%	52.1%	47.3%	51.2%
E.L. Haynes PCS –Grade 10	N/A	N/A	N/A	60.0%
DC ELL (Grade 10)	-	-	-	39.6%

Qualitative Evidence

Qualitative evidence associated with this goal is mixed. At the middle school level, qualitative evidence supported the conclusion that the school was meeting this goal, but observers found that math classes were of weaker quality at the elementary school level and that math classes were not sufficiently challenging at the high school level.

Elementary school campus:

Students had multiple opportunities to think critically and solve problems effectively. Teachers framed questions to give students an opportunity to think and respond. Teachers utilized effective wait time to give students the opportunity to think about their response before raising their hand. In many instances, the teacher pushed a student to respond more completely. Teachers encouraged students to point to the book or elaborate to substantiate their answers. Students were comfortable with sentence starters (to agree, to disagree, and to use evidence) to assist them in responding to the teacher or other students.²⁶

...

The math lessons observed were not as successful in classroom environment or instructional delivery as other subjects observed. In one observation, students were clearly confused about the lesson objective and content because they did not know how to complete the assignment. The teacher walked around the room only restating the goal of the project repeatedly, without specifically assisting students or rephrasing the directions or content. In another room, the teacher appeared frustrated with students and spoke over the students to convey the content of the lesson.²⁷

Middle school campus:

Throughout classrooms and across subject areas, teachers supported students in improving their abilities to think critically and to solve problems effectively. In a math class, students worked on solving proportionality problems using graphs and equations. In another math class, students had the opportunity to think deeply about positive and negative numbers as they explored the concept of number opposites, working on adding and subtracting rational numbers...Observers saw students throughout classrooms working on sophisticated math concepts

²⁶ See Appendix D, p. 5.

²⁷ See Appendix D, p. 6.

and applying concepts to different settings. Students in one math class presented theories around the concept of zero, and discussed whether or not zero had an opposite, agreeing and disagreeing with each other; the discussion functioned smoothly. In a remedial math class, teachers supported students by asking probing questions to advance their understanding of how to apply math concepts.²⁸

High school campus:

In some of the observed classrooms teachers asked students to respond to questions and to explain the process used to produce an answer...However, in about two-thirds of the classrooms teachers did not ask higher order thinking questions to help prepare students to think critically and solve problems effectively. Questions in these classrooms required a single correct answer and were of low-cognitive level. In addition to the low-level questioning, the students in over half of the classrooms were not engaged in the lesson.²⁹

...

Students in math classes explored the properties of slope, solving and graphing equations, and finding angles with perpendicular lines. In other classrooms, teachers and students demonstrated a low commitment to learning. In many classrooms, including math classes, students were off task and not engaged in the lesson. The questioning in some math classes was low-level and did not appear to challenge students.³⁰

4. Students will master national science standards and become proficient in scientific inquiry, able to design and execute age-appropriate experiments.

Assessment: **E.L. Haynes PCS has met this goal.** Its students' science proficiency rates have been above the state average since 2010-11 (but, like its math proficiency, have decreased each year since 2010-11). Qualitative evidence also supports the conclusion that the school has met the goal.

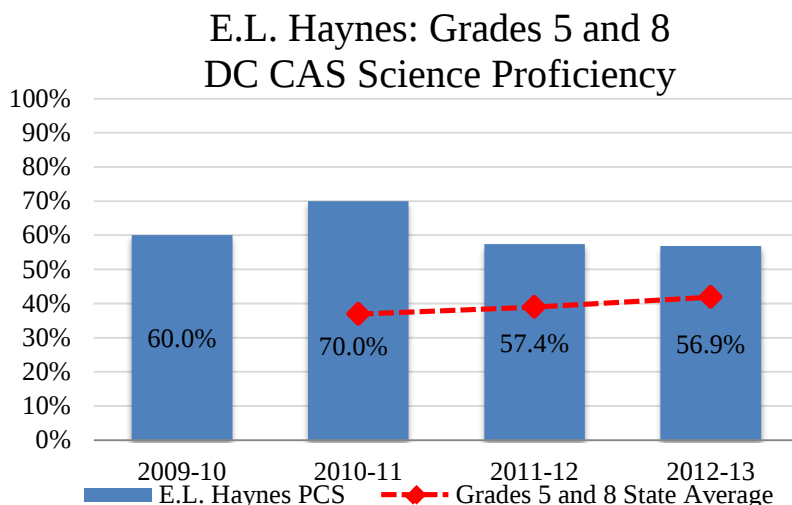
Science Proficiency

E.L. Haynes PCS' science proficiency rate has been above the state average each year since 2010-11. However, its proficiency rate has decreased each year since 2010-11.

²⁸ See Appendix E, pp. 6-7.

²⁹ See Appendix F, p. 5.

³⁰ See Appendix F, p. 6.



Qualitative Evidence

Qualitative evidence supports the conclusion that the school is meeting this goal.

Elementary school campus:

Science centers in pre-kindergarten through kindergarten included live plants, magnifying glasses, leaves, seeds, and other items from the natural environment. During center time, student explored and used observation skills with the science items. Additionally, each room had a live organism from plants to an aquarium for students to observe.³¹

Middle school campus:

The QSR team saw evidence to support the school's progress in providing a strong science education, though the QSR team was unable to assess whether or not the activities were aligned to national science standards and appropriate for students' grade levels...In an eighth grade science class, students worked on identifying parts of an atom, counting the number of electrons in several elements on the periodic table.³²

High school campus:

The review team observed some evidence students will master national science standards and become proficient in scientific inquiry, particularly in the more advanced science classrooms. In one observed science class teachers instructed students to complete a detailed report of results from

³¹ See Appendix D, p. 6.

³² See Appendix E, p. 7.

their scientific experiment. In another science class the teacher reviewed scientific inquiry and students planned how to complete the experiment in the following week.³³

5. Students will become independent learners and will complete independent papers, reports, and performances, culminating in a high-stakes independent project before they graduate.

Assessment: **E.L. Haynes PCS has met this goal.** All high school students are required to prepare and present an independent project as a requirement of graduation. Qualitative evidence supports the conclusion that the school has met this goal at the elementary and middle school campuses.

High School Student-Led Conferences

Each academic quarter, all high school students prepare and present a digital portfolio of their learning to their peers, parents, and staff. These presentations are graded and are part of an advisory course credit required for graduation. The school provided the guidelines for these presentations, as well as a sample of student work, in support of this goal.³⁴

Qualitative evidence

PCSB's observed qualitative evidence supports the conclusion that the school's elementary and middle campuses are meeting this goal. At the high school level, students were observed not being effective independent learners.

Elementary school campus:

In each classroom, students worked on activities and read independently while the teacher worked with small groups. Even during classroom disruptions (e.g. one misbehaving student), the class continued to independently read and focus on their task. Teachers also encouraged students to take care of their work because quality work was important. Students were genuinely thrilled and excited to work on learning activities and teachers provided positive phrases and encouraged high expectations from students.³⁵

Middle school campus:

Observers saw students reading independently, writing and revising essays either with the help of a partner or on their own, and answering questions about text independently. Students in multiple classrooms independently completed graphic organizers focused on parts of an essay.

³³ See Appendix F, p. 6.

³⁴ See Student Led Conference Guide, attached to this document as Appendix S.

³⁵ See Appendix D, p. 7.

Students in a science class collected information online related to their own independent research projects.³⁶

High school campus:

The review team observed inconsistent evidence [of this goal]. In 40% of the observations, students were engaged in learning and focused on becoming independent learners...However, in the majority of classrooms students were seen to be off-task and/or not working to their full potential. In many cases, if the teacher was not working directly with students the students were off task. Many students did not participate in class discussions, choosing instead to talk to neighbors or lay their heads on the desks.³⁷

6. Students will satisfy EL Haynes PCS's graduation requirements and gain admission to college, the military, or other postsecondary option of their choice upon graduation.

Assessment: **This goal was not assessed as part of this review because E.L. Haynes PCS' high school program began in 2012-13 and the first students will graduate in school year 2014-15.**

7a. Students will have a positive attitude toward school and learning.

7b. The school will create an environment for student and adult learning with a welcoming culture, high levels of trust, and rigorous standards.

Assessment: **E.L. Haynes PCS has substantially met these goals.** Its attendance and reenrollment rates, which the school cites as indicators for these goals, have been above the sector average since 2009-10. The qualitative evidence, for the most part, also supports the conclusion that the school met this goal in the elementary and middle schools, but less so in the high school.

Attendance

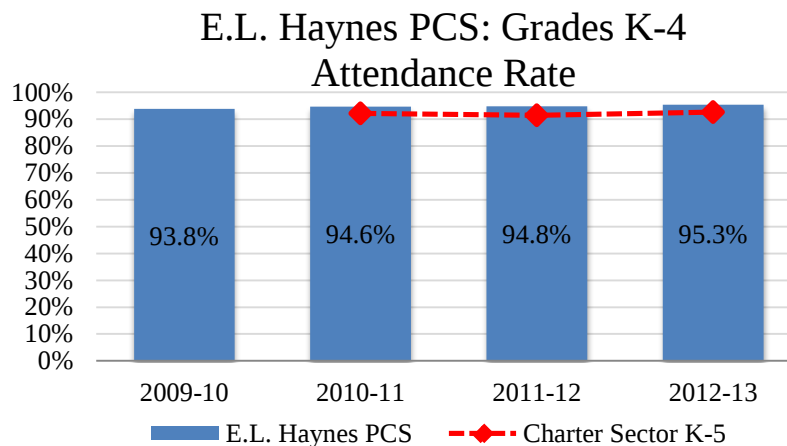
E.L. Haynes PCS considers student attendance as an indicator to assess whether students have a positive attitude toward school and learning. The school has met its pre-kindergarten attendance targets, and its attendance rates for kindergarten through tenth grades is at the sector average.

³⁶ See Appendix E, pp. 7-8.

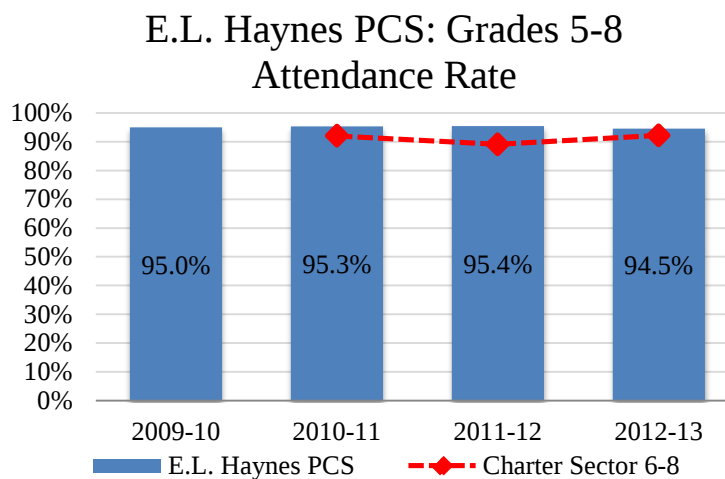
³⁷ See Appendix F, p. 7.

Pre-Kindergarten Attendance Targets		
Year	Target	Target Met? ³⁸
2010-11	On average, preschool and pre-kindergarten students will attend school 885 of the days.	Yes The average daily attendance was 95%.
2011-12	On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.	Yes The average daily attendance was 95.8%.
2012-13	On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.	Yes 95.6%.

E.L. Haynes PCS' kindergarten through fourth grade attendance rate is above the sector average.

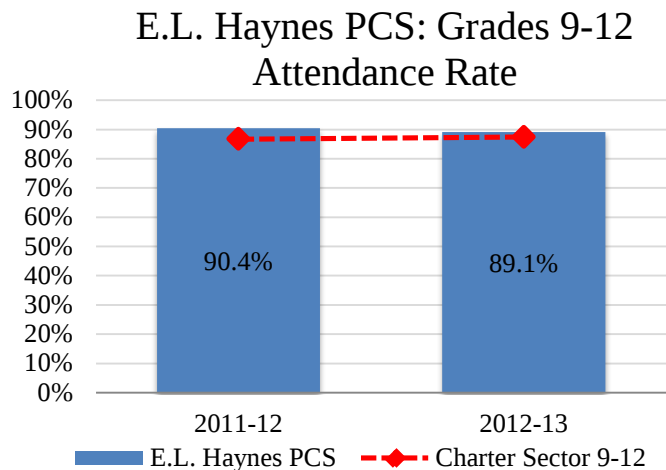


The school's fifth through eighth grade attendance rate is above the sector average.



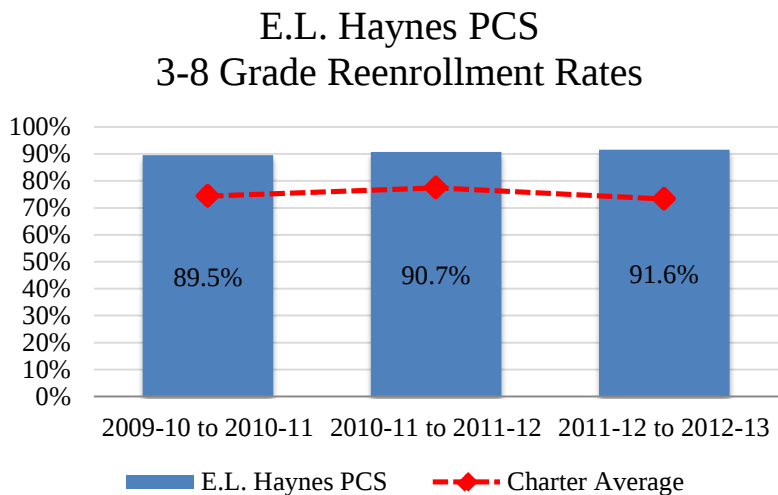
³⁸ In 2010-11, all early childhood results were rounded to the nearest whole number. In 2011-12 and 2012-13, early childhood results were rounded to the nearest tenth decimal.

The school's ninth and tenth grade attendance rate is above the sector average.



Reenrollment

E.L. Haynes PCS also considers student reenrollment as an indicator to assess whether students have a positive attitude toward school and learning. The school's reenrollment has been consistently above the sector average. Its high school reenrollment rate from 2011-12 to 2012-13 was 86.1%, also above the sector average.



39

³⁹ The 2011-12 to 2012-13 reenrollment rate is for students in grades four through eight.

High School Climate Survey

In 2013-14, 254 E.L. Haynes PCS high school students completed a survey about school climate. In this survey, 90% of students agreed or strongly agreed with the statement that “My school is a welcoming place for my family.”⁴⁰

Qualitative Evidence

Qualitative evidence from PCSB’s Qualitative Site Reviews for the most part supports the conclusion that the school is meeting these goals. There was some mixed evidence at the elementary campus, and at the high school campus many students demonstrated off-task behavior.

Elementary school campus:

Overall students appeared positive and engaged in all grades. Students were excited to raise their hand and participate in class discussions and students participated freely in activities.⁴¹

...

This goal was implemented inconsistently across the school. A few teachers were irritated with students as they worked together and neither their body posture nor tone of voice appeared to be welcoming. In most observations, the teachers created a welcoming environment that appeared to be warm and caring. Teachers supported students and encouraged them to learn. Teachers also encouraged students to deepen their understanding of the content through higher order thinking questions and work that allowed students to explore their thought processes, rather than just write in the correct answer to meet rigorous standards.⁴²

Middle school campus:

Throughout classrooms, most students seemed to have a positive attitude toward school and learning. Students in many classrooms eagerly answered the teachers’ questions, and extended the discussion by making connections to previous classes or to other subjects. Most students were on task throughout the lessons, arriving on time and rarely asking to leave.⁴³

...

Teachers encouraged trust with students by discussing their academic goals and their past grades; in preparation for parent-teacher conferences.

⁴⁰ See E.L. Haynes PCS High School Climate Survey, attached to this document as Appendix T.

⁴¹ See Appendix D, p. 7.

⁴² See Appendix D, p. 8.

⁴³ See Appendix E, p. 8.

Students examined their semester grades and created new goals for the next semester. The teacher conferred and checked over goals with individual students, and encouraged students, particularly those who chose ambitious goals. Most teachers had warm, caring relationships with students, as demonstrated by one teacher who had nicknames for students. The school receptionist greeted students in a friendly, pleasant way as they entered the school. Throughout the school, observers noticed a culture of high expectations through teachers telling students what they expected of them (tracking the speaker, listening, how to agree and disagree, etc.) and through charts and posters throughout classrooms.⁴⁴

High school campus:

[This goal] was observed inconsistently by the review team. In some classrooms, teachers created a welcoming culture by using phrases such as “Great job!” and “I know you can do this!” In addition, teachers addressed disrespectful interactions effectively and consistently. In contrast, in some classrooms the students demonstrated low commitment to learning, were not productively engaged in the learning task, and were either sleeping on desks or socializing about non-academic content.⁴⁵

...

Students in some classes participated in teacher-led discussions. In one science class students expressed enthusiasm for lab assignments and were eager to learn. In one history class the students were focused and remained on task throughout the lesson. However, in almost half of the observations students demonstrated noticeable off-task behavior. In one math classroom several students refused to complete the assignment. In an English classroom the teacher needed to continually reinforce expectations due to the large number of students’ off-task.⁴⁶

8a. Students will treat themselves, other students, staff, and the physical plant with respect.

8b. Students will work collaboratively and resolve conflicts effectively and safely.

Assessment: **E.L. Haynes PCS substantially met these goals.** The majority of the evidence supports the school meeting these goals. The school’s discipline rates, for the most part, are below the sector

⁴⁴ See Appendix E, pp. 10-11.

⁴⁵ See Appendix F, p. 10.

⁴⁶ See Appendix F, p. 7.

average, with the exception of its high school expulsion rates. Qualitative evidence at the elementary and middle school levels also supports the conclusion that the school is not meeting these goals. However, given the strong qualitative evidence weighing against this goal, PCSB staff's conclusion is that the school substantially met these goals.

Discipline Rates

The following tables detail E.L. Haynes PCS' discipline rates since 2009-10. PCSB has charter sector averages for these data points starting in 2011-12. Red shading indicates that E.L Haynes PCS' rate is above the sector average. The school's discipline rates were for the most part below the sector average in 2011-12 and 2012-13.

Elementary School

For the most part, E.L. Haynes PCS' elementary school campus' discipline rates are below the sector average.

Pre-Kindergarten Discipline Data				
Out-of-School Suspensions				
	09-10	10-11	11-12	12-13
E.L. Haynes PCS – PK3-PK4	2.4% (1 student)	0%	1.2% (1 student)	0.0%
Charter Sector (Grades PK-8)	-	-	11.8%	10.0% ⁴⁷
Long-Term Suspensions (10+ Days)				
	09-10	10-11	11-12	12-13 ⁴⁸
E.L. Haynes PCS – PK3-PK4	0%	0%	1.2% (1 student)	0.0%
Charter Sector (Grades PK-8)	-	-	0.9%	0.0% ⁴⁹
Expulsions				
	09-10	10-11	11-12	12-13 ⁵⁰
E.L. Haynes PCS – PK3-PK4	0.0%	0.0%	0.0%	0.0%
Charter Sector (Grades PK-8)	-	-	1%	0.5%

⁴⁷ 2012-13 comparison is a city rate, not a charter sector rate.

⁴⁸ In 2012-13, PCSB defined long-term suspension as eleven or more days.

⁴⁹ 2012-13 comparison is a city rate, not a charter sector rate.

⁵⁰ In 2012-13, PCSB defined long-term suspension as eleven or more days.

K-4 Discipline Data				
Out-of-School Suspensions				
	09-10	10-11	11-12	12-13
E.L. Haynes K-4	12.3% (33 students)	4.7% (14 students)	7.3% (22 students)	1.7% (5 students)
Charter Sector (Grades PK-8)	-	-	11.8%	10.0% ⁵¹
Long-Term Suspensions (10+ Days)				
	09-10	10-11	11-12	12-13 ⁵²
E.L. Haynes K-4	0%	0%	0.0%	0.0%
Charter Sector (Grades PK-8)	-	-	0.9%	0.0% ⁵³
Expulsions				
	09-10	10-11	11-12	12-13 ⁵⁴
E.L. Haynes K-4	0.0%	0.0%	0.0%	0.0%
Charter Sector (Grades PK-8)	-	-	1.0%	0.5%

Middle School

E.L. Haynes PCS' middle school campus' discipline rates are mostly below the sector average.

Out-of-School Suspensions				
	09-10	10-11	11-12	12-13
E.L. Haynes PCS – Grades 5-8	14.7% (22 students)	5.3% (12 students)	12.7% (37 students)	7.0% (24 students)
Charter Sector (Grades PK-8)	-	-	11.8%	10.0% ⁵⁵
Long-Term Suspensions (10+ Days)				
	09-10	10-11	11-12	12-13 ⁵⁶
E.L. Haynes PCS – Grades 5-8	2.7% (4 students)	0.0%	0.7% (2 students)	0.6% (2 students)
Charter Sector (Grades PK-8)	-	-	0.9%	0.0% ⁵⁷

⁵¹ 2012-13 comparison is a city rate, not a charter sector rate.

⁵² In 2012-13, PCSB defined long-term suspension as eleven or more days.

⁵³ 2012-13 comparison is a city rate, not a charter sector rate.

⁵⁴ In 2012-13, PCSB defined long-term suspension as eleven or more days.

⁵⁵ 2012-13 comparison is a city rate, not a charter sector rate.

⁵⁶ In 2012-13, PCSB defined long-term suspension as eleven or more days.

⁵⁷ 2012-13 comparison is a city rate, not a charter sector rate.

Expulsions				
	09-10	10-11	11-12	12-13 ⁵⁸
E.L. Haynes PCS – Grades 5-8	0.7% (1 student)	0.0%	0.0%	0.0%
Charter Sector (Grades PK-8)	-	-	1.0%	0.5%

High School

The high school campus' suspension rates were below the sector average in 2011-12 and 2012-13, but its expulsion rates were above the sector average in both years.

Out-of-School Suspensions				
	09-10	10-11	11-12	12-13
E.L. Haynes PCS	N/A	N/A	15.7% (19 students)	24.2% (55 students)
Charter High School Average	-	-	25.0%	24.5%
Long-Term Suspensions (10+ Days)				
	09-10	10-11	11-12	12-13 ⁵⁹
E.L. Haynes PCS	N/A	N/A	0%	0.4% (1 student)
Charter High School Average	-	-	1.0%	0.9%
Expulsions				
	09-10	10-11	11-12	12-13 ⁶⁰
E.L. Haynes PCS	N/A	N/A	1.7% (2 students)	2.65% (6 students)
Charter High School Average	-	-	1%	0.5%

High School Climate Survey

In 2013-14, 254 E.L. Haynes PCS high school students completed a survey about school climate. In this survey, 90.8% of students agreed or strongly agreed with the statement “I feel safe at school.”⁶¹

⁵⁸ In 2012-13, PCSB defined long-term suspension as eleven or more days.

⁵⁹ In 2012-13, PCSB defined long-term suspension as eleven or more days.

⁶⁰ In 2012-13, PCSB defined long-term suspension as eleven or more days.

⁶¹ See Appendix T.

Qualitative Evidence

Qualitative evidence at the school's elementary and middle school campuses supports the conclusion that the school is meeting these goals. Observations at the high school campus indicated that many students acted disrespectfully towards teachers and other students.

Elementary school campus:

Students showed respect to other students and towards teachers. In element 2a of the Danielson rubric, "Creating an Environment of Respect and Rapport," 85% of classrooms were rated proficient or exemplary.⁶²

...

Students worked collaboratively to read and work on assignments. Pre-kindergarten reading teams discussed pronunciation differences and small groups in older grades worked together to solve sentence problems given by the teacher. The review team did not observe any instances of student conflict.⁶³

Middle school campus:

Teachers consistently enforced, and students complied with, silence when other students were speaking and sharing ideas. Students worked cooperatively during class time and demonstrated kindness toward each other...Students throughout the building were orderly and patient with each other, moving efficiently from class to class, and rarely arriving late to classes after transitions. Hallways were clean and neat throughout the building, indicating that students and staff take care of their school building.⁶⁴

...

Throughout almost all classrooms observed, small groups worked collaboratively during various points in lessons. Groups engaged in think-pair-share activities, science experiments, and class discussions.⁶⁵

High school campus:

The review team observed inconsistent evidence that the school is meeting this goal. In element 2a of the Danielson rubric, "Creating an Environment of Respect and Rapport", the QSR team rated 50% of observations as

⁶² See Appendix D, p. 7.

⁶³ See Appendix D, p. 8.

⁶⁴ See Appendix E, p. 9.

⁶⁵ See Appendix E, p. 9.

proficient or exemplary. In these classrooms the observed interactions between teachers and students were respectful and kind...While teachers generally maintained respectful talk towards students, the QSR team observed disrespectful behavior on the part of students towards the teacher and towards other students in many of the classrooms...⁶⁶

...

The review team observed some evidence that students worked collaboratively. In these classrooms teachers allowed students to choose how to complete their assignments and the pacing was appropriate and allowed time for students to work collaboratively...Students did not appear to resolve conflicts effectively and safely. In some classrooms students were disrespectful towards each other in the words they used and in body language. At times, the teacher ignored this behavior or did not consistently address it.⁶⁷

9. Students will contribute to their school and community through service projects and see the positive impact they have on others.

Assessment: **E.L. Haynes PCS has met this goal.** The school holds annual service days for all students and incorporates service learning into its learning expeditions.

Since 2009-10, E.L. Haynes PCS has organized the annual Chris Kim Day of Service.⁶⁸ All E.L. Haynes PCS students participate in the activities, which include both internal service opportunities, such as older students tutoring or teaching younger students, and external service opportunities, including preparing food for community service agencies, cleaning up trash in the school's neighborhood, and running a school supply drive. In 2010 and 2011, 300 members of the E.L. Haynes PCS community participated in the Acumen Solutions Race for a Cause.⁶⁹

The school's Annual Reports state that service learning is an essential component of its expeditionary learning program, though the school did not describe this statement in depth.

10. Graduating students will have a plan for their future and the confidence and preparation to pursue it.

⁶⁶ See Appendix F, p. 8.

⁶⁷ See Appendix F, p. 9.

⁶⁸ See memo submitted by E.L. Haynes PCS regarding school service projects, attached to this report as Appendix H.

⁶⁹ See p. 23 of E.L. Haynes PCS' 2011-12 Annual report, attached to this report as Appendix I.

Assessment: **This goal was not assessed as part of this review because E.L. Haynes PCS’ high school program began in 2012-13 and the first students will graduate in school year 2014-15.**

11. Teachers and staff will be highly qualified, demonstrate high expectations for all students, and have a positive attitude toward the school and their colleagues.

Assessment: **E.L. Haynes PCS has substantially met this goal.** The school’s teacher and staff have extensive qualifications, including being designated as Highly Qualified for purposes of ESEA. Balanced against this, evidence from the Qualitative Site Reviews indicated that teachers do not consistently demonstrate high expectations for all students, particularly at the high school level.

Each year in its annual reports, the school details the rate of experienced teachers it employs. In 2012-13, 48% of E.L. Haynes PCS teachers had four to seven years of teaching experience, and 24% had eight or more years of experience. The school’s administrative team includes staff members with “advanced degrees in law and business.”⁷⁰

Additionally, each year from 2009-10 through 2013-14, PCSB has noted in the school’s compliance reports that the school has fully complied with the federal Elementary and Secondary Education Act’s requirement that all elementary and secondary subject area teachers be highly qualified.

Qualitative Evidence

Qualitative evidence supporting this goal is mixed, with positive observations at the elementary school campus but mixed performance at the high school campus.

Elementary school campus:

Most teachers demonstrated high expectations for all students...Teachers posted open-ended questions to challenge students and appeared enthusiastic about the subject taught...Co-teachers, instructional aids, and fellows worked with a positive attitude with students and with each other during class.⁷¹

High school campus:

The school is inconsistently meeting [this goal]. In element 2b of the Danielson rubric, “Establishing a Culture for Learning”, the review team rated 47% of observations as proficient or exemplary. Throughout these classrooms, teachers defined high expectations for all students...In contrast, in some classrooms, the teachers did not consistently reiterate the

⁷⁰ See Appendix A, p. 28.

⁷¹ See Appendix D, p. 9.

importance of learning and only conveyed high expectations for some students.⁷²

12. Families will see themselves as partners in their child’s education and will be actively involved in the life of the school.

Assessment: **E.L. Haynes PCS has met this goal.** The school invites parents to many events throughout the school year. In survey responses, parents have consistently reported satisfaction with the school program, including feeling included in school activities and their students’ education.

Parent Surveys

E.L. Haynes PCS submitted parent surveys in support of this goal.⁷³ The following table details how many parents responded to this survey.

Year	# of Parents that Took Survey	Total Student Enrollment
2009-10	91	460
2010-11	83	606
2011-12	89	797
2012-13	175	949

Over the course of three years, the majority of parents who completed the survey consistently responded that they strongly agreed or agreed with statements supporting this goal, including the following.

- I feel welcome at E.L. Haynes PCS.
- I am able to talk to my child’s teachers when I need to.
- My child’s principal and teachers listen to me and answer my questions.
- Parents are asked to help in school activities.
- There is open, regular communication between school and home.
- I understand how my child is doing and how I can support.

The school details in its Annual Reports numerous events that parents and families participate in, including:

- Annual back-to-school nights;
- Annual literacy, math, and ELL nights;
- Quarterly parent-teacher conferences;
- Monthly informal meetings with the principal; and

⁷² See Appendix F, p. 10.

⁷³ See E.L. Haynes PCS parent survey information, attached to this report as Appendix L.

- Workshops on saving for college, using social media, and bullying prevention.

13. The school will be led by a strong, active Board of Trustees and a competent, effective leadership team headed by the principal.

Assessment: **E.L. Haynes PCS has met this goal.** The strongest evidence supporting this goal is the school's academic performance – the school's board and leadership team are executing a rigorous academic program that enables students to learn effectively. Another point of support for this goal is the school's strong financials, which indicate that the board and leadership team are making prudent decisions regarding the school's finances. A review of the school's board minutes reflects an engaged board and school leader, and discussion of policies and other aspects of the school.

14a. The school will strive to recruit and retain a diverse group of students, teachers, staff, administrators, and board members.

14b. Students will embrace diversity.

Assessment: **E.L. Haynes PCS has met this goal.** Its student population and staff are diverse, and the school continues to work towards fulfilling its board diversity goals.

Student Diversity

E.L. Haynes PCS has a diverse student population, particularly with respect to its higher-than-average rates of English language learners and students with disabilities.

E.L. Haynes PCS – Student Demographics					
Year	African-American	Hispanic	White	Asian	Other
2010-11	51.8%	27.9%	18.2%	1.6%	0.0%
2011-12	54.0%	31.0%	11.0%	3.0%	1.0%
2012-13	49.7%	34.5%	9.3%	1.5%	4.9%

E.L. Haynes PCS – Student Demographics			
Year	ELL	Low Income	Special Education
2010-11	18.0%	63.1%	11.7%
2011-12	19.1%	58.7%	18.0%
2012-13	22.5%	70.6%	18.3%

Staff Diversity

The school reported its staff diversity rates for three years: its first year of operation, its fifth year of operation, and the current year. Each year, the staff was diverse. The school noted in a submission that it

works to have a staff that reflects its student body. To this end, the school has focused its recruitment efforts on hiring diverse staff members.

E.L. Haynes PCS – Staff Demographics					
Year	African-American	Latino	White	Asian	Other
2004-05	50%	15%	35%	-	-
2009-10	30%	7%	57%	2%	-
2013-14	35%	15%	40%	5%	5%

Board Diversity

E.L. Haynes PCS is working to ensure its board is diverse. Its board has recently created a governance committee that will focus on the board’s composition.

15. A School Planning Team will support the principal and leadership team in the effective management of the school.

Assessment: **E.L. Haynes PCS has met this goal.** The school now refers to its “School Planning Team” as its “Leadership Team,” which is comprised of the school’s Head of School, Chiefs, Principals, Assistant Principals, and Directors. The school submitted documentation that the Leadership Team meets monthly to discuss matters relevant to the school, which are included in the report’s appendix.⁷⁴

16. The school will be in sound fiscal health, and the Board of Trustees will ensure the school has the resources it needs to carry out its program.

Assessment: **E.L. Haynes PCS has met this goal.** The school’s strong academic performance is the strongest evidence that the school’s board of trustees is ensuring the school has adequate resources to carry out its program. Additionally, as described in greater detail below in this report’s financial section, the school is economically viable, has adhered to generally accepted accounting principles, and has strong financial management.

17. The school will be a good citizen, contributing to the local community and sharing its math and science expertise with the larger educational community.

Assessment: **E.L. Haynes PCS has met this goal.** The school has contributed significantly to the improvement of DC public education, particularly in supporting the transition to the Common Core State Standards.

⁷⁴ See E.L. Haynes PCS Leadership team meeting agendas, attached to this report as Appendix Q.

The school has shared its expertise with the larger educational community in many ways, including that the school:

- Received a Charter Schools Dissemination Grant from the Office of the State Superintendent of Education (“OSSE”) in 2009-10, enabling it to partner with two DCPS schools to create long-term plans for students to enable student achievement.⁷⁵
- Hosted two Teacher Leadership Series events in 2009-10, through which educational professionals discussed pedagogical methods and could partner with outside organizations.⁷⁶
- Received a \$1.4 million Professional Learning Communities of Effective Strategies grant. With this grant, the school leads a consortium of DCPS and charter schools to build expertise in content knowledge, transition to the Common Core, and improve student learning.
- Launched the DC Common Core Collaborative, which offers panel discussions and instructional sessions and has supported more than 250 public school teachers in transitioning to the Common Core State Standards.
- Hosted delegates from the Delaware Department of Education and Delaware public schools in 2010-11, who observed classrooms and participated in workshops on teacher professional development and recruitment, data-driven decision making, special education services, and the school’s year-round program.
- E.L. Haynes, along with 12 other DC local education agencies, piloted and developed SchoolForce, a new student information system based on the Salesforce.com platform.

⁷⁵ See Appendix K, p. 37.

⁷⁶ See Appendix J, p. 34.

SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

The SRA requires PCSB to determine at least every five years whether a school has “committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities.”⁷⁷

Compliance with Applicable Laws

The SRA contains a non-exhaustive list of applicable laws, and PCSB also monitors charter schools for compliance with additional laws in annual compliance reviews.

Compliance Item	Description	School’s Compliance Status 2009-10 to present
Fair enrollment process SRA § 38-1802.06	DC charter schools must have a fair and open enrollment process that randomly selects applicants and does not discriminate against students.	Compliant
Notice and due process for suspensions and expulsions SRA § 38-1802.06(g)	DC charter school discipline policies must afford students due process ⁷⁸ and the school must distribute such policies to students and parents.	Compliant
Student health and safety SRA § 38-1802.04 (c)(4); DC Code §4-1321.02; DC Code § 38-651	The SRA requires DC charter schools to maintain the health and safety of its students. ⁷⁹ To ensure that schools adhere to this clause, PCSB monitors schools for various indicators, including but not limited to whether schools: - have qualified staff members that can administer medications; - conduct background checks for all school employees and volunteers; and - have an emergency response plan in place and conduct emergency drills as required by DC code and regulations.	Compliant
Equal employment SRA §§ 38-1802(c)(5)	A DC charter school’s employment policies and practices must comply with federal and local employment laws and regulations.	Compliant

⁷⁷ SRA § 38.1802.12(c).

⁷⁸ See *Goss v. Lopez*, 419 U.S. 565 (1975).

⁷⁹ SRA § 38.1802.04 (c)(4)(A).

Insurance As required by the school's charter	A DC charter school must be adequately insured.	Compliant
Facility licenses DC code § 47-2851.03(d); DC regulation 14-1401	A DC charter school must possess all required local licenses.	Compliant
Highly Qualified Teachers Elementary and Secondary Education Act ("ESEA")	DC charter schools receiving Title I funding must employ "Highly Qualified Teachers" as defined by ESEA.	Compliant
Proper composition of board of trustees SRA § 38-1802.05	A DC charter school's Board of Trustees must have: an odd number of members that does not exceed 15; a majority of members that are DC residents; and at least two members that are parents of a student attending the school.	Compliant
Accreditation Status SRA § 38-1802.02(16)	A DC charter school must maintain accreditation from an SRA-approved accrediting body approved by the SRA.	Compliant

Procurement Contracts

SRA §38-1802.04(c)(1) requires DC charter schools to utilize a competitive bidding process for any procurement contract valued at \$25,000 or more, and within three days of awarding such a contract, to submit to PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, PCSB requires schools to submit a "Determinations and Findings" form to detail any qualifying procurement contract that the school has executed. All of the contracts entered into by the school in 2011-12 and 2012-13 were considered to be exempt from this requirement under PCSB's policy at that time.

Year	Qualifying contracts executed by school	Corresponding documentation submitted to PCSB
2009-10	Data unavailable	4
2010-11	Data unavailable	-
2011-12	0	0
2012-13	0	0

Special Education Compliance

Charter schools are required to comply with all federal and local special education laws, including, among others, the Individuals with Disabilities Education Act⁸⁰ (“IDEA”) and the Rehabilitation Act of 1973. The following section summarizes E.L. Haynes PCS’ special education compliance from 2010-11 to the present.

References to Special Education in School Charter

References in a school’s Charter to special education must comply with special education laws. E.L. Haynes PCS’ description of serving special education students is appropriate.

OSSE Special Education Compliance Reviews

OSSE monitors charter schools’ special education compliance and publishes three types of reports detailing these findings: (1) Annual Determinations; (2) On-Site Monitoring; and (3) Quarterly Findings (also called Special Conditions Reports). OSSE’s findings of E.L. Haynes PCS’ special education compliance are summarized below.

Annual Determinations

As required by a federal regulation, OSSE annually analyzes each LEA’s compliance with 20 special education compliance indicators, and publishes these findings in an Annual Determination report.⁸¹ Each year’s report is based on compliance data collected several years earlier. As such, OSSE does not require schools to cure any compliance issues detailed in these reports. In 2012, OSSE published its 2010 Annual Determination reports (based on the school’s 2009-10 performance).

In 2011, OSSE found that E.L. Haynes PCS was 75% compliant with special education requirements, with OSSE noting that the school “Needs Assistance” in fulfilling all applicable federal and local special

⁸⁰ 20 USC §1413(a)(5).

⁸¹ As required by federal regulation 34 CFR § 300.600(c).

education regulations.⁸² However, in 2010, OSSE found that E.L. Haynes PCS was 84% compliant, and had designating the school as “Meets Requirement with special education compliance.”⁸³

On-Site Monitoring Report

OSSE periodically conducts an on-site assessment of an LEA’s special education compliance with student-level and LEA-level indicators, and publishes its findings in an On-Site Monitoring Report. At the time, if a school was less than 80% compliant with a student-level indicator, it was required to implement corrections and report these corrections to OSSE (beginning in 2013, LEA’s are responsible for being 100% compliant with student-level indicators and LEA-level indicators on On-Site Monitoring Reports).⁸⁴

In 2012, OSSE published an on-site Compliance Monitoring Report of E.L. Haynes PCS based on the school’s performance in 2011-12.⁸⁵ The school was required to implement corrections in the following areas. OSSE has since verified that E.L. Haynes PCS has implemented corrections for all identified student level findings.

Student-Level Compliance		LEA-Level Compliance	
Compliance Area	Number of indicators where school was less than 80% compliant	Compliance Area	Number of indicators where school was less than 100% compliant
Initial Evaluations and Reevaluations	5 out of 6	Data Verification	0 out of 1
IEP Development	7 out of 9	Dispute Resolution	0 out of 3
Least Restrictive Environment	2 out of 2	Access to Instructional Materials	0 out of 1
Discipline	1 out of 2	Fiscal Requirements	0 out of 21
Data Verification	4 out of 8		
Total	19 out of 27	Total	0 out of 26

⁸² See FFY 2011 IDEA Part B LEA Performance Determination, attached to this report as Appendix M. OSSE assigns to each LEA one of the following “Determination Level”: (1) meets requirements; (2) needs assistance; (3) needs intervention; or (4) needs substantial intervention.

⁸³ See FFY 2010 IDEA Part B LEA Performance Determination, attached to this report as Appendix N.

⁸⁴ If the school was found to be less than 100% compliant with a student-level indicator that could not be cured retroactively, OSSE would identify the point of noncompliance as an LEA-level violation.

⁸⁵ See 2011-2012 On-Site Monitoring Report Attachments, attached to this report as Appendix O.

Special Conditions Quarterly Reports

OSSE submits quarterly reports to the U.S. Department of Education's Office of Special Education Programs detailing District of Columbia LEAs' compliance in three areas: (1) Initial and Reevaluation Timelines; (2) Early Childhood Transition Timelines; and (3) Secondary Transition Requirements.

In recent special conditions reporting on OSSE's DC Corrective Action Tracking System Database ("DCCATS"), E.L. Haynes PCS was found to be noncompliant for Secondary Transition requirements during the span of January 1, 2014- March 31, 2014 (FFY 2013 Quarter 4). According to OSSE, the LEA has since corrected this issue of noncompliance.⁸⁶

Blackman Jones Implementation Review

With compliance requirements pursuant to the Individuals with Disabilities Education Act (IDEA) and the 2006 Blackman Jones Consent Decree, OSSE manages and oversees the Blackman Jones database that tracks each LEAs' timely implementation of Hearing Officer Determinations (HODs) and Settlement Agreements (SAs).

As of May 2014, the Blackman Jones Database shows E.L. Haynes PCS has no HODs or SAs.

⁸⁶ See FFY 2013 Quarter 3 and 4 Quarterly Findings Summaries, attached to this report as Appendix P.

SECTION THREE: **FISCAL MANAGEMENT AND ECONOMIC VIABILITY**

Separate and apart from the standard for charter renewal, the SRA requires that PCSB Board shall revoke a school's charter if PCSB determines that the school:

- Has engaged in a pattern of nonadherence to generally accepted accounting principles;
- Has engaged in a pattern of fiscal mismanagement; or
- Is no longer economically viable.

In the following section, PCSB has analyzed E.L. Haynes PCS' financial record in these areas. The school has no pattern of fiscal mismanagement and no pattern of nonadherence to GAAP. Standing alone, the school's financials appear weak in some areas – among other things, it has a high debt burden and negative operating result. However, this apparent weakness is the result of numerous tax-advantaged transactions the school has employed in the construction of their two facilities. PCSB has studied these transactions carefully and concluded that when the effects of these transactions are accounted for, the school is economically viable and financially strong. As the school unwinds its tax-advantaged transactions beginning in 2015, the financial measures discussed below will strengthen. PCSB will closely monitor these unwindings to ensure that the anticipated benefits of the transactions are realized.

Corporate Structure

The school has a unique financial structure to qualify for the New Market Tax Credit ("NMTC") financing, a federal program designed to attract investment in low-income communities. E.L. Haynes PCS and Subsidiaries is comprised of three entities: (1) E.L. Haynes PCS, Inc. (a not-for-profit organization incorporated in the District of Columbia); (2) ELH QALICB LLC (a limited liability company incorporated in Delaware); and (3) ELH Kansas Avenue, Inc. (a non-profit corporation incorporated in the District of Columbia. ELH QALICB and ELH Kansas were both incorporated as part of the school's participation in the NMTC program.

Another entity, the ELH Support Corporation (a federal non-profit corporation), has also been established as part of the NMTC program. The school and ELH Support Corporation are managed by independent boards, but are considered related parties because the school has the ability to appoint one member of the ELH Support Corporation's board of directors.

Adherence to Accounting Principles and Fiscal Mismanagement

Audits of E.L. Haynes' federal funds establish that the school adhered to GAAP. The school had unqualified opinions on the financial statements with no material weaknesses⁸⁷ or significant

⁸⁷ A "material weakness" is defined as "a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis." See FY2013 Single Audit, p. 1.

deficiencies⁸⁸ identified in the past four audits. Also, the school had unqualified opinions in its single audits⁸⁹ with no material weakness or significant deficiency identified in the past four audits.

Economic Viability

PCSB’s analysis supports the conclusion that E.L. Haynes PCS is economically viable based on the school’s financial performance, sustainability, liquidity, and debt burden, as described below.

Financial Performance

PCSB assesses a school’s financial performance with two key indicators. The first indicator is a school’s “operating result” – how much its total annual revenues exceed its total annual expenditures. In general, PCSB recommends that a school’s annual operating results equal at least zero. Another indicator of a school’s financial performance is its earnings before depreciation (“EBAD”)⁹⁰, a financial performance measure that eliminates the effects of financing and accounting decisions.

E.L. Haynes PCS, Inc. and Subsidiaries had three operating deficits since FY2010, while E.L. Haynes PCS, as a standalone entity, had two operating deficits. The operating deficit in recent years has been driven by accrued interest on debt that is anticipated to be forgiven once the NMTC transactions are unwound, which will result in a significant increase in net assets.

E.L. Haynes PCS, Inc. and Subsidiaries experienced a similar trend with its earnings before depreciation in the past four years, with the most recent EBAD being negative \$892,182 in FY2013.

Fiscal Period	2010	2011	2012	2013
Operating Result	\$1,328,443	-\$2,445,628	-\$2,005,377	-\$2,899,428
Operating Result (School Only)	\$1,245,169	-\$1,249,420	\$2,558,990	-\$2,175,842
EBAD	\$2,220,115	-\$982,191	-\$424,840	-\$892,182

⁸⁸ A “significant deficiency” is identified as existing “when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis.”

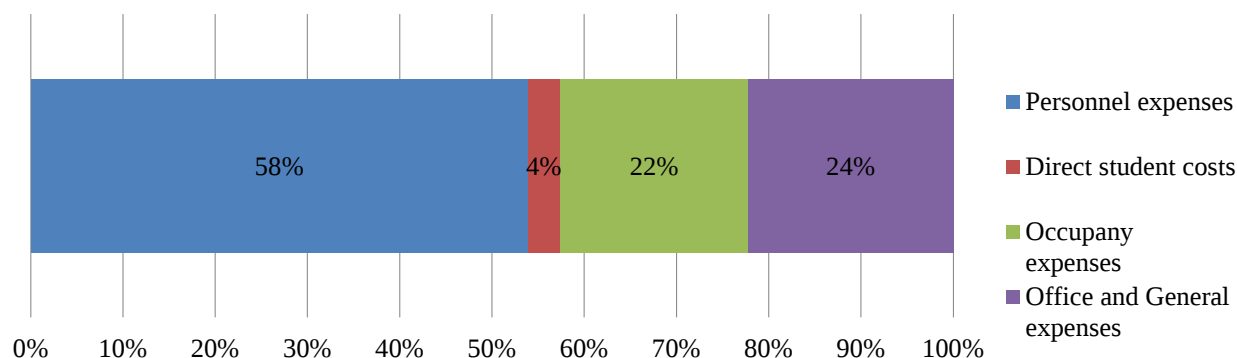
⁸⁹ Per the federal Single Audit Act of 1984, as amended by the Single Audit Act Amendments of 1996, ⁸⁹ any entity that receives \$500,000 or more in federal funding is required to undergo a “Single Audit” conducted by an independent, external auditor, in accordance with the Office of Management and Budget’s Circular A-133 (“OMB A-133”).

⁹⁰ EBAD is the change in net assets plus amortization and depreciation.

Expenditures

E.L. Haynes PCS, Inc. and Subsidiaries' spending decisions, illustrated in the graph below, are aligned with PCSB's financial metrics for general education public charter schools.⁹¹

Euphemia L. Haynes PCS, Inc. and Subsidiaries:
Expenditures as % of Revenues (FY2010 - FY2013 averages)



Sustainability

A school's net assets⁹² and primary reserve ratio demonstrate its sustainability.⁹³ PCSB recommends that schools accrue net asset reserves equal to three to six months of operating expenditures, and PCSB would be concerned with net assets reserves below zero. E.L. Haynes PCS, Inc. and Subsidiaries' net asset position has been negative over three of the past four years, with the majority of liabilities under ELH QALICB LLC and ELH Kansas, Inc., and the bulk of its assets under EL Haynes PCS. Consequently, the FY2013 primary reserve ratio was negative 0.20, meaning that its net asset reserves equal negative 20% of its annual expenditures.

As a standalone entity, E.L. Haynes PCS has a positive net assets position that has been fairly stable over the past four years. The school's net asset position stood at \$2.47 million in FY2013. The school's FY2013 primary reserve ratio was low at 0.10, meaning that its net asset reserves equal 10% of its annual expenditures. This ratio has steadily worsened due to a change in accounting standards. The effect of this change was that more of the losses at ELH QALICB LLC were passed through to E.L. Haynes, Inc. and Subsidiaries.

The table below details E.L. Haynes PCS, Inc. and Subsidiaries and the school's net assets and primary reserve ratios over the past four years.

Fiscal Period	2010	2011	2012	2013
---------------	------	------	------	------

⁹¹ Note that the percentage does not equal 100% because expenditures exceeded revenues on average.

⁹² Net Assets equals total assets minus total liabilities.

⁹³ Primary Reserve Ratio equals total net assets divided by total annual expenses.

Net Assets	\$2,311,291	-\$217,837	-\$2,306,714	-\$5,289,642
Net Assets (School Only)	\$2,311,517	\$2,558,990	\$4,649,930	\$2,474,088
Primary Reserve Ratio	0.22	-0.19	-0.26	-0.20
Primary Reserve Ratio (School Only)	0.23	0.15	0.23	0.10

Liquidity

Two indicators of a school's short-term economic viability are its current ratio⁹⁴ and its days of cash on hand.⁹⁵ A current ratio greater than one indicates a school's ability to satisfy its immediate financial obligations.

E.L. Haynes PCS, Inc. and Subsidiaries' current ratio has been greater than one over the past four years. Its FY2013 current ratio of 2.0 indicates that the school can meet its short-term financial obligations with current assets.

Typically, 90 days or more of cash on hand indicates a school can satisfy immediate obligations with cash. Less than 30 days of cash on hand is a liquidity concern. E.L. Haynes PCS, Inc. and Subsidiaries' days of cash on hand has declined, but remained strong over the last four years, with 46 days of cash in FY2013. Over the past two years, E.L. Haynes PCS's days of cash on hand has been strong, with 45 days of cash on hand in FY2013. E.L. Haynes PCS, Inc. and Subsidiaries' current ratio and days of cash on hand and the school's days of cash on hand trends are detailed in the table below.

Fiscal Period	2010	2011	2012	2013
Current Ratio	5.6	5.2	1.5	2.0
Day Cash on Hand (E.L. Haynes PCS and Subsidiaries)	167	64	60	46
Day Cash on Hand (School Only)	30	18	57	45

⁹⁴ Current assets divided by current liabilities. Current refers to the 12 months or normal operating cycles that a school can convert certain assets into cash or use up or settle certain obligations.

⁹⁵ "Cash on hand" equals unrestricted cash and cash equivalents divided by total expenditures divided by 360 days.

Cash flow from operations indicates whether a school produces adequate cash flow to meet its operating needs. Since FY2010, E.L. Haynes PCS, Inc. and Subsidiaries have produced positive cash flow from operations, except for FY2013 with negative \$218,664, as detailed in the below table.

Fiscal Period	2010	2011	2012	2013
Cash Flow from Operations	\$1,957,668	\$928,306	\$5,522,396	-\$218,664

Debt Burden

A school's debt ratio⁹⁶ indicates the extent to which a school relies on borrowed funds to finance its operations. A debt burden ratio in excess of .92 is a source of concern to PCSB. E.L. Haynes PCS, Inc. and Subsidiaries' debt burden was high over the past four years, as detailed in the below chart. As a standalone entity, the school's debt burden is slightly lower but follows a similar trend. The school's high debt burden is due to a number of note payables related to New Market Tax Credit transactions and bond payables to secure and renovate school buildings. The school anticipates that, among other things, the unwinding of its NMTC transactions in 2015 will result in a lower debt burden for the school.

Fiscal Period	2010	2011	2012	2013
Debt Ratio	0.95	1.00	1.04	1.10
Debt Ratio (School Only)	0.95	0.95	0.93	0.96

⁹⁶ Debt ratio equals total liabilities divided by total assets.

Appendix A



E.L. HAYNES PUBLIC CHARTER SCHOOL ANNUAL REPORT SCHOOL YEAR 2012-2013

Elementary School
4501 Kansas Avenue, NW
Washington, DC 20011
(202) 706-5828

Middle School
3600 Georgia Avenue, NW
Washington, DC 20010
(202) 667-4446

High School
4501 Kansas Avenue, NW
Washington, DC 20011
(202) 706-5838

Michael Hall, Chair, Board of Trustees

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I. SCHOOL DESCRIPTION

A. MISSION/VISION STATEMENT

Our Mission

Every E.L. Haynes student of every race, socioeconomic status, and home language will reach high levels of academic achievement and be prepared to succeed at the college of his or her choice. Every E. L. Haynes student will be adept at mathematical reasoning, will use scientific methods effectively to frame and solve problems, and will develop the lifelong skills needed to be successful individuals, active community members, and responsible citizens.

Our Vision

E.L. Haynes will be a model of educational excellence and make a lasting impact on urban education in Washington, DC and across the nation.

B. SCHOOL PROGRAM

1. CURRICULUM DESIGN AND INSTRUCTIONAL APPROACH

The curriculum at E.L. Haynes is founded on the belief that in an environment with excellent teaching and a strong partnership with families, every student can reach high levels of academic achievement. The school expects students to:

- ▶ Meet rigorous expectations
- ▶ Produce authentic, interesting work
- ▶ Actively engage with real-life problems and questions
- ▶ Become passionate and skillful life-long readers and writers
- ▶ Develop mathematical and scientific thinking, problem solving and inquiry skills
- ▶ Build strong interpersonal, communication and collaborative skills

Differentiated Instruction: We are committed to intellectually engaging every student, every day at E.L. Haynes Public Charter School. Our curriculum, our classrooms, and our culture are designed to challenge each student to deepen his/her understanding of critical concepts and skills.

Curriculum: Teachers plan each unit by starting at the end. What should every student know and be able to do when the unit ends and how will they show it? Evidence of learning might include a presentation, an answer to a challenging math question, a public book talk, or a published piece of work. All students are expected to meet grade level standards. For students who already meet the standards, the final product provides an opportunity to go beyond.

Classrooms: Within each unit, teachers draw on multiple differentiation strategies to enhance their daily instruction. Common strategies include:

- ▶ Small group teaching/individual conferences – After teaching a mini-lesson on a critical concept or skill, teachers meet with individuals or 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.
- ▶ Stretching Questions – During instruction, teachers challenge students to think out loud by asking stretch questions like: How do you know that's true?, What's another way of explaining it?, How would that work in a different situation? These questions consistently push students to deepen their understanding.
- ▶ Multiple Approaches – Teachers present concepts and skills in multiple ways (visually, orally, kinesthetically) to meet the needs of students with different learning styles.
- ▶ Choice – Teachers regularly provide students with choice so that they can read, write, and problem solve in ways that appeal to their interests and abilities.

Culture: Teachers cultivate a culture of self-directed learning. Students learn that education is not something they are spoon-fed. It is an active endeavor. Teachers expect students to push themselves by asking interesting questions and pursuing answers. This habit propels students forward when they might otherwise be bored. This habit also promotes differentiation, since an active mind seeks out the learning experiences that match his/her interests and aptitudes.

Ongoing Assessment: At E.L. Haynes, students at all grade levels are assessed in a variety of ways through 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;
- ▶ To give the school and our stakeholders information about the effectiveness of our program.

Assessment is critical to ensuring that every E.L. Haynes student succeeds academically. E.L. Haynes administers a variety of assessments including observational instruments, teacher-student interviews, teacher-created tests and quizzes, quarterly performance assessments, externally developed exams, portfolios, and the District of Columbia's standardized assessment, called the DC-CAS, which begins in grade 3.

Some of the assessments are administered to students individually and others are given to the whole class or smaller groups of students. Students in pre-school and pre-kindergarten are assessed using the Peabody Picture Vocabulary Test (PPVT) and Teaching Strategies Gold. Students in kindergarten and above also take the Terra Nova, a national standardized test, in reading and math. Results from standardized tests are shared with families.

Social Development: E.L. Haynes' curriculum is supported by the use of Responsive Classroom®, which is both a classroom management model and a social curriculum. E.L. Haynes recognizes that academic achievement goes hand in hand with social growth. Responsive Classroom® is an

approach to teaching and learning that fosters safe, challenging, and joyful classrooms and schools. This program incorporates social learning into students' daily program; embraces E.L. Haynes' remarkable cultural, ethnic, socio-economic, and linguistic diversity; emphasizes the peaceful and fair resolution of conflicts; and highlights the critical need for parental partnership with the school. To supplement Responsive Classroom, E. L. Haynes has also adopted the research-based Second Steps Program, which uses grade-appropriate activities to teach students empathy, problem solving, conflict resolution and management of impulses and emotions. E.L. Haynes also has developed the E.L. Haynes Promise, similar to a Code of Conduct, which explains in student-friendly language the behaviors that constitute the school's motto: Be Kind, Work Hard, Get Smart.

Literacy: Balanced literacy is a framework for instruction built on the premise that all children will learn to read and write when given a wide variety of real-life experiences appropriate to their current level. Students are given daily opportunities to practice reading and writing skills with varying levels of support and scaffolding.

At the heart of E.L. Haynes' balanced literacy model is the independent workshop, in both reading and writing. The workshop structure allows students to spend long periods of time reading at their independent level and writing within a variety of genres; the workshop also promotes opportunities for small group and individualized instruction. All students are given ongoing reading assessments that identify their independent reading levels – the levels at which they can read with deep understanding and independence. Students are expected to dramatically increase their reading levels over the course of the school year. Information about reading levels will be given to families at each quarterly conference, but caregivers are always welcome to ask their student's teacher for specifics about their children's levels and progress.

In addition to the reading and writing workshops, all students engage in phonics or word study lessons and participate in interactive read aloud.

Mathematics: E.L. Haynes employs Singapore Math in grades Pre-K through 5th. This year was the first year of using Singapore Math as the primary resource for grades three through five. Singapore Math is a curriculum and set of teaching methods based on the resources and syllabus from the national curriculum of Singapore, one of the nations that ranks highest in mathematics performance according to the Programme for International Student Assessment (PISA). The Singapore Math curriculum is well aligned to the philosophy behind and skills and competencies addressed in the Common Core State Standards for Mathematics (CCSS). There is a focus on in-depth understandings of essential math concepts in each grade, as well as problem solving, procedural fluency, and model drawing.

In 6th through 8th grades, our curriculum draws from a variety of resources and is aligned to the CCSS. The resources used in our middle grades include Singapore Math, the University of Chicago School Math Program (UCSMP), and Connected Math. We continue a strong emphasis on deep understandings of the key strands in the CCSS, problem solving, and algebraic thinking.

At every level, teachers use small groups and modified assignments to differentiate instruction for students who are working below or above grade level and we use resources such as Marilyn Burns' Do the Math program for students with holes in their foundational mathematical knowledge. Additionally, we implement several technology resources to supplement our curriculum, including Conceptua and Fastt Math.

Science: As a Science, Technology, Engineering, Mathematics (STEM)-enhanced school, 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 our science instruction. 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 addresses science standards through study of the FOSS science units.

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

Arts: E.L. Haynes integrates the arts into the curriculum to encourage both creative expression and arts appreciation, and to accommodate students' multiple learning styles. The arts emphasis is particularly helpful to students with special needs and English-language learners. The arts program in 2012-2013 provided students with regular instruction in the performing and visual arts, including dance, music, and painting. 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.

World Language Instruction: In elementary school (Pre-K to 4th grade), students at E.L. Haynes receive Spanish instruction twice a week for 45 minutes each time. In middle and high school (5th to 12th grade), take world language four times per week. Students in 6th grade and above have the

opportunity to take Arabic or Spanish. World language instruction focuses on speaking practice, development of vocabulary and learning beginning reading and writing skills. Students participate in age-appropriate activities and games in their world language. The world language teachers work closely with the classroom teachers to teach expedition-related vocabulary words and support other academic areas. Introducing students to a second language also validates the linguistic experience of the school's students who speak other languages at home and reinforces Haynes' commitment to diversity.

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

The E.L. Haynes Inclusion team is comprised of inclusion teachers, social workers, speech-language pathologists, occupational therapists, reading intervention teachers, and a psychologist. These team members collaborate with general education teachers, English Language Learner (ELL) teachers, and each other to provide students with disabilities the necessary instructional environment, tools, and support to access the general education curriculum.

The inclusion program and team has two main priorities to:

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

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

When it better meets a student's instructional needs, therapists and inclusion teachers work with students individually or in small groups outside of the general education classroom. This instruction may be alternative instruction in areas that are not addressed in the classroom, such as Wilson Language System instruction in reading and spelling. This instruction may also be additional practice in skills that have been taught in class or previews of lessons to come.

To allow special education teachers to focus primarily on instruction, the Director of Student Support Services manages the evaluation, eligibility and IEP process and meets weekly with special education teachers, social workers, and related service providers to monitor the success of the inclusion program, to facilitate cohesion in instruction, and to assess school-wide professional development needs.

English Language Learning (ELL) Program: E.L. Haynes has developed its English Language Learning (ELL) program to support the success of our students who are culturally and linguistically diverse in the general education curriculum.

The purpose of our ELL program is to:

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

Our ELL 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-disciplinary team (MDT) meetings. Our ELL 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 ELL progress reports for families of students who receive services. In accordance with guidelines determined by the OSSE, we use annual ACCESS test scores to track the progress of students' language and literacy development over time.

Year Round Programs: In order to ensure that every child at E. L. Haynes is academically and socially successful regardless of socioeconomic status, school readiness, race/ethnicity, home circumstance, or home language, E.L. Haynes adopted a year-round calendar with 1,000 additional hours of out-of-school time programming so that all of its students have access to consistent, comprehensive, high quality educational experiences throughout the year. E.L. Haynes' out-of-school time programming takes place both throughout the year (the Extended Day Program) and during quarterly breaks (Intersession). The Extended Day and Intersession Programs are embedded in the school's mission, goals, and design.

Extended Day Program. The Extended Day Program, which consisted of a Before School and After School Program, incorporates the philosophies and activities of the classroom, carrying them over into the before and after school hours. The Before School Program begins at 7:30 AM and provided breakfast to students who arrive before 8 AM. Quiet classical music played while students activated their minds with educational games, read books, or drew pictures until they began "Morning Math" or "Morning Reading" in their classrooms. The After School Program begins when the students are dismissed from their classes and ends at 6:00 PM. The program is offered Mondays through Fridays when school is in session and during summer Intersession. The program consists of an Afternoon

Meeting with a greeting, initiative, and snack; time to play at a local playground; “Quiet Time” for students to complete their homework; and, for our younger students, “Choice Time” when they played educational games, read books, or drew pictures with friends and adults. Students in second grade and above participate in electives, including sports teams, newspaper, chess, Latin club and step club.

Intersession. In 2012-13, E.L. Haynes offered Intersession programming for two weeks in October, one week in January, one week in April, and four weeks across June and July. Taught by E.L. Haynes teachers, teaching fellows, and local experts, twelve to fifteen students and a leader embarked on week-long investigations involving classroom, community, and museum-based work. Students took advantage of Washington, DC resources such as the Smithsonian Institution, National Geographic Society, the Kenilworth Aquatic Gardens, historic theaters and parks, among many others. Trips were coupled with learning from local experts brought in to speak with the students on whatever topic was being studied. All Intersession classes aligned to the school’s academic standards and involved daily reading, writing, and math; incorporated Responsive Classroom; used the framework of active pedagogy and learning expeditions; and shared their learning through a weekly newsletter and individual student progress reports written by the teacher.

Learning Expeditions: In spring 2012, every class at E.L. Haynes embarked on a multi-week learning expedition in order to tackle a science topic more deeply. Expeditions are in-depth, long-term investigations of significant real-life problems and questions. These topics are compelling and relevant to students, but also address issues important to the community or discipline at large. Classes began preparing for their expeditions early in the year.

E.L. Haynes’ learning expeditions last year were typically nine weeks long and contained the following components:

- ▶ In-depth investigations that address guiding questions;
- ▶ A high-quality product that meets an authentic need and has an audience and purpose beyond families and the classroom teacher;
- ▶ Many opportunities for fieldwork that have a clear purpose, often related to collecting data or research in an authentic way;
- ▶ Service learning;
- ▶ Visits from outside experts; and
- ▶ Student performances and presentations of expertise and high-quality work.

Shared Leadership: Leadership at E.L. Haynes is widely shared at every level. Teachers have a voice in decision-making related to curriculum and instruction through weekly professional development sessions and the Instructional Leadership Team comprised of teachers and specialists. Students have a voice in determining classroom rules and choosing their activities through the use of Responsive Classroom. Parents and staff work together to advise the Head of School and Principals

on issues and priorities and have a voice through Principal Chit Chats, evening events, 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 Head of School and Principals to set policy and provide leadership for the school with the help of three parent board members.

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. In the 2012-2013 school year, E.L. Haynes provided high quality, ongoing, differentiated professional development to all staff members and developed a professional learning community and culture of adult learning. In summer 2012, E.L. Haynes provided a week-long orientation for new staff and a two-week-long Summer Institute, and during the school year, weekly professional development workshops for 2.5 hours each week for instructional staff, day-long professional development days, and numerous off-site professional development opportunities to build and hone skills so that every school professional worked toward mastery of the skills and knowledge he or she needs to best fulfill the school's mission.

AP-for-All High School Program: E.L. Haynes High School began its second year in August 2012, welcoming ninth and tenth graders. The high school program focuses on a rigorous curriculum, designed to build students' academic and organizational skills to be prepared for college success. At the heart of the high school is an AP-for-All curriculum. Starting in 9th grade, *every* student takes Advanced Placement World History. Over the course of four years, students take on more AP classes until they carry a full course load in junior and senior years. The E.L. Haynes High School course list includes:

<u>Freshman</u>	<u>Sophomore</u>	<u>Junior</u>	<u>Senior</u>
English	English 10	AP English Language	AP English Literature
Geometry	Algebra II/Trig	Pre-Calculus	AP Calculus BC
Physics	AP Chemistry	AP Biology	AP Environmental
AP World History	AP US History	AP Government	Science or AP Physics
Spanish or Arabic	Spanish or Arabic	AP Statistics	AP Economics
Video Game Design	Electives	Spanish or Arabic	Spanish or Arabic
Reading/Algebra		Electives	Electives

2. PARENT INVOLVEMENT EFFORTS

Parent engagement at E.L. Haynes centers around three key goals:

1. supporting students' academic progress;
2. celebrating student work;
3. strengthening families and building community.

Support Students' Academic Progress: to ensure the academic success of all E.L. Haynes students, we hold a series of events each year to provide opportunities for teachers, parents, and

caregivers to meet and have open conversations about student expectations and the school's curriculum and program.

- ▶ Back to School Nights (Annual). Families meet teachers, view classrooms, and learn about the exciting skills students will learn for the new school year.
- ▶ ELL Night (Annual). Parents are given tools to support their students at home. Parents are also given the opportunity to have a dialogue with ELL staff.
- ▶ Literacy Nights (Annual). In classrooms, families participate in read-alouds, witness the tools that teachers use to address each student's literacy needs, and learn about methods they can use at home to support comprehension.
- ▶ Math Nights (Annual). In classrooms, families witness the tools that teachers use to address each student's math needs, and learn about methods they can use at home to support learning.
- ▶ Parent-Principal Chit Chats (Monthly). Parents and caregivers are invited to meet with the school's Principals to discuss whatever topics are important to them.
- ▶ Roving Readers (Monthly). ELH parents, grandparents, and caregivers volunteer to read to our students. Occasionally, we will have two readers, per class, who can read in English, Spanish, and/or Amharic. Readers are encouraged to have fun while reading and engage the students with the books and props provided.
- ▶ Parent-Teacher Conferences (Quarterly). Parent-Teacher-Student conferences offer a great chance to meet individually with teachers to learn more about the specifics of the students' academic progress.

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

- ▶ Culminating Activities for Expeditions (Annual). Each of our grade levels embark on dynamic learning expeditions culminating in a day when our students teach others about the real-world problem they've been tackling.
- ▶ Grandparents/Special Friends Day. We celebrate guests for their support in their grandchildren/special friends' education.

Strengthening Families and Building Community: 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 Savings Workshops. This workshop provides parents the opportunity to understand the special benefits for DC residents while educating families about the substantial cost of higher education.

- Bullying Prevention Workshops. In this workshop parents learn the definition of bullying, what they can do to support their child, and how to work with the school to provide a positive environment for all students.
- Social Networking Workshop. During this workshop parents discover how to access, navigate, and monitor online sites.
- Holiday Bazaar. The Holiday Bazaar is a three-part fundraiser: bake sale, yard sale, and craft sale which requires parental volunteer involvement.

II. SCHOOL PERFORMANCE

A. PERFORMANCE AND PROGRESS

1. GOALS AND PRIORITIES FOR 2012-13

In 2012-13, E.L. Haynes had the following school-wide goals, priorities, and initiatives focused on literacy and maximizing student time in school. The major initiative we launched throughout the school was the roll-out of Response to Intervention which informed our goals and initiatives.

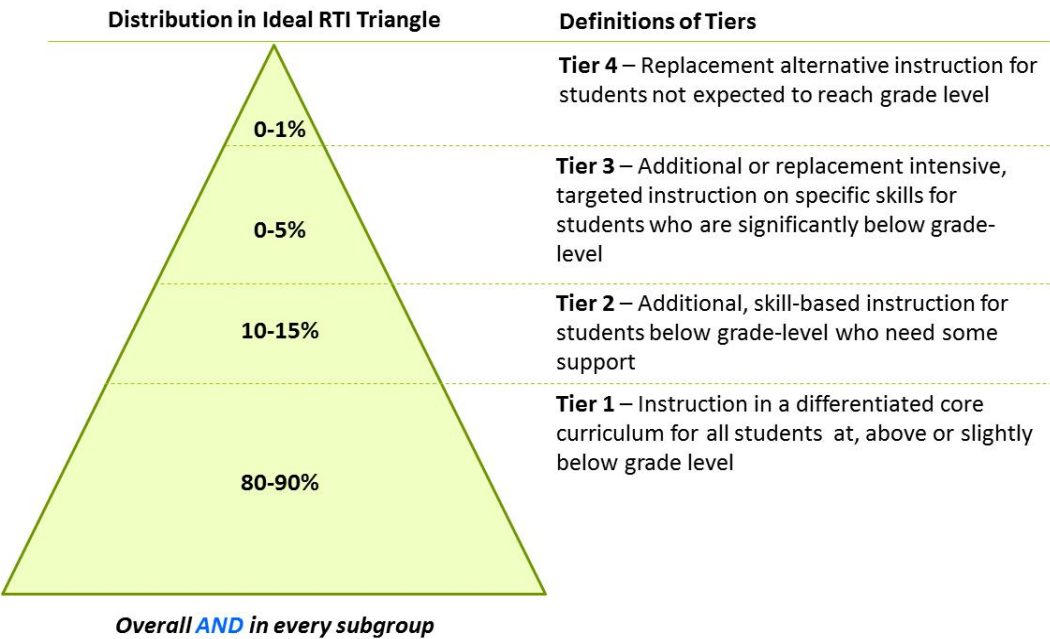
BIG GOALS

- A. 80% percent of students will be at or above grade level in reading (F&P, TC, DCCAS); 100% will have made a year-or-more of progress (F&P, TC); the 20% not on grade level will make more than a year's growth (F&P, TC)
- AND
- B. We will use data to track and monitor initiatives regularly.

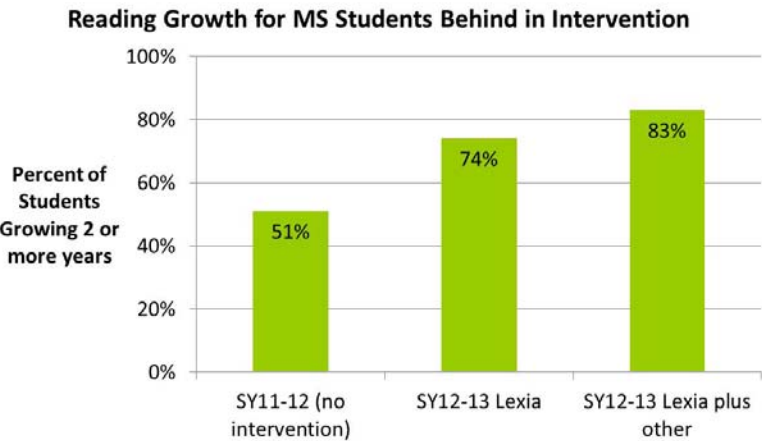
PRIORITIES

Priorities	1	2	3
	Improve Tier I literacy instruction to meet needs of 80% of students	Move our students who are more than 2 years behind at least 2 grade levels*	Increase days at school compared to 2011-12 by reducing suspensions and reducing % of truant students
<i>Initiatives</i>	• Word Study • Small Group Work • Improve SST co-planning and coordination • Lit. standards integrated in sci & ss	• Lexia • HS Learning Lab • Intervention coord and tracking • AS3 Rollout • EDP tutoring and Intersession	• School-wide behavior plan and norming • Restorative Justice to build community • Track data regularly

With the roll-out of Response to Intervention, we also used the RtI Triangle as our targets to work toward. We expect that it will take between two and five years to meet the ideal targets for each of our campuses (elementary, middle, and high school).



In addition to the results from the DCCAS described in the section below, we did see some positive change towards meeting our goals, though we did not reach them completely. While we did not reach our goal of 80% of our students proficient or advanced in reading, we were able to see dramatic growth for our students in our intensive middle school reading intervention (see chart below) for 87 of our middle school students (approximately one third of all of our middle school students) who gained two or more years of reading growth. And, although we did not have 100% of our students gaining a year or more in reading, 81% of our students across our elementary and middle school made more one year of progress as indicated by our internal reading assessment.



In addition, we made significant progress towards reaching the ideal targets for our RtI Triangle. See the chart below which highlights our middle school data with the decrease in students who are significantly behind in Tiers 3 and 4, as well as the increase of students who are proficient and advanced in Tier 1. At this rate, we anticipate the middle school reaching the ideal targets in two to three more years.

**Change in Proportion of Middle School Students in RtI Tiers
Beginning of Year to End of Year in 2012-13**

RtI Tiers	Ideal RtI Target	Beginning of Year (BOY)	End of Year (EOY)	EOY-BOY
Tier 4	1%	2%	1%	-1%
Tier 3	0%-5%	35%	25%	-10%
Tier 2	10%-15%	18%	18%	0%
Tier 1	80%-90%	46%	57%	+11%

2. OUR DCCAS RESULTS

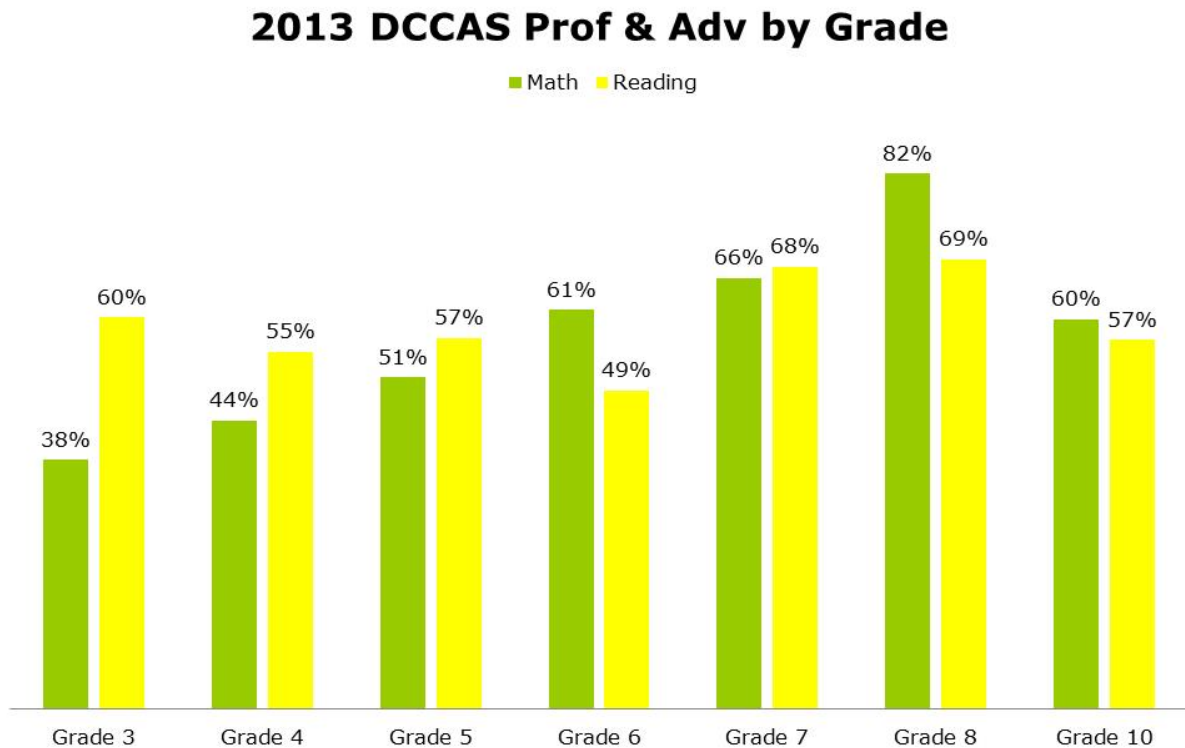
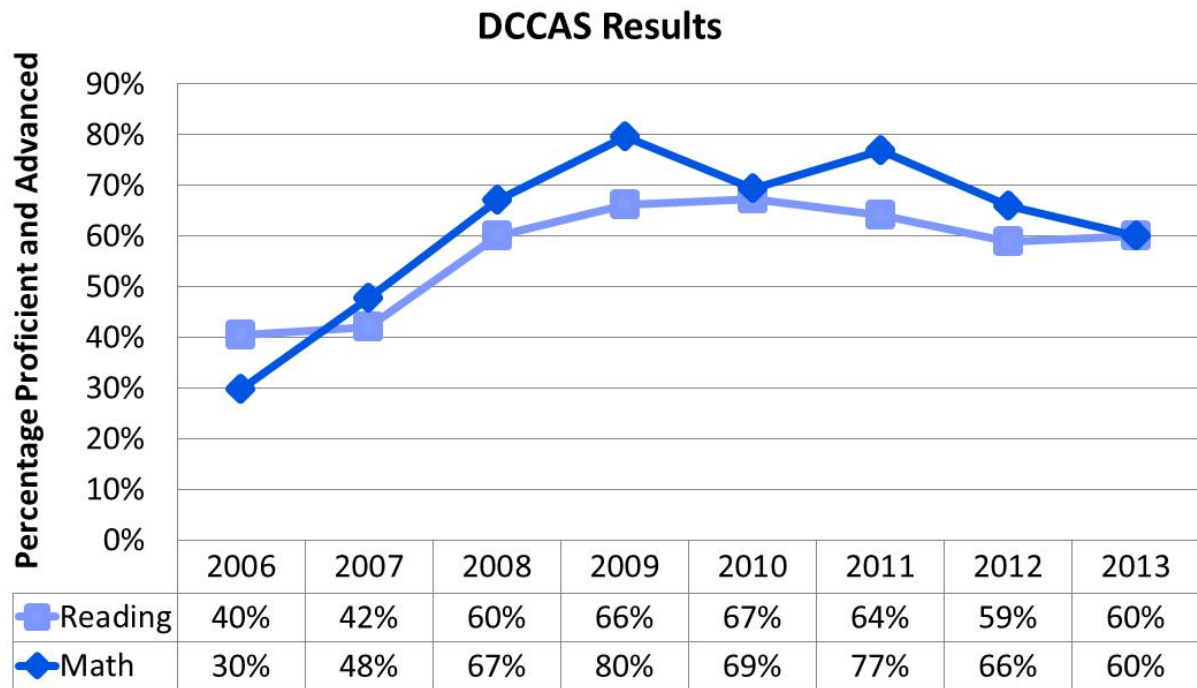
The DCCAS is the District of Columbia's standardized assessment to measure student achievement in reading and math. In 2012-13, E.L. Haynes administered the DCCAS to students in second through tenth grade. The chart below shows the percentage of students who scored proficient or advanced in reading and math from 2006 to 2013 followed by a chart that shows the results for reading and math by 3rd – 10th grade levels for 2013. While we continue to outpace the District average in all grades and subgroups, our 2013 scores are below what we know our students can do.

E.L. Haynes did not make overall AMOs for math and reading. We also failed to make AMOs in the SPED, Black and Latino subgroups. Last year, we began implementing Response to Intervention (RtI), and evidence based program, in order to address Tier I instructional gaps for all students as well as targeted interventions for Tier II and Tier III students. E.L. Haynes hired a Director of Response to Intervention in order to coordinate the implementation of Tier II and Tier III interventions school-wide. In our first year we focused on implementation of several literacy interventions. One intervention, Lexia, showed dramatic results for students that were two or more years behind in reading. In fact, 83% of students with Lexia and other interventions grew 2 or more years in reading. We will continue implementation of RtI in school year 2013-2014 and expand our

interventions to mathematics. Additionally, it is critical that E.L. Haynes address Tier I curriculum and instruction needs in mathematics and reading. Our Staff and Curriculum Developers for both literacy and mathematics will work with teachers on both curriculum and instructional coaching to address existing gaps and improve proficiency for all students.

Our overall reading score of 60% was not a surprise because we use internal reading assessments to track the progress of our students throughout the year. We had, in fact, predicted an overall score of 55%, so were pleased that our score was 5% higher than our prediction. (For the first time this year, we assigned a reading goal of 2 years or more to all students who were one or more years behind. In the past, we had not been this aggressive, but found that we'd be able to move 51% of our students who were behind two or more years, so decided to make that our expectation for all students who are significantly behind.)

We had predicted that we would see a small decrease in math, but not as large a decrease as we experienced. Two years ago, we made the decision to fully align our curriculum to the Common Core State Standards (CCSS) in math and reading by 2012-13. Given the significant reduction in the number of standards in CCSS compared to DC State Standards, our curriculum contained ~50% of the standards tested on the DCCAS. In addition to the reduction of standards, we also shifted our instruction to match the Common Core's increased rigor and the anticipated shift in PARCC's assessment of students through written responses, multi-step problems, and demonstration of critical thinking skills. Because DCCAS has not shifted to the Common Core math standards – the DCCAS questions may be aligned, but they are not akin to the increased rigor as defined by the CCSS – we anticipated a decrease in our scores. Lastly, we think that some of the decrease in scores overall may be due to our decision not to dedicate the month before the DCCAS to test preparation or take significant time throughout the year to practice test preparation.



3. MEETING EARLY CHILDHOOD TARGETS

Kindergarten Readiness: The Creative Curriculum Teaching Strategies GOLD, designed by Teaching Strategies, is an assessment that allows teachers to systematically observe, record, and evaluate language, cognitive, socio-emotional, and physical development. In 2012-13, E.L. Haynes administered the Creative Curriculum to pre-kindergartners and 74% of students met or exceeded their projected annual growth goal. This exceeded our target on the Early Childhood Education Performance Management Framework (ECE PMF) of 70%.

Reading Growth for Early Childhood: The Fountas & Pinnell Benchmark Assessment System allows teachers to systematically observe, record, and evaluate strengths and weaknesses in students' decoding and comprehension skills. Teachers can plan for future teaching and track student progress. In 2012-13, E.L. Haynes administered the F&P to students in kindergarten to second grade and more than 76% of students demonstrated growth of a year or more which exceeded the ECE PMF target of 75%.

Reading Proficiency for Early Childhood: The reading proficiency target for students in first and second grade on the ECE PMF is 70%. In 2012-13, only 60% of students ended the year proficient or advanced, so E.L. Haynes did not meet or exceed the target.

Attendance: The ECE PMF's targets for attendance are 88% (Pre-K) and 92% (1st and 2nd grades). In 2012-13, the attendance rates were 96% (Pre-K) and 98% (1st and 2nd grades) which exceeds the targets for each grade level group.

B. LESSONS LEARNED AND ACTIONS TAKEN

Our LEA Leadership Team (composed of the Head of School, Principals from all three campuses, other instructional leadership and Directors) evaluates literacy, math, and student behavior/wellness data on a quarterly basis to inform instructional improvements necessary throughout the year. At the end of the school year the leadership team dissects the DC-CAS data when it is made available over the summer and compares it to our internal data in order to gain further insights. In addition, the LEA Leadership team reviews additional data by reviewing student discipline disaggregated by campus, grade level and month; student attendance rates by grade level and month; parent survey data; teacher evaluation data; and professional development evaluations.

The Leadership Team had the following major take-aways from the data analysis: 1) our decisions to adopt the Common Core State Standards in math (this included the adoption of the instructional shifts as well as the standards) and not to take out a month of instruction to prepare for the DCCAS had a greater negative impact on our math scores than we anticipated; 2) the significant number of new students we've enrolled in 6th grade over the past three years had a small effect on our scores, but was not responsible for the overall decrease in math or lack of increase in reading scores, 3) there was no effect on our scores by the attrition of students (we have very little attrition, but we wanted to see if we'd lost high performing students at a greater rate than not-yet-high performing

students); 4) there is a group of persistently struggling students in math and in reading at many grade levels that we have only begun to figure out how to serve; 5) while we have made progress on shifting the proportion of students in the different Tiers in reading, we still have a ways to go to reach the ideal proportions according to RtI Triangle; and 6) we did not see the increase in the percentage of students who scored advanced in reading or math that we wanted.

In terms of our third priority for 2012-13, we were very pleased to see the significant decrease in suspension rates in our elementary and middle schools. We attribute this change to using a restorative justice approach and the hiring of new Restorative Justice Coordinators at each of our campuses. We are deepening this work by launching Positive Behavior Intervention and Support (PBIS) across all our grade levels in 2013-14.

This data analysis and needs assessment formed the basis of our strategic planning for school year 2013-14. Based on the data from 2012-13, we have expanded our priorities to include math, so that our three school-wide priority areas are 1) literacy, 2) math, and 3) maximizing time in school. Our plans for 2013-14 build on the successful Response to Intervention pilots from 2012-13 by expanding the literacy interventions and launching math interventions. The plan includes the following: 1) in order to monitor the progress of our math program, we will use a new assessment (NWEA MAP) that is nationally normed which will be given to students in 3rd – 8th grades three times over the course of the year and we have had Achievement Network customize our interim math assessments to the scope and sequence aligned to the Common Core State Standards; 2) we will expand the Tier 2 and 3 reading interventions to serve students across elementary to high school to address the students who are persistently struggling; 3) so we will pilot Tier 3 math interventions to serve our most needy students in math; and 4) we will continue to improve our Tier 1 instruction in reading and math so that we can further shift the RtI Triangle towards the ideal targets.

C. UNIQUE ACCOMPLISHMENTS

As a Center for Excellence, E.L. Haynes continues to receive local and national recognition for exceptional student achievement and or model program in fulfillment of our mission. In 2012-2013, E.L. Haynes served 950 students in Pre-K through 10th grade. As a Center for Systemic Reform, E.L. Haynes lives its vision – to make an impact on education locally and nationally. E.L. Haynes led several efforts in school year 2012-2013 to impact student achievement in DC and beyond.

E.L. Haynes Launches New Website. In fall 2012, E.L. Haynes unveiled www.elhaynes.org. The completely redesigned site features a dynamic design that opens an exciting window into E.L. Haynes, rich content that engages readers in meaningful ways, and improved navigational tools that help readers find information quickly and easily. A new family portal, also translated into Spanish, allows parents to track students' progress in the classroom, download curricula, forms and documents, receive timely announcements, and connect with other families. An expanded media center celebrates our accomplishments and connects users with social media networks. Another area

highlights our strategic initiatives and partnerships that are making a broader impact on education reform across the city.

Capital Teaching Residency (CTR) Program Cultivates Excellence. CTR trains residents who work alongside lead teachers for one year and, through that experience, extensive professional development, and teacher certification, gain the skills necessary to become exceptional teachers ready to serve students in schools across DC. Each year, CTR recruits and trains an impressive cohort of teachers. In 2012-2013, CTR's fourth year, 800 candidates applied for 66 open positions, allowing organizers to be highly selective in choosing the most qualified applicants. Of the 66 residents in this year's cohort, 52% are people of color, 28% are men, 49% are transitioning from other careers, and 51% are recent college graduates.

Education Leaders Unite to Support the Common Core. On February 27, 2013, E.L. Haynes convened more than 250 public school teachers from across the city in celebration of DC's transition to the Common Core, a rigorous set of standards now adopted by 46 US states that provide a consistent, clear understanding of what students are expected to learn to compete successfully in the global economy. The event – featuring a panel discussion with policy makers and educational leaders, instructional sessions, and camaraderie – was a culmination of two years of research and practical discovery by the DC Common Core Collaborative (DC CCC), which E.L. Haynes launched in 2011 thanks to a \$1.4 million grant from DC Race to the Top funds.

E.L. Haynes High School Facility Opens. On March 7, 2013, nearly 400 friends and supporters, city officials, and members of the press gathered to celebrate the grand opening of E.L. Haynes High School at Kansas Avenue. The ribbon cutting ceremony included remarks from DC Mayor Vincent Gray and Councilmember Muriel Bowser and a keynote address from Maria Gomez, Founder and President of Mary's Center and a recent winner of the Presidential Citizen's Medal. The 33,000-square-foot addition adjoins 12,000 existing square feet of space, enabling E.L. Haynes High School to grow to serve 400 students. The facility includes science labs, a high school regulation size gymnasium, specialized spaces for the arts, a technology lab for video game design and programming courses, and an indoor/outdoor cafeteria.

Toast to Transformation. On May 21, 2013, more than 200 guests celebrated E.L. Haynes while dancing to the beat of our student Marimba Ensemble, playing video games created by Haynes students, enjoying treats made with herbs from student gardens, learning about our high school civil rights tour of the south, and viewing student artwork. At the event, Founder and Head of School Jennie Niles honored education technology entrepreneur Ilene Rosenthal, who has played a pivotal role in the growth of E.L. Haynes. The evening capped off with a special toast from NBC News4 Today Anchor Eun Yang. The event surpassed last year's total, raising more than \$90,000 in support of E.L. Haynes' work as both a center for excellence and a center for systemic reform.

Students Travel the Globe. Over the 2012-2013 Spring Break, E.L. Haynes High School students seized the opportunity to experience life beyond our campus. Led by AP American History teacher

Barrie Morman, a group of 23 students from E.L. Haynes and Blake High School in Silver Spring, Maryland toured southern landmarks of the Civil Rights Movement. Joseph Kotarski, AP World History teacher, accompanied a group of three students to England to learn about education and culture abroad. And groups of 60 ninth and 70 tenth grade students got a taste of the college experience firsthand by visiting campuses in Virginia, North Carolina, New York, Connecticut, Pennsylvania and Delaware, organized by college counselor Aaron Stallworth.

Marimba Ensemble. Under the direction of music teacher Ms. Premila Mistry, E.L. Haynes hosts one of the few student marimba ensembles in the nation. This selective group of students specializes in the music of the Shona people of Zimbabwe and performs intricate music in twelve-part harmony. The ensemble has received numerous accolades for its work.

E.L. Haynes Wins Safe Schools Award. In March 2013, E.L. Haynes Public Charter School received the Student Support Center (SSC)'s 2013 Safe Schools Award in recognition of the school's commitment to creating and maintaining a safe and positive school climate and building systems to meet the social, emotional, and behavioral health needs of its students. The award was presented during SSC's First Annual Awards Ceremony, also honoring The Morris & Gwendolyn Cafritz Foundation, receiving the Champion for Successful Students Award, and Ms. Oluwaranti Agbe-Davies, receiving the Positive Futures Award.

D. LIST OF DONORS

E.L. Haynes gratefully acknowledges the support of our 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, 2012 and June 30, 2013:

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Nancy Folger and Sidney Werkman
Frances Dubrowski and David Buente
David Kelly and Sarah Ely Kelly
Federal Innovation Inc.
Flamboyan Foundation
Forrester Construction
Kevin Fox and Deanna Fox
Eng Garcia Real Estate
The Bill and Melinda Gates Foundation Employee Matching Gift Program
Joseph Gibson and Heath Kern Gibson
Nancy Glassman
Google
Irving Gornstein and Susan Lebeaux
Stephen Green and Susanne Walker
Julie Anne Green and William S. Murray, III
Caryn Gottlieb and Richard Grinspun
Rob Gustavson
Michael Hall and Anne Crowley
Kelly Hand and David Abramson
Joseph and Lucia Henderson
James L. Henderson and Catherine M. Henderson
The Herb Block Foundation
Charlie W. Hill and Golden Bethune-Hill
David Hiller Charitable Fund
William B. Holding and Judith K. Holding
Humanities Council of Washington, DC
Ramon Jacobson and Alwynne Wilbur
JLAN Solutions
JMA Solutions
Roy S. Jones, Jr.
David and Michelle Joubran
Rachel Kaplan and Robert Riesman
Carolyn Kari
Kim Kauffman

Marianne Keler and Michael Kershow
Stefan Kershow
Paul, Jane, Christine and Nina Khoury
Peggy Knudson and Mark Sugg
Lisa Landmeier and Hugo Roell
Jon T. Larranaga
Andrew Lee and Matthew Cunningham
Terry and Margaret Lenzner
Robin Linen and Christopher T. Linen
Wothington Linen and Winifred Barnes Linen
Winston Bao Lord
Manny and Olga's
Robert Marks and Mary Shaw Halsey
Jonathan B. Marks and Nandita W. Marks
The Richard E. and Nancy P. Marriott Foundation
S. and L. Marx Foundation
Catherine McCall
McConnell Consulting Group
Thomas McCormick
McGladrey & Pullen LLP
Marrienne McMullen and Jeffrey Epton
Alan Meltzer
Allison and Glenn Merten
Eugene and Agnes E. Meyer Foundation
Michael and Michelle Miller
Stephen and Rebecca Milliken
Clarissa Potter and James Wilson
Liz Duffy and John Gutman
Neustar
A. David Niles and Allison Niles
Nicholas and Margaretta Niles
Melanie and Larry Nussdorf
Perkins Hunter Foundation Fund of the Chicago Community Trust
Richard Pohlman and Ingrid Andersson
Qatar Foundation International
William Rawson and Mary Rawson
Victor Reinoso
Jean P. Richards
Jerry and Dedee Rigg
Ilene and Steve Rosenthal
Thomas D. Rutherford, Jr. and Jean Rutherford
Serve DC - The Mayor's Office on Volunteerism
Shippy Foundation
Nelson Smith and Paul Garrard
Judith Smith
Clyde Solomon and Shirley Thompson
William A. Stafford and Ingrid S. Stafford
Perry and Leslie Steiner
Mark Steitz
Target
The E. Newbold & Margaret duPont Smith Foundation

The Meltzer Group
The Ski Club of Washington, DC, Inc.
Walter Tunnessen and Aviva Zyskind
U.S. Bancorp Community Development Corporation
A. Christopher Wailoo and Alisa Lasater
Benjamin Edelman and Ruth Wielgosz
Louise W. Wiener
Robert and Diane Wilbur
Emma Wilkey
Kathe and Edwin Williamson
Rick and Jeanie Witmer
Michael S. Zamore and Abigail Smith

DATA COLLECTION TEMPLATE: ELEMENTARY SCHOOL

Source Data Point

GENERAL INFORMATION		
School	LEA Name	E.L. Haynes PCS
School	Campus Name	E.L. Haynes Elementary School
School	Ages served – adult schools only	0
PCSB	Audited Enrollment Total	327
PCSB	PK3 Audited Enrollment	36
PCSB	PK4 Audited Enrollment	47
PCSB	KG Audited Enrollment	46
PCSB	Grade 1 Audited Enrollment	49
PCSB	Grade 2 Audited Enrollment	74
PCSB	Grade 3 Audited Enrollment	75
PCSB	Grade 4 Audited Enrollment	
PCSB	Grade 5 Audited Enrollment	
PCSB	Grade 6 Audited Enrollment	
PCSB	Grade 7 Audited Enrollment	
PCSB	Grade 8 Audited Enrollment	
PCSB	Grade 9 Audited Enrollment	
PCSB	Grade 10 Audited Enrollment	
PCSB	Grade 11 Audited Enrollment	
PCSB	Grade 12 Audited Enrollment	
PCSB	Adult Audited Enrollment	
PCSB	Ungraded Audited Enrollment	

STUDENT DATA POINTS		
School	Total number of instructional days	180
School	Notes on number of instructional days for grades with different calendars	0
PCSB	Suspension Rate	0.9%
PCSB	Expulsion Rate	0.0%
PCSB	Instructional Time Lost to Discipline	0.0%
PCSB	Promotion Rate (All Grades)	99.8%
PCSB	Promotion Rate (KG and higher)	99.7%
PCSB	Mid-Year Withdrawal Rate	2.4%
PCSB	Mid-Year Entry Rate	0.3%

FACULTY AND STAFF DATA POINTS		
School	Number of Teachers	34
School	Teacher Attrition Rate	18.5%

FACILITIES INFORMATION		
School	Square footage for entire classroom space	15597
School	Square footage for entire building	28975
School	Cafeteria	Yes
School	Theater/Performing Arts Space	Yes
School	Art Room	Yes
School	Library	No
School	Music Room	Yes
School	Playground	Yes
School	Gym	Yes

EDUCATION OFFERINGS		
School	Advanced Placement	No
School	Alternative	No
School	Arts Integration/Infused	No
School	Career/Technical	No
School	Classical Education School	No
School	College Prep	Yes
School	Expeditionary Learning	Yes
School	Evening	No
School	Extended Academic Time	No
School	GED	No
School	International Baccalaureate	No
School	Language Immersion	No
School	Math, Science, Technology	No
School	Montessori	No
School	Online/Blended	No
School	Public Policy/Law	No
School	Reggio Emilia	No
School	Residential Program	No
School	Special Education Focus	No
School	Stand-Alone Preschool	No
School	World Cultures	No
School	Please feel free to provide a written explanation to some or all of your answers to the multiple choice questions in the below text box.	

DATA COLLECTION TEMPLATE: MIDDLE SCHOOL

Source Data Point

GENERAL INFORMATION		
School	LEA Name	E.L. Haynes PCS
School	Campus Name	E.L. Haynes Middle School
School	Ages served – adult schools only	0
PCSB	Audited Enrollment Total	395
PCSB	PK3 Audited Enrollment	
PCSB	PK4 Audited Enrollment	
PCSB	KG Audited Enrollment	
PCSB	Grade 1 Audited Enrollment	
PCSB	Grade 2 Audited Enrollment	
PCSB	Grade 3 Audited Enrollment	
PCSB	Grade 4 Audited Enrollment	50
PCSB	Grade 5 Audited Enrollment	50
PCSB	Grade 6 Audited Enrollment	101
PCSB	Grade 7 Audited Enrollment	99
PCSB	Grade 8 Audited Enrollment	95
PCSB	Grade 9 Audited Enrollment	
PCSB	Grade 10 Audited Enrollment	
PCSB	Grade 11 Audited Enrollment	
PCSB	Grade 12 Audited Enrollment	
PCSB	Adult Audited Enrollment	
PCSB	Ungraded Audited Enrollment	

STUDENT DATA POINTS		
School	Total number of instructional days	180
School	Notes on number of instructional days for grades with different calendars	0
PCSB	Suspension Rate	6.6%
PCSB	Expulsion Rate	0.0%
PCSB	Instructional Time Lost to Discipline	0.1%
PCSB	Promotion Rate (All Grades)	98.0%
PCSB	Promotion Rate (KG and higher)	98.0%
PCSB	Mid-Year Withdrawal Rate	4.1%
PCSB	Mid-Year Entry Rate	0.5%

FACULTY AND STAFF DATA POINTS		
School	Number of Teachers	46.5
School	Teacher Attrition Rate	40.0%

FACILITIES INFORMATION		
School	Square footage for entire classroom space	16389
School	Square footage for entire building	45484
School	Cafeteria	Yes
School	Theater/Performing Arts Space	No
School	Art Room	Yes

DATA COLLECTION TEMPLATE: HIGH SCHOOL

Source Data Point

GENERAL INFORMATION		
School	LEA Name	E.L. Haynes PCS
School	Campus Name	E.L. Haynes High School
School	Ages served – adult schools only	0
PCSB	Audited Enrollment Total	227
PCSB	PK3 Audited Enrollment	
PCSB	PK4 Audited Enrollment	
PCSB	KG Audited Enrollment	
PCSB	Grade 1 Audited Enrollment	
PCSB	Grade 2 Audited Enrollment	
PCSB	Grade 3 Audited Enrollment	
PCSB	Grade 4 Audited Enrollment	
PCSB	Grade 5 Audited Enrollment	
PCSB	Grade 6 Audited Enrollment	
PCSB	Grade 7 Audited Enrollment	
PCSB	Grade 8 Audited Enrollment	
PCSB	Grade 9 Audited Enrollment	127
PCSB	Grade 10 Audited Enrollment	100
PCSB	Grade 11 Audited Enrollment	
PCSB	Grade 12 Audited Enrollment	
PCSB	Adult Audited Enrollment	
PCSB	Ungraded Audited Enrollment	

STUDENT DATA POINTS		
School	Total number of instructional days	180
School	Notes on number of instructional days for grades with different calendars	0
PCSB	Suspension Rate	24.2%
PCSB	Expulsion Rate	2.2%
PCSB	Instructional Time Lost to Discipline	0.8%
PCSB	Promotion Rate (All Grades)	99.8%
PCSB	Promotion Rate (KG and higher)	99.7%
PCSB	Mid-Year Withdrawal Rate	5.7%
PCSB	Mid-Year Entry Rate	0.4%

FACULTY AND STAFF DATA POINTS		
School	Number of Teachers	27.5
School	Teacher Attrition Rate	12.8%

FACILITIES INFORMATION		
School	Square footage for entire classroom space	17617
School	Square footage for entire building	50437
School	Cafeteria	Yes
School	Theater/Performing Arts Space	No
School	Art Room	Yes
School	Library	No

APPENDIX A: STAFF ROSTER 2012-2013

E.L. Haynes is proud to have an exceptionally-qualified team of teachers, administrators, and staff. **Forty-eight percent (48%)** of teachers in school year 2012-2013 had four to seven years of teaching experience, and **twenty-four percent (24%)** had eight or more years of experience. Our administrative team holds degrees from some of the most prestigious colleges and universities in the country and advanced degrees in law and business.

E.L. Haynes Staff Serving in School Year 2012-2013

Laurence Agenor, Capital Teaching Resident, Grade 3
 Saran Ahluwalia, Capital Teaching Resident, Grade 9
 Alexandra Alderman, Institutional Giving Manager
 Noris Alderson, Family Communications/Cultural Coord.
 Margaret Allen, Teacher, Grades 4-8 Resource
 Darnell Almanzar, Teacher, Grade 9 Inclusion
 Blanca Alvarez, Receptionist, Georgia Ave Campus
 Lisa Apple, Teacher, Grades 6-8 Math Intervention
 Kirsten Bakken, Teacher, Pre-Kindergarten
 Beth Barnes, Teacher, Grade 8 Inclusion
 Brent Bass, Teacher, Grades PK-3 Health and Fitness
 Kristopher Bengtson, Teacher, Grades 6-8 ELL
 Sherrie Billingslea, YRP FT Staff Member
 Megan Boemio, Paraprofessional, Grade 6
 Eva Bollag, Paraprofessional, Grade 2
 Erica Bortz, Teacher, Grades 9-10 Resource
 Jessica Brewster, Teacher, Grade 2 ELL
 Tia Brumsted, Social Worker, High School
 Norma Bryant, Teacher, Pre-Kindergarten
 John Burns, Teacher, Grade 7 Inclusion
 Katie Burns, Teacher, Grade 3 Inclusion
 Benjamin Byrd, Teacher, Grade 2
 Celeste Capaldi, Teacher, Grade 10 US Literature
 Regina Carlisle, YRP FT Staff Member
 Vanessa Carlo-Miranda, Chief Financial Officer
 Charlotte Carroll, IEA Associate
 Gisella Castillo, Teacher, Grade 9 World Literature
 Jeannette Chang, Director of Technology Innovation
 Joanna Charles, YRP Site Manager, Grades PK-3
 Cathy Chaupis, Receptionist, High School
 Cassandra Class, School Psychologist
 Davon Coachman, Paraprofessional, Grade 2
 Nathaniel Cole, Teacher, Grade 9 AP World History
 Michael Conners, Teacher, Grades 4-5 ELL
 Krystal Cooper, YRP FT Staff Member
 Margaret Cox, Teacher, Grades 4-8 Spanish
 Dee Crowder, Nurse, Grades 4-8
 Elsi Cruz, Office Manager, Georgia Ave Campus
 Indira Cruz, Teacher, Grades 4-8 Spanish
 Theresa Danskey, Teacher, High School Spanish
 Brian DeCicco, Teacher, Grade 9 Physics
 Claire Donahue, Teacher, High School ELL
 Shane Donovan, Teacher, Grade 9 Physics
 Victoria Eugene, Paraprofessional, Grade 6
 Margaret Fatovic, Resource Teacher/Response to Intervention Coordinator, Grades 4-8
 Jodi Fiteny, Inclusion Coordinator, Grades PK-3
 Rob Fleisher, Teacher, Grade 7 Inclusion

Shirley Fletcher, Paraprofessional, Grade 6
 Eliza Ford, Teacher, Grade 6 Literacy
 Jennifer Fox-Thomas, Teacher, High School Inclusion
 Kate Franz, Director of Literacy
 Alison Frieze, Teacher, Grades 4-5 Inclusion
 Jane Gang, Teacher, Grade 2 Inclusion
 Tyhasha Garner-Wright, YRP Site Manager, Grades 4-5
 Karissa Gensler, Teacher, Grade 6 Math
 Tiarra Gibson-Turner, YRP FT Staff Member
 Kenneth Goff, Teacher, Health and Fitness
 Joe Golub, Teacher, Pre-Kindergarten
 Nayantara Gonsalves, Teacher, Grade 6 Humanities
 Marissa Gonzalez, Capital Teaching Resident, Grades 9-10
 Paula Gordon, Assistant Principal, Grades 4-5
 Lonetta Grant, Paraprofessional, Grades 6-8
 Julie Green, Chief Marketing and Development Officer
 Alvin Greene, Instructional Aide, Pre-Kindergarten
 Carla Grinnell, Teacher, Grade 1 Inclusion
 Abdel Gubartalla, Teacher, High School Arabic
 Christel Guillen, Teacher, High School Inclusion
 Brian Harker, Teacher, Grades 6-8 Arabic
 Randy Harper, Paraprofessional, Grade 5
 Rabiah Harris, Teacher, Grade 8 Science
 Nate Harris, Paraprofessional, Grade 6
 Mychal Harrison, Paraprofessional, Grade 7
 D'Amber Hawthorne, YRP FT Staff Member
 Tarek Hbeichi, Teacher, Grade 2 Inclusion
 Ginger Hedegore, Teacher, Grades 4-8 Resource
 Caroline Hill, Principal, High School
 Erin Hogan, Teacher, Grade 4 Inclusion
 Julie Holt, Inclusion Coordinator, Grades 4-8
 Beth Hood, Director of Student Wellness
 Kate Hubbard, Dir. of Teacher Development & Evaluation
 Emily Hueber, Teacher, Grade 9 Algebra II
 LaToya Hutchins, Teacher, Grade 5 Math
 Laurel Hyche, Teacher, Kindergarten
 Amanda Ingram, Teacher, Grade 5 Inclusion
 Samone Jackson, Child Care Subsidy Manager
 Dion Jackson, School Counselor, Grades 4-8
 Kirby Jarrell, Teacher, Grade 7 Humanities
 Tyleah Jenkins, Teacher, Grade 4 Math
 Anthony Johnson, Paraprofessional, Grade 9
 Lakesha Johnson, Food Service Manager, Grades 4-8
 Eric Jones, Teacher, Grade 10 Geometry
 Tanisha Jones, Teacher, Grade 1
 Katharine Kairies, Teacher, Grade 9 World Literature
 Krystiana Kaminski, Instructional Aide, Pre-Kindergarten
 Joseph Kotarski, Teacher, Grade 9 AP World History

Vicki Koussoglou, Operations Manager, GA Campus
 Katharine Landfield, Social Worker, Grades PK-3
 Elani Lawrence, Teacher, Grades 6-8 ELL
 Marc Lawrence, Teacher, Grade 6 Inclusion
 Khanh Le, Teacher, Grades PK-3 Art
 Shaundranetta Lee, Teacher, Grade 10 Geometry
 Bridgette Leslie, Paraprofessional, Grade 7
 Tamera Lewis, Director of Student Support Services
 Sean Lewis, Capital Teaching Resident, Grade 10
 Kristy Li Puma, Teacher, High School ELL
 Myron Long, Assistant Principal, Grades 6-8
 David Lopez, Paraprofessional, Grade 8
 Kate Lyons, Teacher, Grade 3 English language Learning
 Meredith Macaskill, Speech Lang. Pathologist, Grades PK-3
 Emily Machado, Teacher, Grade 1
 Daniel Malec, Social & Restorative Justice Coordinator, HS
 Coretta Martin, Teacher, Grade 2
 Rohey Mbenga, Capital Teaching Resident, Grade 8
 Holly McBride, Teacher, Grade 6 Inclusion
 Erin McDonough, Teacher, Grade 7 Math
 Julia McFarlane, Nurse, Kansas Ave Campus
 Jshuane Melton, Office Manager, High School
 Samantha Messer, PLACES Program Director
 Eden Messghena, Teacher, Pre-Kindergarten ELL
 Katie Messmer, Teacher, Grade 7 Science
 Premila Mistry, Teacher, Grades 4-8 Music
 Bethany Molitor, Dir. of Data Integrity/Family Comm.
 Michelle Molitor, Principal, Grades PK - 5
 Emily Montgomery, Director of Behavior Intervention
 Barrie Moorman, Teacher, Grade 9 AP US History
 Emily Morris, Teacher, Grade 2
 Jovan Nash, Capital Teaching Resident, Pre-Kindergarten
 Jennifer Niles, Founder and Head of School
 Becky Nolin, Teacher, Grade 1
 Kate Noonan, Teacher, Grade 5 Literacy
 Amy O'Connor, Teacher, Pre-K Inclusion
 Safiya O'Connor, Capital Teaching Resident, Kindergarten
 Kenli Okada, Operations Manager, High School
 Iris Olsen, Human Capital and Recruitment Manager
 Samuel Page, Federal and State Programs Manager
 Dior Paire, YRP FT Staff Member
 Reynaldo Paniagua, Maintenance, Building, Grounds, GA
 Silvestre Paniagua, Maintenance, Building, Grounds, KS
 Constance Parham, Teacher, Grade 8 Math
 Catherine Peretti, Director of Policy & Accountability
 Sarah Pessagno, Teacher, Grade 2
 Michelle Petrotta, Teacher, Grade 3 Literacy
 Towana Pierre-Floyd, Principal, Grades 6-8
 Richard Pohlman, Chief of Operations & Policy
 Lily Portlock, Capital Teaching Resident, Pre-Kindergarten
 Pamela Prue, Leadership Coach
 Eliana Ramirez, Receptionist, Grades PK-3
 Alexia Ramos, Teacher, High School ELL
 Rosenda Reyes, Food Manager/Facility Assistant, PK-3
 Adrianna Riccio, Reading Intervention Specialist
 Marcus Richardson, Teacher, Grade 1 ELL
 Timothy Richardson, Paraprofessional, Grade 9
 Paul Robinson, Instructional Aide, Pre-Kindergarten
 Emily Romero, Capital Teaching Resident, Grades 6-8
 Tadina Ross, Teacher, Grades PK-3 Spanish
 Emily Rossmassler, Teacher, Grade 6 Science
 Whitney Royal, YRP FT Staff Member

Michelle Rush, Director of ELL
 Lindy Russell-Heymann, Teacher, Grades 4-8 Art
 Anna Salzberg, Teacher, Grade 8 Literacy
 Robert Sapp, Dean of Culture, Grades 4-8
 Kara Schoo, Teacher, Grade 8 Inclusion
 Lisa Seigel, Teacher, Grades 4-8 Resource
 Ty'ease Setepenra, Family/Community Outreach Coord.
 Shalini Shybut, Director of Response to Intervention
 Deepjyot Singh, Teacher, Grade 10 US Literature
 Williams Skaggs, Human Resources & Benefits Administrator
 Andrea Smith, Director of Numeracy
 Zuleika Smith, Social & Restorative Justice Coordinator, 4-8
 Kiara Social, Literacy Teacher, Grade 5 Literacy
 William Stafford, Teacher, Grade 9 Algebra II
 Aaron Stallworth, College Counselor/YRP Coordinator, HS
 Matt Stephens, Teacher, Grade 7 Literacy
 DuRay Stevens, Capital Teaching Resident, Kindergarten
 Rhonda Stewart-Jones, Social Worker, High School
 Teri Stokes, Social Worker, Grades 4-8
 Stephanie Storlie, Teacher, Grades PK-3 Resource
 Marie Stott, Teacher, Grade 10 AP Chemistry
 Romaine Stover, Assistant Principal, High School
 Megan Strange, Paraprofessional, Pre-Kindergarten
 Judith Stroman, Social/Restorative Justice Coordinator, PK-3
 Julian Taurozzi, Capital Teaching Resident, Grade 10
 Seshmi Taylor, Teacher, Pre-Kindergarten
 Yasmine Taylor-Hart, Individual Giving Manager
 Lakesha Thomas, Instructional Aide, Pre-Kindergarten
 Florence Thomas, Paraprofessional, Grade 3
 Tammy Thomas-Weems, Director of Year Round Programs
 Salvador Torres, Enrollment & Attendance Coordinator
 Elizabeth Toth, Capital Teaching Resident, Grade 1
 Ricardo Troncoso-Ramirez, Director of Technology
 Tammy Tuck, Dir. of Student Performance and Assessment
 Jay Tucker, Teacher, Grade 3 Math
 Michelle Tyler, Instructional Aide
 Iris Ventura, Office Manager, Grades PK-3
 Keysi Villalobos, Teacher, Grade 6 ELL
 Jony Villatoro, Instructional Aide, Grade 6
 Brittany Wagner-Friel, Assistant Principal, Grades PK-5
 Nathaniel Wallace, Paraprofessional, Grade 6
 Shaneda Warren, YRP FT Staff Member
 Franklin Wassmer, Education Tech. & Systems Specialist
 Sophia Wells, Teacher, Grade 8 Humanities
 Kyna Williams, Assistant Principal, Grades PK-3
 Jonathan Williams, Capital Teaching Resident, Grades 6-8
 Marisa Williams, YRP Year Round Leader
 Ora Wiseman, Capital Teaching Resident, Grades 4-5
 Sharon Witting, Marketing and Public Relations Manager
 Valentina Wray, Inclusion Coordinator, High School
 R'Kheim Young, Middle School Clubs and Activities
 Susan Yue, Capital Teaching Resident, Grade 2

APPENDIX B: BOARD ROSTER 2012-2013

E.L. Haynes Trustees Serving in School Year 2012-2013

Guy Cecil, Vice Chair
Executive Director, Democratic Senatorial Campaign Committee

Susan Colby

Beth Colley
Associate Director, Office of International Affairs, Public Company Accounting Oversight Board

Jacquelyn Davis
Founder, ED-Volution Education Group

Carlos A. Garcia
President, Eng-Garcia Group

Michael Hall, Vice Chair and Parent Trustee
Principal Architect, Studio CrowleyHall

Roy Jones
Staff Scientist, SAIC

Stefan Kershow, Treasurer
Assistant Director, Structured Finance, The Bernstein Companies

Jennifer C. Niles
Founder and Head of School, E.L. Haynes Public Charter School

William Rawson, Secretary
Partner, Latham & Watkins LLP

Victor Reinoso
Senior Advisor to the President, Georgetown University

Abigail Smith, Chair and Parent Trustee

Theodore Smith, Parent Trustee
Supervising Producer, Discovery Channel Global Education Partnership

APPENDIX C: UNAUDITED YEAR-END FINANCIALS

REVENUE

01. Per Pupil Charter Payments	14,397,333
02. Per Pupil Facilities Allowance	2,847,000
03. Federal Entitlements	734,339
04. Other Government Funding/Grants	2,257,195
05. Private Grants and Donations	2,081,020
06. Activity Fees	270,945
07. Other Income (please describe in footnote)	715,931
TOTAL REVENUES	23,303,763

ORDINARY EXPENSE

Personnel Salaries and Benefits

08. Principal/Executive Salary	1,232,229
09. Teachers Salaries	5,721,931
10. Teacher Aides/Assistance Salaries	1,082,661
11. Other Education Professionals Salaries	206,703
12. Business/Operations Salaries	715,348
13. Clerical Salaries	430,333
14. Custodial Salaries	44,782
15. Other Staff Salaries	2,600,977
16. Employee Benefits	2,228,619
17. Contracted Staff	777,211
18. Staff Development Expense	158,351
Subtotal: Personnel Expense	15,199,145

Direct Student Expense

17. Textbooks	109,274
18. Student Supplies and Materials	179,276
19. Library and Media Center Materials	35,818
20. Student Assessment Materials	74,518
21. Contracted Student Services	548,735
22. Miscellaneous Student Expense **	94,109
Subtotal: Direct Student Expense	1,041,731

Occupancy Expenses

24. Building Maintenance and Repairs	62,300
25. Utilities	359,192
26. Janitorial Supplies	56,234
27. Contracted Building Services	635,999
Subtotal: Occupancy Expenses	1,113,724

Office Expenses

28. Office Supplies and Materials	137,026
29. Office Equipment Rental and Maintenance	95,865
30. Telephone/Telecommunications	76,464
31. Legal, Accounting and Payroll Services	279,239
32. Printing and Copying	57,053
33. Postage and Shipping	13,322
34. Other	82,958
Subtotal: Office Expenses	741,926

General Expenses

35. Insurance	47,080
36. Transportation	185,104
37. Food Service	447,968
38. Administration Fee (to PCSB)	106,049
40. Other General Expense	1,677,203
Subtotal: General Expenses	2,463,403
TOTAL ORDINARY EXPENSES	20,559,930

NET ORDINARY INCOME

42. Depreciation Expense	2,401,111
43. Interest Payments	2,446,206

NET INCOME

(2,103,484)

APPENDIX D: APPROVED 2013-2014 BUDGET

Revenue	
01. Per Pupil Charter Payments	16,195,136
02. Per Pupil Facilities Allowance	3,234,000
03. Federal Entitlements	740,813
04. Other Government Funding/Grants	1,187,142
05. Private Grants and Donations	2,573,360
06. Activity Fees	205,938
07. Other Income (please describe in footnote)	678,569
Total Revenue	24,814,958
Operating Expense	
Personnel Salaries and Benefits	
08. Principal/Executive Salary	1,370,080
09. Teachers Salaries	6,416,214
10. Teacher Aides/Assistance Salaries	1,039,398
11. Other Education Professionals Salaries	25,872
12. Business/Operations Salaries	707,187
13. Clerical Salaries	428,916
14. Custodial Salaries	68,407
15. Other Staff Salaries	3,057,586
16. Employee Benefits	2,623,718
17. Contracted Staff	800,568
18. Staff Development Expense	99,164
Total Personnel Salaries and Benefits	16,637,112
Direct Student Expense	
19. Textbooks	101,670
20. Student Supplies and Materials	178,992
21. Library and Media Center Materials	-
22. Student Assessment Materials	57,896
23. Contracted Student Services	430,000
24. Miscellaneous Student Expense **	83,681
Total Direct Student Expense	852,239
Occupancy Expenses	
25. Rent	-
26. Building Maintenance and Repairs	40,919
27. Utilities	352,447
28. Janitorial Supplies	81,713
29. Contracted Building Services	440,776
Total Occupancy Expenses	915,855
Office Expenses	
30. Office Supplies and Materials	153,501
31. Office Equipment Rental and Maintenance	91,630
32. Telephone/Telecommunications	123,556
33. Legal, Accounting and Payroll Services	327,935
34. Printing and Copying	54,384
35. Postage and Shipping	18,411
36. Other	252,328
Total Office Expenses	1,021,744
General Expenses	
37. Insurance	59,752
38. Transportation	110,817
39. Food Service	541,458
40. Administration Fee (to PCSB)	97,146
41. Management Fee	-
42. Other General Expense	428,591
43. Unforeseen Expenses	-
Total General Expenses	1,237,764
Total Ordinary Expenses	20,664,714
Interest, Depreciation	
44. Depreciation Expense	1,972,805
45. Interest Payments	2,657,251
Total Interest, Depreciation	4,630,056
Total Expenses	25,294,770

Appendix B

Appendix C

Appendix D

Appendix E

Appendix F

Appendix G

Independent Learning at E.L. Haynes

At every grade level, we lead students to develop learning independence in pursuit of our charter goal that “Students will become independent learners and will complete independent papers, reports, and performances, culminating in a high-stakes independent project before they graduate.” We know that our mission of college success for every student turns on our graduates’ ability to transition to the post-secondary environment of self-guidance and study. Below are examples of independent learning taking place at E.L. Haynes:

Reading - As soon as the students can read, they are allotted independent reading time during their literacy block. Teachers model different ways to approach text and support them as they read by discussing and annotating challenging words. In order to ensure that students choose books that are sufficiently challenging, they are organized by level. Based on our regular reading assessment levels, students know from which shelf, basket, or labeled books they should be choosing. They also carry those chosen books to do independent reading as a part of the entry routine to other classes.

Writing - In classes across disciplines, students are often asked revise essays with a partner after getting teacher feedback, and complete graphic organizers of the parts of their essays. Every year in the middle school, there is Humanities unit on “Nonfiction Reading and Writing” that is focused on independent learning. The student defines the topic, organizes the research, and completes an essay, and the teacher serves as a facilitator to coach the students through the process.

Science - Project-based learning is implemented at every level in science courses. This means there are multiple ways students can present the project that accompanies each unit: they can write a research paper, create a visual presentation, draw a diagram or create another representation of how they understand the material. Expedition units are all self-created and students are guided in doing online research.

Drama - Students are given a monologue project where they are asked to choose any movie with a monologue and forget everything they know about that movie. The goal is to create a character, develop the thoughts, costume, and props to perform that monologue in a different way than it is presented in the movie.

Student Led Conferences – High school students lead presentations for an audience of their peers, parents and staff at the end of each quarter. Students are responsible for every aspect of organizing the conference and the digital portfolio they will present. To prepare them for success, they access “how-to” videos on creating a Google site, attaching appropriate documents, and designing site layout. They are given a checklist itemizing each conference requirement and the evaluation rubric to assess their delivery. They are permitted to view sample videos of other student-led conferences at other schools. Lastly, they are given scripted prompts to aid in inviting their parents and other adults to the scheduled conference.

Appendix H

Chris Kim Day of Service Narrative

This Chris Kim Day of Service has been set aside for the past several years at Haynes to honor a staff member who played a huge role in the organization's earliest days. Chris Kim is also highlighted in this TED talk. It has served as a chance to give back and to show our students how much service to others and a 'Be Kind' attitude is important. Each grade level team should decide on how you'd like to approach the day, whether a simple project or a service to others, it's all about our message to students that this is important. Staff and students start the day with a wonderful All School Meeting and go from there into different service projects. The entire day is meant to be devoted to service and the values that we stand ready to support.

Examples of Past Service Projects:

- Students brought sandwiches and served meals at Martha's Table in the U Street Neighborhood.
- High school students taking AP United States History presented to middle school students on what they learned during a Civil Rights trip.
- Students walked the Petworth neighborhood to pick up litter and place it in the proper receptacles.
- Students partnered with Seeds of Learning, an organization that builds and supplies schools poor areas of Nicaragua, to learn about the organization, viewing their videos of their school conditions/project, organizing a school supplies drive and/or writing letters to the students about what school life is like in DC.
- Students helped Miriam's Kitchen organize their food closet, paint canvases that they use in their art program, and perform other needed services
- Students volunteered at Food & Friends a meal delivery service for people with HIV/AIDS and other terminal illnesses in DC
- Students sorted cans and helped with administrative tasks at the Capital Area Food Bank
- Students cleaned up community parks in the Columbia Heights area through Washington Parks & People
- Students volunteered at Garfield Terrace & Colony House, senior citizen homes in the Columbia Heights area
- High school students tutored younger students at the elementary and middle schools.

Appendix I



E.L. HAYNES PUBLIC CHARTER SCHOOL ANNUAL REPORT: KANSAS AVENUE CAMPUS SCHOOL YEAR 2011-2012

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Washington, DC 20010
(202) 667-4446

4501 Kansas Avenue, NW
Washington, DC 20011
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Guy Cecil, Chair, Board of Trustees

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BOARD/STAFF LIST FOR SCHOOL YEAR 2011-2012

E.L. Haynes Trustees Serving in School Year 2011-2012*

Guy Cecil, Chair
Michael Hall, Vice Chair and Parent Trustee
Abigail Smith, Vice Chair and Parent Trustee
Karim Zia, Treasurer
Marianne Keler, Secretary
Susan Colby
Beth Colleye
Jacquelyn Davis
Carlos Garcia
Leander Gray, Parent Trustee
Roy Jones
David Joubran
Stefan Kershow
Winston Bao Lord
Jennifer Niles
Bill Rawson
Ilene Rosenthal

* Note: This is a comprehensive list of all Trustees serving in the 2011-2012 school year. Three Trustees (Joubran, Gray, Zia) stepped off of the Board during the course of the year; three Trustees (Colleye, Kershow, Rawson) joined the Board during the course of the year. The total number of Trustees did not exceed the PCSB-mandated maximum of fifteen.

E.L. Haynes Staff Serving in School Year 2011-2012

Laurence Agenor, Dedicated Aide	Phylicia Bridgewater, AmeriCorps - Extended Day Leader
Alexandra Alderman, Grants & Communications Manager	Kimberly Brown, Capital Teaching Resident
Noris Alderson, Spanish Teacher	Tia Brumsted, Social Worker
Meg Allen, Resource Teacher	Lauralee Bruner, English Language Learning Teacher
Darnell Almanzar, Capital Teaching Resident	Norma Bryant, PK Teacher
Lisa Apple, Inclusion Teacher	John Burns, Long-term sub Inclusion Teacher
Kirsten Bakken, Capital Teaching Resident	Vanessa Carlo-Miranda, Chief Financial Officer
Brent Bass, Health and Fitness Teacher	Marisol Castillo, English Teacher
Kris Bengtson, English Language Learning Teacher	Joanna Charles, Site Manager
Kayce Berry, Music Teacher	Cathy Chaupis, Receptionist, High School
Meg Boatwright, Wilson Reading Teacher	Davon Coachman, Dedicated Aide
Megan Boemio, Dedicated Aide	Ronia Coats, Dedicated Aide
Eva Bollag, Teaching Aide	Mike Conners, English Language Learning Teacher
Erica Bortz, Inclusion Teacher	Yolanda Coreas, Facility Aide
Jessica Box, PLACES Program Director	Margaret Cox, Spanish Teacher
Elizabeth Boyer, PK Teacher	Dee Crowder, Nurse
Meryl Brady, English Language Learning Teacher	Elsi Cruz, Office Manager

Amy Danks, 8th Grade Math Teacher
 Teresa Danskey, Spanish Teacher
 Adrian Davis, Teaching Aide
 Brian DeCicco, Physics Teacher
 Maggie Fatovic, Resource Teacher
 Jodi Fiteny, Student Support Team Coordinator
 Keely Flaherty, Capital Teaching Resident
 Eliza Ford, 8th Grade Humanities Teacher
 Jen Fox-Thomas, Inclusion Teacher
 Kate Franz, Literacy Coordinator
 Jane Gang, Inclusion Teacher
 Ty Garner-Wright, Year Round Programs Site Manager
 Karissa Gensler, Capital Teaching Resident
 Tiarra Gibson-Turner, AmeriCorps - Extended Day Leader
 Hannah Giles, 3rd Grade Literacy Teacher
 Ken Goff, Health and Fitness Teacher
 Joe Golub, PK Teacher
 Naina Gonsalves, 6th Grade Humanities Teacher
 Seth Gorenstein, 5th Grade Math & Science Teacher
 Caroline Gottlieb, LEA Associate
 Lonnie Grant, Dedicated Aide
 Julie Green, Vice President of Marketing and Development
 Alvin Greene, Teaching Aide
 Patrice Griffin, Facility Project Manager
 Carla Grinnell, Inclusion Teacher
 Christel Guillen, Inclusion Teacher
 Brian Harker, Arabic Teacher
 Randy Harper, AmeriCorps - Extended Day Leader
 Rabiah Harris, 8th Grade Science Teacher
 Adia Harris, Capital Teaching Resident
 Chris Harris, Site Manager
 Nate Harris, AmeriCorps - Extended Day Leader
 Tarek Hbeichi, Inclusion Teacher
 Jimmy Henderson, Chief Operating Officer
 Caroline Hill, Principal, High School
 Julie Holt, Student Support Team Coordinator
 Beth Hood, Director of Social Work Services
 Kate Hubbard, Director of Teacher Development
 Laurel Hyche, Kindergarten Teacher
 Amanda Ingram, Inclusion Teacher
 Samone Jackson, Child Care Subsidy Manager
 Dion Jackson, School Counselor
 Tyleah Jenkins, 4th grade teacher
 Tanisha Jones, 1st Grade Teacher
 Eric Jones, Math Teacher
 Kate Kairies, English Teacher
 Krystiana Kaminski, Teaching Aide
 Joe Kotarski, AP World History Teacher
 Katharine Landfield, Social Worker
 Alysha Lawrence, AmeriCorps - Extended Day Leader
 Tami Lewis, Director of Student Support Services
 Jamie Lewis, Reading Intervention Teacher
 Kate Linneman, 7th Grade Humanities Teacher
 Myron Long, NLNS Resident Principal

David Lopez, Family Communications Specialist
 Meredith Macaskill, Speech Language Pathologist
 Emily Machado, 1st Grade Teacher
 Laura Magnuson, Reading Intervention Teacher
 Lauren Marar, English Language Learning Teacher
 Coretta Martin, 2nd Grade Teacher
 Holly McBride, 6th Grade Inclusion
 Julia McFarlane, Nurse
 Gshermaine McMillan, Operations Manager, Kansas Avenue
 Melissa Miller, Occupational Therapist
 JT Miller, Physics Teacher
 Premila Mistry, Music Teacher
 David Mitchell, Ed Pioneer
 Bethany Molitor, Operations Manager, Georgia Avenue
 Michelle Molitor, Principal, PK-2nd Grades
 Alexandria Monroe, Capital Teaching Resident
 Emily Montgomery, Director of Behavior Interventions
 Barrie Moorman, AP World History Teacher
 Emily Morris, 2nd Grade Teacher
 Laura Neri, Social Work Intern
 Jennie Niles, Founder and Head of School
 Becky Nolin, 1st Grade Teacher
 Kate Noonan, 5th Grade Literacy Teacher
 Amy O'Connor, Inclusion Teacher
 Kenli Okada, Operations Manager, High School
 Iris Olsen, Recruiting and Hiring Specialist
 Sam Page, Federal and State Programs Manager
 Reynaldo Paniagua, Maintenance, Building, and Grounds
 Silvestre Paniagua, Maintenance, Building, and Grounds
 Catherine Peretti, DC SchoolForce Consortium Program Director
 Sarah Pessagno, 2nd Grade Teacher
 Meaghan Petersack, 4th Grade Literacy Teacher
 Michelle Petrotta, Capital Teaching Resident
 Makeisha Phillips, 7th Grade Science Teacher
 Towana Pierre-Floyd, Principal, 3rd-8th Grades
 Richard Pohlman, Director of Policy, Accountability, & Compliance
 Sander Porcelli, Arabic Teacher
 Pam Prue, Leadership Coach
 Eliana Ramirez, Receptionist, Kansas
 Alexia Ramos, English Language Learning Teacher
 Danielle Reed, 5th Grade Inclusion Teacher
 Rosenda Reyes, Food Manager and Facility Assistant
 Adrianna Riccio, 6th Grade Inclusion (Literacy)
 Marcus Richardson, Capital Teaching Resident
 Paul Robinson, Teaching Aide
 Jon Rolle, Assistant Principal
 Tadina Ross, Spanish Teacher
 Emily Rossmassler, 6th Grade Science Teacher
 Michelle Rush, English Language Learning Coordinator
 Lindy Russell-Heymann, Art Teacher
 Robert Sapp, Behavior Coordinator
 Kara Schoo, Inclusion Teacher
 Lisa Seigel, Resource Teacher
 Ashby Semple, Technology Support Specialist

Lisa Sessions, Occupational Therapist
Ty'ease Setepenra, Family & Community Outreach Coordinator
Shalini Shybut, Manager of Special Projects
Andrea Smith, 6th Grade Math Teacher
Zuleika Smith, Art Teacher
Tara Smith, Inclusion Teacher
Cristina Smith, AmeriCorps - Extended Day Leader
Margaret Snow, Manager of Human Capital
Kiara Social, Capital Teaching Resident
Kim Spotts, Literacy Teacher
Will Stafford, Math Teacher
Aaron Stallworth, YRP Site Manager and Counselor
Vaughn Stanley, AmeriCorps - Extended Day Leader
Matt Stephens, 7th Grade Literacy Teacher
Teri Stokes, Social Worker
Romaine Stover, Assistant Principal/Dean of Culture
Judith Stroman, Art Teacher
Seshmi Taylor, Capital Teaching Resident
Yasmine Taylor-Hart, Development Associate
Florence Thomas, Interim Dedicated Aide
Tammy Thomas-Weems, Director of Year Round Programs

Sylvia Tolentino, Receptionist, Georgia
Sal Torres, Enrollment & Attendance Coordinator
Michele Trombley, Kindergarten Teacher
Ricardo Troncoso-Ramirez, Education Technology & Systems Mgr.
Tammy Tuck, Director of Data and Assessment
Jay Tucker, 3rd Grade Math & Science Teacher
Michelle Tyler, AmeriCorps - Extended Day Leader
Rogelio Valdes, Capital Teaching Resident
Iris Ventura, Office Manager, Kansas
Keysi Villalobos, English Language Learning Teacher
Jony Villatoro, Dedicated Aide
Brittany Wagner-Friel, Inclusion Teacher
Bill Walker, 7th Grade Math Teacher
Sophia Wells, 6th-8th Math Intervention Teacher
Kyna Williams, Assistant Principal
Tuere Williams, PK Teacher
Sharon Witting, Grant Specialist
Eugene Yarbrough, Health and Fitness Teacher & Athletic Coord.
R'Kheim Young, AmeriCorps - Extended Day Leader
Jenn Zapor, Speech Language Pathologist

I. SCHOOL DESCRIPTION

A. MISSION/VISION STATEMENT

Our Mission

Every E.L. Haynes student of every race, socioeconomic status, and home language will reach high levels of academic achievement and be prepared to succeed at the college of his or her choice. Every E. L. Haynes student will be adept at mathematical reasoning, will use scientific methods effectively to frame and solve problems, and will develop the lifelong skills needed to be successful individuals, active community members, and responsible citizens.

Our Vision

E.L. Haynes will be a model of educational excellence and make a lasting impact on urban education in Washington, DC and across the nation.

B. SCHOOL PROGRAM

1. GRADE AND AGE LEVELS SERVED

In school year 2011-2012, E.L. Haynes served students in grades Pre-K (3) through 9th grade, ages 3-years-old through age 15.

2. CURRICULUM DESIGN AND INSTRUCTIONAL APPROACH

The curriculum at E.L. Haynes is founded on the belief that in an environment with excellent teaching and a strong partnership with families, every student can reach high levels of academic achievement. The school expects students to:

- ▶ Meet rigorous expectations
- ▶ Produce authentic, interesting work
- ▶ Actively engage with real-life problems and questions
- ▶ Become passionate and skillful life-long readers and writers
- ▶ Develop mathematical and scientific thinking, problem solving and inquiry skills
- ▶ Build strong interpersonal, communication and collaborative skills

Differentiated Instruction: We are committed to intellectually engaging every student, every day at E.L. Haynes Public Charter School. Our curriculum, our classrooms, and our culture are designed to challenge each student to deepen his/her understanding of critical concepts and skills.

Curriculum: Teachers plan each unit by starting at the end. What should every student know and be able to do when the unit ends and how will they show it? Evidence of learning might include a presentation, an answer to a challenging math question, a public book talk, or a published piece of work. All students are expected to meet grade level standards. For students who already meet the standards, the final product provides an opportunity to go beyond.

Classrooms: Within each unit, teachers draw on multiple differentiation strategies to enhance their daily instruction. Common strategies include:

- ▶ Small group teaching/individual conferences – After teaching a mini-lesson on a critical concept or skill, teachers meet with individuals or 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.
- ▶ Stretching Questions – During instruction, teachers challenge students to think out loud by asking stretch questions like: How do you know that's true?, What's another way of explaining it?, How would that work in a different situation? These questions consistently push students to deepen their understanding.
- ▶ Multiple Approaches – Teachers present concepts and skills in multiple ways (visually, orally, kinesthetically) to meet the needs of students with different learning styles.
- ▶ Choice – Teachers regularly provide students with choice so that they can read, write, and problem solve in ways that appeal to their interests and abilities.

Culture: Teachers cultivate a culture of self-directed learning. Students learn that education is not something they are spoon-fed. It is an active endeavor. Teachers expect students to push themselves by asking interesting questions and pursuing answers. This habit propels students forward when they might otherwise be bored. This habit also promotes differentiation, since an active mind seeks out the learning experiences that match his/her interests and aptitudes.

Ongoing Assessment: At E.L. Haynes, students at all grade levels are assessed in a variety of ways through 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;
- ▶ To give the school and our stakeholders information about the effectiveness of our program.

Assessment is critical to ensuring that every E.L. Haynes student succeeds academically. E.L. Haynes administers a variety of assessments including observational instruments, teacher-student interviews, teacher-created tests and quizzes, quarterly performance assessments, externally developed exams, portfolios, and the District of Columbia's standardized assessment, called the DC-CAS, which begins in grade 3.

Some of the assessments are administered to students individually and others are given to the whole class or smaller groups of students. Students in pre-school and pre-kindergarten are assessed using the Peabody Picture Vocabulary Test (PPVT) and Teaching Strategies Gold. Students in kindergarten and above also take the Terra Nova, a national standardized test, in reading and math. Results from standardized tests are shared with families.

Social Development: E.L. Haynes' curriculum is supported by the use of Responsive Classroom®, which is both a classroom management model and a social curriculum. E.L. Haynes recognizes that academic achievement goes hand in hand with social growth. Responsive Classroom® is an approach to teaching and learning that fosters safe, challenging, and joyful classrooms and schools. This program incorporates social learning into students' daily program; embraces E.L. Haynes' remarkable cultural, ethnic, socio-economic, and linguistic diversity; emphasizes the peaceful and fair resolution of conflicts; and highlights the critical need for parental partnership with the school. To supplement Responsive Classroom, E. L. Haynes has also adopted the research-based Second Steps Program, which uses grade-appropriate activities to teach students empathy, problem solving, conflict resolution and management of impulses and emotions. E.L. Haynes also has developed the E.L. Haynes Promise, similar to a Code of Conduct, which explains in student-friendly language the behaviors that constitute the school's motto: Be Kind, Work Hard, Get Smart.

Literacy: Balanced literacy is a framework for instruction built on the premise that all children will learn to read and write when given a wide variety of real-life experiences appropriate to their current level. Students are given daily opportunities to practice reading and writing skills with varying levels of support and scaffolding.

At the heart of E.L. Haynes' balanced literacy model is the independent workshop, in both reading and writing. The workshop structure allows students to spend long periods of time reading at their independent level and writing within a variety of genres; the workshop also promotes opportunities for small group and individualized instruction. All students are given ongoing reading assessments that identify their independent reading levels – the levels at which they can read with deep understanding and independence. Students are expected to dramatically increase their reading levels over the course of the school year. Information about reading levels will be given to families at each quarterly conference, but caregivers are always welcome to ask their student's teacher for specifics about their children's levels and progress.

In addition to the reading and writing workshops, all students engage in phonics or word study lessons and participate in interactive read aloud.

Mathematics: Last year, E.L. Haynes began to integrate Singapore Math in grades Pre-K through 2. The core curricular resource for grades three through five is the Everyday Math curriculum. Everyday Math is a challenging, standards-based, "spiraled" curriculum. Students learn concepts and skills from all mathematical strands, as well as the connections among these concepts, through

multiple exposures to topics and frequent opportunities to review and practice. When necessary, we supplement the Everyday Math curriculum to meet all DC standards.

Our seventh grade students take Pre-Algebra in order to be ready for Algebra I in 8th grade. The core resources in sixth, seventh, and eighth grade are the University of Chicago School Math Program (UCSMP) and Prentice Hall resources. Our curriculum develops mathematicians with a balance of procedural fluency, conceptual understanding, and problem-solving skills.

At every level, teachers use small groups or modified assignments to differentiate instruction for students who are working below or above grade level.

Science: As a Science, Technology, Engineering, Mathematics (STEM)-enhanced school, 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 our science instruction. 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 addresses science standards through study of the FOSS science units.

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

Arts: E.L. Haynes integrates the arts into the curriculum to encourage both creative expression and arts appreciation, and to accommodate students' multiple learning styles. The arts emphasis is particularly helpful to students with special needs and English-language learners. The arts program in 2011-2012 provided students with regular instruction in the performing and visual arts, including dance, music, and painting. 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.

Foreign Language Instruction: Beginning in PK, students at E.L. Haynes receive Spanish instruction twice a week for 45 minutes each time. Spanish instruction focuses on speaking practice, development of vocabulary and learning beginning reading and writing skills. Students participate in age-appropriate activities and games in Spanish. The Spanish teachers work closely with the classroom teachers to teach expedition-related vocabulary words and support other academic areas. Introducing students to a second language also validates the linguistic experience of the school's Spanish-speaking students and reinforces Haynes' commitment to diversity. In the 2011-2012 school year, thanks to support from Qatar Foundation International, E.L. Haynes introduced an Arabic language program for middle and high school students.

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

The E.L. Haynes Inclusion team is comprised of inclusion teachers, social workers, speech-language pathologists, occupational therapists, reading intervention teachers, and a psychologist. These team members collaborate with general education teachers, English Language Learner (ELL) teachers, and each other to provide students with disabilities the necessary instructional environment, tools, and support to access the general education curriculum.

The inclusion program and team has two main priorities: to

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

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

When it better meets a student's instructional needs, therapists and inclusion teachers work with students individually or in small groups outside of the general education classroom. This instruction may be alternative instruction in areas that are not addressed in the classroom, such as Wilson Language System instruction in reading and spelling. This instruction may also be additional practice in skills that have been taught in class or previews of lessons to come.

To allow special education teachers to focus primarily on instruction, the Director of Student Support Services manages the evaluation, eligibility and IEP process and meets weekly with special education teachers, social workers, and related service providers to monitor the success of the inclusion program, to facilitate cohesion in instruction, and to assess school-wide professional development needs.

English Language Learning (ELL) Program: E.L. Haynes has developed its English Language Learning (ELL) program to support the success of our students who are culturally and linguistically diverse in the general education curriculum.

The purpose of our ELL 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.

Our ELL 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-disciplinary team (MDT) meetings. Our ELL 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 ELL progress reports for families of students who receive services. In accordance with guidelines determined by the OSSE, we use annual ACCESS test scores to track the progress of students' language and literacy development over time.

3. KEY MISSION-RELATED PROGRAMS

Year Round Programs: In order to ensure that every child at E. L. Haynes is academically and socially successful regardless of socioeconomic status, school readiness, race/ethnicity, home circumstance, or home language, E.L. Haynes adopted a year-round calendar with 1,000 additional hours of out-of-school time programming so that all of its students have access to consistent, comprehensive, high quality educational experiences throughout the year. E.L. Haynes' out-of-school time programming takes place both throughout the year (the Extended Day Program) and during quarterly breaks (Intersession). The Extended Day and Intersession Programs are embedded in the school's mission, goals, and design.

Extended Day Program. The Extended Day Program, which consisted of a Before School and After School Program, incorporates the philosophies and activities of the classroom, carrying them over into the before and after school hours. The Before School Program begins at 7:30 AM and provided breakfast to students who arrive before 8 AM. Quiet classical music played while students activated their minds with educational games, read books, or drew pictures until they began "Morning Math" or "Morning Reading" in their classrooms. The After School Program begins when the students are dismissed from their

classes and ends at 6:00 PM. The program is offered Mondays through Fridays when school is in session and during summer Intersession. The program consists of an Afternoon Meeting with a greeting, initiative, and snack; time to play at a local playground; “Quiet Time” for students to complete their homework; and, for our younger students, “Choice Time” when they played educational games, read books, or drew pictures with friends and adults. Students in second grade and above participate in electives, including sports teams, newspaper, chess, Latin club and step club.

Intersession. In 2011-12, E.L. Haynes offered Intersession programming for two weeks in October, one week in January, one week in March, and four weeks across June and July. Taught by E.L. Haynes teachers, teaching fellows, and local experts, twelve to fifteen students and a leader embarked on week-long investigations involving classroom, community, and museum-based work. Students took advantage of remarkable Washington, DC resources such as the Smithsonian Institution, National Geographic Society, the Kenilworth Aquatic Gardens, Discovery Creek, historic theaters, and parks, among many others. Trips were coupled with learning from local experts brought in to speak with the students on whatever topic was being studied. All Intersession classes aligned to the school’s academic standards and involved daily reading, writing, and math; incorporated Responsive Classroom; used the framework of active pedagogy and learning expeditions; and shared their learning through a weekly newsletter and individual student progress reports written by the teacher.

Learning Expeditions: In spring 2011, every class at E.L. Haynes embarked on a multi-week learning expedition in order to tackle a science topic more deeply. Expeditions are in-depth, long-term investigations of significant real-life problems and questions. These topics are compelling and relevant to students, but also address issues important to the community or discipline at large. Classes began preparing for their expeditions early in the year.

E.L. Haynes’ learning expeditions last year were typically nine weeks long and contained the following components:

- ▶ In-depth investigations that address guiding questions;
- ▶ A high-quality product that meets an authentic need and has an audience and purpose beyond families and the classroom teacher;
- ▶ Many opportunities for fieldwork that have a clear purpose, often related to collecting data or research in an authentic way;
- ▶ Service learning;
- ▶ Visits from outside experts; and
- ▶ Student performances and presentations of expertise and high-quality work.

Shared Leadership: Leadership at E.L. Haynes is widely shared at every level. Teachers have a voice in decision-making related to curriculum and instruction through weekly professional

development sessions and the Instructional Leadership Team comprised of teachers and specialists. Students have a voice in determining classroom rules and choosing their activities through the use of Responsive Classroom. Parents and staff work together to advise the Head of School and Principals on issues and priorities and have a voice through Principal Chew 'N Chats, evening events, 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 Head of School and Principals to set policy and provide leadership for the school with the help of three parent board members.

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. In the 2011-2012 school year, E.L. Haynes provided high quality, ongoing, differentiated professional development to all staff members and developed a professional learning community and culture of adult learning. In summer 2011, E.L. Haynes provided a week-long orientation for new staff and a two-week-long Summer Institute, and during the school year, weekly professional development workshops for 2.5 hours each week for instructional staff, day-long professional development days, and numerous off-site professional development opportunities to build and hone skills so that every school professional worked toward mastery of the skills and knowledge he or she needs to best fulfill the school's mission.

AP-for-All High School Program: E.L. Haynes High School opened in August 2011 with our first class of 9th grade students. The high school program is centered around a rigorous curriculum, designed to build students' academic and organizational skills to be prepared for college success. At the heart of the high school is an AP-for-All curriculum. Starting in 9th grade, *every* student takes Advanced Placement World History. Over the course of four years, students take on more AP classes until they carry a full course load in junior and senior years. The E.L. Haynes High School course list includes:

<u>Freshman</u>	<u>Sophomore</u>	<u>Junior</u>	<u>Senior</u>
English	English 10	AP English Language	AP English Literature
Geometry	Algebra II/Trig	Pre-Calculus	AP Calculus BC
Physics	AP Chemistry	AP Biology	AP Environmental
AP World History	AP US History	AP Government	Science or AP Physics
Spanish or Arabic	Spanish or Arabic	AP Statistics	AP Economics
Video Game Design	Electives	Spanish or Arabic	Spanish or Arabic
Reading/Algebra		Electives	Electives

4. PARENT INVOLVEMENT

Parent engagement at E.L. Haynes centers around four key goals:

1. supporting students' academic progress;
2. celebrating student work;

3. strengthening families; and
4. building community.

Support Students' Academic Progress: to ensure the academic success of all E.L. Haynes students, we hold a series of events each year to provide opportunities for teachers, parents, and caregivers to meet and have open conversations about student expectations and the school's curriculum and program.

- ▶ Back to School Nights (Annual). Families meet teachers, view classrooms, and learn about the exciting skills students will learn for the new school year.
- ▶ ELL Night (Annual). Parents are given tools to support their students at home. Parents are also given the opportunity to have a dialogue with ELL staff.
- ▶ Literacy Nights (Annual). In classrooms, families participate in read-alouds, witness the tools that teachers use to address each student's literacy needs, and learn about methods they can use at home to support comprehension.
- ▶ Math Nights (Annual). In classrooms, families witness the tools that teachers use to address each student's math needs, and learn about methods they can use at home to support learning.
- ▶ Parent-Principal Chit Chat (Monthly)., Parents and caregivers are invited to meet with the school's Principals to discuss whatever topics are important to them
- ▶ Roving Readers (Monthly). ELH parents, grandparents, and caregivers who volunteer to read to our students. Occasionally, we will have two readers, per class, who can read in English, Spanish, and/or Amharic. Readers are encouraged to have fun while reading and engage the students with the books and props provided.
- ▶ Parent-Teacher Conferences (Quarterly). Parent-Teacher-Student conferences offer a great chance to meet individually with teachers to learn more about the specifics of the students' academic progress.

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

- ▶ Culminating Activities for Expeditions (Annual). Each of our grade levels embark on dynamic learning expeditions culminating in a day when our students teach others about the real-world problem they've been tackling. Join us to learn from their remarkable work.
- ▶ Grandparents/Special Friends Day. Guests are celebrated and acknowledged for their support in their grandchildren/special friends education.

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 Savings Workshops. This workshop provides parents the opportunity to understand the special benefits for DC residents while educating families about the substantial cost of higher education.
- ▶ Bullying Prevention Workshops. In this workshop parents learn the definition of bullying, what they can do to support their child, and how to work with the school to increase a positive environment for all students.
- ▶ Social Networking Workshop. To create meaningful educational opportunities for parents about Facebook, Twitter, and Blogging. During this workshop parents discover how to access, navigate, and monitor online sites.

Building Community: To build family-school relationships, it is essential to create a welcoming environment that transcends culture and language.

- ▶ Heritage Day Celebrations. To create meaningful educational opportunities about world cultures through fostering connections to E.L. Haynes students' lives and studies. Parents and relatives come to school to share their knowledge of cultures being studied on Hispanic, African and Asian Heritage days.
- ▶ Chefs-in-Schools Cooking Demonstrations
- ▶ Yoga Classes. Yoga classes are offered to help focus on self-awareness and relaxation for the mind and body.
- ▶ Winter Bazaar (Annual). The Holiday Bazaar is a three-part fundraiser: bake sale, yard sale, and craft sale which requires parental volunteer involvement.

C. SCHOOL STAFF CHARACTERISTICS

1. NAMES AND TITLES OF KEY LEADERSHIP

Vanessa Carlo-Miranda, Chief Financial Officer
 Kate Franz, Director of Literacy
 Julie Green, Vice President of Marketing and Development
 Patrice Griffin, Facility Project Manager
 Jimmy Henderson, Chief Operating Officer
 Caroline Hill, Principal, High School
 Beth Hood, Director of Social Work Services
 Kate Hubbard, Director of Teacher Development
 Tami Lewis, Director of Student Support Services
 Myron Long, NLNS Resident Principal
 Michelle Molitor, Principal, PK-2nd Grades
 Emily Montgomery, Director of Behavior Interventions
 Jennie Niles, Founder and Head of School

Towana Pierre-Floyd, Principal, 3rd – 8th Grades
Richard Pohlman, Director of Policy, Accountability, and Compliance
Pam Prue, Leadership Coach
Jon Rolle, Assistant Principal, 3rd – 5th Grades
Romaine Stover, Assistant Principal/Dean of Culture, High School
Tammy Thomas-Weems, Director of Year Round Programs
Ricardo Troncoso-Ramirez, Education Technology and Systems Manager
Tammy Tuck, Director of Data and Assessment
Kyna Williams, Assistant Principal, PK-2nd Grades

2. NUMBER OF TEACHERS

E.L. Haynes had 41 HQT at the Kansas Avenue Campus (grades Pre-K through 2 and grade 9) and 39 HQT at the Georgia Avenue Campus (grades 3-8) in the 2011-2012 school year.

3. NUMBER OF TEACHERS AIDES

E.L. Haynes had 6 dedicated aides and 5 teaching aides in the 2011-2012 school year.

4. AVERAGE CLASS SIZE

The average class size at the Kansas Avenue Campus (grades Pre-K through 2 and grade 9) was 22 students per class. The average class size at the Georgia Avenue Campus (grades 3-8) was 25 students per class.

5. QUALIFICATIONS AND ASSIGNMENTS OF SCHOOL STAFF

E.L. Haynes is proud to have an exceptionally-qualified team of teachers, administrators, and staff. Fifty-five percent (55%) of teachers in school year 2011-2012 had four to seven years of teaching experience, and 18% had eight or more years of experience. Our administrative team holds degrees from some of the most prestigious colleges and universities in the country and advanced degrees in law and business. And in 2012, the *Washington Post* named Elementary School Principal Michelle Molitor as Distinguished Educational Leader of the Year.

6. STAFF ATTRITION RATE

In the 2011-2012 school year, the teacher attrition rate at the Kansas Avenue Campus (grades Pre-K through 2 and grade 9) was 17% and at the Georgia Avenue Campus (grades 3-8) was 26%.

7. TEACHER AND ADMINISTRATOR SALARY RANGE AND AVERAGE SALARY

In school year 2011-2012, the teacher salary range at the Kansas Avenue Campus (grades Pre-K through 2 and grade 9) was \$48,364 to \$70,720 with an average salary of \$59,542. The range for

administrators was \$72,000 - \$100,880 with an average of \$86,440. At the Georgia Avenue Campus (grades 3-8), the teacher salary range was \$48,821 to \$74,145 with an average of \$61,483. The range for administrators was \$75,000 - \$95,680 with an average of \$85,340.

D. STUDENT CHARACTERISTICS

1. STUDENT ENROLLMENT BY GRADE LEVEL

The following number of students was enrolled in each grade in school year 2011-2012:

GRADE	#
PK (3)	39
PK (4)	45
K	47
1	75
2	76
3	50
4	52
5	53
6	93
7	97
8	52
9	121

2. STUDENT RE-ENROLLMENT RATE

E.L. Haynes had a 92% re-enrollment rate from school year 2010-2011 to school year 2011-2012.

3. DEMOGRAPHICS

Kansas Avenue Campus (grades Pre-K - 2, 9)

51% African American

30% Latino

17% Caucasian

1% Asian/Pacific Islander

1% Other Race

51% Male

49% Female

25% Limited or Non-English Proficient

59% Free or Reduced-Price Lunch

15% Special Education

Georgia Avenue Campus (grades 3-8)

54% African American

31% Latino

11% Caucasian

3% Asian/Pacific Islander

1% Other Race

53% Male

47% Female

19% Limited or Non-English Proficient

59% Free or Reduced Price Lunch

18% Special Education

4. ATTENDANCE

In school year 2011-2012, the average daily attendance for the Kansas Avenue Campus (grades Pre-K through 2 and grade 9) was 95.4%. The in-seat attendance rate was 93.5%, and the chronically absent rate was 11.4%. For the Georgia Avenue Campus (grades 3-8), the average daily attendance was 97%. The in-seat attendance rate was 95.3% and the chronically absent rate was 6.5%.

5. STUDENT DISCIPLINE DATA

In school year 2011-2012, the Kansas Avenue Campus (grades Pre-K through 2 and grade 9) had 22 unique students with discipline records, an incident : student ratio of 1.32:1, and 0.22% of instructional days lost. The Georgia Avenue Campus (grades 3-8) had 33 unique students with discipline records, an incident : student ratio of 1.32:1, and 0.11% of instructional days lost.

E. FINANCE

1. UNAUDITED YEAR-END FINANCIALS FOR FY 11-12

Please see Page 43 for unaudited year-end financials for school year 2011-2012.

2. APPROVED BUDGET FOR FY 11-12

Please see Page 41 for the approved budget for school year 2011-2012.

3. ALL DONORS OF \$500+ IN FY 11-12

E.L. Haynes gratefully acknowledges the support of our 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, 2011 and June 30, 2012:

Anonymous
Acumen Solutions, Inc.
Advisory Neighborhood Commission 4C
American Enterprise Institute
Philip and Elizabeth Ash
Aspen Community Foundation
Andrew Drechsler and Beth Bangert
William and Christine Barr
John and Lucy Barrett
Edward and Susan Basile
Adam and Tracy Bernstein
Diane and Norman Bernstein Foundation
Cedric and Natasha Bobo

Peter and Sally Bohlin
Kevin and Haise Borgmann
C. Austin and Margarite Buck
Building Hope
Michael and Charlotte Buxton
The Morris and Gwendolyn Cafritz Foundation
Capital One
CapitalSource Charitable Foundation
Carnegie Corporation of NY
Guy Cecil and Ed McNulty
George Chopivsky and Clara Brillembourg
CityBridge Foundation, Inc.
Clark Charitable Foundation

Roger and Joann Clegg
 Susan and Jonathan Colby
 John Colwell and Tambra Leonard
 Community Foundation for the National Capital Region
 Daniel and Susan Crowley
 Jacquelyn Davis and Jordan Dey
 Marion M. Dawson
 Anne Noel and Alec Dawson
 DC Children and Youth Investment Trust Corporation
 DC Hunger Solutions
 DC Office of the State Superintendent of Education
 John and Anne Dickerson
 Digital Promise
 District Sample Sale Foundation, Inc.
 The Geraldine R. Dodge Foundation
 Ronald I. Dozoretz, MD
 David T. Buente and Frances A. Dubrowski
 Early, Cassidy & Schilling, Inc.
 Economic Club of Washington
 Martin Elling
 Forrester Construction
 Michael Froman
 Carlos and Lucinda Garcia
 The Bill and Melinda Gates Foundation
 General Atlantic Service Company
 Joseph and Heath Gibson
 Nancy Glassman
 Google
 Google Matching Gift Fund
 Irving Gornstein and Susan Lebeaux
 Julie Anne Green and William S. Murray, III
 Stephen Green and Susanne Walker
 Caryn B. Gottlieb and Richard Grinspun
 Liz Duffy and John Gutman
 C. Barrows and Eleanor Hall
 Michael Hall and Anne Crowley
 Kelly Hand and David Abramson
 Deborah Harmon
 David and Carol Heap
 Joseph and Lucia Henderson
 David Hiller
 John and Ingola Hodges
 Bill and Judy Holding
 IBM
 Ramon S. Jacobson and Alwynne Wilbur
 Roy S. Jones, Jr.
 David and Michelle Joubran
 Rachel Kaplan and Robert Riesman
 Carolyn Kari
 Marianne Keler and Michael Kershow
 David and Anne Kendall
 Andrew and Julie Klingenstein
 Peggy Knudson and Mark Sugg
 Christopher G. Lanning
 Andrew Lee and Matt Cunningham
 Jamie Leeds

Terry and Margaret Lenzner
 Christopher T. Linen
 Worthington and Winifred Linen
 Jonathan and Leila Linen
 Lora Lumpe and James Cason
 Joshua Mandell and Carolyn Reynolds-Mandell
 Rob Marks and Mary Shaw Halsey
 Everand Marseglia
 Roman and Dace Martinez
 Wally McDowell
 Georgianna S. McGuire
 Marianne McMullen and Jeffrey Epton
 Henry McVey
 Ronnette Meyers
 Microsoft Matching Gifts Program
 Michael and Michelle Miller
 Stephen and Rebecca Milliken
 Thomas and Virginia Moser
 Virginia Moser and Mathew Polutta
 Ginger Moss and Jamie Crausman
 Clarissa Potter and James Roy Wilson
 Nancy Folger and Sidney Werkman
 Joshua and Lisa Bernstein
 Stephen and Emily Henn
 Peter Mueller and Mamie Wong
 National Environmental Education Foundation
 Kenneth and Karen Moore
 NewSchools Venture Fund
 Jennifer C. Niles
 David and Allison Niles
 Nicholas and Margaretta Niles
 Larry and Melanie Nussdorf
 Open Society Institute
 Perkins Malo Hunter Foundation
 Devereaux and Deborah Phelps
 Philip L. Graham Fund
 Phil and Nina Pillsbury
 Potomac River Running Charitable and Educational Events
 Stephen B. Presser
 Qatar Foundation International
 Jerry and Dedee Rigg
 Jeffrey and Robyn Robinson
 Ilene and Steve Rosenthal
 Thomas and Jean Rutherford
 S & L Marx Foundation
 Jonathan Sackler and Mary Corson
 Dmitry Sagalovskiy
 Ben Salzman
 Tom Scheetz and Ms. Kikke Riedel
 Stephen and Louise Schwebel
 Serve DC - The Mayor's Office on Volunteerism
 Raj and Shivam Shah
 James and Sonia Shelton
 David and Connie Slaughter
 Nelson Smith
 Lonnie Spencer and Judith Smith

Ingrid Stafford
 Mark Steitz
 Struble Eichenbaum Communications
 Charles and Bailey Symington
 Target
 The E. Newbold & Margaret duPont Smith
 Foundation
 The Ski Club of Washington, DC, Inc.
 Tides Foundation
 Jeffery A. Tomasevich and Kevin J. Brosnahan
 Bill and Scotti Tomson
 Toshiba America Foundation

Walter Tunnessen and Aviva D. Zyskind
 United Way of the National Capital Area
 D. Gibson and Martha Walton
 Benjamin Edelman and Ruth Wielgosz
 Robert and Diane Wilbur
 Edwin and Kathe Williamson
 Richard and Jeannie Witmer
 Donald and Jean Wolf
 Warren Rubin and Bernice Wollman
 Kevin Worthen
 Tamu Wright
 Michael S. Zamore and Abigail Smith

F. FACILITIES

1. SQUARE FOOTAGE

The square footage of E.L. Haynes' Kansas Avenue Campus (grades Pre-K through 2 and grade 9) is 39,975 square feet. The Georgia Avenue Campus (grades 3-8) is 45,484 square feet.

2. ROOM INVENTORY

E.L. Haynes had the following rooms per grade level in the 2011-2012 school year:

Grade Level	# of Rooms	Campus
Pre-K (3)	2	Kansas
Pre-K (4)	2	Kansas
Kindergarten	2	Kansas
1	3	Kansas
2	3	Kansas
3	2	Georgia
4	2	Georgia
5	2	Georgia
6	4	Georgia
7	4	Georgia
8	2	Georgia
9	8	Kansas

3. STUDENT/CLASSROOM AND TEACHER/CLASSROOM RATIO

In the 2011-2012 school year, E.L. Haynes' Kansas Avenue Campus (grades Pre-K through 2 and grade 9) had a student to classroom ratio of 20:1 and a teacher to classroom ratio of 2:1. The Georgia Avenue Campus (grades 3-9) had a student to classroom ratio of 20:1 and a teacher to classroom ratio of 2:1.

II. SCHOOL PERFORMANCE

A. EVIDENCE OF PERFORMANCE AND PROGRESS

Progress on Performance Management Framework (PMF) Targets

Creative Curriculum: The Creative Curriculum Developmental Continuum, designed by Teaching Strategies, is an assessment that allows teachers to systematically observe, record, and evaluate language, cognitive, socio-emotional, and physical development. In 2011-12, E.L. Haynes administered the Creative Curriculum to pre-kindergartners 76.5 percent of students met or exceeded their projected annual growth goal.

Developmental Reading Assessment (DRA): The DRA allows teachers to systematically observe, record, and evaluate strengths and weaknesses in students' decoding and comprehension skills. Teachers can plan for future teaching and track student progress. The DRA2 is the updated version of the assessment that was administered by E.L. Haynes for the first time in 2008-09. In 2011-12, E.L. Haynes administered the DRA to students in kindergarten and first grade and more than 79 percent of students demonstrated growth of a year or more.

DC CAS Results: The DC CAS is the District of Columbia's standardized assessment to measure student achievement in reading and math. In 2011-12, E.L. Haynes administered the DC CAS to students in second through eighth grade. The table below shows the percentage of students who scored proficient or advanced in reading and math. We had 82.4 percent of our 8th grade students scoring proficient or advanced in math and continue to outpace the District average in all grades and subgroups.

Sum of Prof + Advanced	2012 Reading	2012 Math
ELH School-wide	59%	66%
State	46%	49%
Race/Ethnicity		
Asian/Pacific Islanders*	44%	78%
Black/Non-Hispanic	61%	62%
Hispanic	45%	61%
White/Non-Hispanic*	94%	91%
Gender		
Female	62%	70%
Male	56%	61%

Special Education		
Disabled*	22%	46%
Non-disabled	60%	71%
English Language Learners		
Lep/Nep*	27%	44%
Non-Lep/Nep	71%	74%

B. LESSONS LEARNED AND ACTIONS TAKEN

Our LEA leadership team (composed of the Head of School, Principals from all three campuses, other instructional leadership and Directors) evaluates literacy and math data on a quarterly basis to inform instructional shifts necessary throughout the year. At the end of the school year the leadership team spends considerable amounts of time dissecting final interim assessment data and the DC-CAS data when it is made available over the summer to see if new insights can be gained from summative data.

This data driven needs assessment extends beyond academic achievement data to include information about student discipline disaggregated by campus, grade level and month; student attendance rates by grade level and month; quarterly parent survey data; teacher evaluation data; and professional development evaluations. The leadership team had the following major take-aways from the data analysis- 1) We have been significantly more successful at moving kids to proficient and advanced in math than in reading; 2) We have not reached our goal of 80-90% of students meeting grade level proficiency and growth benchmarks in reading through Tier 1 instruction (defined in terms of Response to Intervention practice); 3) Significant gaps in performance exist between demographic groups in terms of race/ethnicity, ELL/LEP, Special Ed, and Title 1 status; 4) Overall, we have been much less successful moving students from Below Basic to Prof or Advanced than moving students from Basic to Proficient or Advanced.

This data analysis and needs assessment formed the basis of our strategic planning for school year 2012-13- the priorities of the plan are: 1) Improve Tier 1 instruction to meet the needs of 80 percent of our students; 2) Move our students that are more than two years behind in reading at least two grade levels; 3) Reduce suspensions and out-of-class time by 10 percent monthly; and 4) Implement a RTI system to help accomplish these goals.

Because we have historically moved students more quickly in math vs. reading and because we know that strong reading skills accelerate student growth in other academic areas (*Results Now* by Mike Schmoker) our primary focus for school year 2012-13 is on literacy.

C. UNIQUE ACCOMPLISHMENTS

E.L. Haynes Makes a Broader Impact on Thousands of Students Citywide. As a Center for Systemic Reform, E.L. Haynes lives its vision – to make an impact on education locally and nationally. We do this through strategic partnerships and programs that fall within four categories: Developing Human Capital, Leading Innovation, Convening Practitioners, and Shaping Educational Policy. E.L. Haynes led several efforts in school year 2011-2012 to impact student achievement in DC and beyond.

- ▶ **Professional Learning Communities (PLaCES) Consortium.** In 2011, DC's Race to the Top fund awarded E.L. Haynes a two-year \$1.4 million Professional Learning Communities of Effective Strategies (PLACES) grant. Through this grant, E.L. Haynes leads a consortium of 12 DCPS and public charter schools to help teachers citywide build expertise in pedagogical content knowledge, transition to the Common Core State Standards, and significantly improve student learning. The initiative develops an online library of 350 Common Core State Standards video lessons in math and reading, adopts the internationally-recognized technique of lesson study to develop content, and shares best practices with teachers citywide.
- ▶ **SchoolForce Consortium.** In 2011, DC's Race to the Top fund awarded E.L. Haynes a three-year \$2.3 million grant to lead a consortium of DC public charter schools to pilot and implement SchoolForce. SchoolForce is a data management system that integrates student attendance, behavior, and assessment data. This past school year, E.L. Haynes worked with technology firm, Acumen Solutions, to take the system to scale and to develop a student portal that provides students and parents with real-time information about academic performance including mastery of Common Core State Standards. In its pilot year, E.L. Haynes built a community of practice around data-driven decision-making and led the innovation to impact nearly 3,000 students city-wide. This school year, the innovation will impact nearly 7,500 students and the consortium will work to make the system's applications easier to navigate for students, parents, and teachers, and more robust in their connection to standards, strands, lesson plans, and online instructional resources.
- ▶ **Capital Teaching Residency.** The Capital Teaching Residency (CTR), which started in the 2009-2010 school year, made a notable impact on DC students in its third year. This past school year, the program placed 11 residents in E.L. Haynes' classrooms and 47 residents in KIPP-DC classrooms. In the 2012-2013 school year, E.L. Haynes will partner with 15 CTR residents. In the first five years of the program, CTR projects that it will prepare over 260 new teachers and impact almost 15,000 students city-wide.

News Literacy Project Partners with Haynes. The News Literacy Project (NLP), a non-profit organization founded by Pulitzer Prize-winning reporter Allen Miller, partnered with E.L. Haynes for the launch of its Washington, DC program. NLP brings seasoned journalists into middle school and high school classrooms, where they give students the critical-thinking tools to appreciate the

value of quality news coverage and to encourage them to consume and create credible information across all media and platforms. NLP launched their program at Haynes with a kick-off featuring Senior Correspondent for the “PBS NewsHour” Gwen Iffil. Then, over the course of several weeks, journalists including Pierre Thomas (ABC News), Sheryl Gay Stolberg (The New York Times), and DeNeen Brown (Washington Post), among others, worked with teacher Eliza Ford and our 50 8th grade students.

High School Students Visit Google Campus. On April 19, 2011, one of the most successful companies in the world welcomed a group of E.L. Haynes ninth-graders to its DC office for a visit. High school students and faculty were excited about their opportunity to visit Google, where they toured the office in amazement - meeting programmers, interacting with a gigantic Google Earth module, and witnessing what goes into making the website and search engine so popular. Students enjoyed lunch in the Google cafeteria where they dined on salmon, prime rib, dinner rolls, and tasty fruits and vegetables. During lunch, Google staff told the students about working at Google, answered questions, and offered advice for college and career success.

Elementary School Principal Michelle Molitor Wins Principal of the Year. In March 2012, the Washington Post awarded E.L. Haynes Principal and founding staff member, Michelle Molitor, with its Distinguished Educational Leadership award. Established as a complement to the Agnes Meyer Outstanding Teacher Awards, the Distinguished Education Leadership Awards recognize principals who go beyond the day-to-day demands of their position to create an exceptional educational environment. Ms. Molitor was one of only two principals in Washington, DC who received this prestigious honor.

Marimba Ensemble. Under the direction of music teacher Ms. Premila Mistry, E.L. Haynes hosts one of the few student marimba ensembles in the nation. This selective group of students specializes in the music of the Shona people of Zimbabwe and performs intricate music in twelve-part harmony. The ensemble has received numerous accolades for its work. And, in November 2011, The Smithsonian’s African Art Museum selected the ensemble to play at the Africana Children’s Book Award Ceremony where the students received shouts of praise and requests for encore.

Race for a Cause. In October 2011, Acumen Solutions Race for a Cause selected E.L. Haynes for the second year in a row to be one of the charities to benefit from Acumen Solutions Race for a Cause. E.L. Haynes had a terrific turnout; more than 300 people signed up to support our school.

Toast to Transformation. E.L. Haynes hosted its first-ever major fundraising event, T2: A Toast to Transformation. On this June 2012 evening, 250 guests joined E.L. Haynes staff, Marimba Ensemble and Board to Trustees to honor longtime advocates Susan and Jonathan Colby. Mr. and Mrs. Colby have played a pivotal role in the growth of E.L. Haynes. The event significantly surpassed the E.L. Haynes’ team’s expectations, raising more than \$80,000 in support of E.L. Haynes.

E.L. Haynes Tops Off New Building. On April 13, 2011, students, educators, community leaders and members of the media gathered proudly at the Kansas Avenue Campus of E.L. Haynes Public Charter School as a construction crane hoisted the final steel beam atop a massive steel frame that will soon become the home of E.L. Haynes High School. The 33,000-square-foot building, to be completed in fall 2012, will feature laboratory spaces for science and technology classes, bright classrooms, a regulation-size gymnasium and outdoor athletic fields. By offering a high level STEM (Science, Technology, Engineering and Mathematics) curriculum and a rigorous course load of 11 Advanced Placement classes required to graduate, E.L. Haynes provides every student with the same exceptional opportunities typically enjoyed by an elite few in the U.S.

DATA COLLECTION TEMPLATE: KANSAS AVENUE CAMPUS

LEA ANNUAL REPORT

2011-2012 SCHOOL YEAR

Data Collection Template

The 2011-12 school year annual report collects campus-level data in the following three areas: Name and Contact Information, Verified Data Elements, and Unverified Data Elements. Please fill out these three sections for each campus served by the LEA. The data collection template is designed for only one campus. For LEAs with multiple campuses, please complete this template for each school campus it operates and submit to Timothy Harwood at tharwood@dcpcsb.org by August 24. Additionally, include this template for each school campus in the final annual report submission, due September 20.

Section 1

Name and Contact Information

LEA name:	E.L. Haynes, PCS
Campus name:	Kansas Ave
Address 1	4501 Kansas Avenue, NW
Address 2	Washington, DC 20011
Phone:	202-706-5828
Fax:	202-706-5832
Website:	www.elhaynes.org

Section 2

Verified Data Elements

Use data validated during PMF AYP validation window, attendance/re-enrollment validation window, and discipline data validation window.

Kansas Avenue

School Program Data

Grade levels served	<u>PK-3 – 2nd, & 9th</u>
Ages served	<u>3-7yrs, & 14-15</u>
Enrollment by grade level <i>(Please place a check mark next to the grades served by the campus)</i>	☒ PK-3; ☒ PK-4; ☒ PK; ☒ KG; ☒ 01; ☒ 02; ☐ 03; ☐ 04; ☐ 05; ☐ 06; ☐ 07; ☐ 08; ☒ 09; ☐ 10; ☐ 11; ☐ 12; ☐ Ungraded; ☐ AO/PG

School instruction dates	Beginning Date: <u>8/1/2011</u>
	End Date: <u>7 / 13 / 2012</u>
	Total # of instructional days: # <u>180</u>

Student Demographic Data

Demographics (%)	Race/ethnicity: African American <u>51</u> % Hispanic/Latino <u>30</u> % Caucasian <u>17</u> % Asian/Pacific Islander <u>1</u> % Other race <u>1</u> %
	Gender: Male <u>51</u> % Female <u>49</u> %
Limited or Non-English Proficient	<u>25</u> %
Free or Reduced-Price Lunch	<u>59</u> %
Special Education	<u>15</u> %
# of students with 504 plan* (Select from one of the three categories)	☐ 0 students ☒ Less than 10 students ☐ More than 10 students; (specify # students)
# of students pregnant and/or parents (mothers only)* (Select from one of the three categories)	☒ 0 students ☐ Less than 10 students ☐ More than 10 students; (specify # students)
# of students homeless defined by McKinney-Vento Act* (Select from one of the three categories)	☐ 0 students ☒ Less than 10 students ☐ More than 10 students; (specify # students)
# of students incarcerated* (Select from one of the three categories)	☒ 0 students ☐ Less than 10 students ☐ More than 10 students; (specify # students)

*Applies to any student enrolled during SY2011-12 who have been and/or currently fall in the respective category (this is not limited to the current school year).

Elementary/Middle School PMF Metrics (Leave section(s) blank if not applicable to campus or data is not available by time of submission)

Percent proficient and advanced, whole school population	Math: ____% Reading: ____%
Percent advanced, whole school population	Math: ____% Reading: ____%
Percent proficient and advanced, for grade 3 and grade 8	Grade 3 Reading: ____% Grade 8 Math: ____%
Median Growth Percentile, whole school population	Math: Reading:

High School PMF Metrics (Leave section(s) blank if not applicable to campus or data is not available by time of submission)

2012 Graduation rate	____%
PSAT performance, 11 th grade	____%
SAT performance, 12 th grade	____%
College acceptance rate	____%
Percent proficient and advanced, whole school population	Math: ____% Reading: ____%
Percent advanced, whole school population	Math: ____% Reading: ____%
AP/IB – number passing exam scores per 100 students (Grade 12)	# of passing exams per 100 students
Median Growth Percentile, whole school population	Math: Reading:

Attendance Data (Leave section(s) blank if not applicable to campus)

Average Daily Attendance, whole school (Use validated ADA percentage in column C from the discipline verification spreadsheet)	<u>95.4</u> %
In-seat Attendance Rate, whole school (Use validated ADA percentage in column F from the discipline verification spreadsheet)	<u>93.5</u> %
Chronically Absent Rate, whole school (Use validated ADA percentage in column G from the discipline verification spreadsheet)	<u>11.4</u> %

Accountability Plan Results (Leave section(s) blank if not applicable to campus)

Targets	Results	Target Met
70% of all students in PS & PK will meet or exceed their projected growth goals on TSG. Students whose fall scores	77%	Yes

are at or above the beginning of their age level color band will score at or above the ends of their age level color band Students whose fall scores are below the beginning of their age level color band will show gains equal to or greater than the number of steps in their age level color band		
75% of Kindergarten students will make at least one year's growth by meeting or exceeding the DRA level 3 75% of 1 st & 2 nd graders will make at least one year's growth	79%	Yes
At least 70% of 1 st grade students will reach level 16 or higher at the end of the school year.	77%	Yes

Discipline Data

Number of Unique Students with Discipline Records, whole school population (Use validated ADA percentage in column J from the discipline verification spreadsheet)	# 22
Incident : Student Ratio, whole school population (Use validated ADA percentage in column L from the discipline verification spreadsheet)	<u>1.32</u> : 1 .
Percent of Instructional Days Lost, whole school population (Use validated ADA percentage in column M from the discipline verification spreadsheet)	<u>0.22</u> %

Section 3

Unverified Data Elements

School Characteristics *(Leave section(s) blank if not applicable to campus)*

Average # students per class, by grade level and whole school	PK-3	# <u>20</u>
	PK-4	# <u>22</u>
	KG	# <u>23</u>
	1	# <u>25</u>
	2	# <u>25</u>
	3	#
	4	#
	5	#
	6	#
	7	#
	8	#
	9	# <u>20</u>
	10	#
	11	#
	12	#
	Ungraded	#
	AO/PG	#
	Whole school	# <u>22</u>

Student : Teacher Ratio, average by grade level and whole school	Student : Teacher Ratio	
	PK-3	<u>10</u> : <u>1</u> .
	PK-4	<u>10</u> : <u>1</u> .
	KG	<u>10</u> : <u>1</u> .
	1	<u>10</u> : <u>1</u> .
	2	<u>10</u> : <u>1</u> .
	3	<u> </u> : <u> </u> .
	4	<u> </u> : <u> </u> .
	5	<u> </u> : <u> </u> .
	6	<u> </u> : <u> </u> .
	7	<u> </u> : <u> </u> .
	8	<u> </u> : <u> </u> .
	9	<u>10</u> : <u>1</u> .
	10	<u> </u> : <u> </u> .
	11	<u> </u> : <u> </u> .
	12	<u> </u> : <u> </u> .
	Ungraded	<u> </u> : <u> </u> .
	AO/PG	<u> </u> : <u> </u> .
	Whole school	<u>10</u> : <u>1</u> .

Staff Characteristics

Teacher Years of service, number and percentage for Teachers and Teacher Aides. (Years of service = total years of teaching experience)		Number	Percentage
	0 to 3 years	# <u>13</u>	<u>32</u> %
	4 to 7 years	# <u>23</u>	<u>56</u> %
	8 or more years	# <u>5</u>	<u>12</u> %
Teacher Attrition, number and percentage for Teachers and Teacher Aides	By years of service:		
		Number	Percentage
	0 to 3 years	# <u>3</u>	<u>7</u> %
	4 to 7 years	# <u>1</u>	<u>2</u> %
	8 or more years	# <u>3</u>	<u>7</u> %

Salary	Teachers	
	Average	\$ <u>59,542</u> .
	Range	Min: \$ <u>48,364</u> . Max: \$ <u>70,720</u>
	Teacher aides	
	Average	\$ <u>24,328</u> .
	Range	Min: \$ <u>18,720</u> . Max: \$ <u>29,936</u> .
	Support Staff	
	Average	\$ <u>48,000</u> .
	Range	Min: \$ <u>26,000</u> . Max: \$ <u>70,000</u> .
	School administration	
	Average	\$ <u>86,440</u> .
	Range	Min: \$ <u>72,000</u> . Max: \$ <u>100,880</u>
	Central Office	
	Average	\$ <u>78,736</u> .
	Range	Min: \$ <u>36,000</u> . Max: \$ <u>121,472</u> .
HQT Count		
	Number of teachers	# <u>41</u>

Facilities

Square footage	<table border="1"> <tr> <td>Entire for building</td><td># <u>39,975</u></td></tr> <tr> <td>Entire for total classroom space</td><td>#</td></tr> </table>	Entire for building	# <u>39,975</u>	Entire for total classroom space	#																																										
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Room inventory	Number of rooms by subject: <table border="1"> <tr><td>Math</td><td># <u>5</u></td></tr> <tr><td>Science</td><td># <u>5</u></td></tr> <tr><td>Social Studies</td><td># <u>5</u></td></tr> <tr><td>English/Language Arts</td><td># <u>5</u></td></tr> <tr><td>Art/Music/PE/Other</td><td># <u>4</u></td></tr> <tr><td>Library</td><td># <u>0</u></td></tr> </table> Number of rooms by grade level: <table border="1"> <tr><td>PK-3:</td><td># <u>2</u></td></tr> <tr><td>PK-4:</td><td># <u>2</u></td></tr> <tr><td>KG:</td><td># <u>2</u></td></tr> <tr><td>1</td><td># <u>3</u></td></tr> <tr><td>2</td><td># <u>3</u></td></tr> <tr><td>3</td><td># <u> </u></td></tr> <tr><td>4</td><td># <u> </u></td></tr> <tr><td>5</td><td># <u> </u></td></tr> <tr><td>6</td><td># <u> </u></td></tr> <tr><td>7</td><td># <u> </u></td></tr> <tr><td>8</td><td># <u> </u></td></tr> <tr><td>9</td><td># <u>8</u></td></tr> <tr><td>10</td><td># <u> </u></td></tr> <tr><td>11</td><td># <u> </u></td></tr> <tr><td>12</td><td># <u> </u></td></tr> <tr><td>Ungraded:</td><td># <u> </u></td></tr> <tr><td>AO/PG:</td><td># <u> </u></td></tr> </table>	Math	# <u>5</u>	Science	# <u>5</u>	Social Studies	# <u>5</u>	English/Language Arts	# <u>5</u>	Art/Music/PE/Other	# <u>4</u>	Library	# <u>0</u>	PK-3:	# <u>2</u>	PK-4:	# <u>2</u>	KG:	# <u>2</u>	1	# <u>3</u>	2	# <u>3</u>	3	# <u> </u>	4	# <u> </u>	5	# <u> </u>	6	# <u> </u>	7	# <u> </u>	8	# <u> </u>	9	# <u>8</u>	10	# <u> </u>	11	# <u> </u>	12	# <u> </u>	Ungraded:	# <u> </u>	AO/PG:	# <u> </u>
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DATA COLLECTION TEMPLATE: GEORGIA AVENUE CAMPUS

LEA ANNUAL REPORT

2011-2012 SCHOOL YEAR

Data Collection Template

The 2011-12 school year annual report collects campus-level data in the following three areas: Name and Contact Information, Verified Data Elements, and Unverified Data Elements. Please fill out these three sections for each campus served by the LEA. The data collection template is designed for only one campus. For LEAs with multiple campuses, please complete this template for each school campus it operates and submit to Timothy Harwood at tharwood@dcpcsb.org by August 24. Additionally, include this template for each school campus in the final annual report submission, due September 20.

Section 1

Name and Contact Information

LEA name:	E.L. Haynes, PCS
Campus name:	Georgia Ave
Address 1	3600 Georgia Avenue, NW
Address 2	Washington, DC 20010
Phone:	202-667-4446
Fax:	202-667-8811
Website:	www.elhaynes.org

Section 2

Verified Data Elements

Use data validated during PMF AYP validation window, attendance/re-enrollment validation window, and discipline data validation window.

Georgia Avenue

School Program Data

Grade levels served	<u>3rd-8th</u>
Ages served	<u>8-13yrs</u>
Enrollment by grade level (Please place a check mark next to the grades served by the campus)	☐ PK-3; ☐ PK-4; ☐ PK; ☐ KG; ☐ 01; ☐ 02; ☒ 03; ☒ 04; ☒ 05; ☒ 06; ☒ 07; ☒ 08; ☐ 09; ☐ 10; ☐ 11; ☐ 12; ☐ Ungraded; ☐ AO/PG

School instruction dates	Beginning Date: <u>8/1/2011</u>
	End Date: <u>7 / 13 / 2012</u>
	Total # of instructional days: # <u>180</u>

Student Demographic Data

Demographics (%)	Race/ethnicity: African American <u>54</u> % Hispanic/Latino <u>31</u> % Caucasian <u>11</u> % Asian/Pacific Islander <u>3</u> % Other race <u>1</u> %
	Gender: Male <u>53</u> % Female <u>47</u> %
Limited or Non-English Proficient	<u>19</u> %
Free or Reduced-Price Lunch	<u>59</u> %
Special Education	<u>18</u> %
# of students with 504 plan* (Select from one of the three categories)	☐ 0 students ☐ Less than 10 students ☒ More than 10 students; (specify # students) 15
# of students pregnant and/or parents (mothers only)* (Select from one of the three categories)	☒ 0 students ☐ Less than 10 students ☐ More than 10 students; (specify # students)
# of students homeless defined by McKinney-Vento Act* (Select from one of the three categories)	☐ 0 students ☒ Less than 10 students ☐ More than 10 students; (specify # students)
# of students incarcerated* (Select from one of the three categories)	☒ 0 students ☐ Less than 10 students ☐ More than 10 students; (specify # students)

*Applies to any student enrolled during SY2011-12 who have been and/or currently fall in the respective category (this is not limited to the current school year).

Elementary/Middle School PMF Metrics (Leave section(s) blank if not applicable to campus or data is not available by time of submission)

Percent proficient and advanced, whole school population	Math: <u>65.5</u> % Reading: <u>58.7</u> %
Percent advanced, whole school population	Math: <u>18.4</u> % Reading: <u>9.9</u> %
Percent proficient and advanced, for grade 3 and grade 8	Grade 3 Reading: <u>48</u> % Grade 8 Math: <u>82</u> %
Median Growth Percentile, whole school population	Math: <u>TBD</u> Reading: <u>TBD</u>

High School PMF Metrics (Leave section(s) blank if not applicable to campus or data is not available by time of submission)

2012 Graduation rate	<u> </u> %
PSAT performance, 11 th grade	<u> </u> %
SAT performance, 12 th grade	<u> </u> %
College acceptance rate	<u> </u> %
Percent proficient and advanced, whole school population	Math: <u> </u> % Reading: <u> </u> %
Percent advanced, whole school population	Math: <u> </u> % Reading: <u> </u> %
AP/IB – number passing exam scores per 100 students (Grade 12)	# of passing exams per 100 students
Median Growth Percentile, whole school population	Math: <u> </u> Reading: <u> </u>

Attendance Data (Leave section(s) blank if not applicable to campus)

Average Daily Attendance, whole school (Use validated ADA percentage in column C from the discipline verification spreadsheet)	<u>97</u> %
In-seat Attendance Rate, whole school (Use validated ADA percentage in column F from the discipline verification spreadsheet)	<u>95.3</u> %
Chronically Absent Rate, whole school (Use validated ADA percentage in column G from the discipline verification spreadsheet)	<u>6.5</u> %

Accountability Plan Results (Leave section(s) blank if not applicable to campus)

Targets	Results	Target Met

Discipline Data

Number of Unique Students with Discipline Records, whole school population (Use validated ADA percentage in column J from the discipline verification spreadsheet)	# 33
Incident : Student Ratio, whole school population (Use validated ADA percentage in column L from the discipline verification spreadsheet)	<u>1.32</u> : 1
Percent of Instructional Days Lost, whole school population (Use validated ADA percentage in column M from the discipline verification spreadsheet)	<u>0.11</u> %

Section 3

Unverified Data Elements

School Characteristics *(Leave section(s) blank if not applicable to campus)*

Average # students per class, by grade level and whole school	PK-3	#
	PK-4	#
	KG	#
	1	#
	2	#
	3	# <u>25</u>
	4	# <u>25</u>
	5	# <u>25</u>
	6	# <u>24</u>
	7	# <u>25</u>
	8	# <u>25</u>
	9	#
	10	#
	11	#
	12	#
	Ungraded	#
	AO/PG	#
	Whole school	# <u>25</u>

Student : Teacher Ratio, average by grade level and whole school	Student : Teacher Ratio	
	PK-3	_____ : _____.
	PK-4	_____ : _____.
	KG	_____ : _____.
	1	_____ : _____.
	2	_____ : _____.
	3	<u>10</u> : <u>1</u> .
	4	<u>10</u> : <u>1</u> .
	5	<u>10</u> : <u>1</u> .
	6	<u>10</u> : <u>1</u> .
	7	<u>10</u> : <u>1</u> .
	8	<u>10</u> : <u>1</u> .
	9	_____ : _____.
	10	_____ : _____.
	11	_____ : _____.
	12	_____ : _____.
	Ungraded	_____ : _____.
	AO/PG	_____ : _____.
	Whole school	<u>10</u> : <u>1</u> .

Staff Characteristics

Teacher Years of service, number and percentage for Teachers and Teacher Aides. (Years of service = total years of teaching experience)		Number	Percentage
	0 to 3 years	# <u>9</u>	<u>23</u> %
	4 to 7 years	# <u>21</u>	<u>54</u> %
	8 or more years	# <u>9</u>	<u>23</u> %
Teacher Attrition, number and percentage for Teachers and Teacher Aides	By years of service:		
		Number	Percentage
	0 to 3 years	# <u>2</u>	<u>5</u> %
	4 to 7 years	# <u>7</u>	<u>18</u> %
	8 or more years	# <u>1</u>	<u>3</u> %

Salary	Teachers	
	Average	\$ <u>61,483</u> .
	Range	Min: \$ <u>48,821</u> . Max: \$ <u>74,145</u> .
	Teacher aides	
	Average	\$ <u>NA</u> .
	Range	Min: \$ <u>NA</u> . Max: \$ <u>NA</u> .
	Support Staff	
	Average	\$ <u>42,017.50</u> .
	Range	Min: \$ <u>24,755</u> . Max: \$ <u>59,280</u> .
	School administration	
	Average	\$ <u>85,340</u> .
	Range	Min: \$ <u>75,000</u> . Max: \$ <u>95,680</u> .
	Central Office	
	Average	\$ <u>78,736</u> .
	Range	Min: \$ <u>36,000</u> . Max: \$ <u>121,472</u> .
HQT Count		
	Number of teachers	# <u>39</u>

Facilities

Square footage	<table border="1"> <tr> <td>Entire for building</td><td># <u>45,484</u></td></tr> <tr> <td>Entire for total classroom space</td><td>#</td></tr> </table>	Entire for building	# <u>45,484</u>	Entire for total classroom space	#																																										
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APPROVED 2011-2012 BUDGET

REVENUE

01. Per Pupil Charter Payments	10,200,772
02. Per Pupil Facilities Allowance	2,415,000
03. Federal Entitlements	695,492
04. Other Government Funding/Grants	1,143,951
05. Private Grants and Donations	2,259,496
06. Activity Fees	362,250
07. Other Income (please describe in footnote)	621,930

TOTAL REVENUES	17,698,892
-----------------------	-------------------

ORDINARY EXPENSE

Personnel Salaries and Benefits

08. Principal/Executive Salary	792,961
09. Teachers Salaries	2,243,520
10. Teacher Aides/Assistance Salaries	478,400
11. Other Education Professionals Salaries	1,014,171
12. Business/Operations Salaries	586,900
13. Clerical Salaries	350,114
14. Custodial Salaries	70,720
15. Other Staff Salaries	3,977,523
16. Employee Benefits	1,744,557
17. Contracted Staff	35,567
18. Staff Development Expense	152,481

Subtotal: Personnel Expense	11,446,914
------------------------------------	-------------------

Direct Student Expense

19. Textbooks	28,702
20. Student Supplies and Materials	219,964
21. Library and Media Center Materials	75,333
22. Student Assessment Materials	58,000
23. Contracted Student Services	328,957
24. Miscellaneous Student Expense **	17,804

Subtotal: Direct Student Expense	728,760
---	----------------

Occupancy Expenses

25. Rent	452,314
26. Building Maintenance and Repairs	55,068
27. Utilities	462,931
28. Janitorial Supplies	47,041
29. Contracted Building Services	170,811

Subtotal: Occupancy Expenses	1,188,166
-------------------------------------	------------------

Office Expenses		
	30. Office Supplies and Materials	75,831
	31. Office Equipment Rental and Maintenance	79,371
	32. Telephone/Telecommunications	40,919
	33. Legal, Accounting and Payroll Services	238,503
	34. Printing and Copying	64,649
	35. Postage and Shipping	14,890
	36. Other	220,367
	Subtotal: Office Expenses	734,529
General Expenses		
	37. Insurance	54,565
	38. Transportation	43,379
	39. Food Service	433,138
	40. Administration Fee (to PCSB)	62,682
	41. Management Fee	-
	42. Other General Expense	282,244
	43. Unforeseen Expenses	-
	Subtotal: General Expenses	876,008
	TOTAL ORDINARY EXPENSES	14,974,376
Net Ordinary Income		2,724,516
	44. Interest and Depreciation	1,601,693
Net Income		1,122,823

UNAUDITED YEAR-END FINANCIALS

Net Operating Income	
Revenue	Actual
04 · State and Local Revenue	13,203,246
05 · Federal Revenue	3,668,931
06 · Private Revenue	5,417,463
Total Revenue	22,289,640
Operating Expense	
07 · Staff-Related Expense	11,343,575
08 · Occupancy Expense	653,716
09 · Additional Expense	4,161,941
Total Operating Expense	16,159,232
Net Operating Income	6,130,409
Net Income	
11 · Depreciation and Amortization	2,003,582
12 · Interest Expense	2,417,293
Net Income	1,709,534
Cash Flow Adjustment	
Net income	1,709,534
Net cash fr per-pupil funding	(127,016)
Net cash fr other operating activities	2,749,250
Net cash fr operating activities	4,331,767
Net cash fr investing activities	(6,117,825)
Net cash fr financing activities	9,516,841
Net cash increase for period	7,730,784

Appendix J



E.L. HAYNES

PUBLIC CHARTER SCHOOL



Photo Credit: James Roy

ANNUAL REPORT SCHOOL YEAR 2009-2010

Georgia Avenue Campus
3600 Georgia Avenue, NW
Washington, DC 20010
(202) 667-4446

Kansas Avenue Campus
4501 Kansas Avenue, NW
Washington, DC 20011
(202) 706-5828

www.elhaynes.org

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BOARD OF TRUSTEES & SCHOOL LEADERS 2009-10

E.L. HAYNES BOARD OF TRUSEES & SCHOOL LEADERS 2009-10			
Name	Title	Entered or Exited Position in 2009-10?	Email Address
<i>Board of Trustees</i>			
Guy Cecil	Board Chair		ghcecil@gmail.com
Susan Colby	Trustee		susancolby@comcast.net
Jacquelyn Davis	Trustee		jdavis@jacquelyndavis.com
Carlos Garcia	Trustee		carlos@enggarcia.com
Leander Gray	Parent Trustee	Entered	lgray@grayhaile.com
Michael Hall	Vice Chair & Parent Trustee		michael@studiocrowleyhall.com
Roy Jones	Trustee		roy.s.jones.jr@saic.com
David Joubran	Trustee	Entered	djoubran@acumensolutions.com
Marianne Keler	Secretary		mmkeler@gmail.com
Winston Bao Lord	Trustee		winston@wlordassociates.com
Jennifer C. Niles	Head of School & Trustee		jniles@elhaynes.org
Ilene Rosenthal	Trustee		ilene@risenterprise.com
Sonia Shelton	Parent Trustee	Entered	slasaduke@yahoo.com
Nelson Smith	Trustee		nelson@publiccharters.org
Karim Zia	Treasurer		kzia@verizon.net
<i>School Leaders</i>			
Michelle Molitor	Principal, Grades PK-3		mmolitor@elhaynes.org
Jennifer C. Niles	Head of School		jniles@elhaynes.org
Towana Pierre-Floyd	NLNS Resident	Entered	tfloyd@elhaynes.org
Eric Westendorf	Principal, Grades 4-7		ewestendorf@elhaynes.org

SCHOOL DESCRIPTION

A. Mission Statement

The mission of the E.L. Haynes Public Charter School is to ensure that every E.L. Haynes student regardless of race, socioeconomic status, or home language will reach high levels of academic achievement and be prepared to succeed at the college of his or her choice. Every E.L. Haynes student will be adept at mathematical reasoning, will use scientific methods effectively to frame and solve problems, and will develop the life skills needed to be successful individuals, active community members, and responsible citizens.

B. School Program

1. Grade and Age Levels Served

In 2009-10 E.L. Haynes served 460 students in pre-kindergarten through seventh grade. The school had two classrooms of students at each grade level, with the exception of kindergarten, which had three classrooms of students. The school will continue to grow each year until it serves over 1,100 students in grades pre-school through twelfth grade.

2. Curriculum Design and Instructional Approach

The curriculum at E.L. Haynes is founded on the belief that in an environment with excellent teaching and a strong partnership with families, every student can reach high levels of academic achievement. The school expects students to:

- ▶ Meet rigorous expectations
- ▶ Produce authentic, interesting work
- ▶ Actively engage with real-life problems and questions
- ▶ Become passionate and skillful life-long readers and writers
- ▶ Develop mathematical and scientific thinking, problem solving and inquiry skills
- ▶ Build strong interpersonal, communication and collaborative skills

Differentiated Instruction: We are committed to intellectually engaging every student, every day at E.L. Haynes Public Charter School. Our curriculum, our classrooms, and our culture are designed to challenge each student to deepen his/her understanding of critical concepts and skills:

- ▶ Curriculum: Teachers plan each unit by starting at the end. *What should every student know and be able to do when the unit ends and how will they show it?* Evidence of learning might include a presentation, an answer to a challenging math question, a public book talk, or a published piece of work. All students are expected to meet grade level standards. For students who already meet the standards, the final product provides an opportunity to go beyond.

- ▶ Classrooms: Within each unit, teachers draw on multiple differentiation strategies to enhance their daily instruction. Common strategies include:
 - Small group teaching/individual conferences – After teaching a mini-lesson on a critical concept or skill, teachers meet with individuals or 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.
 - Stretching Questions – During instruction, teachers challenge students to think out loud by asking stretch questions like: *How do you know that's true?*, *What's another way of explaining it?*, *How would that work in a different situation?* These questions consistently push students to deepen their understanding.
 - Multiple Approaches – Teachers present concepts and skills in multiple ways (visually, orally, kinesthetically) to meet the needs of students with different learning styles.
 - Choice – Teachers regularly provide students with choice so that they can read, write, and problem solve in ways that appeal to their interests and abilities.
- ▶ Culture: Teachers cultivate a culture of self-directed learning. Students learn that education is not something they are spoon-fed. It is an active endeavor. Teachers expect students to push themselves by asking interesting questions and pursuing answers. This habit propels students forward when they might otherwise be bored. This habit also promotes differentiation since an active mind seeks out the learning experiences that match his/her interests and aptitudes.

Ongoing Assessment: At E.L. Haynes, students at all grade levels are assessed in a variety of ways through 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
- ▶ To give the school and our stakeholders information about the effectiveness of our program

Assessment is critical to ensuring that every E.L. Haynes student succeeds academically.

E.L. Haynes administers a variety of assessments including observational instruments, teacher-student interviews, teacher created tests and quizzes, quarterly performance assessments, externally developed exams, portfolios, and the District of Columbia's standardized assessment, called the DC CAS, which begins in grade 3.

Some of the assessments are administered to students individually and others are given to the whole class or smaller groups of students. Students in kindergarten and above also take the Terra Nova, a national standardized test, in reading and math. Results from standardized tests are shared with families.

Social Development: E.L. Haynes' curriculum is supported by the use of Responsive Classroom[®], which is both a classroom management model and a social curriculum. E.L. Haynes recognizes that academic achievement goes hand in hand with social growth.

Responsive Classroom[®] is an approach to teaching and learning that fosters safe, challenging, and joyful classrooms and schools. This program incorporates social learning into students' daily program; embraces E.L. Haynes' remarkable cultural, ethnic, socio-economic, and linguistic diversity; emphasizes the peaceful and fair resolution of conflicts; and highlights the critical need for parental partnership with the school. To supplement Responsive Classroom, E. L. Haynes has also adopted the research-based Second Steps Program, which uses grade-appropriate activities to teach students empathy, problem-solving, conflict resolution and management of impulses and emotions. E.L. Haynes also has developed the E.L. Haynes Promise, similar to a Code of Conduct, which explains in student-friendly language the behaviors that constitute the school's motto: Be Kind, Work Hard, Get Smart.

Literacy: Balanced literacy is a framework for instruction built on the premise that all children will learn to read and write when given a wide variety of real-life experiences appropriate to their current level. Students are given daily opportunities to practice reading and writing skills with varying levels of support and scaffolding.

At the heart of E.L. Haynes' balanced literacy model is the independent workshop, in both reading and writing. The workshop structure allows students to spend long periods of time reading at their independent level and writing within a variety of genres; the workshop also promotes opportunities for small group and individualized instruction. All students are given ongoing reading assessments that identify their independent reading levels – the levels at which they can read with deep understanding and independence. Students are expected to dramatically increase their reading levels over the course of the school year. Information about reading levels will be given to families at each quarterly conference, but caregivers are always welcome to ask their student's teacher for specifics about their children's levels and progress.

In addition to the reading and writing workshops, all students engage in phonics or word study lessons and participate in interactive read aloud.

Mathematics: The core curricular resource for grades pre-kindergarten through seventh grade is the Everyday Math curriculum. Everyday Math is a challenging, standards-based, "spiraled" curriculum. Students learn concepts and skills from all mathematical strands, as well as the connections among these concepts, through multiple exposures to topics and frequent opportunities to review and practice. When necessary, we supplement the Everyday Math curriculum to meet all DC standards.

Our seventh grade students take Pre-Algebra in order to be ready for Algebra I in 8th grade. The core resources in seventh and eighth grade are the University of Chicago School Math Program (UCSMP) and Prentice Hall. Our curriculum develops mathematicians with a balance of procedural fluency, conceptual understanding, and problem-solving skills.

At every level, teachers use small groups or modified assignments to differentiate instruction for students who are working below or above grade level.

Science: As Science, Technology, Engineering, Mathematics (STEM)-enhanced school, 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 our science instruction. FOSS is an inquiry-based program that provides students with hands-on opportunities to engage in authentic scientific inquiry that require increasingly complex cognitive skills. Each grade addresses science standards through study of the FOSS science units.

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

Arts: E.L. Haynes integrates the arts into the curriculum to encourage both creative expression and arts appreciation, and to accommodate students' multiple learning styles. The arts emphasis is particularly helpful to students with special needs and English-language learners. The arts program in 2009-10 provided students with regular, weekly instruction in the performing and visual arts, including dance, music, and art. 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 DCPS standards. 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.

Foreign Language Instruction: Students at E.L. Haynes receive Spanish instruction twice a week for 45 minutes each time. Spanish instruction focuses on speaking practice, development of vocabulary and learning beginning reading and writing skills. Students participate in age-appropriate activities and games in Spanish. The Spanish teacher works closely with the classroom teachers to teach expedition-related vocabulary words and support other academic areas. Introducing students to a second language also validates the linguistic experience of the school's Spanish-speaking students and reinforces Haynes' commitment to diversity.

Inclusion Program: E.L. Haynes values diversity of all kinds in our community. Our strong belief is that all students, including those with disabilities, can achieve at high levels. We also believe that all students benefit from the inclusion of students with disabilities in the general education classroom. Both research and our own experience demonstrate that students with disabilities perform better with greater access to the general education curriculum and non-disabled peers. Our special education program is designed to provide access to our students

with disabilities through Individualized Education Programs (IEPs) and 504 plans. In 2009-10, the inclusion program served 63 students with many different types of disabilities.

The E.L. Haynes Inclusion team is comprised of inclusion teachers, social workers, speech-language pathologists, occupational therapists, Wilson reading teachers, and a contracted psychologist. These team members collaborate with general education teachers, English Language Learner (ELL) teachers, and each other to provide students with disabilities the necessary instructional environment, tools, and support to access the general education curriculum.

The inclusion program and team has two main priorities to:

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

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

When it better meets a student's instructional needs, therapists and inclusion teachers work with students individually or in small groups outside of the general education classroom. This instruction may be alternative instruction in areas that are not addressed in the classroom, such as Wilson Language System instruction in reading and spelling. This instruction may also be additional practice in skills that have been taught in class or previews of lessons to come.

To allow special education teachers to focus primarily on instruction, the Director of Student Support Services manages the evaluation, eligibility and IEP process and meets weekly with special education teachers, social workers, and related service providers to monitor the success of the inclusion program, to facilitate cohesion in instruction, and to assess school-wide professional development needs.

English Language Learning (ELL) Program: E.L. Haynes has developed its English Language Learning (ELL) program to support the success of our students who are culturally and linguistically diverse in the general education curriculum. During 2009-10, our ELL program served 97 students who spoke thirteen different home languages. The purpose of our ELL 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.

Our ELL 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-disciplinary team (MDT) meetings. Our ELL 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 ELL progress reports for families of students who receive services. In accordance with guidelines determined by the OSSE, we use annual ACCESS test scores to track the progress of students' language and literacy development over time.

3. Key Mission-Related Programs

Year Round Programs: In order to ensure that every child at E. L. Haynes is academically and socially successful regardless of socioeconomic status, school readiness, race/ethnicity, home circumstance, or home language, E.L. Haynes adopted a year-round calendar with 1,000 additional hours of out-of-school time programming so that all of its students have access to consistent, comprehensive, high quality educational experiences throughout the year. E.L. Haynes' out-of-school time programming takes place both throughout the year (the Extended Day Program) and during quarterly breaks (Intersession). The Extended Day and Intersession Programs are embedded in the school's mission, goals, and design.

- ▶ **Extended Day Program.** The Extended Day Program, which consisted of a Before School and After School Program, incorporates the philosophies and activities of the classroom, carrying them over into the before and after school hours. The Before School Program began at 7:30 AM and provided breakfast to students who arrived before 8 AM. Quiet classical music played while students activated their minds with educational games, read books, or drew pictures until they began "Morning Math" or "Morning Reading" in their classrooms. The After School Program began when the students were dismissed from their classes and ended at 6:00 PM and took place Mondays through Fridays when school was in session and during summer Intersession. The program consisted of an Afternoon Meeting with a greeting, initiative, and snack; time to play at a local playground; "Quiet Time" for students to complete their homework; and, for our younger students, "Choice Time" when they played educational games, read books, or drew pictures with friends and adults. Students in second grade and above participated in electives, including sports teams, newspaper, chess, Latin club and step club. In the 2009-2010 school year, 79% of all E.L. Haynes students participated in the Extended Day Program.
- ▶ **Intersession.** In 2009-10, E.L. Haynes offered Intersession programming for two weeks in October, one week in January, one week in March and four weeks across June and July. Taught by E.L. Haynes teachers, teaching fellows, and local experts, twelve to fifteen students and a leader embarked on week-long investigations involving classroom, community, and museum-based work. Students took advantage of remarkable Washington, DC resources such as the Smithsonian Institution, National Geographic Society, the Kenilworth Aquatic Gardens, Discovery Creek, historic theaters, and parks, among many others. Trips were coupled with learning from local experts brought in to speak with the students on

whatever topic was being studied. All Intersession classes aligned to the school's academic standards and involved daily reading, writing, and math; incorporated Responsive Classroom; used the framework of active pedagogy and learning expeditions; and shared their learning through a weekly newsletter and individual student progress reports written by the teacher. Examples of Intersession classes include 'The Magic of Toy Making, DC Musical Heritage, Cultural Adventures through South America, and Healthy Food, Fitness, and Fun. Last school year, approximately 88% of E.L. Haynes' student body participated in the Intersession program.

Learning Expeditions: In spring 2010, every class at E.L. Haynes embarked on multi-week learning expedition in order to tackle a science topic more deeply. Expeditions are in-depth, long-term investigations of significant real-life problems and questions. These topics are compelling and relevant to students, but also address issues important to the community or discipline at large. Classes began preparing for their expeditions early in the year.

E.L. Haynes' learning expeditions last year were typically nine-weeks long and contained the following components:

- ▶ In-depth investigations that address guiding questions;
- ▶ A high-quality product that meets an authentic need and has an audience and purpose beyond families and the classroom teacher;
- ▶ Many opportunities for fieldwork that have a clear purpose, often related to collecting data or research in an authentic way;
- ▶ Service learning;
- ▶ Visits from outside experts; and
- ▶ Student performances and presentations of expertise and high-quality work.

See Unique Accomplishments for examples of 2009-10 learning expeditions.

Other Key Program Features:

- ▶ **Shared Leadership.** Leadership at E.L. Haynes is widely shared at every level. Teachers have a voice in decision-making related to curriculum and instruction through weekly professional development sessions and the Instructional Leadership Team comprised of teachers and specialists. Students have a voice in determining classroom rules and choosing their activities through the use of Responsive Classroom. Parents and staff work together to advise the Head of School and Principals on issues and priorities and have a voice in how school decisions are made through the School Parent Team, which meets monthly and is open to all parents and guardians. Lastly, the Board of Trustees works collaboratively with the Head of School and Principals to set policy and provide leadership for the school with the help of three parent board members.
- ▶ **Family Engagement.** E.L. Haynes believes that families are integral to student success and that family involvement will increase satisfaction and enhance students' school experiences. E.L. Haynes values the diversity of its student body and is committed to hearing, sharing, and understanding aspects of every family's experience, language, and culture in order to ensure student success. Family

participation in the school is nurtured in various ways to create a true partnership between the school and families. Families are asked to sign a Family Commitment Letter each year that includes an agreement asking family members to 1) create an environment at home that is conducive to learning, 2) communicate regularly with the school and to indicate the preferred mode of communication, 3) attend parent/teacher conferences and understand E.L. Haynes' education program, and 4) volunteer at least 20 hours per year as a family in any number of ways.

- ▶ 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. In the 2009-2010 school year, E.L. Haynes provided high quality, ongoing, differentiated professional development to all staff members and developed a professional learning community and culture of adult learning. In summer 2009, E.L. Haynes provided a week-long orientation for new staff and a two-week-long Summer Institute, and during the school year, weekly professional development workshops for 2.5 hours each week for instructional staff, day-long professional development days, and numerous off-site professional development opportunities to build and hone skills so that every school professional worked toward mastery of the skills and knowledge he or she needs to best fulfill the school's mission.

4. School Year and Hours of Operation

E.L. Haynes' school year started August 3, 2009 and concluded June 18, 2010. The school hours were from 8:30 AM to 3:30 PM, with early dismissal at 1:00 PM on Fridays for professional development. The Extended Day Program provided additional programming from 7:30 to 8:30 AM in the mornings; from 3:30 to 6:00 PM on Monday through Thursday; and from 1:00 to 6:00 PM on Friday.

C. School Staff

Please see Annual Report Data Collection Tool Worksheets in the Appendix.

1. Key Leadership Positions

Founder and Head of School: Jennie Niles is the Founder and Head of School of E.L. Haynes Public Charter School. In June 2003, Ms. Niles finished her fellowship with New Leaders for New Schools, an intensive, year-long program to prepare urban principals. New American Schools sponsored Ms. Niles through her fellowship, supported the development of the charter application, and housed the start-up of the school. Prior to New Leaders, Ms. Niles was the Director of Education Initiatives at The Ball Foundation of Glen Ellyn, IL, an operating foundation that partners with school districts to increase student achievement through systemic reform. Before that, Ms. Niles headed the Charter School Office for the Connecticut State Department of Education where she oversaw all aspects of the charter school program and led a multi-disciplinary team to create the accountability system. Ms. Niles also taught middle school and high school science and directed service learning programs at schools in California and Massachusetts. Ms. Niles holds a Bachelor of Arts from Brown University, a Masters of Public and Private Management from the Yale School of Management, and a Masters of Science in Public Administration with a focus on Educational Administration from Trinity University (DC). In 2010, she was named as a Fellow in the Aspen Institute and NewSchools Venture Fund's prestigious Entrepreneurial Leaders for Public Education Fellowship Program.

Principal of Grades 4-7: Eric Westendorf is a New Leaders for New Schools graduate. Prior to becoming an administrator, Mr. Westendorf taught for seven years in North Carolina, New York, and Yogyakarta, Indonesia; and founded a non-profit focused on developing teacher leadership. He holds a Bachelors of Arts in Public Policy from Princeton University, a Masters in Teaching from Brown University, a Masters of Business Administration from Stanford University, and a Masters of Science in Public Administration in Educational Leadership from Trinity University.

Principal of Grades PK-3: Michelle Molitor joined E.L. Haynes in 2004 and is a founding staff member. Michelle Molitor has a Bachelor of Science degree in Education from Central Michigan University, with a concentration in both the sciences and language arts. Prior to joining E.L. Haynes, she spent five years teaching in the Fairfax County Public School system as both an elementary school teacher and a middle school science teacher. Ms. Molitor has also served as an Education Coordinator aboard *The Freedom Schooner Amistad* and has done humanitarian educational travel with People to People Student Ambassadors and international groups.

Director of Year Round Programs: Samone Jackson joined E.L. Haynes in July 2008. She has more than 15 years of experience in the field of education, the last five serving as principal of St. Joseph of the Holy Family Elementary School in Harlem, New York. Before relocating to the DC metropolitan area, Ms. Jackson served as an adult educator at Medgar Evers College where reading was her area of concentration. Ms. Jackson holds a Bachelor of

Science degree in Elementary Education from St. John's University and a Masters degree in Remedial Reading from the City University of New York.

Director of Student Support Services: Rebecca Meyer is a founding E.L. Haynes staff member. Rebecca has a B.A. in Psychology from Wake Forest University. Ms. Meyer has more than ten years of experience in education and non-profit management. Prior to joining E.L. Haynes, Ms. Meyer taught students with disabilities in several different private and public school environments. She also led the New Jersey region of Teach for America as Executive Director for three years. Ms. Meyer earned her Bachelor of Arts in psychology from Wake Forest University.

Kansas Avenue Project Manager: Patrice Griffin has a Bachelor of Science degree in Communication, with a concentration in News and Public Affairs, from Norfolk State University in Norfolk, Virginia and completed a Masters of Business Administration from Trinity University in May 2007. Prior to joining our team she was the Subrogation Supervisor for the Southern Maryland region of Enterprise Rent-A-Car.

Director of Marketing and Development: Julie Anne Green joined the E.L. Haynes staff in August 2005. She has more than ten years of arts management experience, encompassing a variety of work including development, marketing, public relations, and arts education. Prior to joining the Haynes team, Ms. Green was Director of Development for George Mason University's College of Visual and Performing Arts for five years. She has also worked with Virginia Opera, The Washington Opera, and the John F. Kennedy Center for the Performing Arts. Ms. Green holds a Bachelor of Arts degree in Music from Mount Holyoke College.

Director of Planning, Policy, and Finance: Jimmy Henderson joined the E.L. Haynes staff in April 2009. Prior to becoming an administrator, Jimmy worked as a management consultant for The Boston Consulting Group in Atlanta, GA and Washington, D.C. He holds a Bachelors of Science in Industrial Engineering from the Georgia Institute of Technology, a Masters of Education from the Stanford University School of Education, and a Masters of Business Administration from the Stanford Graduate School of Business.

2. Number of Teachers

In 2009-10, E.L. Haynes had 23 full-time classroom teachers; six teachers who taught art, health/fitness, Spanish, music, and dance; five ELL teachers; eleven inclusion teachers; and two school counselors. Additional instructional staff included a literacy coordinator and curriculum coordinator.

3. Number of Teacher Aides

As part of E.L. Haynes' commitment to providing multiple adults in each classroom, E.L. Haynes deployed 14 Capital Teaching Residents, teaching associates, and aides into the classes. The Capital Teaching Residency program is further described in the Unique Accomplishments section.

4. Average Class Size

In 2009-10, class sizes at E.L. Haynes averaged 24 students per classroom. With classroom teachers plus the specials, ELL, and inclusion teachers, the student to teacher ratio was 10:1.

5. Staff Qualifications

E.L. Haynes is proud to recruit, train, and support an outstanding cadre of teachers.

In 2009-10, all classroom, special subject, inclusion, and ELL teachers met the No Child Left Behind (NCLB) requirements for Highly Qualified Teachers. All but one of our teaching aides were highly qualified. E.L. Haynes teachers came from diverse backgrounds, had substantive teaching experience prior to joining the school, and were committed to every child's achievement.

6. Staff Attrition

Thirteen percent (13%) of staff employed by E.L. Haynes at the beginning of 2009-10 were no longer employed at the beginning of the following school year. Of the nine staff members who are not longer at E.L. Haynes; four moved out of the country; one left to take a management position; one left to take a position at a another organization; and three were not invited back.

7. Salary Information

In 2009-10, teacher salaries ranged from \$46,000 to \$71,000 and reflected the level of education and experience of the staff. The average teacher salary was \$58,000.

There were four school administrators who earned between \$75,000 and \$116,000. The average school administrator salary was \$84,000.

D. Student Characteristics

Please see Annual Report Data Collection Tool Worksheets in the Appendix.

1. Student Enrollment

In 2009-10, the grade enrollment of students was as follows:

▶ 40	Pre-Kindergarten
▶ 72	Kindergarten
▶ 50	First Grade
▶ 50	Second Grade
▶ 50	Third Grade
▶ 50	Fourth Grade
▶ 50	Fifth Grade
▶ 50	Sixth Grade
▶ 48	Seventh Grade

2. Student Attrition

As of October 4, 2009, fifty-nine (59) students transferred out of school since October 8, 2008 or an attrition rate of 16%. The rate breaks down as follows: 39% (23) moved out of state, 29% (17) wanted a different program, 22% (13) changed schools for convenience, 5% (3) were placed at a special interest school, and 5% (3) didn't reenroll or complete withdrawal forms.

3. Student Re-Enrollment

In 2009-10, the student re-enrollment rate was 84%.

4. Student Demographics

In 2009-10, the demographic breakdown of students was as follows:

▶ 54%	African-American (non-Hispanic)
▶ 24%	Hispanic
▶ 18%	Caucasian (non-Hispanic)
▶ 3%	Asian/Pacific Islander
▶ 0%	American Indian/Alaskan Native
▶ 0%	Other

5. Limited- and Non-English Proficient Students

In 2009-10, 21% of students were limited or non-English proficient students.

6. Students with IEPs

In 2009-10, 14% of students had an Individual Education Plan (IEP).

7. Students Qualifying for Free and Reduced Lunch Program

In 2009-10, 62% of students qualified for the free and reduced lunch program.

8. Average Daily Membership

In 2009-10, average daily membership was 434 students.

9. Average Daily Attendance

In 2009-10, average daily attendance was 452 students.

E. Governance

1. Board of Trustees

E.L. HAYNES BOARD OF TRUSTEES, 2009-10				
Name	Board Title	Affiliation	Address	Committee(s)
Guy Cecil	Chair	The United States Senate	1801 T Street NW APT. E Washington, DC 20009	Executive
Susan Colby	Trustee		6000 Connecticut Ave. Chevy Chase, MD 20815	Development
Jacquelyn Davis	Trustee		1425 Corcoran St., NW APT. 2 Washington, DC 20009	School Performance
Carlos Garcia	Trustee	EngGarcia Group	4881 Colorado Ave., NW Washington, DC 20011	Facilities
Leander Gray	Parent Trustee	Gray Haile LLP	1100 New York Avenue, NW Washington DC, 20005	Audit & Finance School Performance
Michael Hall	Vice Chair and Parent Trustee	Studio CrowleyHall	2017 Park Rd., NW Washington, DC 20010	Executive Facilities
Roy Jones	Trustee	SAIC	1201 S. Eads St. APT. 1310 Arlington, VA 22202	School Performance
Marianne Keler	Secretary	Building Hope	9116 Bradley Blvd. Potomac, MD 20854	Audit & Finance Executive
Winston Bao Lord	Trustee	Lord & Associates	3211 Foxhall Road, NW Washington, DC 20016	Development
David Joubran	Trustee	Acumen Solutions	2454 39 th St., NW Washington, DC 20007	School Performance
Jennifer C. Niles	Head of School & Trustee	E.L. Haynes Public Charter School	2853 Ontario Road, NW APT. 510 Washington DC, 20009	Executive Facilities School Performance Audit & Finance
Ilene Rosenthal	Trustee	Footsteps to Brilliance	3125 Cathedral Ave., NW Washington, DC 20008	Development School Performance
Sonia Shelton	Parent Trustee		4501 Argyle Terrace, NW Washington, DC 20011	Development
Nelson Smith	Trustee	National Alliance for Public Charter Schools	2801 New Mexico Ave., NW APT 720 Washington, DC 20007	Executive School Performance
Karim Zia	Treasurer		3406 R St., NW Washington, DC 20007	Audit & Finance Executive

Biographies:

Guy Cecil. Guy Cecil is the Chief of Staff for Senator Michael Bennet of Colorado. Prior to his time Senator Bennet, Mr. Cecil was President of Thomas Circle Strategies, a public affairs and issue advocacy firm based in Washington, DC. Mr. Cecil has more than ten years of experience managing high-profile political, non-profit, and corporate issue advocacy campaigns. He is also recognized as a leading Democratic strategist, specializing in campaign management, targeting, voter contact, and getting out the vote, with experience in every region of the country. From 2007 through 2008, Mr. Cecil was the National Political and Field Director for Hillary Clinton's campaign for President. Prior to joining the campaign, he was the Political Director for the Democratic Senatorial Campaign Committee. During his tenure, Mr. Cecil developed and managed a \$26 million voter contact program, leading the Democrats to a historic six seat gain and a new majority in the Senate. He has managed political and grassroots campaigns in every region of the country. Born and raised in Miami, Cecil is a former high school teacher and minister. He is a graduate of the University of Florida.

Susan Colby. Susan Colby has more than 30 years of educational and admissions consulting experience. In 1984, she launched Susan Colby Associates, an educational consulting firm focused on providing assessment and guidance services to students applying to secondary and undergraduate institutions. With offices located in New York City, Tokyo, Hong Kong, and Washington, DC, and referral relationships with several multi-national corporations, Ms. Colby's client relationships extend throughout the U.S. and internationally. Ms. Colby has held administrative and teaching positions at Chapin School and Nightingale-Bamford School in New York, The Holton Arms School in Maryland, and Seymour High School in Connecticut. She graduated from Smith College and received an MAT from Yale University. Ms. Colby currently sits on the board of Arts and Technology Academy, another charter school in Washington, DC. She served as Vice-Chairman of the Board and Director of Strategic Planning for the Latino Student Fund from 2000 to 2004.

Jacquelyn Davis. Jacquelyn Davis is an educational consultant with significant organizational development, start-up, and policy experience in the education and government sectors. Previously, Jacquelyn launched and led the DC Program of New Leaders for New Schools, a national nonprofit that attracts, prepares and supports outstanding school leaders to drive academic achievement gains for all children. Prior to New Leaders, she co-founded and co-led Thurgood Marshall Academy (TMA) Public Charter High School, Washington DC's first law-related high school. Ms. Davis also co-founded Hands on DC, an organization that helps refurbish DC public schools and raises college scholarship funds for low-income students. She has served as an Education Fellow for the Governor of Rhode Island, a Congressional Chief of Staff and Legislative Director, and political campaign manager. Jacquelyn earned a law degree with honors from Georgetown University and holds a bachelor's degree in public policy from Brown University. She was named a "Washingtonian of the Year" by Washingtonian Magazine, awarded "Young Lawyer of the Year" by the Bar Association of the District of Columbia and selected for Leadership Washington in 2002.

Carlos A. Garcia. Carlos Garcia is an attorney, real estate professional, entrepreneur and community leader. He lives in Washington DC with his wife Lucinda and their three children. Mr. Garcia and his wife head the Eng-Garcia Group, an “investment-minded, design-conscious” real estate team serving clients with residential and commercial properties in DC, Maryland and Virginia. Previously, he practiced law for nearly 15 years at the U.S. Commerce Department, the firm of Gibson, Dunn and Crutcher, as a dotcom general counsel, and as Senior Corporate Counsel for a Pitney Bowes subsidiary. An active social entrepreneur since the early 1990s and former member of the DC Commission for Asian Pacific Islander Affairs, Mr. Garcia is dedicated to the fields of education and social justice. In 2003, Carlos received the Linowes Leadership Award for exceptional work in fostering organizational change and sustainability within nonprofits. Mr. Garcia is president of the board of the Higher Achievement Program, which he nurtured from a small, floundering group to a highly acclaimed model that is nationally recognized for bringing innovative programs to DC’s youth to improve grades, attendance, academic achievement, and success. He also serves on the board of directors of the Frederick B. Abramson Foundation and is a member of Oyster Bilingual Public School’s Restructuring Team. Mr. Garcia is a graduate of Boston College Law School, Connecticut College, the Fieldston School (NYC) and Manhattan Country School (NYC).

Leander Gray, *Parent Trustee*. Leander C Gray is the managing partner of Gray Haile LLP. Mr. Gray represents acquirers, sellers and targets in a significant number of mergers, acquisitions and leveraged buyouts as well as in connection with corporate governance and securities matters. He is directly involved in all phases of these transactions, including initial planning, structuring, negotiation, implementation and advice. Mr. Gray also counsels clients on a broad range of corporate, securities and business-related matters, including directors' duties and responsibilities and other aspects of corporate governance, disclosure issues and corporate compliance. Mr. Gray has substantial transactional experience in the automotive, manufacturing, and oil and gas industries. Mr. Gray began his career as a Mergers and Acquisitions Associate in the New York office of Skadden, Arps, Slate, Meagher & Flom LLP, where he represented clients in a variety of high profile mergers, acquisitions, divestitures and leveraged buyouts.

Michael Hall, *Co-Chair and Parent Trustee*. Michael Hall is an architect at his firm, Studio CrowleyHall, with his wife, also an architect. Mr. Hall has 20 years of experience designing buildings and working on private and public art commissions. His work focuses on communities and neighborhoods, with an overarching interest in environmental themes. He combines both his technical and management expertise as an architect with his experience and training as an artist to provide thoughtful, sustainable, and technically sound buildings and art installations. A native of Northern Michigan, Mr. Hall lives in Washington, DC with his wife and three sons. He holds a Master's Degree in Architecture from the University of Michigan and has won awards for his work from the Cranbrook Institute of Art and the University of Michigan College of Architecture and Urban Planning.

Roy Jones. Roy Jones was born and raised in New York City and attended New York City public schools, including the Bronx High School of Science. He graduated from Columbia University with a Bachelor of Arts in Physics and received a PhD in Astrophysics from Rutgers University. Dr. Jones has always wanted to get involved with educating children, especially in science. For the past five years, he has volunteered for Horton's Kids, working

with pre-kindergarten, kindergarten, and first grade students. Dr. Jones is currently a Staff Scientist at SAIC.

Marianne Keler. In February 2006, Marianne M. Keler retired from Sallie Mae following a 21-year career in which she most recently served as Executive Vice President of Corporate Strategy, Consumer Lending, and Administration. Ms. Keler began her career at Sallie Mae in 1985 as a securities lawyer, was named Vice President, Corporate Law in 1990, and General Counsel in 1997. Prior to her employment with Sallie Mae, Ms. Keler spent three years at the Securities and Exchange Commission as staff attorney and as assistant to then Chairman John Shad and one year in a judicial clerkship at the District of Columbia Court of Appeals. Marianne Keler currently chairs the board of Building Hope, a charter school facilities developer. She also serves as a member of Georgetown University Law Center's Board of Visitors and as a trustee of the American University of Bulgaria and the National Student Clearinghouse. In 2005, Ms. Keler was named one of 25 "Women Who Mean Business" by the Washington Business Journal and received a Distinguished Alumnae Award from Georgetown University Law Center in 2004. Ms. Keler earned both her undergraduate and law degrees from Georgetown University. She resides in Potomac, Maryland with her husband, Michael Kershow, and has two grown children.

Winston Bao Lord. Winston Bao Lord is the Founder of Lord & Associates, a public affairs firm based in Washington, D.C. Winston has twenty years of public relations, political, and business experience, and he has built an extensive network of contacts, formed broad coalitions, and shaped public opinion. Throughout his career, he has worked closely with and been a key strategist for some of the nation's most respected and influential leaders. Most recently, Winston was a Principal at Portfolio Logic, a private equity firm. For seven years, Winston directed the Washington Baseball Club, a coalition of national business and philanthropic leaders that helped return Major League Baseball to Washington, D.C. after a thirty-four year absence. Prior to the Washington Baseball Club, Winston built a PR and advertising firm that delivered media consulting services to select national organizations. His clients included General Colin Powell's America's Promise Alliance, Juvenile Diabetes Research Foundation, National Geographic Channel Asia, and Priceline. He was also a Senior Vice President at Stevens, Reed, Curcio & Company, where he led the strategic development, execution, and production of television and radio ads for over fifty Presidential, Gubernatorial, and Senatorial campaigns. Winston has won nineteen national advertising awards. Winston is also an active board member of The Washington Ballet and The Urban Alliance. In addition, Winston co-chairs the Washington Ballet's *Jete Society Gala*, the Duke Ellington Jazz Festival's *Ovation Society* and Asian American LEAD's *Annual Dinner*.

David Joubran. David Joubran is president and CEO of Acumen Solutions, a leading business and technology consulting firm with offices across the U.S. and in Europe. Mr. Joubran's vision, drive and commitment have resulted in the successful creation and continued growth of Acumen Solutions. Since inception the company has completed four acquisitions and now encompasses 5 geographic locations, 4 industry practices, 250 employees and over \$50 million in revenue. Prior to forming the company, he built and managed the eBusiness practice of NDC Group, subsequently Xpedior. Mr. Joubran began his career at Andersen Consulting, now Accenture. Mr. Joubran earned a Bachelor of Science degree in finance from George Mason University (GMU). He currently serves as a

member of the GMU School of Management Advisory Board and is a board member of the E.L. Haynes Public Charter School, Greater Washington Sports Alliance and Year Up. He is actively involved with many other organizations including Young Presidents Organization (YPO), Venture Philanthropy Partners (VPP) and the Greater Washington Initiative. Additionally, Mr. Joubran regularly competes in marathons and triathlons including five completed Ironman distance races.

Jennifer C. Niles, *Founder and Head of School.* Jennie Niles is the Founder of the acclaimed and award-winning E.L. Haynes Public Charter School. E.L. Haynes' mission is for every one of its students to reach high levels of academic achievement and be prepared to succeed at the college of his or her choice. E.L. Haynes was the highest-performing charter elementary school in Washington, DC, based on 2009 DC-CAS scores. In 2010, for the third year in a row, E. L. Haynes was named the recipient of a Silver-Gain Award from New Leaders for New Schools' Effective Practice Incentive Community grant program. The award, given in recognition of outstanding student achievement gains, ranked E.L. Haynes in the top 10 in a consortium of 150 charter schools nationwide. In April 2008, E.L. Haynes was chosen from DC's 56 charter schools as the recipient of Fight for Children's first-ever Quality Schools Initiative award, also given in recognition of outstanding student achievement gains.

In June 2003, Ms. Niles finished her fellowship with New Leaders for New Schools, an intensive, year-long program to prepare urban principals. New American Schools sponsored Ms. Niles through her fellowship, supported the development of the charter application, and housed the start-up of the school. Prior to New Leaders, Ms. Niles was the Director of Education Initiatives at The Ball Foundation of Glen Ellyn, IL, an operating foundation that partners with school districts to increase student achievement through systemic reform. Before that, Ms. Niles headed the Charter School Office for the Connecticut State Department of Education where she oversaw all aspects of the charter school program and led a multi-disciplinary team to create the accountability system. Ms. Niles also taught middle school and high school science and directed service learning programs at schools in California and Massachusetts. Ms. Niles holds a Bachelor of Arts from Brown University, a Masters in Public and Private Management from the Yale School of Management, and a Masters of Science in Public Administration with a focus on Educational Administration from Trinity University (DC). In 2010, she was named as a Fellow in the Aspen Institute and NewSchools Venture Fund's prestigious Entrepreneurial Leaders for Public Education Fellowship Program.

Ilene Rosenthal. Ilene Rosenthal is a seasoned educator and executive who uses her expertise in education to help all children succeed academically. Through her work with schools, education associations and government agencies, she develops partnerships that help to disseminate best practices for improving education for all children. Ms. Rosenthal has co-founded several companies that have used technology to accelerate learning. She currently is the President and Founder of Footsteps to Brilliance, a comprehensive preschool program designed to expand traditional strategies for parental involvement and help all children realize their full potential. The curriculum emphasizes reasoning as well as math, literacy, language and music. Prior to this, Ms. Rosenthal served as President of Strategic Initiatives for Achieve3000, a company that became a leader in differentiated instruction by delivering current events news articles tailored to each student's individual reading level. She also co-founded Lightspan, an educational software company that successfully bridged the

gap between school and home using videogame technology. Ms. Rosenthal began her career as a teacher, during which time she designed curriculum and authored textbooks. In her capacity as a lawyer, she has served as General Counsel to the Software Publishers Association (today called SIIA) and Special Assistant to the Council of Chief State School Officers (CCSSO). She also served as the General Counsel to the Government Operations Committee of the U.S. House of Representatives, and as an Assistant United States Attorney in the District of Columbia. Ms. Rosenthal received her J.D. from Georgetown University and her B.A. from Wesleyan University in Middletown, Conn. She is on the Board of the award winning E L Haynes Public Charter School in Washington, DC. This school was named the overall highest performing elementary charter school in DC by the Public Charter School Board. She also serves on the Board of New Futures, an organization that provides at-risk youth with college scholarships and mentoring. She is married to Steve Rosenthal, a partner at the law firm of Kaye Scholer, and she is the proud mother of two daughters adopted from China.

Sonia Shelton, *Parent Trustee*. Sonia is currently a full-time caregiver for sons, Justice (E.L. Haynes first grader) and Jameson. After graduating with her bachelors from Cornell University, she rose quickly through the management ranks of customer service operations at leading health insurance companies. She later completed her master's degree in Sociology from Duke University and managed a Freedom School in rural North Carolina. After completing her graduate study, Sonia transitioned to college admissions serving at Stevens Institute of Technology and then Barnard College. Compelled by the low enrollment of students of color and low income students, Sonia joined the team of the Goldman Sachs iLead program, an award winning college access program, and founded a firm to support students and parents during the college application process. As both staff member and volunteer, Sonia has led successful student enrollment and parent outreach campaigns as well as chaired record setting fundraising campaigns.

Nelson Smith. Nelson Smith, a nationally-recognized expert on charter schools and education policy, is Senior Advisor to the National Alliance for Public Charter Schools, after serving since 2004 as its President and CEO. His experience includes senior management positions at the U.S. Department of Education, the DC Public Charter School Board, the New York City Partnership, and most recently at New American Schools, where he served as Vice President for Policy and Governance. In 2002, he was appointed by Education Secretary Rod Paige as one of 21 negotiators who developed federal regulations for the No Child Left Behind Act. Mr. Smith is a graduate of Georgetown University's School of Foreign Service.

Karim Zia, *Treasurer*. Karim Zia also serves on the Board and as Treasurer at St. John's Episcopal Preschool and on the Finance Committee at The SEED Foundation. He worked for ten years as an equity research analyst at Donaldson, Lufkin and Jenrette, Credit Suisse First Boston, and Deutsche Bank in New York City. Covering the cable and satellite industries, he was regularly named to the Institutional Investor All-American Research Team and worked on numerous debt and equity financings. He founded and continues to manage a real estate development company in the Charleston, SC, residential market, as well as a charitable foundation dedicated to helping underprivileged children realize their potential through high quality education. Mr. Zia holds a Bachelor of Science degree in Economics from the Wharton School of the University of Pennsylvania with a concentration in Finance.

2. Science, Technology, Engineering, and Math Advisory Committee

Among several ways in which the Board of Trustees engages with members of the community, E.L. Haynes is proud to have a Science Technology Engineering and Mathematics (STEM) committee that includes trustee Roy Jones, teachers and instructional leaders from the school, and community members. The following people lent their time and expertise:

- ▶ David Attis, Advisory Board Committee
- ▶ Joan Abdallah, The American Association for the Advancement of Science (AAAS)
- ▶ Halima Aquino, Biotech Entrepreneur
- ▶ Susan Basile, Former Biology Teacher, National Cathedral School
- ▶ Charisse Carney-Nunes, National Science Foundation (NSF), E.L. Haynes Parent
- ▶ Julie Edmonds, Carnegie Institute
- ▶ Charity Fesler, District of Columbia Public Schools (DCPS)
- ▶ Karen Fox, Science Writer
- ▶ Daniel Gohl, Science Educator & Former Founding Principal, McKinley Tech High
- ▶ Rabiah Harris, E.L. Haynes Science Teacher
- ▶ Margret Hjalmarson, George Mason Professor
- ▶ Kate Hubbard, Curriculum Coordinator
- ▶ Steve Leinwand, Association for Institutional Research (AIR)
- ▶ Roy Jones, Astrophysicist, E.L. Haynes Trustee
- ▶ David Joubran, Acumen Solutions, E.L. Haynes Trustee
- ▶ Yohance Maquebela, HU(MS)², E.L. Haynes Parent
- ▶ Maura Marino, New Schools Venture Fund (NSVF)
- ▶ Jenny Marsh, Statistician, E.L. Haynes Parent
- ▶ Deborah McGriff, New Schools Venture Fund (NSVF)
- ▶ Julie Sara Mobley, E.L. Haynes Math Teacher
- ▶ Jennie Niles, Head of School, Trustee
- ▶ Erin Peters, George Mason Professor
- ▶ Jennifer Smith, Master Educator
- ▶ Judy Soukup, Scientist
- ▶ Sue White, HU(MS)² Head of School

3. Board Training

The E.L. Haynes Board of Trustees held a day-long board retreat for strategic planning on September 10, 2009. Board members were invited to all the PCSB governance workshops in 2009-10, but none attended because many members had attended the PCSB workshops in the prior year(s) on academic accountability, evaluation of head of school, and audit/finance.

F. Finance

1. Budget

A copy of the school's approved budget for FY2009-10 is included in the Appendix.

2. Major Donors and Grantors

E.L. Haynes Public Charter School gratefully acknowledges the following donors for their support of \$500 or more during the 2009-10 school year:

- ▶ Anonymous
- ▶ Amthor-Goodbody Fund
- ▶ Philip and Elizabeth Ash
- ▶ Seda Atam
- ▶ Pierre Ausloos
- ▶ Donald and Anne Ayer
- ▶ William and Christine Barr
- ▶ John D. Barrett, II and Lucy Barrett
- ▶ Blanton Studios
- ▶ Emily Bloomfield and Byron Auguste
- ▶ Haise and Kevin Borgmann
- ▶ Joseph Bruno
- ▶ Building Hope
- ▶ Susan and Dixon Butler
- ▶ The Morris and Gwendolyn Cafritz Foundation
- ▶ Ray Campbell
- ▶ Capital One
- ▶ Marion Margery Dawson Carr
- ▶ Brian and Jean Cartwright
- ▶ Guy Cecil
- ▶ CityBridge Foundation
- ▶ Roger and Joann Clegg
- ▶ Susan and Jonathan Colby
- ▶ Susan Cunningham and Philip Eliot
- ▶ Jacquelyn Davis
- ▶ DC Children and Youth Investment Trust Corporation
- ▶ DC Commission on the Arts and Humanities
- ▶ DC Office of the State Superintendent of Education
- ▶ The Geraldine R. Dodge Foundation
- ▶ Liz Duffy and John Gutman
- ▶ Edison Electric Institute
- ▶ Martin Elling
- ▶ Fight for Children
- ▶ The Freddie Mac Foundation
- ▶ Carlos Garcia and Lucinda Eng Garcia
- ▶ The Bill and Melinda Gates Foundation Employee Matching Gift Program
- ▶ Giant Foods
- ▶ Nancy Glassman
- ▶ Terence and Kathleen Golden
- ▶ Leander and Melissa Gray
- ▶ Julie Anne Green and William S. Murray, III

- ▶ Stephen Green and Susanne Walker
- ▶ Caryn Gottlieb and Richard Grinspun
- ▶ Michael Hall and Anne Crowley
- ▶ Kelly Hand and David Abramson
- ▶ David and Carol Heap
- ▶ Joseph and Lucia Henderson
- ▶ Stephen and Emily Henn
- ▶ The William and Flora Hewlett Foundation
- ▶ David Hiller Charitable Fund of the Chicago Community Foundation
- ▶ Bill and Judy Holding
- ▶ Ramon Jacobson and Alwynne Wilbur
- ▶ Robert Jenkins and Corinne Goldstein
- ▶ David and Judith Johnson
- ▶ Roy S. Jones, Jr.
- ▶ Anne Noel Jones
- ▶ David and Michelle Joubran
- ▶ Rachel Kaplan and Robert Riesman
- ▶ Carolyn Kari
- ▶ Marianne Keler and Michael Kershow
- ▶ Michael Kellogg and Lucy Pugh
- ▶ Paul, Jane, Christine and Nina Khoury
- ▶ Austin Kiplinger
- ▶ Knight and Ann Kiplinger
- ▶ The Kiplinger Foundation
- ▶ Lisa Landmeier and Hugo Roell
- ▶ Albert Lauber and Craig Hoffman
- ▶ J. Stephen Lawrence
- ▶ Andrew Lee
- ▶ Jaime Leeds
- ▶ Lenzner Family Foundation
- ▶ Jonathan and Leila Linen
- ▶ Christopher T. Linen
- ▶ Worthington Linen and Winifred Barnes Linen
- ▶ Winston Bao Lord
- ▶ Everard Marseglia
- ▶ Eugene and Bette Martin
- ▶ Seth and Christine Martin
- ▶ Stephen Marzen and Louise Epstein
- ▶ Henry and Jean May
- ▶ Georgianna S. McGuire
- ▶ McKinsey & Company
- ▶ Marianne McMullen and Jeffrey Epton
- ▶ Eugene and Agnes E. Meyer Foundation
- ▶ Michael and Michelle Miller

- ▶ Peter Mueller and Mamie Wong
- ▶ National Teaching Academy Fund
- ▶ Karen Nelson Moore and Kenneth Moore
- ▶ New Leaders for New Schools
- ▶ New Schools Venture Fund
- ▶ Jennifer C. Niles
- ▶ Nicholas and Margaretta Niles
- ▶ Larry and Melanie Nussdorf
- ▶ Perkins Malo Hunter Foundation
- ▶ PNC Bank
- ▶ Clarissa Potter and James Wilson
- ▶ Stephen B. Presser
- ▶ RAND Corporation
- ▶ Jerry and DeDee Rigg
- ▶ Robinson & Robinson, LLP
- ▶ Ilene and Steve Rosenthal
- ▶ George Ruttinger and Camille Larson
- ▶ Tom Scheetz and Kikke Riedel
- ▶ Theodore and Barbara Sergi
- ▶ James and Sonia Shelton
- ▶ Shippy Foundation
- ▶ David and Connie Slaughter
- ▶ The E. Newbold and Margaret duPont Smith Foundation
- ▶ Nelson Smith and Paul Garrard
- ▶ Charles and Bailey Symington
- ▶ Target
- ▶ Jeffery Tomasevich and Kevin Brosnahan
- ▶ William C. Tomson and Barbara Tomson
- ▶ Claude and Kira Vol
- ▶ D. Gibson and Martha Walton
- ▶ Walton Family Foundation
- ▶ Benjamin Edelman and Ruth Welgosz
- ▶ Eric Westendorf and Shoshana Rosenbaum
- ▶ Robert and Diane Wilbur
- ▶ Mr. and Mrs. Richard Witmer, Jr.
- ▶ Tamu Wright
- ▶ Michael S. Zamore and Abigail Smith
- ▶ Paul and Ilana Zukerberg

SCHOOL PERFORMANCE

A. Evidence of Performance and Progress

Please see Performance Management Framework in the Appendix.

1a. Student Academic Performance

Performance Management Framework: Below is a summary of the applicable Performance Management Frameworks for E.L. Haynes.

E.L. HAYNES PERFORMANCE MANAGEMENT FRAMEWORK 2009-10				
Descriptor	Measure	Grades	Proficiency Indicator	2009-10 Results
Early Childhood Framework (K-2)				
Student Progress	NOT APPLICABLE			
Student Achievement	DRA	K-2	% of students reaching or exceeding national standard	78%
	Terra Nova Math	K-2	% of students reaching or exceeding national standard	67%
	Creative Curriculum: Language Development	PK	% of students reaching or exceeding national standard	93%
	Creative Curriculum: Cognitive Development	PK	% of students reaching or exceeding national standard	85%
Gateway	Creative Curriculum: Composite Score	PK	% of students reaching or exceeding national standard	88%
Leading Indicators	School-wide Attendance Rate	PK-7		94%
Mission-Specific	NOT APPLICABLE			
Elementary School Framework (3-5)				
Student Progress	PCSB HAS NOT YET RELEASED PLOT & ALOT DATA			
Student Achievement	DC CAS Reading	3-5	% of students reaching or exceeding proficiency	66%
	DC CAS Math	3-5	% of students reaching or exceeding proficiency	58%
Gateway	DC CAS Reading	3	% of students reaching or exceeding proficiency	70%
Leading Indicators	School-wide Attendance Rate	PK-7		94%
Leading Indicators	School-wide Re-enrollment Rate	PK-7		84%
Mission-Specific	Terra Nova Reading	3-5	% of students reaching or exceeding national standard	55%
	Terra Nova Math	3-5	% of students reaching or exceeding national standard	54%
Middle School Framework (6-7)				
Student Progress	PCSB HAS NOT YET RELEASED PLOT & ALOT DATA			
Student Achievement	DC CAS Reading	6-7	% of students reaching or exceeding proficiency	69%
	DC CAS Math	6-7	% of students reaching or exceeding proficiency	86%
Gateway	DC CAS Math	8	% of students reaching or exceeding proficiency	N/A
Leading Indicators	School-wide Attendance Rate	PK-7		94%
	School-wide Re-enrollment Rate	PK-7		84%
Mission-Specific	Terra Nova Reading	6-7	% of students reaching or exceeding national standard	50%
	Terra Nova Math	6-7	% of students reaching or exceeding national standard	77%

Creative Curriculum Results: The Creative Curriculum Developmental Continuum, designed by Teaching Strategies, is an assessment that allows teachers to systematically observe, record, and evaluate language, cognitive, socio-emotional, and physical development. In 2009-10, E.L. Haynes administered the Creative Curriculum to pre-kindergartners. The table below shows the percentage of pre-kindergartners who met or exceeded the national benchmark of 2.5 on the four subtests and composite score.

CREATIVE CURRICULUM 2009-10		
Grade	Subtest	Percent of Students Meeting or Exceeding National Standard (2.5)
Pre-kindergarten	Cognitive Development	85%
	Physical Development	95%
	Language Development	93%
	Socio-emotional Development	80%
	Composite Score	88%

DC CAS Results: The DC CAS is the District of Columbia's standardized assessment to measure student achievement in reading and math. In 2009-10, E.L. Haynes administered the DC CAS to students in third through seventh grade. The table below shows the percentage of students who scored proficient or advanced in reading and math.

DC CAS 2009-10	
Grade	Percent of Students Meeting or Exceeding Proficiency
Reading	
3-5	66%
6-7	69%
School Total	67%
Math	
3-5	69%
6-7	86%
School Total	69%

In 2009-10 E.L. Haynes achieved an increase in reading but scored a decrease in math:

- ▶ **Reading** – Increased **1 percentage point** to 67% school-wide proficiency
- ▶ **Math** – Decreased **11 percentage points** to 69% school-wide proficiency

Most NCLB sub-groups had small gains or losses in reading and more significant losses in math:

- ▶ **Black** – increased by 3 percentage points in reading; decreased by 12 percentage points in math
- ▶ **Hispanic** – decreased by 4 percentage points in reading; decreased by 9 percentage points in math

- **ELL status** – decreased by 6 percentage points in reading; decreased by 15 percentage points in math
- **Title I** – scored the same in reading; decreased by 11 percentage points in math

One NCLB sub-group that counted towards AYP had a significant gain in reading and a loss in math:

- **Special Ed** – increased by 14 percentage point in reading; decreased by 9 percentage point in math

E.L. Haynes did not make AYP in reading for the 2009-10 school year.

DC CAS, 2006-2010											
Group	Year	Reading					Math				
		% BB	% B	% P	% A	% P or A	% BB	% B	% P	% A	% P or A
<i>Ethnicity</i>											
Black/Non-hispanic	2010	5.84%	27.01%	58.39%	8.76%	67.15%	6.57%	28.47%	41.61%	23.36%	64.97%
	2009	3.77%	32.08%	59.43%	4.72%	64.15%	6.60%	16.04%	47.17%	30.19%	77.36%
	2008	6.10%	34.15%	50.00%	9.76%	59.76%	6.10%	26.83%	47.56%	19.51%	67.07%
	2007	3.64%	52.73%	38.18%	5.45%	43.63%	16.36%	40.00%	32.73%	10.91%	43.64%
	2006	17.24%	34.48%	44.83%	3.45%	48.28%	37.93%	24.14%	34.48%	3.45%	37.93%
Hispanic	2010	9.23%	40.00%	47.69%	3.08%	50.77%	4.62%	30.77%	43.08%	21.54%	64.62%
	2009	9.43%	35.85%	52.83%	1.89%	54.72%	5.66%	20.75%	39.62%	33.96%	73.58%
	2008	10.00%	45.00%	40.00%	5.00%	45.00%	5.00%	37.50%	35.00%	22.50%	57.50%
	2007	11.54%	61.54%	26.92%	0.00%	26.92%	7.69%	46.15%	46.15%	0.00%	46.15%
	2006	33.33%	46.67%	20.00%	0.00%	20.00%	13.33%	80.00%	6.67%	0.00%	6.67%
White/Non-hispanic	2010	2.94%	2.94%	47.06%	47.06%	94.12%	2.94%	2.94%	44.12%	50.00%	94.12%
	2009	0.00%	4.76%	47.62%	47.62%	95.24%	0.00%	0.00%	23.81%	76.19%	100.00%
	2008	0.00%	6.67%	40.00%	53.33%	93.33%	0.00%	6.67%	20.00%	73.33%	93.33%
	2007										
	2006										
<i>Special Education (Students with Individual Education Plans or IEPs)</i>											
	2010	22.86%	45.71%	31.43%	0.00%	31.43%	14.29%	48.57%	34.29%	2.86%	37.14%
	2009	10.71%	71.43%	17.86%	0.00%	17.86%	17.86%	35.71%	46.43%	0.00%	46.43%
	2008	10.00%	65.00%	25.00%	0.00%	25.00%	10.00%	55.00%	30.00%	5.00%	35.00%
	2007	0.00%	66.67%	33.33%	0.00%	33.33%	33.33%	58.33%	8.33%	0.00%	8.33%
	2006										
<i>English Language Learners</i>											
	2010	10.94%	45.31%	40.63%	3.13%	43.75%	7.81%	35.94%	45.31%	10.94%	56.25%
	2009	10.42%	39.58%	50.00%	0.00%	50.00%	6.25%	22.92%	52.08%	18.75%	70.83%
	2008	12.90%	54.84%	32.26%	0.00%	32.26%	6.45%	54.84%	29.03%	9.68%	38.71%
	2007	14.29%	78.57%	7.14%	0.00%	7.14%	14.29%	50.00%	35.71%	0.00%	35.71%
	2006										
<i>Economic Status</i>											
Econ. Disadvantaged	2010	7.10%	33.73%	52.07%	7.10%	59.17%	6.51%	29.59%	40.83%	23.08%	63.91%
	2009	5.60%	35.20%	56.00%	3.20%	59.20%	4.00%	20.80%	44.00%	31.20%	75.20%
	2008	8.91%	37.62%	46.53%	6.93%	53.46%	5.94%	31.68%	43.56%	18.81%	62.37%
	2007	7.58%	57.58%	33.33%	1.52%	34.85%	13.64%	39.39%	40.91%	6.06%	46.97%
	2006	27.78%	41.67%	30.56%	0.00%	30.56%	33.33%	47.22%	13.89%	5.56%	19.45%
<i>School Total</i>											
	2010	6.15%	26.64%	54.51%	12.70%	67.21%	5.33%	25.41%	42.21%	27.05%	69.26%
	2009	4.84%	29.03%	57.53%	8.60%	66.13%	5.38%	15.05%	42.47%	37.10%	79.57%
	2008	6.43%	33.57%	47.14%	12.86%	60.00%	5.00%	27.86%	41.43%	25.71%	67.14%
	2007	5.68%	52.27%	36.36%	5.68%	42.04%	12.50%	39.77%	36.36%	11.36%	47.72%
	2006	21.28%	38.30%	36.17%	4.26%	40.43%	27.66%	42.55%	25.53%	4.26%	29.79%

Over the past five years, E.L. Haynes has achieved school-wide gains of 27% point gains in reading and 39% in math. Our subgroup percentage point gains on the DC-CAS over the last four to five years have also been significant, with the exception of reading for our students with IEPs. Also, as is evident by the scores of the Class of 2015 through 2017, students do better the longer they stay at E.L. Haynes.

DC CAS GAINS, 2006-2010		
Subgroup	Reading Gain	Math Gain
Black	19%	27%
Hispanic	31%	58%
Disabled (Students w/IEPs)	-1.9%	29%
Lep/Nep (English Language Learners)	37%	21%
Economically Disadvantaged	24%	17%
Class of 2015 (3 rd to 7 th grade)	30%	56%
Class of 2016 (3 rd to 6 th grade)	33%	44%
Class of 2017 (3 rd to 5 th grade)	21%	17%
Class of 2018 (3 rd to 4 th grade)	8%	-14%
3 rd Grade (2006 to 2010)	21%	17%
4 th Grade (2007 to 2010)	17%	2%
5 th Grade (2008 to 2010)	0%	-2%
6 th Grade (2009 to 2010)	-9%	-8%
School Total	27%	39%

We are also pleased to see that our students on Free and Reduced Lunch and our Black and Hispanic students all score higher with every grade level year. This confirms that we can reach our internal school goal of having ALL students reach proficiency or advancement in reading and math within the next few years.

DC CAS, 2009-10					
Grade	All Students	Students with 3+ Years at E.L. Haynes	Economically Dis-advantaged	Black	Hispanic
Reading					
3	61%	63%	46%	56%	33%
4	67%	86%	57%	58%	55%
5	70%	74%	59%	73%	50%
6	67%	72%	63%	72%	42%
7	70%	70%	67%	73%	60%
School Total	67%	72%	60%	67%	51%
Math					
3	47%	54%	29%	33%	17%
4	57%	77%	43%	46%	63%
5	70%	76%	62%	65%	63%
6	86%	82%	83%	84%	83%
7	86%	81%	86%	88%	80%
School Total	69%	74%	64%	64%	67%

Terra Nova Results: The Terra Nova is a rigorous, nation-wide normative scale used to assess to student achievement in reading and math. In 2009-10, E.L. Haynes administered the Terra Nova to students in kindergarten through seventh grade. The table below shows the percentage of students who met or exceeded the national benchmark of 50%.

TERRA NOVA 2009-10	
Grade	Percent of Students Meeting or Exceeding National Standard (50%)
Reading	
K-2	58%
3-5	55%
6-7	50%
School Total	55%
Math	
K-2	67%
3-5	54%
6-7	77%
School Total	64%

In 2009-10, 55% of students in kindergarten through seventh grade scored at or above the national average percentile (50%) in reading on the Terra Nova and 64% scored at or above the national average percentile for math. These scores represented a 6% point gain in reading and a 6% point gain in math from the previous year. In the third through seventh grades, 89% of students showed at least one year's growth. In math, 84% of students showed at least one year's growth. All of our subgroups averaged a year's worth of growth.

TERRA NOVA AVERAGE PERCENTILE GAINS, 2008-09 to 2009-10						
Grade	All Students	IEP	ELL	Economically Disadvantaged	Black	Hispanic
<i>Reading</i>						
3	4	13	3	6	5	15
4	0	-9	-2	-1	1	-6
5	-2	-7	5	-2	-9	2
6	5	-1	9	8	3	17
7	3	2	0	1	7	7
School Total	2	2	4	2	2	7
<i>Math</i>						
3	2	12	10	8	-2	8
4	-7	-7	-9	-12	-10	3
5	0	2	4	-3	-6	6
6	17	-7	22	16	18	9
7	5	13	22	3	5	-2
School Total	4	3	10	3	3	4

Developmental Reading Assessment (DRA) Results: The DRA allows teachers to systematically observe, record, and evaluate strengths and weaknesses in students' decoding and comprehension skills. Teachers can plan for future teaching and track student progress. The DRA2 is the updated version of the assessment that was administered by E.L. Haynes for the first time in 2008-09. In 2009-10, E.L. Haynes administered the DRA to students in kindergarten through second grade.

In 2009-10, 78% of students in kindergarten through second grade met or exceeded the national benchmark while 83% demonstrated at least one year's growth.

DRA, 2009-10	
Grade	Percent of Students Meeting or Exceeding National Standard
K-2	78%

Annual Writing Assessment (AWA) Results: E.L. Haynes administers a school-wide writing assessment at the end of each school year. Students in kindergarten through seventh grade are given writing prompts and a time allotment. Students have approximately 15 minutes for pre-writing activities and 45 minutes for the actual

writing. In the early elementary grades the time frame may be shortened to reflect developmental considerations. Prompts are grade level specific.

In 2009-10, 41% of students in kindergarten through seventh grade demonstrated grade level writing proficiency.

ELL Student Development (ACCESS): The goal for ELL students is to demonstrate increasing proficiency in English oral language and literacy skills. From 2004 to 2007, the PreLAS 2000-Form D was used with four- to six-year old students and the LAS-O and LAS-RW (English) was used with students in second through sixth grade.

In accordance with OSSE, the school adapted WIDA's Access for ELLs from 2006 onwards. In 2009-10, E.L. Haynes had 56% of its ELL students make at least one year of gain on the ACCESS test.

Students with Disabilities: In 2009-10, the inclusion program served 63 students with many different types of disabilities. A team including our director of student support services, ten inclusion teachers, school social workers, a speech language pathologist and a part-time contracted occupational therapist delivered services to students in the general education classrooms and in small group or individual pull-out sessions. In addition to leading students to the attainment of their Individualized Education Program (IEP) goals and objectives, inclusion team members facilitated the inclusion of students with disabilities in the general education classroom through co-teaching in the general education environment, planning and consultation with general education teachers, and modifying the classroom environment and assignments to address student needs. The inclusion team also developed strong relationships with families of students with disabilities.

In 2009-10, our reading scores for students with Individual Education Plans (IEPs) increased by 14 percentage points while our math scores for students with IEPs decreased by 9 percentage points from last year. This year we eliminated the read aloud accommodation for all but a few of our students with IEPs in accordance with OSSE regulations. Also, our School Improvement Plan will focus on the targeted and school-wide interventions to improve the performance in reading of our students with IEPs.

1b. Student Non-Academic Performance

Attendance: Attendance rate as reported in OLAMS for 2009-10 was 94%.

ATTENDANCE, 2009-10		
Grade	Measure	Rate
PK-7	School-wide Attendance Rate	94%
PK-7	School-wide Enrollment Rate	84%

Compliance Review: E.L. Haynes has passed the initial screen for the PCSB's compliance review.

Governance Review: E.L. Haynes has passed the initial screen for the PCSB's governance review.

Parent/Guardian Satisfaction: The parent/guardian satisfaction average, as measured by a year-end satisfaction survey, was 3.6 (90%) out of 4 points. The survey used the following scoring: 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree. One hundred thirty seven (137) surveys were returned.

Student Satisfaction: Student satisfaction, as surveyed by students in third through seventh grades, was 4.2 out of 5 points.

2. Certification

All the authorizations required to operate the school are in full force and effect. See appendix for signed letter from the Vice Chairman of E.L. Haynes Board of Trustees.

B. UNIQUE ACCOMPLISHMENTS

1. Educational and Organizational Leadership

This year, E.L. Haynes hosted numerous educators, education policy experts, and education leaders for school tours, classroom observations, and to learn more about our effective practice model.

E.L. Haynes held two Teacher Leadership Series events, which were attended by teachers and educational professionals from public, public charter, and private schools and other organizations across Washington, DC. E.L. Haynes' Teacher Leadership Series is one method that E.L. Haynes uses to share best practices across school sectors. These forums allow speakers to share the best practices from their classrooms and schools and facilitate discussion and debate in small, diverse groups of teachers and educational practitioners. On April 12, E.L. Haynes hosted a Teacher Leadership Series event entitled *The Talent Code: A Discussion with Author Dan Coyle*. This event with the author of *The Talent Code* focused on how the ground-breaking ideas in his book apply to education. In June, E.L. Haynes held a Teacher Leadership Series event centered around the Power of Planning Project partnership (see *Special Partnerships* below). A panel of school leaders, coaches, and teachers from each POP school discussed their successes, challenges, and learning from the year-long project. Attendees had the opportunity to participate in small group discussions to problem-solve challenges and develop strategies for implementing standard-based long term planning and data-driven instruction in their own schools.

In March, Jennie Niles joined author David Shenk on WNYC and Public Radio International's nationally-broadcast show, "The Takeaway." Shenk and Niles engaged in a discussion relating to Shenk's book, *The Genius In All of Us*.

In spring and summer 2010, Jennie Niles engaged with DC charter school leaders, DCPS leadership and the heads of the Office of the State Superintendent of Education in developing Washington, DC's application to the Department of Education for the Race to the Top grant program. Niles lead the team working on human capital and is proud to have worked collaboratively with city leaders to create a plan to ensure the success of all DC students. In August 2010, Niles joined Mayor Adrian Fenty, DCPS Chancellor Michelle Rhee, and others in defending the proposal to a Department of Education interview panel. On August 24, Washington, DC was awarded its Race to the Top grant. Niles and students from E.L. Haynes were featured in CBS Evening News coverage of the Race to the Top awards.

2. Special Visitors

E.L. Haynes hosted a number of visitors last year who met with staff, teachers, and Head of School Jennie Niles. We continue to attract visitors who come seeking our expertise as they prepare to start their own schools, or look to develop in specific areas. We also enjoyed visits from local and national foundations and corporations, prospective donors and board members, and journalists.

Ambassador Rice:

At the start of the school year, United States Ambassador to the United Nations Susan Rice visited E.L. Haynes. Ambassador Rice joined a classroom of students to watch President Obama's speech, welcoming students back to school. She then addressed the entire student body and engaged in a question and answer session with students.

UK Cabinet Minister Jowell:

In February, E.L. Haynes was proud to host a visit from British Cabinet Minister Tessa Jowell and her team. Minister Jowell came to Washington, DC following a visit to Vancouver, BC during the Olympics as preparation for the 2012 London Olympics. On her visit to DC, Jowell was exploring alternative school structures and had a keen interest in the charter school movement. She and her team spent several hours touring the school and meeting with leadership.

3. Awards and Recognitions

Staff Awards:

For the third year in a row, E.L. Haynes was named the recipient of a Silver-Gain Award through New Leaders for New Schools' Effective Practice Incentive Community (EPIC) grant program. The award was given in recognition of outstanding student achievement gains in 2009. Among 89 elementary schools, E.L. Haynes ranked third based on student growth in reading and math across the last two years. Further, E.L. Haynes teachers Andrea Smith and Kate Linneman received \$4,000 Teacher Spotlight Awards for outstanding classroom gains.

In March, The Aspen Institute and NewSchools Venture Fund named Jennie Niles as a 2010 Fellow in the prestigious Entrepreneurial Leaders for Public Education Fellowship Program. Niles was chosen from more than 150 nominees and joins 23 other accomplished leaders as members of the 2010 cohort. The program is designed to recognize and support exceptional entrepreneurial leaders who are committed to transforming public education.

In April, fifth grade teacher Nate Franz was selected as a 2010 recipient of the Washington Post's Agnes Meyer Outstanding Teacher Award. Franz was chosen from teachers at all DC charter schools. His fifth grade partner teacher, Brigham Kiplinger, was a finalist for this award. E.L. Haynes art teacher Lindy Russell-Heymann and music teacher Premila Mistry were finalists for this year's Mayors Arts Awards. And Julie Anne Green, Director of Marketing and Development, was named as a *40 Under 40* leader by the EnVest Fund in recognition of her contributions to Washington, DC's nonprofit sector.

In May 2010, E.L. Haynes received recommendation for full accreditation from its visiting team from the Middle States Association of Colleges and Schools (MSA). To achieve accreditation, E.L. Haynes engaged in a year-long comprehensive self study of its mission and beliefs, community, educational program, leadership, operations, and strategic planning. The accreditation process culminated in a three-day visit from the MSA accreditation team. According to the team, E.L. Haynes met all MSA standards and demonstrated its commitment to continuous improvement. Further, E.L. Haynes delivers on its promise to

provide every student with an outstanding education, every family with a welcoming and respectful environment, every teacher with a fulfilling and professional place to work, and every community member with a school in which they can take pride.

Student Awards:

Also in the 2009-2010 school year, E.L. Haynes seventh grader Gregory Johnson finished eighth in the DC Citywide Spelling Bee. After taking second place in the E.L. Haynes bee, Gregory and classmate Yalemwork Teferra qualified to progress to the Citywide Charter School Spelling Bee. Both Gregory and Yalemwork studied diligently, working with E.L. Haynes' fifth grade humanities teacher, Brigham Kiplinger, and their parents to study a list of more than 1,000 words. Gregory advanced to round eight in the charter school bee and by the time he misspelled "giraffe," (using two r's instead of two f's), he was the fourth-to-last speller standing and qualified to compete in the DC Citywide Spelling Bee. The DC Citywide Spelling Bee brought together the 27 top spellers from DC public and charter schools. He correctly spelled "mirage," "finale," "acronym," and "cafeteria," but misspelled "sevruga," a kind of Russian caviar. His hard work got him eighth place in the competition!

Maura Ayala and Gregory Johnson were chosen to participate in the Junior National Young Leaders Conference (JrNYLC) during spring break in March 2010. JrNYLC selects mature, high-achieving sixth and seventh grade students who have been nominated by a teacher, and gives them the opportunity to learn about leadership by studying historical leaders and identifying ways to make a positive impact in their communities through social advocacy. Students in the program learn the characteristics and tools of effective leaders. The program motivates students to advocate for themselves and their beliefs and gives them the confidence and skills to do so. During the week-long program, Maura and Gregory visited the Newseum to learn about the history of the news, went on a walking tour of Capitol Hill, visited Harpers Ferry and the site of abolitionist John Brown's raid, and toured the Korean War Veterans Memorial, the Vietnam Veterans Memorial, and the Museum of American History. The Young Leaders used these trips to learn more about historical leaders and understand the choices they made and the tools they used. They debated First Amendment rights and historical issues, learned about different roles of the American President, and learned how they can advocate on issues that are important to them and make a difference.

4. Facilities Projects

In Winter, E.L. Haynes finalized its lease with the city for use of the former Clark Elementary School located at 4501 Kansas Ave., NW. E.L. Haynes' new Kansas Avenue Campus will house students in grades Pre-School through 2 as well as the E.L. Haynes High School. Phase 1a, renovation of the first floors of the original existing building, was completed in August 2010 and is currently in use for E.L. Haynes' Early Childhood program.

5. Teaching Fellows Program

In order to meet the critical need for outstanding teachers to serve our students as well as those across DC, E.L. Haynes has had its own Teaching Fellows Program since opening our doors in 2004. In 2009, E.L. Haynes teamed up with KIPP DC and, thanks to funding from NewSchools Venture Fund, piloted the new Capital Teaching Residency (CTR) Program. CTR trains residents who work alongside outstanding lead teachers and, through that experience, extensive professional development, and teacher certification, gain the skills necessary to become exceptional teachers ready to serve students in schools across DC. In the pilot year of the program, E.L. Haynes trained five new teachers.

6. Special Partnerships

Power of Planning: Thanks to support from the Office of the State Superintendent of Education and Department of Education's Charter Schools Dissemination Grant program, E.L. Haynes launched the Power of Planning (POP) project in Fall 2009. The one-year project was a partnership between E.L. Haynes and two DC Public Schools: the Columbia Heights Educational Campus and the Truesdell Educational Campus. In order to further each school's primary goal – for 90% or more of all students to score Proficient or Advanced on the DC-CAS – the overall goal of the Power of Planning (POP) project was to dramatically increase the effectiveness of school-wide planning to drive student achievement. In order to achieve this goal, the project's objectives were to (1) master detailed, long-term planning that embeds state standards in powerful, authentic units of study; and (2) share and improve our best practices for data-driven systems to track and promote growth for every student.

Through POP, E.L. Haynes and its partners collaborated throughout the school year to 1) create long-term plans (week-by-week and day-by-day) at each grade level for Pre-K through 12; 2) make planning documents, instructional materials, and video demonstrations of lessons available to each partner school and DC Public and Charter schools; and 3) publish information about the planning process in order to share what works with other schools so that they can also go through this process.

Community Financial Education: In 2009-2010, E.L. Haynes was pleased to provide our families with a series of financial workshops. Through a partnership with the Community Financial Education Foundation (CFEF), we offered a five-part financial management series hosted at the school and open to all parents free of charge. CFEF is a non-profit, national financial literacy foundation dedicated to educating Americans about financial responsibility and teaching skills that allow individuals to manage their personal finances and lives more effectively. The financial management series had five sessions – Money Management and Budgeting During Tough Economic Times, Accessing Public Benefits, Planning for the Future: Saving for College, Teaching your Child About Money, and an Open Financial Counseling Forum.

Roger Mason Partnership: Last year, NBA star Roger Mason, Jr., then Guard for the San Antonio Spurs (now with the New York Knicks), and E.L. Haynes launched an innovative

“Adopt a Classroom” partnership. Mason, a DC native, connected with E.L. Haynes students over the course of the school year via blog. The partnership kicked off in August with a special movie night for 50 E.L. Haynes fourth through seventh grade students who were selected to attend on the basis of their outstanding essays about why hard work is important. The event was hosted by the Motion Picture Association of America, which provided dinner for the students. Students arrived on the red carpet, where they got to meet Mason and have their pictures taken by both real media and “paparazzi.” Sony Pictures Entertainment sponsored the evening’s movie and gave each student a backpack filled with school supplies. Student transportation was donated by Chariots for Hire. Mason’s personal story is one of hard work and determination. His dream of playing NBA basketball came true through countless hours of practice and strategically aligning himself with the support and coaching needed to succeed.

Visits to Outstanding Schools: E.L. Haynes staff visited a number of other high-performing schools in the 2009-2010 school year. A special focus was on visiting high-performing high schools as E.L. Haynes has begun planning for its own high school. Schools visited include the Denver School of Science and Technology, High Tech High (San Diego), New Tech High (Sacramento) and others.

George Mason University Professors: E.L. Haynes also continued special partnerships with professors at George Mason University to improve math instruction through “lesson study” and with the American Association for the Advancement of Science (AAAS) to develop robust science assessments.

7. Special Events and Activities

Read to the Top: In August 2009, E.L. Haynes students attended the Department of Education’s special “Read to the Top” event in August at which U.S. Ambassador to the United Nations Susan Rice entertained our first graders with her reading of children’s classic “Alexander and the Terrible, Horrible, No Good, Very Bad Day.” At the event, some E.L. Haynes students had their picture taken with Education Secretary Arne Duncan for the September 14 issue of *Time* magazine.

Hispanic Heritage Celebration: For the second year, E.L. Haynes orchestrated a school-wide celebration for Hispanic Heritage Month to teach students about Latin American cultures, traditions, history, and geography. Each E.L. Haynes classroom adopted a Latin American country to study for the month; for example, our pre-k classes represented Uruguay and Paraguay and seventh grade classes researched Cuba and Venezuela. Each class studied the food, culture, and history of their adopted country and decorated their classrooms to represent their country. During Hispanic Heritage Month, students participated in the Nations Parade, part of the annual Fiesta DC on September 27, representing their countries with traditional costumes. They proudly carried an E.L. Haynes flag and played percussion instruments as they marched through the streets of DC’s Mount Pleasant neighborhood. The month culminated with Dia Latina on October 8, a day-long celebration in which students shared songs, dances, food, costumes and flags of their designated countries with one another. At an all-school assembly in the morning, students cheered for the countries

they were representing with flags they made and E.L. Haynes' Grupo Folklórico performed traditional Panamanian dances in colorful costumes. Following the assembly, classes toured the building to visit different classrooms to learn about the various traditions of Latin American cultures from other students.

African Heritage Celebration: On February 26, E.L. Haynes held its annual African Heritage Celebration to culminate a month of classroom activities focused on African and African-American history and culture. The morning began with an All-School Meeting. Fourth grade students performed the Lindy Hop, which they learned in their study of the Harlem Renaissance. The E.L. Haynes Choir performed "Freedom Has Come," a song about Nelson Mandela, with parts of a Nelson Mandela speech recited between verses of the song. Pre-k and kindergarten students performed another song with xylophones, marimbas, drums, and other percussion instruments. Guest author and E.L. Haynes parent Charisse Carney-Nunes read from her book *I Am Barack Obama*. Carney-Nunes attended Harvard Law School with President Obama. Baba C, a guest instructor, led sixth grade students through a performance of a Swahili call and response focused on teaching students respect for themselves, respect for elders, and respect for their community. After the All-School Meeting, students rotated between activities throughout the school. Baba C led a storytelling activity, another instructor led a step class, and a parent led a labyrinth activity. There was a drum circle, a West African dance workshop, and a session about the wildlife of Africa led by parents and other guest presenters. Workshops were also held to educate students about several countries in Africa, including Mozambique, Madagascar, and South Africa. As students walked between activities, they viewed art displays of the many projects that their classmates created in celebration of our African Heritage Month. Third grade students created their own stamps using Adinkra symbols from Ghana. Each symbol has a meaning, such as Osram which means patience. The stamps that they created were used at a stamping station on the day of the African Heritage Celebration. Fifth grade students created sculpture objects based on the book *The Magic Gourd* by Baba Wagué Diakité. And first and second grade students created Ndebele Village Houses based on the colorful houses of that South African village.

FIRST LEGO Robotics Teams: This year, E.L. Haynes began a foray into the world of engineering by establishing two FIRST LEGO League teams. Guided by outstanding parent and teacher coaches and sponsors and mentors from consulting firm Booz Allen Hamilton, the students solve real-world engineering challenges by creating robots and programming them to complete tasks. Students work together to design, build and program robots using LEGO MINDSTORMS® technology. The project helps students develop critical thinking, team-building and presentation skills and builds excitement about science and technology. On Saturday, November 7, one of E.L. Haynes' teams, the Speedstorms, participated in a preliminary competition (their first) in which they came in first place for robot design and second place overall. E.L. Haynes' other team, RoboMotion, competed in January and also came in second place overall.

Estonian Animation Project: On October 30, Estonian Kinobuss (Cinema Bus) and Nukufilm (Puppet Film Studio) came to E.L. Haynes to create an animated film with a group of fourth through seventh grade students. The visit was arranged through the EuroKids Festival team

and the Embassy of the Republic of Estonia. Students were chosen through an essay contest in which they described why they wanted to participate in the animation project. Their essays reflect their desire to gain experience for future careers as artists, architects, video game designers, and directors. The visiting animation team showed students some stop animation videos and then demonstrated the animation process by taking a few pictures of puppets, changing the poses slightly each time to create movement when the pictures were linked together in a video. Then each student drew and colored a sea creature to star in their own video. Students posed for hundreds of photographs, where they began as seeds curled up on the floor and then made small incremental movements as they “grew” into trees. Then they posed around their sea creatures and moved them just a bit for each photograph to give the appearance that the sea creatures were swimming through the water.

Holiday Bazaar and Yard-Sale: In December 2009, E.L. Haynes families and staff held a holiday bazaar and yard sale as a fundraiser for the school. Prior to the event, families gathered on special craft nights to create items to be sold at the bazaar. More than 30 parents helped create crafts, advertise, transport items, and run the event. The event not only raised \$3,527 for E.L. Haynes, but was also a great community building activity for E.L. Haynes families.

The Tempest: E.L. Haynes 5th, 6th, and 7th grade students presented two outstanding performances of Shakespeare’s *The Tempest* at the Bell Multicultural High School auditorium in January 2010 in partnership with Ashby Semple, Director, and The Petworth Theater Company. This was one of the great highlights of the year as our students stunned the audience with a deep understanding of the play, excellent execution of their lines, creative blocking and staging, and the professionalism typical of older, more experienced actors.

First Annual Chris Kim Day of Service: On Friday, January 29, E.L. Haynes held our first-ever Day of Service in memory of Chris Kim, an E.L. Haynes staff member who died in 2009. Students, staff, and special guests (many of whom were Chris' friends and family) worked together to collect, create, and deliver items to local organizations and clean up the community. Each grade level developed their own service project. Pre-k students collected toothpaste and toothbrushes and sixth grade students collected disposable razors and deodorant and together they spent the service day packaging the toiletries into care kits for the homeless clients of Miriam's Kitchen. Kindergarten students wrote and illustrated books for the preschool students at Bridges Public Charter School. First grade students canvassed door-to-door around the neighborhood to collect non-perishable food items, toiletries, and monetary donations for Thrive DC. Our third grade students made more than 300 sandwiches to feed the homeless, also for Thrive DC. Fourth grade students made cards for the homeless clients served by Miriam's Kitchen. Fifth grade students did community clean-ups at Parkview Recreation Center, a local community garden, and our future second campus on Kansas Avenue. Seventh grade students read to the second grade students about role models and then those students worked together to create informational bookmarks based on what they read. The seventh grade also painted murals based on the theme "What is Community?" to be hung outside our future second campus on Kansas Avenue. As part of the Before School and Extended Day Programs, students learned about the recent earthquake in Haiti and were encouraged to actively participate in the recovery effort. E.L. Haynes held a penny drive to raise money to support the survivors of the earthquake which

raised \$880! Students also created posters to show that they were thinking of the survivors in Haiti and kindergarten students sang their own "We are the World" tribute.

Yard-Sale: In April of 2010, E.L. Haynes families and staff held a yard and bake sale as a fundraiser for the school. More than 30 parents helped advertise, organize donations, transport items, and run the sale. Many more families participated by donating items or shopping at the sale. The event not only raised \$1,979 for E.L. Haynes, but was also a great community building activity for E.L. Haynes families and our Petworth neighbors.

Ghana Connection: On May 7, E.L. Haynes' sixth grade students participated in a pilot program to create new cultural connections between children in the U.S. and across the globe. E.L. Haynes' students connected with sixth graders in Ghana, Africa using telepresence technology as part of the Jamestown Projects' Doing Digital Democracy initiative in partnership with O'iada International, a nonprofit organization with roots in the US and Ghana. Students could see and hear each other in real time on large screens. Each group of students had prepared in advance some things they wanted to share with their foreign counterparts. They shared books, poetry, songs and art, as well as fun facts about their homes, schools and communities. The E.L. Haynes students presented poems they had written, the choir sang a song about Africa, and a group presented a Swahili call and response they had learned. The Ghana students also presented some poetry and performed a dance while students played drums and tambourines. The students asked each other about the type of music they listen to, the kinds of cars they had, the sports they play, and the kind of food they eat. E.L. Haynes students said that they were surprised by the similarities they shared with the students in Ghana. Students in Ghana listened to some music that was native to Africa, but they also listened to Beyonce and Alicia Keys. They also have a lot of the same cars in Ghana. But E.L. Haynes students said that the Ghanaian students do dress differently than students in DC.

Promotional Exercises: E.L. Haynes held Promotional Exercises for students promoted from Elementary School (fifth grade) into Middle School (sixth grade). The event featured a slideshow presentation documenting the students' growth from when they joined E.L. Haynes in first grade through their fifth grade year. Students shared their appreciations for teachers, staff, and their families, and teachers shared words of encouragement and appreciation for each student.

All-School Picnic: E.L. Haynes held an end-of-the-year picnic for the entire school community on June 5, 2010. The picnic was held at the Raymond Recreation Center and featured a potluck lunch, activities, and a silent auction and raffle fundraiser which raised \$8,677 for E.L. Haynes.

Asian Pacific Heritage Day: On May 26, E.L. Haynes students celebrated some of the many diverse cultures that comprise our community at Asian Heritage Day. Students and teachers dressed in outfits representing different cultures throughout Asia. In the morning, students visited the school cafeteria, which was transformed with a tent and decorations into a Tea Room, for a snack of tea and fortune cookies. Each classroom chose an Asian country to represent for the day and they made flags representing that country. In the afternoon,

students ate Asian foods that had been brought in by parents and listened to guest speakers who visited classrooms and spoke about China, India, Cambodia, Turkey, and other Asian Countries. The day ended with a cultural assembly where the entire school gathered to see presentations of the work students had been doing as they learned about Asian Heritage. The assembly began with student drummers and tumblers performing as students entered. Then, there was a parade of flags, led by a student in a dragon mask. Students who had been studying martial arts through the After School Program demonstrated the skills they had learned by following commands and breaking boards. Students performed two songs accompanied by drums, xylophones, and marimba and the choir performed an Indian stick dance with brightly colored embroidered sticks played rhythmically to Bollywood music.

Grade Level Potlucks: Throughout the year, families planned special potluck dinners for their classrooms and grade level teams to promote school community.

9. Volunteers from Schools, Companies, Non-Profits, and the Community

Families, community members, students from other local schools, and organizations worked with E.L. Haynes students during the 2008-09 school year. Among them:

- ▶ *Parents:* Parents volunteered their time in many ways, including chaperoning field trips, leading special workshops for students in their various areas of expertise, and sharing family heritage and cultural celebrations with students. One hundred percent of parents or guardians attended two or more events at E.L. Haynes.
- ▶ *Schools:* Students from the Maret School, Stone Ridge School, and other private and public schools volunteered their time to help in classrooms during the school year.
- ▶ *E.L. Haynes Reading Club:* E.L. Haynes Reading Club volunteers spent an hour after school once a week reading with students. Envisioned by E.L. Haynes Board members Winston Lord and Jacquelyn Davis, the Reading Club links community members with kindergarten and first grade students who benefit from one-on-one reading time. All volunteers are trained to use prompts with the students to help them build vocabulary and reading comprehension.
- ▶ *E.L. Haynes Chess Club:* Four volunteers spent two mornings each week teaching students how to play chess. The Chess Club culminated in a tournament and every student took home a trophy and his or her own chess board to play over the summer.
- ▶ *EnVest Fund Mentors:* Thanks to the EnVest Fund, a group of volunteer mentors partnered with 6th and 7th grade students last year. Each mentor was paired with a specific student with whom he/she shared interests. The mentors met regularly with their student to provide support and encouragement.
- ▶ *Individual Volunteers:* Community members volunteered their time in classrooms last year, providing exceptional support to teachers and students.

10. Learning Expeditions

Using Expeditionary Learning Outward Bound's model, each grade embarked on long-term learning expeditions, exploring a single topic in depth and from a variety of angles. The students' work included doing fieldwork (frequent trips to museums, parks, and other venues relating to the topic being studied), involving local experts, engaging in community service, and creating a culminating presentation or product.

Seventh Grade: The seventh grade expedition asked students to explore the question what are we leaving behind? Students learned about the environmental impacts of trash and waste on natural resources, infrastructure, and organisms. The mini-units concluded with individuals or groups of students initiating and investigating their own scientific research questions relating to "what are we leaving behind?" The entire seventh grade class also created a time capsule with items chosen to represent the E.L. Haynes students and community. Work during the mini-units included a field trip to a forensic anthropology laboratory and visits from experts.

Sixth Grade: The sixth grade expedition explored the physics and chemistry that drive weather and climate. Students learned about the Earth's atmosphere, energy transfer and changes of state, as well as atmospheric pressure and the water cycle. This study led to an investigation of the forces behind climate change. Based on knowledge from their weather studies, students learned how energy can be harnessed from the sun, wind, biomass, and other renewable sources. Sixth graders visited conventional and alternative energy power plants, as well as homes and businesses that are employing solar panels and other renewable energy sources. They learned from technical experts and learned about the policy side of the debate from decision makers, such as Councilmember Jim Graham. The study ended in a student-led debate highlighting the pros and cons of various alternative energy sources.

Fifth Grade: E.L. Haynes' fifth graders examined the science and benefits of growing, cooking, and eating locally-grown produce in an urban setting. Students learned about solar energy, the benefits of this energy source, and how it can be used here and in the developing world. The solar energy study concluded with students creating solar ovens. Students also became experts on vermicomposting (composting with worms) and learned how to grow and care for vegetable plants grown from seeds. The fifth graders tackled the environmental and health benefits of eating locally-produced food, while designing and building a new vegetable garden at the Kansas Avenue campus. To wrap up their study, students hosted a garden party where they served food grown from the garden and cooked in their solar ovens.

Fourth Grade: The fourth grade expedition led students through a study of energy, electricity and circuits in preparation for an audit of E.L. Haynes' energy use. After learning the basics of energy and electricity, students met with experienced auditors and used equipment to measure the energy, and money spent to provide electricity and light to our building. Fieldwork exposed students to some of the sources of energy in the DC region, as well as to experts who are working to help schools, homes and businesses be more energy-efficient. The fourth grade study culminated in a report and a mock press conference where they released their findings and recommendations.

Third Grade: The third grade expedition, *River Responsibility*, led students in a study of the physical, biological and chemical health of DC's local waterways. Students engaged in fieldwork and multiple boat trips with the Chesapeake Bay Foundation, Discovery Creek and the Anacostia Watershed Society to observe the diversity of wildlife that rely on the rivers for their homes and food and provide a good indication of water health. Through community service and projects, students shared with their parents and the community what they have learned about how we can better care for our watershed.

Second Grade: The second grade expedition tied together their study of soil with their study of plants. Students created a new flower and butterfly garden at the new Kansas Avenue campus. First, they used what they learned to do a soil assessment at the site, determining whether the soil in its current state can support plant life. They then launched into a study of the plant life cycle, focusing on flowering plants and grasses that make a beautiful, welcoming, and treasured community gathering place. Field work to other Washington area gardens and visits from experts helped students discover all the environmental, aesthetic and communal benefits of gardens and green spaces in our urban community.

First Grade: The first grade class at E.L. Haynes learned about the needs of living things and animal life cycles through the study of insects. In their classrooms, first graders observed the phases of metamorphosis of several types of insects, from egg or pupa to adult. Students looked for interesting and local insects during field work to the Smithsonian Insect Museum and the Butterfly Pavilion. The first grade expedition culminated with the students turning the hallways and classrooms of E.L. Haynes' third floor into an Insect Museum, complete with student docents, live specimens, a human life-size insect habitat, and interesting facts and beautiful pictures galore. Visitors to the "museum" received a postcard or bookmark containing a drawing and facts about a local insect.

Kindergarten: In an expedition called *The Giving Tree*, students explored trees, their role in our environment and the things they provide for us and for animals. Kindergarten students learned about the difference between deciduous and evergreen trees and the process of photosynthesis, and become advocates for green roofs and recycling. Students raised funds by creating note cards with tree drawings and facts and shared their knowledge with students, families, and guests by acting as docents at tree "expert stations" in their classrooms.

Pre-Kindergarten: The Pre-Kindergarten classrooms played host to different species of fish, worms, and butterflies. Students carefully created habitats for each animal, made and recorded observations, asked and answered questions, and created big books filled with interesting facts about each animal. At the end of the unit, family and community members were invited to a classroom "museum," where they met the animals, read the big books, and learned the answers to compelling questions such as "How do goldfish breathe?," "How does a painted lady butterfly keep itself safe?" and "What are the differences between a redworm and a nightcrawler?"

11. Tapping the Remarkable Resources of the Washington, DC Region

Through learning expeditions, Intersessions, the Extended Day Program, and electives students enjoyed conducting fieldwork to such Washington, DC institutions as:

- ▶ 2010 Children's Gallery of Black History
- ▶ Anacostia Watershed Society
- ▶ Bureau of Engraving and Printing
- ▶ Colonial Williamsburg
- ▶ DC Public Library
- ▶ Destiny De'Ve Salon
- ▶ Ford's Theater
- ▶ George Washington University
- ▶ Green Building Institute
- ▶ Home Depot
- ▶ Howard County Conservancy
- ▶ Howard University
- ▶ Kenilworth Aquatic Gardens
- ▶ Lincoln Cottage at Soldier's Home
- ▶ Martha's Table
- ▶ Montgomery County Covanta Energy Plant
- ▶ National Aquarium, Baltimore
- ▶ National Aquarium, DC
- ▶ National Building Museum
- ▶ National Museum of African Art
- ▶ National Museum of American History
- ▶ National Museum of the American Indian
- ▶ National Museum of Natural History
- ▶ The National Zoo
- ▶ PETCO
- ▶ Rock Creek Park
- ▶ Takoma Pool
- ▶ Temple Community Garden
- ▶ The Supreme Court of the United States
- ▶ University of Maryland College Park
- ▶ University of Maryland Cogeneration Power Plant
- ▶ University of Virginia
- ▶ Various DC monuments
- ▶ White House

C. Lessons Learned

1. Issues Encountered in Collecting and Reporting Data on the School's Accountability Plan Performance

We had no significant issues in collecting and reporting data on the school's Performance Management Plan. Like all school leaders, however, we would like to receive the DC-CAS data earlier, including the content strand data, as well as the ACCESS data, especially since we start school earlier than most.

2. Academic Issues and Program Changes

The evaluation of the school's performance frameworks revealed two academic issues that need to be addressed.

- ▶ We need to better support our third and fourth grade math programs. Student proficiency rates were 30% to 40% points below those in sixth and seventh grades.
- ▶ We need to better support our English Language Learners.

The following program changes will be made to address these issues:

Third and Fourth Grade Math:

- ▶ We have added a new teacher with significant experience teaching the Everyday Mathematics curriculum to our third grade team.
- ▶ We will provide targeted coaching for the third and fourth grade math teams. Two veteran teachers/instructional leaders will observe and meet with the teams at least once a week.
- ▶ The scope and sequence will be adjusted to eliminate discrepancies between our interim assessments and the Everyday Mathematics curriculum. Over the past month we have worked with the Achievement Network, the nonprofit organization that develops our interim assessments, to adjust the key standards assessed in our third and fourth grade interim assessments. We have also used new correlation data between the interim assessments and the DCCAS to identify cut scores that will help our teachers better assess which students need extra support to reach proficiency.

English Language Learners:

- ▶ Our ELL teachers are developing in-depth student intervention plans that are integrated with standards based unit plans. These plans will allow all teachers to better track the growth of each ELL student throughout the year.
- ▶ All teachers will participate in professional development focused on research based ELL strategies. Instructional coaches will follow up with teachers to ensure use of new strategies.

- Our staff is participating in a Critical Friends Group training focused on race. We are committed to supporting inclusive classrooms that promote the development of all learners. This is particularly important for our Hispanic students, many of whom are ELL.

3. Program Changes or Improvements to be Undertaken or Under Consideration as a Result of the Most Recent Program Development Review (PDR)

E.L. Haynes performed well in the initial Performance Development Review, which was conducted in November 2008.

Below are the areas of improvement from the PDR and ELH's initiative(s) for 2009-10.

PDR Recommendation	ELH Initiatives in 2009-10
Further develop co-teaching as an instructional model	Co-teaching will be one of the three focus areas of professional development for instructional staff
Use data more consistently to determine student groupings	Teachers will consistently use their understanding of interim assessments and other assessments to determine student groupings through practice in specific professional development activities
Use more computer technology in classrooms	For third through seventh graders, we will have laptop carts for their use and we will install Promethean boards in math/science classrooms and will have document cameras for literacy classrooms
Ensure alignment of lesson plans to standards	Long-term planning will be one of our three areas of focus for professional development for instructional staff
Further develop ELH writing assessment	We will pilot interim assessments in writing and further refine our end-of-year writing assessment
Improve science curriculum frameworks and assessments	We will continue to develop our science curriculum and pilot interim and end-of-year science assessments; we will have a STEM Instructional Committee of staff and experts; and we will continue to have our STEM Advisory Committee of board members, experts, and staff members

E.L. Haynes also performed well on the high stakes Performance Development Review, which was conducted in November 2009. E.L. Haynes received “exemplary” or “proficient” in all but two instructional categories.

Below are the areas of improvement from the PDR and ELH’s initiative(s) for 2010-11.

PDR Recommendation	Areas of Improvements in 2010-11
Expand the continuous cycle of curriculum to make it robust	Teachers will use a unit plan template posted on the school’s wiki. The template ensures alignment between assessments and lessons. All grade level teammates can access the wiki to add their plans or make edits to the team’s plans.
Post the curriculum documents in a central location	Teachers will post all units, assessments, and lessons on the wiki for review by instructional coaches. School-wide unit and lesson plan templates ensure consistency across teams and grades.
Use computers/multi-media to further differentiate teaching	We have purchased Promethean Boards for all math and science classrooms in third grade and above and significantly more laptops for our middle school. Thanks to a public grant, a new Educational Technology specialist will oversee the implementation of technology to differentiate instruction in the classroom.
Have teachers observe each other’s lessons and develop a “critical friends” protocol for looking at best practices	Instructional coaches will observe every classroom team at least once a week, providing feedback. The school will hold semi-annual Walkthroughs to ensure consistency across the two campuses.
Align internal assessments directly to the curriculum and standards. Develop rubrics to assess student work consistently	Our Assessment-based Unit Planning focus ensures that all teachers start their unit planning by designing assessments that capture the meaning of the standards. Standard rubrics ensure that all assessments can be scored based on student proficiency on a standard. All teachers will use the new standards based grade-book to record assessment scores.

4. School’s Status in Implementing School Improvement Plan

ELH is a school in “Corrective Action.”

D. Reporting Information

The Annual Report is valuable for reporting information about E.L. Haynes internally to parents, staff and board members and also to any members of the community that may be interested in our school. The robust Accountability Plan guides E.L. Haynes in collecting and reporting important academic and non-academic data. The school shares all the performance information with all key internal and external stakeholders.

Informing parents on goals and assessments mechanism: E.L. Haynes is committed to educating parents and our community about the school's mission and goals. One of our aims is to have parents feel comfortable understanding and interpreting assessment information. The newsletter, school parent team meetings, weekly classroom newsletter, parent-teacher conferences, and periodic parent workshops are all part of our strong emphasis in communicating our educational approaches to instruction to parents. We use assessments to make any improvements to our educational approach and strive to convey this information to parents and community in all the possible channels.

The Haynes Herald and Thursday Express: E.L. Haynes publishes a weekly school newsletter written by the principals which includes information about a variety of school topics and announcements. The *Haynes Herald* and other important notices are sent home in the Thursday Express weekly in both English and Spanish. On Thursday evenings, parents/guardians must take out the *Haynes Herald* and other notices, read them, sign the Thursday Express, and send it back to school on Friday morning with their child. The *Haynes Herald* and school-wide notices are also sent via email to all parents/guardians who provide an email address to the school and are posted on the school's website.

Classroom Newsletters: Every classroom publishes a newsletter keeping families up-to-date about classroom and school events, student achievements, acknowledgements, upcoming gatherings, and birthdays. These newsletters are sent home in the Thursday Express.

School Parent Team Monthly Meetings: One of the most effective ways of communicating with families and community members is through the monthly School Parent Team meetings. The meetings are a forum for different parent/guardian committees, administrators, teachers, and community organizations to get input from other stakeholders and share critical information.

ELH Listserv: Parents/guardians have created an ELH listserv to share information with one another. The listserv is not managed by ELH, but the Head of School, Principal, and Assistant Principal often ask that an email be posted or letter get circulated with timely information, such as an outbreak of strep throat and the steps families should take to stay healthy or the back-to-school welcome letters for the different grade levels, when needed.

ELH Alert Now: E.L. Haynes uses the Alert Now system to communicate important information and reminders to parents via automated phone calls, text messages, and emails. In addition to urgent information, the school sends out a weekly message every Sunday in English and Spanish with the upcoming events for the week. This system helps us reach all

families with information about the school on a more consistent basis and in a more convenient fashion.

Website: Our website has just been redesigned to provide the general public with clear information about the school mission, educational model, calendar, registration, and student achievement results. The *Haynes Herald* and announcements are also posted on our website weekly.

Reporting to parents individually:

DC CAS Individual Score Reports. Parents/guardians receive the individual score reports for their child within two to three weeks of the school's receipt of the information along with a cover letter from the principal explaining the exam and the school's overall performance. E.L. Haynes instructional staff hosts an evening of information and academic support targeted to adult family members of students who scored basic or below basic shortly after the distribution of the scores.

Quarterly Progress Reports. Teachers provide detailed narrative progress report on individual students at the end of each quarter. Students receive quarterly standards-based progress reports that include information about literacy, math, science, academic skills, and citizenship. Students receive progress reports in the arts, health & fitness, and Spanish twice per year at the end of the 2nd and 4th quarters. Families receive the progress reports in person at the family-teacher-student conferences in October, January, and June; they receive them by mail in December.

Parent-Teacher Conferences. E.L. Haynes staff share important assessment information with the students' families at the fall, winter, and summer conferences. Parents/guardians receive progress reports at conferences where students will also present their portfolios to their family members.

Culminating Events for Each Learning Expedition: Each learning expedition ends with a culminating event – a showcase of what the students have learned for parents and others. Culminating events have been extremely well attended by parents, staff members, other students, trustees, and community members.

Evening Events about the Education Program: In addition to the Special Events (see section 8 in the Unique Accomplishment section), the school hosts evening meetings for parents including Back to School Night, Literacy Night, Math Night, etc.

Other Reporting: E.L. Haynes' Compliance Review, Program Development Review, and Expeditionary Learning Outward Bound Implementation Review are available upon request. This information is disseminated to members of the Board of Trustees, the School Parent Team, and summarized in the school newsletter.

APPENDIX

ANNUAL REPORT DATA COLLECTION TOOL WORKSHEETS

Use these sheets to enter your data in the ANNUAL REPORT DATA COLLECTION TOOL. Include the information from these sheets in your Annual Report.

1. Enter the school's Mission Statement in the space provided below.

Every E.L. Haynes student of every race, socioeconomic status, and home language will reach high levels of academic achievement and be prepared to succeed at the college of his or her choice. Every E.L. Haynes student will be adept at mathematical reasoning, will use scientific methods effectively to frame and solve problems, and will develop the lifelong skills needed to be successful individuals, actively community members, and responsible citizens.

2. Please choose your Campus/LEA's School Code, LEA Code, and Name from the drop down choices provided below. Each campus must submit a separate data sheet. (For Central Office submissions, use the CENTRAL OFFICE choice provided for your organization).

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3. Is your organization accredited? If yes, please list the name (s) of the accrediting organization (s) and the accreditation term (month/year start- month/year end). If your accreditation is pending, meaning your organization has formally submitted an application to a nationally recognized accrediting organization, please provide details with the expected date of accreditation in the space provided below

☐	YES
☒	NO

Additional Comments	On May 27, 2010, the visiting team from the Middle States Association of Colleges and Schools recommended E.L. Haynes for full accreditation. E.L. Haynes expects to receive formal notification of accreditation in November 2010.
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4. Please list the complete contact information for the person completing the Online Annual Report for your Campus/LEA. This may or may not be a member of school leadership, however be advised that information collected will be used by the PCSB. Fill out all information completely. Contact information should be direct and current.

Name	Laura Onelio	School Ward	1
Title	Strategic Planning Associate	Direct Phone Number	(202) 667-4446
School Street Address	3600 Georgia Avenue NW	Email	lonelio@elhaynes.org
School Zip	20010		

5. Please select the lowest grade level served by your Campus/LEA in the 2009-2010 school year.

☐	PK3
☒	PK4
☐	K
☐	1

☐	2
☐	3
☐	4
☐	5

☐	6
☐	7
☐	8
☐	9

☐	10
☐	11
☐	12
☐	Adult

☐	Ed
☐	GED
☐	Program

6. Please select the highest grade level served by your Campus/LEA in the 2009-2010 school years.

☐	PK3
☐	PK4
☐	K
☐	1

☐	2
☐	3
☐	4
☐	5

☐	6
☒	7
☐	8
☐	9

☐	10
☐	11
☐	12
☐	Adult Ed

☐	GED
☐	Program

7. Hours of Operation: Enter the Start time for the REGULAR school day for the 09-10 school year. For schools with Multiple Regular Start times please provide details in the additional comments section. Enter time as "8:05 AM" format (See "Definitions")

In 2009-10, the regular school days started at 8:30 AM on Monday through Friday.

8. Please enter the End time for the REGULAR school day for the 09-10 school year. For schools with Multiple Regular Bell Dismissal Times, please provide details in the additional comments section. (See "Definitions")

In 2009-10, the regular school day ended at 3:30 PM on Monday through Thursday and 1:00 PM on Friday.

9. Enter any additional comments regarding Start time/End time for Regular School Day.

10. Please enter the Start and End Dates for the 2009-2010 School Year.

Start Date	August 3, 2009
End Date	June 18, 2010

11. Did your campus/LEA operate as a year-round school for the 2009-2010 school year?

☒ **YES** (If Yes describe your school's year round structure in the space provided below. Include the dates that indicate the start and end of the academic school year.)

☐ **NO**

Additional Comments	In order to ensure that every child at E. L. Haynes is academically and socially successful regardless of socioeconomic status, school readiness, race/ethnicity, home circumstance, or home language, E.L. Haynes adopted a year-round calendar with 1,000 additional hours of out-of-school time programming so that all of its students have access to consistent, comprehensive, high quality educational experiences throughout the year.
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12. Race and Ethnicity: For the 2009-2010 school year, please enter the percentage of all students that have a race and ethnicity designation falling in the categories listed below. Enter the percentage as a decimal. For example 35.56% should be entered as ".3556"

☒ African-American (non-Hispanic)	.54
☒ Hispanic	.25
☒ Asian/Pacific Islander	.03
☒ Caucasian (non-Hispanic)	.18
☒ American Indian/Alaskan Native	.00
☒ Other	.00

13. Demographics: For the 2009-2010 school year, please list the total percentage of all students enrolled that have a designation in the categories listed below. Enter the percentage as a decimal.

☒ Low Income	.62
☒ SPED	.14
☒ LEP/NEP	.21
☒ Male	.50
☒ Female	.50

14. Please enter the average class size and student teacher ratio for the 2009-2010 school year in the space provided below.

☒ Average Class Size:	24
☒ Student/Teacher Ratio:	10:1

15. For the 2009-2010 school year, please enter the Average Daily Membership, Average Daily Attendance, and Re-enrollment Rate for all enrolled students.

☒ Average Daily Attendance Rate	434
☒ Average Daily Membership Rate	452
☒ Re-Enrollment Rate	84%

16. For the 2009-2010 school year, please provide the total number of students falling into each category listed below.

 # Transferring out of school	54
 # of Dropouts	0
 Promotion rate	99%
 Graduation rate	N/A
 # Retained at grade level	3

Questions 17-30: Staff Demographics Enter the Total Number of staff meeting criteria listed below in the spaces provided.

Position	Total Number	# with Bachelors degree	# with Masters degree or +	# with degree in field	# with license in field (optional)	# meeting NCLB HQT requirements	Percentage meeting NCLB HQT
Director	1	1	1	1	0	1	100%
Principal	2	2	2	2	0	2	100%
Assistant Principal	1	1	0	0	0	1	100%
Classroom Teachers	23	23	14	14	2	23	100%
Special Subject Teachers	6	6	3	5	1	6	100%
Bilingual/ESL Teachers	5	5	5	5	0	5	100%
Special Education Teachers	11	11	9	9	6	11	100%
Vocational/Career Teachers	0	N/A	N/A	N/A	N/A	N/A	N/A
Building Resource Teachers	0	N/A	N/A	N/A	N/A	N/A	N/A
Counselors	2	2	2	2	2	2	100%
Librarians/Media Specialists	0	N/A	N/A	N/A	N/A	N/A	N/A
Coordinators	2	2	1	1	0	2	100%
Classroom Aides	14	12	1	1	0	13	93%
Title I Educational Aides	0	N/A	N/A	N/A	N/A	N/A	N/A

31. Are you a single-campus LEA or a central office?

☒ **X**

YES Skip to Question 32

☐

NO Skip to Question 33

32. Please complete the following entries regarding staffing statistics listed below.

☒ Staff Attrition Rate	13%
☒ Number of Teachers	45
☒ Salary Range for Teachers	\$46,000 - \$71,000
☒ Average Teacher Salary	\$58,000
☒ Number of School Administrators	4
☒ Salary Range for School Administrators	\$75,000 – \$116,000
☒ Average School Administrator Salary	\$84,000
☒ Number of Central Office Administrators	0
☒ Salary Range for Central Office Administrators	N/A
☒ Average Central Administrator Salary	N/A
☒ Number of School Support Staff	14
☒ Salary Range for School Support Staff	\$23,000 – \$78,000
☒ Average School Support Staff Salary	\$44,000

33. Does your school serve grades 9-12 and/or is considered a high school?

☒	YES Skip to 34
☐	NO Skip to 35
Additional Comments	From inception, E.L. Haynes was designed to serve students from grades pre-kindergarten through 12. In 2011-12, E.L. Haynes will open its high school.

34. Please complete the fields below regarding secondary school students.

☐ Number of Students Taking PSAT	N/A
☐ Average PSAT Score Math	N/A
☐ Average PSAT Score Verbal	N/A
☐ Average PSAT Score Writing	N/A
☐ Number of Students Taking SAT	N/A
☐ Average SAT Score Math	N/A
☐ Average SAT Score Verbal	N/A
☐ Average SAT Score Writing	N/A
☐ Number of AP Courses Offered	N/A
☐ Number of Students enrolled in AP courses	N/A
☐ Number of Students passing AP courses	N/A
☐ Number of students passing AP courses with a "3" or better	N/A
☐ Total 9th grade students 09-10	N/A
☐ Total 9th grade students on track rate	N/A
☐ Total 12th grade students 09-10	N/A
☐ Total 12th grade students accepted to college	N/A

35. To ensure that PCSB has up to date information for the 2010-2011 School Year, provide contact information in the fields listed below for the following: School/Organization Board Chair, Executive Director, Principal/Head of School, Assistant Principal, and Business Manager.

☐ Board Chair Name	Guy Cecil
☐ Board Chair Title	Chairman
☐ Board Chair Email	ghcecil@gmail.com
☐ Board Chair Phone	(202) 246-4632
☐ Board Chair Mailing Address	1432 T St. NW
☐ Board Chair Mailing City, State	Washington DC
☐ Board Chair Mailing Zip	20009
☐ Exec. Director Name	Jennifer C. Niles
☐ Exec. Director Title	Founder & Head of School
☐ Exec. Director Email	jniles@elhaynes.org
☐ Exec. Director Phone	(202) 667-4446
☐ Exec. Director Mailing Address	3600 Georgia Ave. NW
☐ Exec. Director Mailing City, State	Washington DC
☐ Exec. Director Mailing Zip	20010
☐ Principal Name	Eric Westendorf
☐ Principal Title	Chief Academic Officer
☐ Principal Email	ewestendorf@elhaynes.org
☐ Principal Phone	(202) 667-4446
☐ Principal Name	Michelle Molitor
☐ Principal Title	Principal, Grades PK-2
☐ Principal Email	mmolitor@elhaynes.org
☐ Principal Phone	(202) 706-5828
☐ Principal Name	Towana Pierre-Floyd
☐ Principal Title	Principal, Grades 3-7
☐ Principal Email	tfloyd@elhaynes.org
☐ Principal Phone	(202) 667-4446
☐ Business Manager Name	Jimmy Henderson
☐ Business Manager Title	Chief Operations Officer
☐ Business Manager Email	jhenderson@elhaynes.org
☐ Business Manager Phone	(202) 667-4446
☐ Business Manager Mailing Address	3600 Georgia Ave. NW
☐ Business Manager Mailing City, State	Washington DC
☐ Business Manager Mailing Zip	20010

36. Parents, employees, and community members call the PCSB with individual and specific school-related issues and concerns. These issues and concerns include questions and at times, complaints about individual schools.

In the space provided below, list the desired representatives from your Campus/LEA's staff and one member of your school's Board of Trustees to receive all initial correspondence from PCSB regarding these concerns for the 2010-2011 school year.

Campus/LEA Staff Member Name	Laura Onelio
Campus/LEA Staff Member Title	Strategic Planning Associate
Campus/LEA Staff Member Phone	(202) 667-4446
Campus/LEA Staff Member Email	lonelio@elhaynes.org
Board Member Name	Michael Hall
Board Member Title	Vice Chairman and Parent Trustee
Board Member Phone	(202) 387-3003
Board Member Email	michael@studiocrowleyhall.com

E.L. Haynes Budget

July 2009 through June 2010

REVENUE

01. Per Pupil Charter Payments	5,310,243
02. Per Pupil Facilities Allowance	1,288,000
03. Federal Entitlements	571,371
04. Other Government Funding/Grants	1,126,137
05. Private Grants and Donations	1,853,319
06. Activity Fees	300,000
07. Other Income (please describe in footnote)	30,738
TOTAL REVENUES	10,479,807

ORDINARY EXPENSE***Personnel Salaries and Benefits***

08. Principal/Executive Salary	386,722
09. Teachers Salaries	1,089,821
10. Teacher Aides/Assistance Salaries	365,784
11. Other Education Professionals Salaries	629,217
12. Business/Operations Salaries	396,525
13. Clerical Salaries	180,795
14. Custodial Salaries	24,960
15. Other Staff Salaries	2,175,608
16. Employee Benefits	985,139
17. Contracted Staff	20,000
18. Staff Development Expense	80,271
Subtotal: Personnel Expense	6,334,842

Direct Student Expense

17. Textbooks	25,100
18. Student Supplies and Materials	114,500
19. Library and Media Center Materials	25,000
20. Student Assessment Materials	27,000
21. Contracted Student Services	152,000
22. Miscellaneous Student Expense **	13,233
Subtotal: Direct Student Expense	356,833

Occupancy Expenses

23. Rent	-
24. Building Maintenance and Repairs	15,129
25. Utilities	307,211
26. Janitorial Supplies	15,463
27. Contracted Building Services	87,592
Subtotal: Occupancy Expenses	425,396

Office Expenses

28. Office Supplies and Materials	25,227
29. Office Equipment Rental and Maintenance	56,400
30. Telephone/Telecommunications	65,708
31. Legal, Accounting and Payroll Services	164,793
32. Printing and Copying	48,376
33. Postage and Shipping	9,014
34. Other	34,892
Subtotal: Office Expenses	404,410

General Expenses

35. Insurance	17,771
36. Transportation	37,172
37. Food Service	279,452
38. Administration Fee (to PCSB)	34,076
39. Management Fee	-
40. Other General Expense	495,239
41. Unforeseen Expenses	-
Subtotal: General Expenses	863,709
TOTAL ORDINARY EXPENSES	8,385,190

NET ORDINARY INCOME 2,094,617

42. Depreciation Expense	-
43. Interest Payments	1,219,600

NET INCOME 875,017

DC Public Charter School Board

PERFORMANCE MANAGEMENT FRAMEWORK
Mission Accomplishment Plan

SCHOOL: E.L. Haynes PCS
CAMPUS: 3600 Georgia Avenue
DATE: August 12, 2010

ACADEMIC SCORING SCREEN

Early Childhood (PS-2)

STUDENT PROGRESS (K-2 ONLY) - 15%	Measure	Grades Tested	Proficiency/ Performance Indicator	Annual Target*
	Developmental Reading Assessment 2	K-2	Gains at least one year's growth	
	Terra Nova Math	K-2	Reaches or exceeds national standard	

STUDENT ACHIEVEMENT - 35%	Measure	Grades Tested	Proficiency/ Performance Indicator	Annual Target*
	Developmental Reading Assessment 2	K-2	Reaches or exceeds national standard	
	Terra Nova Math	K-2	Reaches or exceeds national standard	
	The Creative Curriculum's Developmental Continuum: Language Development	PK(4)	Reaches or exceeds national standard	
	The Creative Curriculum's Developmental Continuum: Cognitive Development	PK(4)	Reaches or exceeds national standard	

GATEWAY - 15%	Measure	Grades Tested	Proficiency/ Performance Indicator	Annual Target*
	The Creative Curriculum's Developmental Continuum: composite score across across all four domains (Language, Cognitive, Social/Emotional, Physical)	PK(4) - School Readiness	Reaches or exceeds national standard	

MISSION SPECIFIC GOALS - 20%

Mission Statement:

Every E.L. Haynes student of every regardless of race, socioeconomic status, or home language will reach high levels of academic achievement and be prepared to succeed at the college of his or her choice. E.L. Haynes students will be adept at mathematical reasoning, will use scientific methods effectively to frame and solve problems, and will develop the lifelong skills needed to be successful individuals, active community members, and responsible citizens.

Goal	Measure	Grades Tested	Proficiency/ Performance Indicator	Annual Target*
Prepare students to succeed at college as strong readers	Terra Nova Reading	K-2	Reaches or exceeds national standard	
Students will be adept at mathematical reasoning	Terra Nova Math	K-2	Reaches or exceeds national standard	
Prepare students to be successful individuals and active community members	The Creative Curriculum's Developmental Continuum: Physical Development	PK(4)	Reaches or exceeds national standard	
Prepare students to be successful individuals and active community members	The Creative Curriculum's Developmental Continuum: Social/Emotional	PK(4)	Reaches or exceeds national standard	

DC Public Charter School Board

PERFORMANCE MANAGEMENT FRAMEWORK
Mission Accomplishment Plan

SCHOOL: E.L. Haynes PCS
CAMPUS: 3600 Georgia Avenue
DATE: August 10, 2010

ACADEMIC SCORING SCREEN

Elementary School (K-5) & (3-5)

GATEWAY - 10%	Measure	Grades Tested	Proficiency/ Performance Indicator	Annual Target*
	Developmental Reading Assessment 2	3 - Literacy	Reaches or exceeds national standard	

MISSION SPECIFIC GOALS - 20%

Mission Statement:

Every E.L. Haynes student of every regardless of race, socioeconomic status, or home language will reach high levels of academic achievement and be prepared to succeed at the college of his or her choice. E.L. Haynes students will be adept at mathematical reasoning, will use scientific methods effectively to frame and solve problems, and will develop the lifelong skills needed to be successful individuals, active community members, and responsible citizens.

Goal	Measure	Grades Tested	Proficiency/ Performance Indicator	Annual Target*
Prepare students to succeed at college as strong readers	Terra Nova Reading	3-5	Reaches or exceeds national standard	
Students will be adept at mathematical reasoning	Terra Nova Math	3-5	Reaches or exceeds national standard	

DC Public Charter School Board
PERFORMANCE MANAGEMENT FRAMEWORK
Mission Accomplishment Plan

SCHOOL: E.L. Haynes PCS
CAMPUS: 3600 Georgia Avenue
DATE: August 12, 2010

ACADEMIC SCORING SCREEN

Middle School (6-8)

GATEWAY - 10%	Measure	Grades Tested	Proficiency/ Performance Indicator	Annual Target*
	N/A - E.L. Haynes does not have 8th graders this year	8 - Math	N/A	N/A

MISSION SPECIFIC GOALS - 20%

Mission Statement:

Every E.L. Haynes student of every regardless of race, socioeconomic status, or home language will reach high levels of academic achievement and be prepared to succeed at the college of his or her choice. E.L. Haynes students will be adept at mathematical reasoning, will use scientific methods effectively to frame and solve problems, and will develop the lifelong skills needed to be successful individuals, active community members, and responsible citizens.

Goal	Measure	Grades Tested	Proficiency/ Performance Indicator	Annual Target*
Prepare students to succeed at college as strong readers	Terra Nova Reading	6-7	Reaches or exceeds national standard	
Students will be adept at mathematical reasoning	Terra Nova Math	6-7	Reaches or exceeds national standard	

**Georgia Avenue Campus**

Grades 3 through 8
3600 Georgia Avenue, NW
Washington, DC 20010
(202) 667-4446

Kansas Avenue Campus

Grades Pre-K through 2
4501 Kansas Avenue, NW
Washington, DC 20011
(202) 706-5828

info@elhaynes.org
www.elhaynes.org

August 31, 2010

3333 14th Street NW
Suite 210
Washington DC, 20010
(202) 328-2660

Dear Public Charter School Board,

As Vice Chairman of E.L. Haynes Board of Trustees, I certify that all authorizations required to operate the school's Kansas Avenue and Georgia Avenue campuses are in full force and effect. These authorizations include the certificate of occupancy, insurance, and the lease.

In case of further questions, please contact me at (202) 387-3003. Thank you.

Sincerely,

Michael Hall
Vice Chairman
E.L. Haynes Board of Trustees

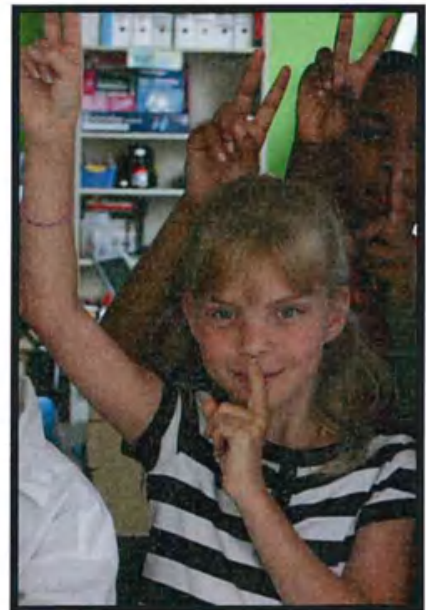
Appendix K



E.L. HAYNES

PUBLIC CHARTER SCHOOL

BE KIND | WORK HARD | GET SMART



Annual Report 2010-2011

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BOARD OF TRUSTEES & SCHOOL LEADERS 2010-11

Name	Title	Email Address
Board Members		
Guy Cecil	Chair	ghcecil@gmail.com
Susan Colby	Trustee	susancolby@comcast.net
Jacquelyn Davis	Trustee	jdavis@jacquelyndavis.com
Carlos Garcia	Trustee	carlos@enggarcia.com
Leander Gray	Parent Trustee	lgray@grayhaile.com
Michael Hall	Vice Chair & Parent Trustee	michael@studiocrowleyhall.com
Roy Jones	Trustee	roy.s.jones.jr@saic.com
David Joubran	Trustee	djoubran@acumensolutions.com
Marianne Keler	Secretary	mmkeler@gmail.com
Winston Bao Lord	Trustee	winston@wlordassociates.com
Jennifer C. Niles	Head of School & Trustee	jniles@elhaynes.org
Ilene Rosenthal	Trustee	ilene@risenterprise.com
Nelson Smith	Trustee	nelson.smith@frontier.com
Karim Zia	Treasurer	kzia@verizon.net
School Leaders		
Jennifer C. Niles	Head of School	jniles@elhaynes.org
Towana Pierre-Floyd	Principal Grades 3-8	tfloyd@elhaynes.org
Eric Westendorf	Chief Academic Officer	ewestendorf@elhaynes.org
Michelle Molitor	Principal Grades PK-2	mmolitor@elhaynes.org
Jimmy Henderson	Chief Operating Officer	jhenderson@elhaynes.org
Julie Green	VP, Marketing and Development	jgreen@elhaynes.org

See appendix for list of instructional staff.

SCHOOL DESCRIPTION

A. Mission Statement

The mission of the E.L. Haynes Public Charter School is to ensure that every E.L. Haynes student regardless of race, socioeconomic status, or home language will reach high levels of academic achievement and be prepared to succeed at the college of his or her choice. Every E.L. Haynes student will be adept at mathematical reasoning, will use scientific methods effectively to frame and solve problems, and will develop the life skills needed to be successful individuals, active community members, and responsible citizens.

B. School Program

1. Grade and Age Levels Served

In 2010-11 E.L. Haynes served 611¹ students in pre-school through eighth grade. The school had two classrooms of students at each grade level, with the exception of kindergarten, which had three classrooms of students. The school will continue to grow each year until it serves over 1,100 students in grades pre-school through twelfth grade.

2. Curriculum Design and Instructional Approach

The curriculum at E.L. Haynes is founded on the belief that in an environment with excellent teaching and a strong partnership with families, every student can reach high levels of academic achievement. The school expects students to:

- Meet rigorous expectations
- Produce authentic, interesting work
- Actively engage with real-life problems and questions
- Become passionate and skillful life-long readers and writers
- Develop mathematical and scientific thinking, problem solving and inquiry skills
- Build strong interpersonal, communication and collaborative skills

Differentiated Instruction: We are committed to intellectually engaging every student, every day at E.L. Haynes Public Charter School. Our curriculum, our classrooms, and our culture are designed to challenge each student to deepen his/her understanding of critical concepts and skills:

- *Curriculum:* Teachers plan each unit by starting at the end. *What should every student know and be able to do when the unit ends and how will they show it?* Evidence of learning might include a presentation, an answer to a challenging math question, a public book talk, or a published piece of work. All students are expected to meet grade level standards. For students who already meet the standards, the final product provides an opportunity to go beyond.
- *Classrooms:* Within each unit, teachers draw on multiple differentiation strategies to enhance their daily instruction. Common strategies include:
 - *Small group teaching/individual conferences* – After teaching a mini-lesson on a critical concept or skill, teachers meet with individuals or 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.
 - *Stretching Questions* – During instruction, teachers challenge students to think out loud by asking stretch questions like: *How do you know that's true?*, *What's another way of explaining it?*, *How would that work in a different situation?* These questions consistently push students to deepen their understanding.
 - *Multiple Approaches* – Teachers present concepts and skills in multiple ways (visually, orally, kinesthetically) to meet the needs of students with different learning styles.

¹ The October 5, 2010 audited enrollment data states that E.L. Haynes had 606 students. But post October 5th, the enrollment rose to 611 students.

- **Choice** – Teachers regularly provide students with choice so that they can read, write, and problem solve in ways that appeal to their interests and abilities.
- **Culture**: Teachers cultivate a culture of self-directed learning. Students learn that education is not something they are spoon-fed. It is an active endeavor. Teachers expect students to push themselves by asking interesting questions and pursuing answers. This habit propels students forward when they might otherwise be bored. This habit also promotes differentiation, since an active mind seeks out the learning experiences that match his/her interests and aptitudes.

Ongoing Assessment: At E.L. Haynes, students at all grade levels are assessed in a variety of ways through 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;
- To give the school and our stakeholders information about the effectiveness of our program.

Assessment is critical to ensuring that every E.L. Haynes student succeeds academically.

E.L. Haynes administers a variety of assessments including observational instruments, teacher-student interviews, teacher-created tests and quizzes, quarterly performance assessments, externally developed exams, portfolios, and the District of Columbia's standardized assessment, called the DC CAS, which begins in grade 3.

Some of the assessments are administered to students individually and others are given to the whole class or smaller groups of students. Students in pre-school and pre-kindergarten are assessed using the Peabody Picture Vocabulary Test (PPVT) and Teaching Strategies Gold. Students in kindergarten and above also take the Terra Nova, a national standardized test, in reading and math. Results from standardized tests are shared with families.

Social Development: E.L. Haynes' curriculum is supported by the use of Responsive Classroom®, which is both a classroom management model and a social curriculum. E.L. Haynes recognizes that academic achievement goes hand in hand with social growth. Responsive Classroom® is an approach to teaching and learning that fosters safe, challenging, and joyful classrooms and schools. This program incorporates social learning into students' daily programs; embraces E.L. Haynes' remarkable cultural, ethnic, socio-economic, and linguistic diversity; emphasizes the peaceful and fair resolution of conflicts; and highlights the critical need for parental partnership with the school. To supplement Responsive Classroom, E. L. Haynes has also adopted the research-based Second Steps Program, which uses grade-appropriate activities to teach students empathy, problem solving, conflict resolution and management of impulses and emotions. E.L. Haynes also has developed the E.L. Haynes Promise, similar to a Code of Conduct, which explains in student-friendly language the behaviors that constitute the school's motto: Be Kind, Work Hard, Get Smart.

Literacy: Balanced literacy is a framework for instruction built on the premise that all children will learn to read and write when given a wide variety of real-life experiences appropriate to their current level. Students are given daily opportunities to practice reading and writing skills with varying levels of support and scaffolding.

At the heart of E.L. Haynes' balanced literacy model is the independent workshop, in both reading and writing. The workshop structure allows students to spend long periods of time reading at their independent level and writing within a variety of genres; the workshop also promotes opportunities for small group and individualized instruction. All students are given ongoing reading assessments that identify their independent reading levels – the levels at which they can read with deep understanding and independence. Students are expected to dramatically increase their reading levels over the course of the school year. Information about reading levels will be given to families at each quarterly conference, but caregivers are always welcome to ask their student's teacher for specifics about their children's levels and progress.

In addition to the reading and writing workshops, all students engage in phonics or word study lessons and participate in interactive read aloud.

Mathematics: The core curricular resource for grades pre-school through sixth grade is the Everyday Math curriculum. Everyday Math is a challenging, standards-based, "spiraled" curriculum. Students learn concepts and skills from all mathematical strands, as well as the connections among these concepts, through multiple exposures to topics and frequent opportunities to review and practice. When necessary, we supplement the Everyday Math curriculum to meet all DC standards.

Our seventh grade students take Pre-Algebra in order to be ready for Algebra 1 in 8th grade. The core resources in seventh and eighth grade are the University of Chicago School Math Program (UCSMP) and Prentice Hall resources. Our curriculum develops mathematicians with a balance of procedural fluency, conceptual understanding, and problem-solving skills.

At every level, teachers use small groups or modified assignments to differentiate instruction for students who are working below or above grade level.

Science: As a Science, Technology, Engineering, Mathematics (STEM)-enhanced school, 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 our science instruction. 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 addresses science standards through study of the FOSS science units.

Social Studies: Students at E.L. Haynes learn grade level social studies content and concepts by reading and listening to texts on their level. Students are challenged to discuss, think and write about important events, people, places and ideas. Teachers give students background

knowledge through direct instruction using reference texts, primary documents, maps, atlases, etc. Social studies units are often integrated with literacy units. Students simultaneously gain skills in reading or writing about a particular genre and knowledge of a particular historical period or social studies topic.

Arts: E.L. Haynes integrates the arts into the curriculum to encourage both creative expression and arts appreciation, and to accommodate students' multiple learning styles. The arts emphasis is particularly helpful to students with special needs and English-language learners. The arts program in 2010-11 provided students with regular, weekly instruction in the performing and visual arts, including dance, music, and painting. 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.

Foreign Language Instruction: Beginning in PK, students at E.L. Haynes receive Spanish instruction twice a week for 45 minutes each time. Spanish instruction focuses on speaking practice, development of vocabulary and learning beginning reading and writing skills. Students participate in age-appropriate activities and games in Spanish. The Spanish teachers work closely with the classroom teachers to teach expansion-related vocabulary words and support other academic areas. Introducing students to a second language also validates the linguistic experience of the school's Spanish-speaking students and reinforces Haynes' commitment to diversity.

Inclusion Program: E.L. Haynes values diversity of all kinds in our community. Our strong belief is that all students, including those with disabilities, can achieve at high levels. We also believe that all students benefit from the inclusion of students with disabilities in the general education classroom. Both research and our own experience demonstrate that students with disabilities perform better with greater access to the general education curriculum and non-disabled peers. Our special education program is designed to provide access to our students with disabilities through Individualized Education Programs (IEPs) and 504 plans. In 2010-11, the inclusion program served 74² students with many different types of disabilities.

The E.L. Haynes Inclusion team is comprised of inclusion teachers, social workers, speech-language pathologists, occupational therapists, Wilson reading teachers, and a contracted psychologist. These team members collaborate with general education teachers, English Language Learner (ELL) teachers, and each other to provide students with disabilities the necessary instructional environment, tools, and support to access the general education curriculum.

² This data is reported from the October 5, 2010 audited student enrollment count. However, the actual number of students receiving services increased throughout the year.

The inclusion program and team has two main priorities to:

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

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

When it better meets a student's instructional needs, therapists and inclusion teachers work with students individually or in small groups outside of the general education classroom. This instruction may be alternative instruction in areas that are not addressed in the classroom, such as Wilson Language System instruction in reading and spelling. This instruction may also be additional practice in skills that have been taught in class or previews of lessons to come.

To allow special education teachers to focus primarily on instruction, the Director of Student Support Services manages the evaluation, eligibility and IEP process and meets weekly with special education teachers, social workers, and related service providers to monitor the success of the inclusion program, to facilitate cohesion in instruction, and to assess school-wide professional development needs.

English Language Learning (ELL) Program: E.L. Haynes has developed its English Language Learning (ELL) program to support the success of our students who are culturally and linguistically diverse in the general education curriculum. During 2010-11, our ELL program served 107³ students who spoke thirteen different home languages. The purpose of our ELL 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.

Our ELL 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-disciplinary team (MDT) meetings. Our ELL 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 ELL progress reports for families of students who receive services. In accordance with guidelines determined by the

³ This data is reported from the October 5, 2010 student enrollment count. However, the actual number of students receiving services increased throughout the year.

CESSP, we use annual ACCESS test scores to track the progress of students' language and literacy development over time.

3. Key Mission-Related Programs

Year Round Program: In order to ensure that every child at E. L. Haynes is academically and socially successful regardless of socioeconomic status, school readiness, race/ethnicity, home circumstance, or home language, E.L. Haynes adopted a year-round calendar with 1,000 additional hours of out-of-school time programming so that all of its students have access to consistent, comprehensive, high quality educational experiences throughout the year. E.L. Haynes' out-of-school time programming takes place both throughout the year (the Extended Day Program) and during quarterly breaks (Interession). The Extended Day and Interession Programs are embedded in the school's mission, goals, and design.

- **Extended Day Program.** The Extended Day Program, which consisted of a Before School and After School Program, incorporates the philosophies and activities of the classroom, carrying them over into the before and after school hours. The Before School Program begins at 7:30 AM and provided breakfast to students who arrive before 8 AM. Quiet classical music played while students activated their minds with educational games, read books, or drew pictures until they began "Morning Math" or "Morning Reading" in their classrooms. The After School Program begins when the students are dismissed from their classes and ends at 6:00 PM. The program is offered Mondays through Fridays when school is in session and during summer Interession. The program consists of an Afternoon Meeting with a greeting, initiative, and snack; time to play at a local playground; "Quiet Time" for students to complete their homework; and, for our younger students, "Choice Time" when they played educational games, read books, or drew pictures with friends and adults. Students in second grade and above participate in electives, including sports teams, newspaper, chess, Latin club and step club. In the 2010-2011 school year, 67% of all E.L. Haynes students participated in the Extended Day Program.
- **Interession.** In 2010-11, E.L. Haynes offered Interession programming for one week in October, one week in January, and four weeks across June and July. Taught by E.L. Haynes teachers, teaching fellows, and local experts, twelve to fifteen students and a leader embarked on week-long investigations involving classrooms, community, and museum-based work. Students took advantage of remarkable Washington, DC resources such as the Smithsonian Institution, National Geographic Society, the Kenilworth Aquatic Gardens, Discovery Creek, historic theaters, and parks, among many others. Trips were coupled with learning from local experts brought in to speak with the students on whatever topic was being studied. All Interession classes aligned to the school's academic standards and involved daily reading, writing, and math; incorporated Responsive Classroom; used the framework of active pedagogy and learning expeditions; and shared their learning through a weekly newsletter and individual student progress reports written by the teacher. Examples of Interession classes include: The Magic of Toy Making; DC Musical Heritage; Cultural Adventures through South America; and Healthy Food,

Fitness, and Fun. Last school year, approximately 65% of E.L. Haynes' student body participated in the Intersession program.

Learning Expeditions: In spring 2010, every class at E.L. Haynes embarked on a multi-week learning expedition in order to tackle a science topic more deeply. Expeditions are in-depth, long-term investigations of significant real-life problems and questions. These topics are compelling and relevant to students, but also address issues important to the community or discipline at large. Classes began preparing for their expeditions early in the year.

E.L. Haynes' learning expeditions last year were typically nine weeks long and contained the following components:

- In-depth investigations that address guiding questions;
- A high-quality product that meets an authentic need and has an audience and purpose beyond families and the classroom teacher;
- Many opportunities for fieldwork that have a clear purpose, often related to collecting data or research in an authentic way;
- Service learning;
- Visits from outside experts; and
- Student performances and presentations of expertise and high-quality work.

Other Key Program Features:

- **Shared Leadership.** Leadership at E.L. Haynes is widely shared at every level. Teachers have a voice in decision-making related to curriculum and instruction through weekly professional development sessions and the Instructional Leadership Team comprised of teachers and specialists. Students have a voice in determining classroom rules and choosing their activities through the use of Responsive Classroom. Parents and staff work together to advise the Head of School and Principals on issues and priorities and have a voice through Principal Chew 'N' Chat's, evening events, 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 Head of School and Principals to set policy and provide leadership for the school with the help of three parent board members.
- **Family Engagement.** E.L. Haynes believes that families are integral to student success and that family involvement will increase satisfaction and enhance students' school experiences. E.L. Haynes values the diversity of its student body and is committed to hearing, sharing, and understanding aspects of every family's experience, language, and culture in order to ensure student success. Family participation in the school is nurtured in various ways to create a true partnership between the school and families. Families are asked to sign a Family Commitment Letter each year that includes an agreement asking family members to 1) create an environment at home that is conducive to learning, 2) communicate regularly with the school and to indicate the preferred mode of communication, 3) attend parent/teacher conferences and understand E.L. Haynes' education program, and 4) volunteer at least 20 hours per year as a family in any number of ways. E.L. Haynes has an ongoing partnership with Teaching for Change that started last year school year to increase and diversify our parent engagement. Teaching for Change is a

nonprofit dedicated to helping teachers and parents transform schools into centers of justice. Last fall, E.L. Haynes parents, teachers and school administrators participated in Tellin' Stories, a Teaching for Change community-building program designed to bring together a diverse group of stakeholders to discuss and address concerns that impact the educational environment of their school.

- **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. In the 2010-2011 school year, E.L. Haynes provided high quality, ongoing, differentiated professional development to all staff members and developed a professional learning community and culture of adult learning. In summer 2010, E.L. Haynes provided a week-long orientation for new staff and a two-week-long Summer Institute, and during the school year, weekly professional development workshops for 2.5 hours each week for instructional staff, day-long professional development days, and numerous off-site professional development opportunities to build and hone skills so that every school professional worked toward mastery of the skills and knowledge he or she needs to best fulfill the school's mission.

4. School Year and Hours of Operation

E.L. Haynes' school year started August 16, 2010 and concluded June 17, 2011. The school hours were from 8:30 AM to 3:30 PM, with early dismissal at 1:00 PM on Fridays for professional development. The Extended Day Program provided additional programming from 7:30 to 8:30 AM; from 3:30 to 6:00 PM on Monday through Thursday; and from 1:00 to 6:00 PM on Friday.

C. School Staff

See Annual Report Data Collection Tool Worksheets in the Appendix.

1. Key Leadership Positions

Founder and Head of School: Jennie Niles is the Founder and Head of School of E.L. Haynes Public Charter School. In June 2003, Ms. Niles finished her fellowship with New Leaders for New Schools, an intensive, year-long program to prepare urban principals. New American Schools sponsored Ms. Niles through her fellowship, supported the development of the charter application, and housed the start-up of the school. Prior to New Leaders, Ms. Niles was the Director of Education Initiatives at The Ball Foundation of Glen Ellyn, IL, an operating foundation that partners with school districts to increase student achievement through systemic reform. Before that, Ms. Niles headed the Charter School Office for the Connecticut State Department of Education where she oversaw all aspects of the charter school program and led a multi-disciplinary team to create the accountability system. Ms. Niles also taught middle school and high school science and directed service learning programs at schools in California and Massachusetts. Ms. Niles holds a Bachelor of Arts from Brown University, a Masters of Public and Private Management from the Yale School

of Management, and a Masters of Science in Public Administration with a focus on Educational Administration from Trinity University (DC). In 2010, she was named as a Fellow in the Aspen Institute and NewSchools Venture Fund's prestigious Entrepreneurial Leaders for Public Education Fellowship Program and a Donaldson Fellow by the Yale School of Management.

Chief Academic Officer: Eric Westendorf is a New Leaders for New Schools graduate. Prior to becoming an administrator, Mr. Westendorf taught for seven years in North Carolina, New York, and Yogyakarta, Indonesia; and founded a non-profit focused on developing teacher leadership. He holds a Bachelors of Arts in Public Policy from Princeton University, a Masters in Teaching from Brown University, a Masters of Business Administration from Stanford University, and a Masters of Science in Public Administration in Educational Leadership from Trinity University.

Principal of Grades PK-2: Michelle Molitor joined E.L. Haynes in 2004 and is a founding staff member and a New Leaders for New Schools graduate. Michelle Molitor has a Bachelor of Science degree in Education from Central Michigan University, with a concentration in both the sciences and language arts. Prior to joining E.L. Haynes, she spent five years teaching in the Fairfax County Public School system as both an elementary school teacher and a middle school science teacher. Ms. Molitor has also served as an Education Coordinator around *The Freedom Schooler*, *Amistad* and has done humanitarian educational travel with People to People Student Ambassadors and international groups.

Principal of Grades 3-8: Towana Pierre-Floyd joined the E.L. Haynes staff in July 2009 as a New Leaders for New Schools Principal Fellow. Ms. Pierre-Floyd began her teaching career with both Teach for America and KIPP, serving as a founding teacher at New Orleans West, a charter school in Houston, Texas. She later relocated to New Orleans where she served as the founding 5th-8th Social Studies teacher at Mc Donogh 15. Most recently, she served as the Dean of Culture at KIPP Mc Donogh 15. Ms. Pierre-Floyd holds a Bachelor of Arts degree in Film and Philosophy from Howard University.

Principal of the High School: Caroline Hill joined the E.L. Haynes staff in 2010 as the Founding High School Principal. She has 7 years of experience as an administrator and science teacher. Prior to teaching, Ms. Hill worked as a management consultant for Accenture. Ms. Hill's transition to the education profession was non-traditional. After graduating from the University of Virginia with Bachelors of Science in Chemical Engineering, she worked as a management consultant for Accenture. She balanced her work in the private sector by volunteering at schools and urban communities in Washington, DC and Baltimore City. Recognizing the crimes committed to children in name of public education, Hill left the private sector to become a science teacher. After 7 years of working as a teacher and administrator in DC public and charter schools, Hill joined E.L. Haynes leadership team. She believes that the achievement gap can be closed with a commitment to rigorous instruction, relevant curriculum, and personal involvement. Hill holds a Masters of Education in Learning and Teaching from Harvard University and Masters of Administration from Trinity University of Washington, DC.

Director of Year Round Programs: Tammy Weems returned to the E.L. Haynes staff in July 2010. She has over 10 years of teaching experience and 5 years of Education Administration

experience. Prior to joining E.L. Haynes, Mrs. Weems was a principal with District of Columbia Public Schools. She also worked as the Resident Principal at E.L. Haynes in 2005 and taught for 10 years in NC, MD, & DC. Mrs. Weems holds a Bachelor of Arts in Elementary Education from Johnson C. Smith University and a Masters in Administration Supervision from Trinity University.

Childcare Subsidy Manager: Samone Jackson joined E.L. Haynes in July 2008. She has more than 15 years of experience in the field of education, the last five serving as principal of St. Joseph of the Holy Family Elementary School in Harlem, New York. Before relocating to the DC metropolitan area, Ms. Jackson served as an adult educator at Medgar Evers College where reading was her area of concentration. Ms. Jackson holds a Bachelor of Science degree in Elementary Education from St. John's University and a Masters degree in Remedial Reading from the City University of New York.

Director of Student Support Services: Rebecca Meyer is a founding E.L. Haynes staff member. Rebecca has a B.A. in Psychology from Wake Forest University. Ms. Meyer has more than ten years of experience in education and non-profit management. Prior to joining E.L. Haynes, Ms. Meyer taught students with disabilities in several different private and public school environments. She also led the New Jersey region of Teach for America as Executive Director for three years.

Kansas Avenue Project Manager: Patrice Griffin has a Bachelor of Science degree in Communication, with a concentration in News and Public Affairs, from Norfolk State University in Norfolk, Virginia and completed a Masters of Business Administration from Trinity University in May 2007. Prior to joining our team she was the Subrogation Supervisor for the Southern Maryland region of Enterprise Rent-A-Car.

Vice President of Marketing and Development: Julie Anne Green joined the E.L. Haynes staff in August 2005. She has more than ten years of arts management experience, encompassing a variety of work including development, marketing, public relations, and arts education. Prior to joining the Haynes team, Ms. Green was Director of Development for George Mason University's College of Visual and Performing Arts for five years. She has also worked with Virginia Opera, The Washington Opera, and the John F. Kennedy Center for the Performing Arts. Ms. Green holds a Bachelor of Arts degree in Music from Mount Holyoke College.

Chief Operating Officer: Jimmy Henderson joined the E.L. Haynes staff in April 2009. Prior to becoming an administrator, Jimmy worked as a management consultant for The Boston Consulting Group in Atlanta, GA and Washington, D.C. He holds a Bachelors of Science in Industrial Engineering from the Georgia Institute of Technology, a Masters of Education from the Stanford University School of Education, and a Masters of Business Administration from the Stanford Graduate School of Business.

2. Teacher Demographics

Position	Total	# with BAs	# with Masters or +	# with degree in field	# with license in field	# meeting NCLB HQT requirements
Director	1	1	1	1	0	N/A
Principal	3	3	2	2	0	N/A
Assistant Principal	1	1	1	1	N/A	N/A
Classroom Teachers	26	26	25	20	N/A	25
Special Subject Teachers	11	11	8	8	N/A	N/A
Bilingual/ESL Teachers	4	4	4	4	N/A	4
Special Education Teachers	12	12	9	9	N/A	12
Vocational Career Teachers	N/A					
Resource Teachers	3	3	3	3	N/A	3
Librarians Media Specialists	N/A					
Coordinators	4	4	3	4	N/A	N/A
Classroom Aides	5	N/A	N/A	N/A	N/A	4

3. Average Class Size

In 2010-11, class sizes at E.L. Haynes averaged 24 students per classroom. With classroom teachers plus the specials, ELL, and inclusion teachers, the student to teacher ratio was 12:1.

5. Staff Attrition

Twenty-four percent (24%) of teachers employed by E.L. Haynes at the beginning of 2010-11 were no longer employed at the beginning of the following school year. Of the 11 teachers who are no longer at E.L. Haynes: five were not invited back; one moved out of the state; one is teaching at an Institute of Higher Education; two accepted leadership roles at other schools; one is teaching at another organization; and one left the profession to pursue other opportunities.

6. Salary Information

In 2010-11, teacher salaries ranged from \$46,000 to \$71,000 and reflected the level of education and experience of the staff. The average teacher salary was \$58,000.

There were four school administrators who earned between \$93,500-\$116,800. The average school administrator salary was \$105,150.

D. Student Characteristics (see Annual Report Data Collection Tool Worksheets)

Total Student Population:

Student Characteristic Totals- Both Campuses, PS-8th Grades, 146 and 1138

Number of students enrolled, by grade level	Pre-School: 42 Pre-K: 43 Kindergarten: 70 First Grade: 75 Second Grade: 50 Third Grade: 51 Fourth Grade: 50 Fifth Grade: 52 Sixth Grade: 73 Seventh Grade: 50 Eighth Grade: 50 Total: 606	
Student attrition rate	11.7%	
Student re-enrollment rate	88.3%	
Demographics (Race, Ethnicity, and Gender)	African-American (non-Hispanic)	48.84%
	Hispanic	28.22%
	Caucasian (non-Hispanic)	17.33%
	Asian/Pacific Islander	1.98%
	American Indian/Alaskan Native	0
	Other	3.63%
Limited- and non-English proficient students	15.64%	
Special education IEPs	12.21%	
Free or reduced lunch	60.07%	
Average daily membership	97.8%	
Average daily attendance	96.18%	

Demographics by Campus

Student Characteristics Table: Kansas Avenue, PS-2nd Grades, Campus 1138

Number of students enrolled	Total: 280	
Student attrition rate	N/A	
Student re-enrollment rate	N/A	
Demographics (Race, Ethnicity, and Gender)	African-American (non-Hispanic)	45.71%
	Hispanic	25.71%
	Caucasian (non-Hispanic)	23.21%
	Asian/Pacific Islander	.36%
	American Indian/Alaskan Native	0%
	Other	5%
Limited- and non-English proficient students	20%	
Special education IEPs	8.93%	
Free or reduced lunch	48.93%	
Average daily membership	98.3%	
Average daily attendance	95.7%	

Student Characteristics Table: Georgia Avenue, 3rd – 8th Grades, Campus 146		
Number of students enrolled	Total: 326	
Student attrition rate	Elementary School: 9.3% Middle School: 14.0%	
Student re-enrollment rate	Elementary School: 90.7% Middle School: 86.0%	
Demographics (Race, Ethnicity, and Gender)	African-American (non-Hispanic)	51.53%
	Hispanic	30.37%
	Caucasian (non-Hispanic)	12.27%
	Asian/Pacific Islander	3.37%
	American Indian/Alaskan Native	0%
	Other	2.45%
Limited- and non-English proficient students	15.64%	
Special education IEPs	15.03%	
Free or reduced lunch	69.63%	
Average daily membership	97.3%	
Average daily attendance	96.6%	

E. Governance

1. Board of Trustees

E.L. HAYNES BOARD OF TRUSTEES, 2010-11				
Name	Board Title	Affiliation	Address	Committee(s)
Guy Cecil	Chair	The United States Senate	1432 T Street NW Washington, DC 20009	Executive
Susan Colby	Trustee	Susan Colby Associates	6000 Connecticut Ave. Chevy Chase, MD 20815	Development
Jacquelyn Davis	Trustee	Consultant	1425 Corcoran St., NW, APT. 2 Washington, DC 20009	School Performance
Carlos Garcia	Trustee	Eng Garcia Properties, LLC	4881 Colorado Ave., NW Washington, DC 20011	Facilities
Leander Gray	Parent Trustee	Gray Haile LLP	1100 New York Avenue, NW Washington DC, 20005	Audit & Finance
Michael Hall	Vice Chair and Parent Trustee	Studio CrowleyHall	2017 Park Rd., NW Washington, DC 20010	Executive, Facilities
Roy Jones	Trustee	SAIC	1201 S. Eads St., APT. 916 Arlington, VA 22202	School Performance
Marianne Keler	Secretary	Building Hope	9116 Bradley Blvd. Potomac, MD 20854	Audit & Finance, Executive
Winston Bao Lord	Trustee	Lord & Associates	3211 Foxhall Road, NW Washington, DC 20016	Development

David Joubert	Trustee	Acumen Solutions	2454 39 th St, NW Washington, DC 20007	STEM
Jennifer Niles	Trustee	E.L. Haynes Public Charter School	2853 Ontario Road, NW APT. 510 Washington DC, 20009	Executive, Facilities, School Performance, Audit & Finance
Ilene Rosenthal	Trustee	Footsteps to Brilliance	3125 Cathedral Ave., NW Washington, DC 20008	Development, School Performance
Nelson Smith	Trustee	National Alliance for Public Charter Schools	230 Willis Drive Shepherdstown, WV 25443	Executive, School Performance
Karin Zia	Treasurer	DC Community Ventures	3406 R St, NW Washington, DC 20007	Audit & Finance, Executive

Biographies:

Guy Cecil. Guy Cecil is the Chief of Staff for Senator Michael Bennet of Colorado. Prior to his time Senator Bennet, Mr. Cecil was President of Thomas Circle Strategies, a public affairs and issue advocacy firm based in Washington, DC. Mr. Cecil has more than ten years of experience managing high-profile political, non-profit, and corporate issue advocacy campaigns. He is also recognized as a leading Democratic strategist, specializing in campaign management, targeting, voter contact, and getting out the vote, with experience in every region of the country. From 2007 through 2008, Mr. Cecil was the National Political and Field Director for Hillary Clinton's campaign for President. Prior to joining the campaign, he was the Political Director for the Democratic Senatorial Campaign Committee. During his tenure, Mr. Cecil developed and managed a \$26 million voter contact program, leading the Democrats to a historic six seat gain and a new majority in the Senate. He has managed political and grassroots campaigns in every region of the country. Born and raised in Miami, Cecil is a former high school teacher and minister. He is a graduate of the University of Florida.

Susan Colby. Susan Colby has more than 30 years of educational and admissions consulting experience. In 1984, she launched Susan Colby Associates, an educational consulting firm focused on providing assessment and guidance services to students applying to secondary and undergraduate institutions. With offices located in New York City, Tokyo, Hong Kong, and Washington, DC, and referral relationships with several multi-national corporations, Ms. Colby's client relationships extend throughout the U.S. and internationally. Ms. Colby has held administrative and teaching positions at Chapin School and Nighthawke-Barnford School in New York, The Holton Arms School in Maryland, and Seymour High School in Connecticut. She graduated from Smith College and received an MAT from Yale University. Ms. Colby currently sits on the board of Arts and Technology Academy, another

charter school in Washington, DC. She served as Vice-Chairman of the Board and Director of Strategic Planning for the Lamm Students Fund from 2000 to 2004.

Jacquelyn Davis. Jacquelyn Davis is an educational consultant with significant organizational development, start-up, and policy experience in the education and government sectors. Previously, Jacquelyn launched and led the DC Program of New Leaders for New Schools, a national nonprofit that attracts, prepares and supports outstanding school leaders to drive academic achievement gains for all children. Prior to New Leaders, she co-founded and co-led Thurgood Marshall Academy (TMA) Public Charter High School, Washington DC's first law-related high school. Ms. Davis also co-founded Hands on DC, an organization that helps refurbish DC public schools and raises college scholarship funds for low-income students. She has served as an Education Fellow for the Governor of Rhode Island, a Congressional Chief of Staff and Legislative Director, and political campaign manager. Jacquelyn earned a law degree with honors from Georgetown University and holds a bachelor's degree in public policy from Brown University. She was named a "Washingtonian of the Year" by Washingtonian Magazine, awarded "Young Lawyer of the Year" by the Bar Association of the District of Columbia and selected for Leadership Washington in 2002.

Carlos A. Garcia. Carlos Garcia is an attorney, real estate professional, entrepreneur and community leader. He lives in Washington DC with his wife Lucinda and their three children. Mr. Garcia and his wife head the Eng Garcia Properties, a real estate team serving clients with residential and commercial properties in DC, Maryland and Virginia. Previously, he practiced law for nearly 15 years at the U.S. Commerce Department, the firm of Gibson, Dunn and Crutcher, as a district general counsel, and as Senior Corporate Counsel for a Pitney Bowes subsidiary. An active social entrepreneur since the early 1990s and former member of the DC Commission for Asian Pacific Islander Affairs, Mr. Garcia is dedicated to the fields of education and social justice. In 2013, Carlos received the Linowes Leadership Award for exceptional work in fostering organizational change and sustainability within nonprofits. For twelve years, he served as president of the board of the Higher Achievement Program, which he nurtured from a small, floundering group to a highly acclaimed model that is nationally recognized for bringing innovative programs to DC's youth to improve grades, attendance, academic achievement, and success. He also served on the board of directors of the Frederick B. Abramson Foundation, the Greater Washington affiliate of the National Urban League and a local public school's restructuring team. Mr. Garcia also serves on a non-profit award selection committee for the Washington Post and the Community Foundation for the National Capital Region. Mr. Garcia is a graduate of Boston College Law School, Connecticut College, the Fieldston School (NYC) and Manhattan Country School (NYC).

Leander Gray, Parent Trustee. Leander C. Gray is the managing partner of Gray Hulse LLP. Mr. Gray represents acquirers, sellers and targets in a significant number of mergers, acquisitions and leveraged buyouts as well as in connection with corporate governance and securities matters. He is directly involved in all phases of these transactions, including initial planning, structuring, negotiation, implementation and advice. Mr. Gray also counsels clients on a broad range of corporate, securities and business-related matters, including directors' duties and responsibilities and other aspects of corporate governance, disclosure issues and corporate compliance. Mr. Gray has substantial transactional experience in the automotive,

manufacturing, and oil and gas industries. Mr. Gray began his career as a Mergers and Acquisitions Associate in the New York office of Shadlen, Arps, Stone, Meagher & Olson LLP, where he represented clients in a variety of high profile mergers, acquisitions, diversifications and leveraged buyouts.

Michael Hall, Co-Chair and Parent Trustee. Michael Hall is an architect at his firm, Studio CrowleyHall, with his wife, also an architect. Mr. Hall has 20 years of experience designing buildings and working on private and public art commissions. His work focuses on communities and neighborhoods, with an overarching interest in environmental themes. He combines both his technical and management expertise as an architect with his experience and training as an artist to provide thoughtful, sustainable, and technically sound buildings and art installations. A native of Northern Michigan, Mr. Hall lives in Washington, DC with his wife and three sons. He holds a Master's Degree in Architecture from the University of Michigan and has won awards for his work from the Cranbrook Institute of Art and the University of Michigan College of Architecture and Urban Planning.

Roy Jones. Roy Jones was born and raised in New York City and attended New York City public schools, including the Bronx High School of Science. He graduated from Columbia University with a Bachelor of Arts in Physics and received a PhD in Astrophysics from Rutgers University. Dr. Jones' scientific work has focused on remote sensing, physics-based modeling, and advanced signal-processing techniques. His research has spanned a variety of areas, including hydrodynamics, ocean acoustics, and the electromagnetic detection of buried objects. He is currently a scientist at SAIC, working on high-fidelity simulation of the ocean environment using physics-based modeling.

For the past 10 years, Dr. Jones has volunteered as a reading and math tutor and mentor for Horton's Kids – a nonprofit that provides comprehensive services to the children of Washington, D.C.'s Ward 8. For the past 7 of his 10 years with Horton's Kids, Dr. Jones has worked exclusively with one individual student as she has progressed from kindergarten to middle school.

Marianne Keler. Marianne Keler is a partner in the law firm of Keler & Kershaw PLLC. She also serves as a board member of Sallie Mae Bank and of U-Store-It Trust (NYSE: YSI), and as a trustee of various non-profit organizations. She chairs the board of the American University in Bulgaria, a U.S.-accredited undergraduate institution with 1100 students from 40 countries. She also chairs the board of Building Hope, a D.C.-based non-profit which provides facilities financing and professional services to charter schools in select locations nationwide. Until 2006, Ms. Keler served as Executive Vice President and General Counsel of SLM Corporation (Sallie Mae). She joined Sallie Mae in 1985 as a securities lawyer and assumed numerous legal and business roles for the company over the following two decades. Ms. Keler obtained her undergraduate and law degrees from Georgetown University and began her legal career at the U.S. Securities and Exchange Commission (1981–1984). She was born in Budapest and is fluent in Hungarian and French.

Winston Bass Lord. Winston Bass Lord is the Founder of Lord & Associates, a public affairs firm based in Washington, D.C. Winston has twenty years of public relations, political, and business experience, and he has built an extensive network of contacts, formed broad coalitions, and shaped public opinion. Throughout his career, he has worked closely

with and been a key strategist for some of the nation's most respected and influential leaders. Most recently, Winston was a Principal at Portfolio Logic, a private equity firm. For seven years, Winston directed the Washington Baseball Club, a coalition of national business and philanthropic leaders that helped return Major League Baseball to Washington, D.C. after a thirty-four year absence. Prior to the Washington Baseball Club, Winston built a PR and advertising firm that delivered media consulting services to select national organizations. His clients included General Colin Powell's America's Promise Alliance, Juvenile Diabetes Research Foundation, National Geographic Channel Asia, and Priceline. He was also a Senior Vice President at Stevens, Reed, Curcio & Company, where he led the strategic development, execution, and production of television and radio ads for over fifty presidential, gubernatorial, and senatorial campaigns. Winston has won nineteen national advertising awards. Winston is also an active board member of The Washington Ballet and The Urban Alliance. In addition, Winston co-chairs the Washington Ballet's *John Finley Gala*, the Duke Ellington Jazz Festival's *Ovation Society* and Asian American LEAD's *Annual Dinner*.

David Joubtran. David Joubtran, Co-founder, President and CEO of Acumen Solutions, a privately held leading business and technology consulting firm dedicated to providing innovative solutions to Global 1000 companies and government clients. Since its founding 1999, Acumen Solutions will generate over \$60 million dollars of revenue through our 300+ consultants across seven offices in the US and Europe in 2011. Acumen Solutions provides solutions in the areas of Customer Relationship Management, Enterprise Architecture and Integration, Enterprise Transformation, and Information Management. Acumen Solutions is also a recognized cloud computing leader in working with customers to develop strategies to migrate their business processes and systems into cloud based architecture.

Mr. Joubtran began his career at Andersen Consulting, now Accenture. He then built and managed the e-business practice of NDC Group, subsequently Xpedior. Mr. Joubtran earned a Bachelor of Science degree in finance from George Mason University. He currently serves as a board member of the E.L. Haynes Public Charter School and Year Up - National Capital Region. In addition, he is actively involved with both Young Presidents Organization (YPO) and Venture Philanthropy Partners (VPP). He is an active distance runner and triathlete completing five Ironman distance triathlons. He lives in the District with his wife of seven years and his two children.

Jennifer C. Niles, Founder and Head of School. Jennie Niles is the Founder of the acclaimed and award-winning E.L. Haynes Public Charter School. E.L. Haynes' mission is for every one of its students to reach high levels of academic achievement and be prepared to succeed at the college of his or her choice. E.L. Haynes was the highest-performing charter elementary school in Washington, DC, based on 2009 DC-CAS scores. In 2010, for the third year in a row, E. L. Haynes was named the recipient of a Silver-Gain Award from New Leaders for New Schools' Effective Practice Incentive Community grant program. The award, given in recognition of outstanding student achievement gains, ranked E.L. Haynes in the top 10 in a consortium of 150 charter schools nationwide. In April 2008, E.L. Haynes was chosen from DC's 56 charter schools as the recipient of Right for Children's first-ever Quality Schools Initiative award, also given in recognition of outstanding student achievement gains.

In June 2003, Ms. Niles finished her fellowship with *New Leaders for New Schools*, an intensive, year-long program to prepare urban principals. New American Schools sponsored Ms. Niles through her fellowship, supported the development of the charter application, and financed the start-up of the school. Prior to New Leaders, Ms. Niles was the Director of Education Initiatives at The Bell Foundation of Glen Ellyn, IL, an operating foundation that partners with school districts to increase student achievement through systemic reform. Before that, Ms. Niles headed the Charter School Office for the Connecticut State Department of Education where she oversaw all aspects of the charter school program and led a multi-disciplinary team to create the accountability system. Ms. Niles also taught middle school and high school science and directed service learning programs at schools in California and Massachusetts. Ms. Niles holds a Bachelor of Arts from Brown University, a Masters in Public and Private Management from the Yale School of Management, and a Masters of Science in Public Administration with a focus on Educational Administration from Trinity University (DC). In 2010, she was named as a Fellow in the Aspen Institute and NewSchools Venture Fund's prestigious Entrepreneurial Leaders for Public Education Fellowship Program and a Donaldson Fellow at the Yale School of Management.

Hene Rosenthal. Hene Rosenthal is a seasoned educator and executive who uses her expertise in education to help all children succeed academically. Through her work with schools, education associations and government agencies, she develops partnerships that help to disseminate best practices for improving education for all children. Ms. Rosenthal has co-founded several companies that have used technology to accelerate learning. She currently is the President and Founder of *Footsteps to Brilliance*, a comprehensive preschool program designed to expand traditional strategies for parental involvement and help all children realize their full potential. The curriculum emphasizes reasoning as well as math, literacy, language and music. Prior to this, Ms. Rosenthal served as President of Strategic Initiatives for *Achieve3000*, a company that became a leader in differentiated instruction by delivering current events news articles tailored to each student's individual reading level. She also co-founded *Lightspan*, an educational software company that successfully bridged the gap between school and home using videogame technology. Ms. Rosenthal began her career as a teacher, during which time she designed curriculum and authored textbooks. In her capacity as a lawyer, she has served as General Counsel to the Software Publishers Association (today called SIIA) and Special Assistant to the Council of Chief State School Officers (CCSSO). She also served as the General Counsel to the Government Operations Committee of the U.S. House of Representatives, and as an Assistant United States Attorney in the District of Columbia. Ms. Rosenthal received her J.D. from Georgetown University and her B.A. from Wesleyan University in Middletown, Conn. She also serves on the Board of *New Futures*, an organization that provides at-risk youth with college scholarships and mentoring. She is married to Steve Rosenthal, a partner at the law firm of Kaye Scholer, and she is the proud mother of two daughters adopted from China.

Nelson Smith. Nelson Smith is a nationally-recognized expert on charter schools and education policy. He served from 2004 to 2010 as the first President and CEO of the National Alliance for Public Charter Schools, and from 2010 to 2011 as Senior Advisor to the organization. His experience includes senior management positions at the U.S. Department of Education, the DC Public Charter School Board, the New York City Partnership, and at New American Schools, where he served as Vice President for Policy and Governance. A graduate of Georgetown University's School of Foreign Service, Mr.

Smith has published widely on charter school issues, and was recently appointed Adjunct Lecturer at the Harvard Graduate School of Education, where he will co-teach a course on public charter schools in the Spring 2012 semester. He is currently serving as President of the Washington Men's Camerata, a choral group.

Karim Zia, Treasurer. Karim Zia also serves on the Board and as Treasurer at St. John's Episcopal Preschool and on the Finance Committee at The SEED Foundation. He worked for ten years as an equity research analyst at Donaldson, Lufkin and Jenrette, Credit Suisse First Boston, and Deutsche Bank in New York City. Covering the cable and satellite industries, he was regularly named to the Institutional Investor All-American Research Team and worked on numerous debt and equity financings. He founded and continues to manage a real estate development company in the Charleston, SC, residential market, as well as a charitable foundation dedicated to helping underprivileged children realize their potential through high quality education. Mr. Zia holds a Bachelor of Science degree in Economics from the Wharton School of the University of Pennsylvania with a concentration in Finance.

2. Board Training

The E.L. Haynes Board of Trustees held a day-long board retreat for strategic planning on September 30, 2010. Board members were invited to all the PCSB governance workshops in 2010-11.

F. Finance

1. Budget

See Appendix

2. Major Donors and Grantors

E.L. Haynes Public Charter School gratefully acknowledges the following donors for their support of \$500 or more during the 2010-11 school year:

- Acumen Solutions Inc.
- Blanton Studios
- Capital One
- CapitalSource Charitable Foundation
- Community Foundation for the National Capital Region
- DC Children and Youth Investment Trust Corporation
- DC Office of the State Superintendent of Education
- Diane and Norman Bernstein Foundation
- Dr. Cheong Kim
- Dr. E. Patchen Delinger
- Dr. Eugene Martin and Dr. Bette Martin
- Dr. Roy S. Jones, Jr.
- Dr. Stephen Green
- Flamboyant Foundation

- ▶ Hattie M. Strong Foundation
- ▶ KIPP DC
- ▶ Mojosoftware, Inc.
- ▶ Mr. Adam Fazackerley
- ▶ Mr. Alan Raul
- ▶ Mr. and Mrs. Jan Mares
- ▶ Mr. and Mrs. Richard Witmer, Jr.
- ▶ Mr. Andrew Lee
- ▶ Mr. C. Austin Buck
- ▶ Mr. Carlos Garcia
- ▶ Mr. Christopher T. Linen
- ▶ Mr. D. Gibson Walton
- ▶ Mr. Daniel Crowley
- ▶ Mr. Daniel McCuaig
- ▶ Mr. David A. Eichenbaum
- ▶ Mr. David Heap
- ▶ Mr. David Hiller
- ▶ Mr. David Joubran
- ▶ Mr. Dmitry Sagalovskiy
- ▶ Mr. Donald Graham
- ▶ Mr. Everard Marseglia
- ▶ Mr. Guy Cecil
- ▶ Mr. Irving Gornstein
- ▶ Mr. Jeffery A. Tomasevich
- ▶ Mr. Jeffrey Robinson
- ▶ Mr. Jerry Rigg
- ▶ Mr. Joseph Henderson and Mrs. Lucia Henderson
- ▶ Mr. Kevin Borgmann
- ▶ Mr. Kevin Worthen
- ▶ Mr. Knight Kiplinger
- ▶ Mr. Larry Nussdorf
- ▶ Mr. Mark Steitz
- ▶ Mr. Martin Elling
- ▶ Mr. Michael Miller
- ▶ Mr. Michael S. Zamore
- ▶ Mr. Nelson Smith
- ▶ Mr. Nicholas Niles
- ▶ Mr. Paul Zukerberg
- ▶ Mr. Peter Mueller
- ▶ Mr. Philip Ash
- ▶ Mr. Raj and Ms. Shivam Mallick Shah
- ▶ Mr. Ramon S. Jacobson
- ▶ Mr. Rob Gustavson
- ▶ Mr. Robert Wilbur

- Mr. Roger B. Clegg
- Mr. Terry Falk Lenzner
- Mr. Walter Tunnessen
- Mrs. Ilene Rosenthal
- Mrs. Karen Nelson Moore
- Mrs. Kathe Williamson
- Mrs. Lisa Bernstein
- Mrs. Lucy Barrett
- Ms. Anne Dawson
- Ms. Beth Bangert
- Ms. Carolyn Kari
- Ms. Carolyn Reynolds Mandell
- Ms. Caryn B. Gottlieb and Mr. Richard Grinspun
- Ms. Clarissa Potter and Mr. James Roy Wilson
- Ms. Emma S. Wilkey
- Ms. Georgianna S. McGuire
- Ms. Ginger Moss
- Ms. Jacquelyn Davis
- Ms. Jean Badalamenti
- Ms. Jennifer C. Niles
- Ms. Julie Doerschlag
- Ms. Katrina Parson
- Ms. Kelly Hand
- Ms. Lisa Landmeier
- Ms. Liz Duffy and Mr. John Gutman
- Ms. Lora Lumpe
- Ms. Marianne Kelet
- Ms. Marion Margery Dawson Carr
- Ms. Melissa Gray
- Ms. Nancy Glassman
- Ms. Peggy Knudson
- Ms. Rachel Kaplan
- Ms. Ruth Wielgosz
- Ms. Susan Butler
- Ms. Susan Colby
- Ms. Susan Cunningham
- Ms. Tamu Wright
- New Leaders for New Schools
- NewSchools Venture Fund
- Perkins Malo Hunter Foundation
- PNC Bank
- PowerPAC
- School Parent Team
- Serve DC - The Mayor's Office on Volunteerism

- ▶ Shippy Foundation
- ▶ Studio Crowleyhall
- ▶ The Brown Rudnick Charitable Foundation Corp.
- ▶ The E. Newbold & Margaret duPont Smith Foundation
- ▶ The Freddie Mac Foundation
- ▶ The Geraldine R. Dodge Foundation
- ▶ The Honorable Stephen Milliken
- ▶ The Kiplinger Foundation
- ▶ Tides Foundation

SCHOOL PERFORMANCE-

A. Evidence of Performance and Progress

Performance Management Framework: Below is a summary of the applicable DCPCSB Performance Management Frameworks for E.L. Haynes.

E.L. HAYNES PERFORMANCE MANAGEMENT FRAMEWORK 2010-11				
Descriptor	Measure	Grades	Proficiency Indicator	2010-11 Results
<i>Early Childhood Framework (K-2)</i>				
Student Progress	PPVT	PS-PK	% of students meeting projected level of growth	65.0%
	Teaching Strategies Gold	PS-PK	% of students exceeding projected growth goals	88.0%
	DRA Reading	K-2	% of students achieving at least one year's growth	73.0%
Student Achievement	Terra Nova Math	1st - 2nd	% of 1 st and 2 nd grade students at the 50 th percentile or higher	73.2%
	DRA Reading	1st - 2nd	% making at least one year's growth	80.0%
Gateway	Creative Curriculum: Composite Score	PK	% of students reaching or exceeding national standard	88.0%
Leading Indicators	Attendance Rate	K-2nd	88%	95.7%
<i>Elementary School Framework (3-5)</i>				
Student Progress	PCSB HAS NOT YET RELEASED MGP DATA			
Student Achievement	DC CAS Reading	3rd-5th	% of students reaching or exceeding proficiency	61.3%
	DC CAS Math	3rd-5th	% of students reaching or exceeding proficiency	62.0%
Gateway	DC CAS Reading	3rd	% of students reaching or exceeding proficiency	45.1%
Leading Indicators	Attendance Rate	3rd-5th	92%	96.6%
Leading Indicators	Re-enrollment Rate	3rd-5th	—	90.7%

Middle School Framework (6-8)				
Student Progress	PCSB HAS NOT YET RELEASED MGP DATA			
Student Achievement	DC CAS Reading	6th-8th	% of students reaching or exceeding proficiency	67.9%
	DC CAS Math	6th-8th	% of students reaching or exceeding proficiency	90.7%
Gateway	DC CAS Math	8th	% of students reaching or exceeding proficiency	91.5%
Leading Indicators	Attendance Rate	6th-8th	92%	96.6%
	Re-enrollment Rate	6th-8th	—	86.0%

Creative Curriculum: The Creative Curriculum Developmental Continuum, designed by Teaching Strategies, is an assessment that allows teachers to systematically observe, record, and evaluate language, cognitive, socio-emotional, and physical development. In 2010-11, E.L. Haynes administered the Creative Curriculum to pre-kindergartners and 88% of students met their individual benchmarks for TSG on at least 70% of dimensions.

Developmental Reading Assessment (DRA): The DRA allows teachers to systematically observe, record, and evaluate strengths and weaknesses in students' decoding and comprehension skills. Teachers can plan for future teaching and track student progress. The DRA2 is the updated version of the assessment that was administered by E.L. Haynes for the first time in 2008-09. In 2010-11, E.L. Haynes administered the DRA to students in kindergarten through second grade.

Students in Kindergarten performed very well on the DRA assessment with more than 90% of students scoring at or above the benchmark. More than 68% of the students in first grade and 62% of second graders scored at or above the benchmark.

Terra Nova: The Terra Nova is a rigorous, nation-wide normative scale used to assess student achievement in reading and math. In 2010-11, E.L. Haynes administered the Terra Nova to students in kindergarten through eighth grade. However, the assessment is only used to measure Student Performance for Math in grades Kindergarten through second grade. Eighty percent of students in grades kindergarten through second grade met or exceeded the national benchmark of 50%.

DC CAS Results: The DC CAS is the District of Columbia's standardized assessment to measure student achievement in reading and math. In 2010-11, E.L. Haynes administered

the DC CAS to students in third through eighth grade. The table below shows the percentage of students who scored proficient or advanced in reading and math.

DC CAS 2010-11	
Grade	Percent of Students Meeting or Exceeding Proficiency
Reading	
3-5	61%
6-8	68%
School Total	64%
Math	
3-5	62%
6-8	91%
School Total	77%

In 2010-11 E.L. Haynes achieved an increase in math but scored a decrease in reading:

- ▶ **Reading** – Decreased 3.6 percentage points to 63.6% school-wide proficiency
- ▶ **Math** – Increased 7.9 percentage points to 76.9% school-wide proficiency

Some NCLB sub-groups had small gains or losses in reading but experienced gains in math:

- ▶ **Black** – decreased by 2.5 percentage points in reading; increased by 8.4 percentage points in math
- ▶ **Title I** – increased by 1.3 percentage points in reading; increased by 11 percentage points in math

Two NCLB sub-group that counted towards AYP had a significant gain in math and notable gains in reading:

- ▶ **Hispanic** – increased by 3.6 percentage points in reading; increased by 15.3 percentage points in math
- ▶ **Special Ed** – increased by 7.2 percentage points in reading; increased by 19.7 percentage point in math

One NCLB sub-group experienced a significant decrease in reading proficiency.

- ▶ **ELL status** – decreased by 23.8 percentage points in reading; increased by 1.3 percentage points in math

E.L. Haynes did not make AYP in reading for the 2010-11 school year, but met Annual Measureable Objectives for Math in all sub-groups.

Over the past six years, E.L. Haynes has achieved school-wide gains of 23% point gains in reading and 47% in math. Our subgroup percentage point gains on the DC-CAS over the last five to six years have also been significant. From the scores of the Class of 2015 through 2017, we know that students do better the longer they stay at E.L. Haynes.

DC CAS GAINS, 2006-2011		
Subgroup	Reading Gain	Math Gain
Black	16%	35%
Hispanic	34%	73%
Disabled (Students w/IEPs)	5%	48%
LEP/NEP (English Language Learners)	13%	22%
Economically Disadvantaged	30%	55%
Class of 2015 (3 rd to 8 th grade)	35%	60%
Class of 2016 (3 rd to 7 th grade)	32%	53%
Class of 2017 (3 rd to 6 th grade)	16%	34%
Class of 2018 (3 rd to 5 th grade)	N/A	5%
Class of 2019 (3 rd to 4 th grade)	-13%	-14%
3 rd Grade (2006 to 2011)	18%	15%
4 th Grade (2007 to 2011)	3%	11%
5 th Grade (2008 to 2011)	N/A	3%
6 th Grade (2009 to 2011)	-11%	-6%
7 th Grade (2010 to 2011)	-4%	9%
School Total	23%	47%

Student Non-Academic Performance

Attendance rate as reported in OLAMS for 2010-11 was 96.6% at our Georgia Avenue Campus and 95.7% at our Kansas Avenue campus.

The Compliance Note dated October 1, 2010, indicates that E.L. Haynes satisfied all 2010-11 compliance requirements. There were several instances where E.L. Haynes submitted late or incomplete documents. We believe that these issues are easily resolved. This year, E.L. Haynes designated a specific individual with the responsibility for communicating compliance deadlines with internal staff and uploading documents to the Public Charter School Board's website.

Certification

All the authorizations required to operate the school are in full force and effect. See appendix for signed letter from the Vice Chairman of E.L. Haynes Board of Trustees.

B. UNIQUE ACCOMPLISHMENTS

Visit with Representatives from the Delaware Department of Education

Last year, Haynes hosted thirty-four representatives of the Delaware Department of Education and schools across Delaware. Delaware, like DC, was named one of the winning

states of the Department of Education's Race to the Top Initiative. As part of Race to the Top, Delaware is implementing a set of school improvement strategies. To see some of these strategies in action, representatives from Delaware spent a day at E.L. Haynes.

The representatives from Delaware spent the entire day observing in classrooms and participating in workshops designed and led by E.L. Haynes school leaders. Workshops were held on such topics as teacher training and development, developing a professional learning community, using student data in planning, and using a technology platform to track student development. The visitors participated in discussion groups about our year-round calendar and programs, strategies for teacher recruitment and selection, and special education, among others.

In response to their experience at E.L. Haynes, the Delaware delegates said that they felt like they came away with a much clearer understanding of how they can implement school reform throughout their state. They particularly loved what they saw from our teachers in the classroom and were thoroughly impressed by our students. In fact, they are going to recommend that other state winners of Race to the Top to visit E.L. Haynes in the future.

CityBridge Strong Schools Award

On June 8, 2011, CityBridge Foundation and Acumen Solutions came together to host "Celebrating the Best of Education Reform: E.L. Haynes Public Charter School's Impact". This event honored E.L. Haynes and our commitment to academic achieved and our broader impact on public education across the city. The event brought together individuals from the philanthropic, technology and corporate worlds to learn more about the school and its achievements. At the event, the CityBridge Foundation announced E.L. Haynes as the first CityBridge Foundation *Strong Schools Award* Recipient.

SchoolForce Launch

Also, on June 8, 2011 Acumen Solutions unveiled SchoolForce, a dynamic learning platform piloted at E.L. Haynes in 2010, which puts the student at the center of her or his education. Through the platform, the student will have an active understanding of measures like attendance, behavior, and homework completion through continuously updated data. Throughout the 2010-2011 school year, David Joubert (the founder of Acumen and an E.L. Haynes Trustee) and his colleagues donated their time and expertise to work with E.L. Haynes staff members in order to create a system that fits E.L. Haynes' needs. The System will also be introduced and used by a SchoolForce Consortium made up of 12 different LEAs in the district that will also benefit from this collaboration.

Capital Teaching Residency

The Capital Teaching Residency (CTR), which started in the 2009-2010 school year, made a notable impact on DC students in its second year. One hundred percent (100%) of program participants were highly effective, with strong gains in student achievement, and 90% of program graduates are still teaching. With continued funding, by 2015, CTR will have trained more than 400 teachers and reached more than 60,000 students.

AmeriCorps at E.L. Haynes

E.L. Haynes is also hosted 21 AmeriCorps members in the 2010-2011 school year. AmeriCorps members plan and lead activities during our Before- and After-School Programs, providing homework help, tutoring to students in small groups, and designing and executing weekly expeditionary lessons including fieldwork, expert visits, and opportunities for service learning. In addition, AmeriCorps members are assigned to a specific classroom for a portion of the school day. This enables them to develop deep relationships with students and tailor Extended Day Program activities to their individual needs. Steve Gurnstein, an E.L. Haynes AmeriCorps member, says that the program gives participants "good experience working with kids without the immediate challenge of having to manage a full classroom." Each AmeriCorps member led a project this year to plan a service learning project for their class. Luis Garcia, another E.L. Haynes' AmeriCorps member, says that he likes that the program "helps out other communities besides our own."

Tellin' Stories

E.L. Haynes has an ongoing partnership with Teaching for Change this school year to increase and diversify our parent engagement. Teaching for Change is a nonprofit dedicated to helping teachers and parents transform schools into centers of justice. Last fall, E.L. Haynes parents, teachers and school administrators participated in Tellin' Stories, a Teaching for Change community-building program designed to bring together a diverse group of stakeholders to discuss and address concerns that impact the educational environment of their school.

The Tellin' Stories' Story Quilting project had each parent share a part of their family's story by decorating a felt square to represent their family. At the end of the program, the felt squares were sewn together to create a story quilt of our school community. The quilt project helped build relationships between families, but it was just the beginning. Now parents will use these relationships to enhance E.L. Haynes' academic and social programs through ongoing working groups: supporting academic achievement, supporting positive behavior among students, building bridges across diversity, and improving school-home communication. Our fall program was focused on creating community between families on our Kansas Avenue Campus.

Last March, we began the Tellin' Stories project with families at our Georgia Avenue Campus. Parents love the level of family engagement that the program offers, building deeper and stronger social bonds in the community and uniting families in working toward the best for their children. Hiwat Eshete, an E.L. Haynes parent, said the sessions "help me to better understand the parents and the different points of view they bring to the table. Seeing us all come together every week motivates me to stay involved."

E.L. Haynes Principal Michelle Molitor shared her reflections on the series: "Tellin' Stories allows the community to continue to build relationships in productive ways so that if there are ever difficult situations, families feel like they have another E.L. Haynes family to rely on, or members of the staff that they know well enough to approach directly to seek help or resolution."

Fifth Grade Students Supreme Court Justice Ruth Bader Ginsburg

In September 2011, E.L. Haynes fifth graders had the honor of visiting the Supreme Court and meeting Justice Ruth Bader Ginsburg. The students toured the court room and learned about the difference between the Supreme Court and other courts – like the number of judges and how cases are presented. The tour guide explained the meaning behind the Tortoise and the Hare sculptures present outside of the Supreme Court – that the Justices must be slow, persistent, and determined in applying laws to ensure fairness and equality to everyone.

Justice Ginsburg met the students in a conference room and shared the history of the Supreme Court with the students. She pointed out portraits of past Chief Justices that were hung around the conference room, stopping to point out Justice Roger B. Taney, who presided over the 1857 Dred Scott case, saying he wrote the “worst opinion ever” and explaining the impact that ruling had, but saying that outside that opinion, he was a pretty good judge. One student asked Justice Ginsburg, “What was it like to be the only woman on the court?” Justice Ginsburg said it was lonely and it looked wrong, informing the students that there are now three women on the Supreme Court. She later explained that “women have as much talent as men, and all of the years that women were left out, I think the court suffered from that.” She mentioned that the 19th amendment is one of her favorites and explained how she argued cases as a lawyer in the 1970s in the Supreme Court to establish the obligation for women to serve on juries.

Another student asked, “What is your favorite thing about being a Supreme Court Justice?” Justice Ginsburg said that the Supreme Court is the top of the judicial branch so they hear cases where other judges have disagreed on what the law is and so all of their cases are challenging.

Justice Ginsburg also offered advice to fifth grade students who may hope to one day serve on the Supreme Court – 1. Be a good reader 2. Be a good writer 3. Be a good debater. She told them, “If you enjoy what you are studying, even if it is hard, you will thrive in doing it.”

First Annual Wilkey Civics Competition

In March 2011, E.L. Haynes launched a new initiative: the Malcolm Richard Wilkey Civics Competition. Thanks to the support of former clerks with Judge Wilkey, the Competition was established to honor the memory of the federal judge who was passionate about civics education. For this initiative, E.L. Haynes partnered with iCivics. Founded by Supreme Court Justice Sandra Day O'Connor, iCivics is a web-based education project designed to teach students civics and inspire them to be active participants in our democracy. Together, iCivics and E.L. Haynes created a competition an event that proved to be both educational and exciting. DC, Maryland and Virginia students in grades six through nine submitted writings on their civics heroes. The entries were reviewed by iCivics and a winner for each grade was chosen. The competition culminated on March 29, when the winners participated in a special tour of the Supreme Court and were presented with their awards by Justice O'Connor and U.S. Secretary of Education Arne Duncan.

US Science and Engineering Festival

In October 2010, the National Mall was host to the first-ever USA Science and Engineering Festival. The two-week festival culminated in an expo featuring more than 1,000 displays and demonstrations, with information and hands-on activities exposing people of all ages to the wonders of science.

E.L. Haynes was one of a handful of schools that had the opportunity to participate in this exciting event. Our students shared an interactive recycled paper project. Two teachers and eight students served as representatives of E.L. Haynes over the course of the two-day expo. They set up their booth so that visitors to the festival could actively participate in the steps of creating recycled paper – starting with used paper, cutting or ripping it up, soaking the paper shreds in water, blending the paper into a pulp, using a deckle to drain the pulp and then laying the fine pulp flat to dry into a new piece of paper. E.L. Haynes science teacher Rahiah Harris said it was an interesting experience for students to present their project to complete strangers. “It was exhilarating for the students to have all the people interested in what they were doing and saying.”

Our students saw the need for recycled paper when they looked at how much paper was used daily at school. Kara Gross, an eighth grade student, said, “Schools leave behind a lot of paper, so we just need to reuse it!” In addition to their recycling project, students suggested that the school make an effort to purchase recycled paper, that students do a better job of recycling their papers in recycling bins, and that students stay after school to make recycled paper for their classrooms. At the Festival, E.L. Haynes students also shared information that they had learned when conducting a trash audit to determine the school’s use different materials – paper, aluminum, plastic, food waste and other products. By taking turns presenting at the E.L. Haynes booth, they had an opportunity to explore other booths at the Festival. Nearby they could see presentations by NASA scientists, university students and faculty, and much more, providing students an opportunity to explore science career paths.

Ms. Harris was pleased with the group’s presentation at the Festival. She said, “The students worked really hard and did a great job!”

Kansas Avenue Campus Expansion

In summer 2010 we completed phase one of our new Kansas Avenue Campus. The Kansas Avenue Campus project has allowed E.L. Haynes to continue to expand through high school and to serve more students in all grades and it returns an important community asset to its originally-intended use; the former DC public school facility will no longer be a vacant building, but will once again serve DC students. E.L. Haynes’ Kansas Avenue Campus will ultimately serve approximately 700 students and enable E.L. Haynes to achieve its mission and vision by providing space for E.L. Haynes High School and for our Early Childhood Program (pre-k to second grade).

Phase two of the renovations will include the addition of a gymnasium, a high school cafeteria, a new classroom wing, and a library for the High School. Phase three of the renovations will develop the extensive outdoor space into athletic fields, play space, and

outdoor academic space. Situated on five acres, the new campus has ample space for outdoor play and exploration. The playground has a climbing structure and a tricycle track and there are athletic fields and space for outdoor science and gardening.

Pre-K Expands to Serve Three-Year Olds

For the 2010-2011 school year we expanded our early childhood program to serve three-year olds for the first time! In August 2010, we added two classrooms of pre-kindergarten for three-year olds, each serving 21 students.

E.L. Haynes' goal as a school has always been to meet children where they are developmentally and to give them the specific support needed to grow academically, socially, emotionally, physically, and artistically. Our pre-k program gets children on-track for school success right from the start.

The new three-year olds program is housed in our newly renovated early childhood center at the school's Kansas Avenue Campus and enrollment is open to all children in the District of Columbia.

We are excited to be offering a high-quality education to these three-year olds and to begin what we hope will be a 15-year partnership with families that will last through each student's high school graduation and college experience.

Accreditation

On December 1, 2010, E.L. Haynes received accreditation from the Middle States Association of Schools and Colleges. Accreditation is a peer-review process in which members of the educational community, lend their experience and expertise to validate a school's vision of itself. At the heart of the process is a self-study, requiring our school to evaluate our progress through the lens of our philosophy/mission/beliefs.

Race to the Top Grants

Professional Learning Communities (PLaCES) Grant

E.L. Haynes was recently awarded approximately 1.5 million dollars from a competitive Race to the Top grant to lead a consortium of schools for the purpose of helping teachers build expertise in pedagogical content knowledge, transition to the Common Core State Standards, and significantly improve student learning. Using the internationally recognized technique of lesson study, participating schools will create an online library of 50 Common Core Standard video lessons per grade in both math and reading for grades three through nine (total of 350) to support every teacher in the adoption of the Common Core. In Year One, the teachers will come from twelve schools, both charter and DCPs, that will form the first cohort; in Year Two and Three, the consortium of schools will increase to twenty-two. The lessons will be disseminated through an online portal, discussed throughout the grant application, designed and hosted by LearnZillion. The grant application clearly articulates that LearnZillion will be a partner in executing on the activities in the grant including providing professional guidance on the creation and production of instructional videos and hosting the content at the LearnZillion website.

DC SchoolForce Customized Grant

E.L. Haynes and ten partner local education agencies (LEAs) were recently awarded an approximately \$2.3 million dollar competitive Race to the Top grant to expand a custom designed student information system called SchoolForce. We believe SchoolForce will revolutionize the way schools are able to collect, analyze, and use student data to improve performance outcomes. The SchoolForce solution was custom designed and built by Acumen Solutions on a pro-bono basis in coordination with E.L. Haynes on over the last 12 months. The grant will allow E.L. Haynes and the partner LEAs to continue developing new functions for the SchoolForce solution and offset the cost of launching a new student information system.

Other Special Events and Activities

Race for a Cause

In September 2010, E.L. Haynes was selected as one of the charities to benefit from Acumen Solutions Race for a Cause. E.L. Haynes had a terrific turnout, over 300 people signed up to support our school. E.L. Haynes will also be participating in the race for the 2011-2012 school year!

District Sample Sale

In February 2011, the District Sample Sale Foundation announced that E.L. Haynes would be the benefitting charity for their twice-annual Sample Sale.

The KaBOOM! Playground Build

In April 2011, E.L. Haynes staff and families, neighbors, Foresters and KaBOOM! employees, AmeriCorps NCCC Corps members, and Playworks coaches came to the grounds of our Kansas Avenue campus to help build a play space for our students and community. With over 200 adult volunteers and numerous students and siblings, we accomplished an extraordinary amount. The group moved 2800 sq ft of mulch and mixed 12,000 lbs of concrete by hand. Built 4 picnic tables, 4 tree benches, 1 outdoor stage, 1 arbor, a bench shade structure with planters, and 5 playhouses, planted flowers in the planters and a new vegetable garden, and completed an entire playground with swings, slides, a climbing wall, spinners, bridges, bars, etc. designed by ELH students.

Sixth Graders Visit Secretary Clinton for International Women's Day

In May, 2011 E.L. Haynes sixth graders had the honor of visiting Secretary of State Hillary Clinton for International Women's day. E.L. Haynes sixth graders got to listen to Secretary Clinton speak and participate in the first ever *Empowering Women and Girls through International Exchanges*. The students got to hear and meet women who have, against enormous odds, succeeded on an international level.

Spring Play

In May 2011, the After School Drama club put on their first annual production, "Alice in Wonderland". Third through eighth graders managed a grueling practice schedule that started in January.

Spring Concert

The E.L. Haynes Choir gave a rousing performance at the Kansas Avenue campus on May 26th. Third, fourth and fifth grade members of the Choir performed a musical called *Update: Earth*. The performance educated audience members about the dangers of environmental degradation and encouraged them to take action to protect our planet. The show included pop and rock songs, including one about buses and cars powered by French fry oil, as well as spoken parts like the Top Ten Reasons Trees are Cool. Finally, members of the fifth and sixth grade performed several extraordinary pieces on the xylophones, including an energizing traditional Zimbabwean piece called "Abandon." Sixth grader Yalemwork Teferra performed a piano solo that included a short piece she composed herself.

Athletic Accomplishments

- 2010 Youth Flag-Football League Champions
- 2010 Charter School Sports Alliance Flag-Football 2nd place
- 2010 Charter School Sports Alliance Boys Basketball Champions
- 2010 Charter School Sports Alliance Girls Basketball playoffs
- 2010 Charter School Sports Alliance Cross-Country 5th place
- 2010 Coed Baseball, DC Parks and Recreation 2nd place
- 2010 Girls Softball, DC Parks and Recreation playoffs

C. Lessons Learned

1. Issues Encountered in Collecting and Reporting Data on the School's Accountability Plan Performance

We had no significant issues in collecting and reporting data on the school's Performance Management Plan. Like all DC schools, however, we would like to receive the DC-CAS data earlier, including the content strand data, as well as the ACCESS data, especially since we start school earlier than most.

2. Academic Issues and Program Changes

The evaluation of the school's performance frameworks revealed two academic issues that need to be addressed.

- We need to better support our English Language Learners.
- We need to better support high quality instruction, especially through coaching.

The following program changes were made to address these issues:

English Language Learners:

- Our ELL teachers developed in-depth student intervention plans that are integrated with standards based unit plans. These plans will allow all teachers to better track the growth of each ELL student throughout the year.
- All teachers participated in professional development focused on research based ELL strategies. Instructional coaches will follow up with teachers to ensure use of new strategies.
- Our staff participated in a Critical Friends Group training focused on race. We are committed to supporting inclusive classrooms that promote the development of all learners. This is particularly important for our Hispanic students, many of whom are ELL.

High Quality Instruction:

- We created a daily schedule that allows all of our coaches to get into classrooms.
- We ensured sufficient planning time for all teams so that they could meet and plan with coaches.
- We created a coaches meeting and Instructional Team meeting to give coaches and instructional leaders opportunities to track our success, share best practices and develop their coaching skills.
- We added three instructional leader positions (the Chief Academic Officer, the Coordinator of Student Support Services and time half-time coaches).
- Our new 3rd and 4th grade teachers were in the first year leading a class at our school. Thus, CAO and the STEM Coordinator met regularly with their Instructional Coach to ensure that he has the support he needs to support the teachers' success.

3. School's Status in Implementing School Improvement Plan

ELH is a school in "Corrective Action."

D. Reporting Information

The Annual Report is valuable for reporting information about E.L. Haynes internally to parents, staff and board members and also to any members of the community that may be interested in our school. The robust Accountability Plan guides E.L. Haynes in collecting and reporting important academic and non-academic data. The school shares all the performance information with all key internal and external stakeholders.

Informing parents on goals and assessments mechanism: E.L. Haynes is committed to educating parents and our community about the school's mission and goals. One of our aims is to have parents feel comfortable understanding and interpreting assessment information. The newsletter, school parent team meetings, weekly classroom newsletter, parent-teacher conferences, and periodic parent workshops are all part of our strong emphasis in communicating our educational approaches to instruction to parents. We use assessments to make any improvements to our educational approach and strive to convey this information to parents and community in all the possible channels.

The Haynes Herald and Thursday Express: E.L. Haynes publishes a weekly school newsletter written by the principals which includes information about a variety of school topics and announcements. The *Haynes Herald* and other important notices are sent home in the Thursday Express weekly in both English and Spanish. On Thursday evenings, parents/guardians must take out the *Haynes Herald* and other notices, read them, sign the Thursday Express, and send it back to school on Friday morning with their child. The *Haynes Herald* and school-wide notices are also sent via email to all parents/guardians who provide an email address to the school and are posted on the school's website.

Classroom Newsletters: Every classroom publishes a newsletter keeping families up-to-date about classroom and school events, student achievements, acknowledgements, upcoming gatherings, and birthdays. These newsletters are sent home in the Thursday Express.

ELH Listserv: Parents/guardians have created an ELH listserv to share information with one another. The listserv is not managed by ELH, but the Head of School, Principal, and Assistant Principal often ask that an email be posted or letter get circulated with timely information, such as an outbreak of strep throat and the steps families should take to stay healthy or the back-to-school welcome letters for the different grade levels, when needed.

ELH Alert Now: E.L. Haynes uses the Alert Now system to communicate important information and reminders to parents via automated phone calls, text messages, and emails. In addition to urgent information, the school sends out a weekly message every Sunday in English and Spanish with the upcoming events for the week. This system helps us reach all families with information about the school on a more consistent basis and in a more convenient fashion.

Website: Our website has just been redesigned to provide the general public with clear information about the school mission, educational model, calendar, registration, and student achievement results. The *Haynes Herald* and announcements are also posted on our website weekly.

Reporting to parents individually:

DC CAS Individual Score Reports: Parents/guardians receive the individual score reports for their child within two to three weeks of the school's receipt of the information along with a cover letter from the principal explaining the exam and the school's overall performance. E.L. Haynes instructional staff hosts an evening of information and academic support targeted to adult family members of students who scored basic or below basic shortly after the distribution of the scores.

Quarterly Progress Reports: Teachers provide detailed narrative progress report on individual students at the end of each quarter. Students receive quarterly standards-based progress reports that include information about literacy, math, science, academic skills, and citizenship. Students receive progress reports in the arts, health & fitness, and Spanish twice per year at the end of the 2nd and 4th quarters. Families receive the progress reports in

person at the family-teacher-student conferences in October, January, and June; they receive them by mail in December.

Parent-Teacher Conferences. E.L. Haynes staff share important assessment information with the students' families at the fall, winter, and summer conferences. Parents/guardians receive progress reports at conferences where students will also present their portfolios to their family members.

Culminating Events for Each Learning Expedition: Each learning expedition ends with a culminating event – a showcase of what the students have learned for parents and others. Culminating events have been extremely well attended by parents, staff members, other students, trustees, and community members.

Evening Events about the Education Program: In addition to the Special Events (see section 8 in the Unique Accomplishment section), the school hosts evening meetings for parents including Back to School Night, Literacy Night, Math Night, etc.

Other Reporting: E.L. Haynes' Compliance Review, Program Development Review, and Expeditionary Learning Outward Bound Implementation Review are available upon request. This information is disseminated to members of the Board of Trustees, the School Parent Team, and summarized in the school newsletter.

APPENDIX



PUBLIC CHARTER SCHOOL

Georgia Avenue Campus
Grades 3 through 8
3600 Georgia Avenue, NW
Washington, DC 20010
(202) 667-4446

Kansas Avenue Campus
Grades Pre-K through 2
4501 Kansas Avenue, NW
Washington, DC 20011
(202) 706-5828

info@elhaynes.org
www.elhaynes.org

September 13, 2011

3333 14th Street NW
Suite 210
Washington DC, 20010
(202) 328-2660

Dear Public Charter School Board,

As Vice Chairman of E.L. Haynes Board of Trustees, I certify that all authorizations required to operate the school's Kansas Avenue and Georgia Avenue campuses are in full force and effect. These authorizations include the certificate of occupancy, insurance, and the lease.

In case of further questions, please contact me at (202) 387-3003. Thank you.

Sincerely,

Michael Hall
Vice Chairman
E.L. Haynes Board of Trustees

STAFF CONTACT LIST 2010-11

www.elhaynes.org

El Haynes Staff Contact List 2010-2011			
Name	Grade	Position	Contact
Instructional Leadership			
Jessie Niles	PK-9	Head of School	jniles@elhaynes.org
Michelle Molitor	PK-2	Principal, Grades PK-2	mmolitor@elhaynes.org
Kyna Williams	PK-2	Assistant Principal, Grades PK-2	kwilliams@elhaynes.org
Towana Pierre Floyd	3-8	Principal, Grades 3-8	tfloyd@elhaynes.org
Jon Rolfe	3-5	Assistant Principal, Grades 3-5	jrolfe@elhaynes.org
Myron Long	5-8	Assistant Principal, Grades 6-8	mlong@elhaynes.org
Caroline Hill	9-12	Principal, Grades 9-12	chill@elhaynes.org
Romane Stover	9-12	Principal, Grades 9-12	rstover@elhaynes.org
Instructional Staff - Kansas Avenue Campus			
Kristen Bakken	PK	Pre-K Capital Teaching Resident	kbakken@elhaynes.org
Bena Bass	PK-2	Health and Fitness Teacher	bbass@elhaynes.org
Norma Bryant	PK-3	Teacher	nbryant@elhaynes.org
Beth Boyer	PK	Teacher	bboyer@elhaynes.org
Libby Diamond	PK-3	Teacher	ediamond@elhaynes.org
Krysiana Kaminski	PK-3	Capital Teaching Resident	kkaminski@elhaynes.org
Alvin Green	PK-3	Teacher Aide	agreen@elhaynes.org
Jony Villatoro	PK-3	Teacher Aide	jvillatoro@elhaynes.org
Regina Kayce	PK-3	AmeriCorp Member	rkayce@elhaynes.org
Tuere Williams	PK-4	Teacher	twilliams@elhaynes.org
Joe Golub	PK-4	Teacher	ggolub@elhaynes.org
Paul Robinson	PK-4	Teacher Aide	probinson@elhaynes.org
Miriam Green	PK-4	Teacher Aide	mgreen@elhaynes.org
Teresa Biagioni	PK-4	Capital Teaching Resident	tbiagioni@elhaynes.org
Greta Wicklund	PK-4	Capital Teaching Resident	gwicklund@elhaynes.org
Crystal Humphrey	K	Teacher	chumphrey@elhaynes.org
Laurel Hycher	K	Teacher	lhycher@elhaynes.org
Michelle Trombly	K	Teacher	mtrombly@elhaynes.org
Malisa Chin	K	Inclusion Teacher	mchin@elhaynes.org
Jessie Clemens	K	Capital Teaching Resident	jclemens@elhaynes.org
Kanita Mason	K	Capital Teaching Resident	kmason@elhaynes.org
Sheph Chang	K	Capital Teaching Resident	schang@elhaynes.org
Iana Lasday	K	AmeriCorp Member	ilasday@elhaynes.org
Phylicia Bridgewater	K	AmeriCorp Member	pbridgewater@elhaynes.org
Marcus Richardson	K	AmeriCorp Member	mrichardson@elhaynes.org
Tamasha Jones	1	Teacher	tjones@elhaynes.org
Becky Nolin	1	Teacher	bnolin@elhaynes.org

Premila Mistry	3-8	Music Teacher	pmistry@elhaynes.org
Maggie Patovic			
Instructional Staff – Georgia Avenue Campus (cont.)			
Notis Alderson	3-8	Spanish Teacher	nalderson@elhaynes.org
Margaret Cox	3-8	Spanish Teacher	mcox@elhaynes.org
Meredith MacAskill	PK-9	Speech Language Pathologist	mmacaskill@elhaynes.org
Jenn Zapor	3-8	Speech Language Pathologist	jzapor@elhaynes.org
Deborah Simler	3-8	Occupational Therapist	deborah@skillsouthhill.com
Meg Boutwright	3-8	Wilson Reading Teacher	mboutwright@elhaynes.org
Tara Smith	3-8	Wilson Reading Teacher	tsmith@elhaynes.org
Non-Instructional Staff – Georgia Avenue Campus			
Alex Alderman	ALL	Grants and Communications Manager	aalderman@elhaynes.org
Katie Burns	3-5	Year Round Programs Site Manager	kburns@elhaynes.org
Yolanda Cortez	3-8	Facilities Assistant	
Dee Crowder	PK-9	Nurse	dcrowder@cmhc.org
Elsi Cruz	PK-9	Translation & Communications Specialist	ecruz@elhaynes.org
Jodi Fitery	PK-9	Student Support Team Coordinator	jfitery@elhaynes.org
Kate Franz	PK-9	Literacy Coordinator	kfranz@elhaynes.org
Judie Green	PK-9	Director of Marketing & Development	jgreen@elhaynes.org
Patrice Griffin	PK-9	Kansas Avenue Project Manager	pgriffin@elhaynes.org
Jimmy Henderson	PK-9	Director of Finance & Operations	jhenderson@elhaynes.org
Beth Hood	PK-9	Director of Social Work Services & Family Engagement	bhood@elhaynes.org
Kate Hubbard	PK-9	STEM Coordinator	khubbard@elhaynes.org
Samoa Jackson	PK-9	Child Care Subsidy Manager	s.jackson@elhaynes.org
Washida Mbatha	6-8	Year Round Programs Site Manager	wmbatha@elhaynes.org
Rebecca Meyer	PK-9	Director of Student Support Services	rmeyer@elhaynes.org
Bethany Mollot	3-8	Operations Manager	bmollot@elhaynes.org
Emily Montgomery	PK-9	Early Childhood Specialist and Behavior Analyst	emontgomery@elhaynes.org
Sam Page	PK-9	Finance & Operations Fellow	spage@elhaynes.org
Reynaldo Paniagua	PK-9	Maintenance	rpaniagua@elhaynes.org
Silvester Paniagua	PK-9	Maintenance	
Rosemilk Reyes	PK-9	Food Manager & Facility Assistant	
Robert Sapp	3-8	Behavior Coordinator	rsapp@elhaynes.org
Teri Stokes	3-8	Social Worker	estokes@elhaynes.org
Yvonne Taylor-Hart	PK-9	Recruitment Specialist & Marketing Associate	yhart@elhaynes.org
Tammy Tuck	PK-9	Data Management Coordinator	ttuck@elhaynes.org
Elena Turner	PK-9	Parent Outreach Specialist	eturner@elhaynes.org
Melissa Vivas	3-8	Office Manager & Registrar	mvivas@elhaynes.org

<i>Instructional Staff – Kansas Avenue Campus (cont.)</i>			
Jhotina Turner	1	Capital Teaching Resident	jturner@elhaynes.org
Zaria De Couteau	1	Capital Teaching Resident	zdecouteau@elhaynes.org
Joseph Baggett	1	AmeriCorp Member	jbaggett@elhaynes.org
Kayci Berry	1	Music Teacher	kberry@elhaynes.org
Victor Budasoff	1	AmeriCorp Member	vbudasoff@elhaynes.org
Meg Jensen	2	Teacher	mjensen@elhaynes.org
Sarah Peisagron	2	Teacher	speisagron@elhaynes.org
Jane Gang	2	Inclusion Teacher	jgang@elhaynes.org
Michelle Rush	2	ELL Teacher	mrush@elhaynes.org
Molly Howard	2	Capital Teaching Resident	mhoward@elhaynes.org
Giavanti Greensough	2	Capital Teaching Resident	ggreensough@elhaynes.org
Jo Von McCallister	2	AmeriCorp Member	jmcallister@elhaynes.org
Corretta Martin	2	AmeriCorp Member	cmartin@elhaynes.org
Carla Grinnell	PK-2	Health & Fitness Teacher	cgrinnell@elhaynes.org
Christine Kharazian	PK-2	Music Teacher	ckharazian@elhaynes.org
Tadina Ross	PK-2	Spanish Teacher	tross@elhaynes.org
Judith Stromman	PK-2	Art Teacher	jstromman@elhaynes.org
Meredith MacAskill	PK-9	Speech Therapist	mamacaskill@elhaynes.org
Melissa Clark	PK-2	Occupational Therapist	mclark@elhaynes.org
<i>Non-Instructional Staff – Kansas Avenue Campus</i>			
Tiffany Boyd	PK-2	Year Round Programs Site Manager	tboyd@elhaynes.org
Dee Crowder	PK-9	Nurse	dcrowder@ctmc.org
Jody Fiteny	PK-9	Student Support Team Coordinator	jfiteny@elhaynes.org
Kate Franz	PK-9	Literacy Coordinator	kfranz@elhaynes.org
Kate Hubbard	PK-9	STEM Coordinator	kahubbard@elhaynes.org
Samone Jackson	PK-9	Child Care Subsidy Manager	sackson@elhaynes.org
Katherine Lanafield	PK-2	Social Worker	klanafield@elhaynes.org
Gahermine McMillan	PK-2	Operations Manager	gmcmillan@elhaynes.org
Rebecca Meyer	PK-9	Director of Student Support Services	rmeyer@elhaynes.org
Emily Montgomery	PK-9	Early Childhood Specialist & Behavior Analyst	emontgomery@elhaynes.org
Reynoldo Paniagua	PK-9	Maintenance	rpaniagua@elhaynes.org
Silvestre Paniagua	PK-9	Maintenance	
Romenda Reyns	PK-2	Food Manager & Facility Assistant	
Elena Turner	PK-9	Parent Outreach Specialist	eturner@elhaynes.org
Iris Ventura	PK-9	Office Manager & Registrar	iventura@elhaynes.org
Enka Vivas	PK-2	Receptionist	evivas@elhaynes.org
Tammy Weems	PK-9	Director of Year Round Programs	tweems@elhaynes.org

Instructional Staff – Georgia Avenue Campus

Hannah Giles	3	Teacher (Literacy)	hgiles@elhaynes.org
Jay Tucker	3	Teacher (Math/Science)	jtucker@elhaynes.org
Ona Wiseman	3	AmeriCorp Member	owiseman@elhaynes.org
Guiliana Hardy-Gerena	3	AmeriCorp Member	
Mike Connors	3	ELL Teacher	mconnors@elhaynes.org
Amy Helms	4	Teacher (Literacy)	ahelms@elhaynes.org
Emily Appel	4	Teacher (Math/Science)	eappel@elhaynes.org
Randy Harper	4	AmeriCorp Member	rharper@elhaynes.org
Megan Boenari	4	AmeriCorp Member	mboenari@elhaynes.org
Brittany Wagner-Friel	3-4	Inclusion Teacher	bwagnerfriel@elhaynes.org
Rachel Martin	3-4	Inclusion Teacher	rmartin@elhaynes.org
Amanda Ingram	4	Inclusion Teacher	aingram@elhaynes.org
Kate Noonan	5	Teacher (Science)	knoonan@elhaynes.org
Brigham Kiplinger	5	Teacher (Literacy)	bkiplinger@elhaynes.org
Nate Franz	5	Teacher (Math)	nfranz@elhaynes.org
Joshua Dillard	5	AmeriCorp Member	jdillard@elhaynes.org
Dominique Hinson	5	AmeriCorp Member	dthinson@elhaynes.org
Jennifer Jeffries	5	AmeriCorp Member	jjeffries@elhaynes.org
Shannon Hepler	5	Inclusion Teacher	shepler@elhaynes.org
Kate Linneman	6	Teacher (Humanities)	klinneman@elhaynes.org
Sophia Wells	6	Teacher (Science)	swells@elhaynes.org
Andrea Smith	6	Teacher (Math)	asmith@elhaynes.org
Mike Cohn	6	AmeriCorp Member	mccohn@elhaynes.org
Michelle Tyler	6	AmeriCorp Member	mt Tyler@elhaynes.org
Meg Allen	5-8	Inclusion Teacher	mallen@elhaynes.org
Anna Moderick	5-6	ELL Teacher	amoderick@elhaynes.org
Julie Sara Mobley	7	Teacher (Humanities)	jmobley@elhaynes.org
Rabiah Harris	7	Teacher (Math)	rharris@elhaynes.org
Matt Stephens	7	Teacher (Science)	mstephens@elhaynes.org
Darnell Abmanar	9	Capital Teaching Resident- 9 th Grade Math	dabmanar@elhaynes.org
Cathy Rath	7	AmeriCorp Member	crath@elhaynes.org
Kris Bengtson	7	ELL Teacher	kbengtson@elhaynes.org
Eliza Ford	8	Teacher	eford@elhaynes.org
Julie Sara Mobley	8	Teacher	jmobley@elhaynes.org
Rabiah Harris	8	Teacher	rharris@elhaynes.org
Joseph Matthews	8	AmeriCorp Member	jmathews@elhaynes.org
Luis Garcia	8	AmeriCorp Member	lgarcia@elhaynes.org
Kara Schon	7-8	Inclusion Teacher	kschon@elhaynes.org
Issa Apple	7	Inclusion Teacher	iapple@elhaynes.org
Lindy Russell-Heymann	5-8	Art Teacher	russell-heyman@elhaynes.org
Eugene Furbrough	3-8	Health & Fitness Teacher	efurbrough@elhaynes.org
Ken Goff	3-8	Health & Fitness Teacher	kgoff@elhaynes.org

STAFF CONTACT LIST 2010-11

www.elhaynes.org

Emily Morris	1	Teacher	emorris@elhaynes.org
Tarek Hbeichi	1	Teacher	thbeichi@elhaynes.org
Meryl Brady	1	Teacher	mbrady@elhaynes.org

E.L. Haynes is a 501(c)(3) public charity

BE KIND | WORK HARD | GET SMART



Annual Report Data Worksheet:

E.L. Haynes Georgia Avenue Campus

Is your organization accredited?

On December 1, 2010, E.L. Haynes received accreditation from the Middle States Association of Schools and Colleges. Accreditation is a peer-review process in which members of the educational community, lend their experience and expertise to validate a school's vision of itself. At the heart of the process is a self-study, requiring our school to evaluate our progress through the lens of our philosophy/mission/beliefs.

Contact Information of the Person Completing the Form:

Caroline Gottlieb

4501 Kansas Avenue, NW

Washington, DC

Ward Number 4

(202) 706-5383

Grades Served

Grades 3-8

Hours of Operation

The school hours were from 8:30 AM to 3:30 PM, with early dismissal at 1:00 PM on Fridays for professional development. The Extended Day Program provided additional programming from 7:30 to 8:30 AM; from 3:30 to 6:00 PM on Monday through Thursday; and from 1:00 to 6:00 PM on Friday.

Start Date for the 2010-2011 School Year:

E.L. Haynes' school year started August 16, 2010.

End Date for the 2010-2011 School Year-

E.L. Haynes' school year concluded June 17, 2011.

Average Class Size:

In 2010-11, class sizes at E.L. Haynes averaged 24 students per classroom.

Student/Teacher Ratio:

With classroom teachers plus the specials, ELL, and inclusion teachers, the student to teacher ratio was 12:1.

Transferring out/ Withdrawals: 11.7%

Short Term Suspensions: 77

Long Term Suspensions: 1

Number of Expulsions: 0

Number of Dropouts: N/A

Retained at Grade Level: 0

Teacher Demographics:

Position	Total	# with BAs	# with Masters or +	# with degree in field	# with license in field	# meeting NCLB HQT requirements
Director	1	1	1	1	0	N/A
Principal	1	1	0	0	0	N/A
Assistant Principal	1	1	1	1	N/A	N/A
Classroom Teachers	26	26	25	20	N/A	25
Special Subject Teachers	11	11	8	8	N/A	N/A
Bilingual/ESL Teachers	4	4	4	4	N/A	4
Special Education Teachers	12	12	9	9	N/A	12
Vocational Career Teachers	N/A					
Resource Teachers	3	3	3	3	N/A	3
Librarians Media Specialists	N/A					
Coordinators	4	4	3	4	N/A	N/A
Classroom Aides	5	N/A	N/A	N/A	N/A	4

We are not a single-campus LEA or Central Office:

Staff Attrition Rate: Twenty-four percent (24%) of teachers employed by E.L. Haynes at the beginning of 2010-11 were no longer employed at the beginning of the following school year.

Number of Teachers: 56

Salary Range for Teachers: \$46,000 to \$71,000

Average Teacher Salary: \$58,000

Number of School Support Staff: 134

Salary Range for School Support Staff: 23,802 - 110,000

Average School Support Staff Salary: 78

Number of School Administrators: 4

Salary Range for School Administrators: 93,500-116,800

Average School Administrator Salary: 70,100

Number of Central Office Administrators: N/A

Salary Range for Central Office Administrators: N/A

Average Central Office Administrator Salary: N/A

Board Chair Contact Information:

Guy Cecil

Executive Director of the Democratic Senatorial Campaign

1432 T Street NW

Washington, DC 20009

(202) 246-4632

ghcecil@gmail.com

Exec. Director Contact Information:

Jennie Niles

Founder and Head of School

4501 Kansas Avenue

Washington DC, 20011

(202) 680-0218

Jniles@elhaynes.org

Principal Information:

Towana Pierre-Floyd

Principal Grades 3-8

3600 Georgia Avenue

202-667-4446

Assistant Principal Information:

N/A

Business Manager Information:

Jimmy Henderson

Chief Operating Officer

3600 Georgia Avenue

Washington, DC 20010

202-667-4446

jhenderson@elhaynes.org

Special Ed Coordinator Information:

Jodi Fiteny

Student Support Coordinator

4501 Kansas Avenue

Washington, DC 20011

jfiteny@elhaynes.org

Attendance Manager Information:

Sal Torres

Attendance Coordinator

3600 Georgia Avenue

Washington, DC 20010

202-667-4446

stores@elhaynes.org

Staff Member to Address Concerns:

Jennie Niles

Founder and Head of School

4501 Kansas Avenue

Washington DC, 20011

(202) 680-0218

Jniles@elhaynes.org

Board Member to Address Concerns:

Michael Hall

Vice Chair and Parent Trustee

2016 Park Road, NW

Washington, DC 20010

(202) 387-3003

michael@studiocrowleyhall.com

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Contact Information of the Person Completing the Form:

Caroline Gottlieb

4501 Kansas Avenue, NW

Washington, DC

Ward Number 4

(202) 706-5383

Grades Served

Grades PK3-2

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Transferring out/ Withdrawals: N/A

Short Term Suspensions: 6

Long Term Suspensions: 0

Number of Expulsions: 0

Number of Dropouts: N/A

Retained at Grade Level: 0

Teacher Demographics:

Position	Total	# with BAs	# with Masters or +	# with degree in field	# with license in field	# meeting NCLB HQT requirements
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Number of Central Office Administrators: N/A

Salary Range for Central Office Administrators: N/A

Average Central Office Administrator Salary: N/A

Board Chair Contact Information:

Guy Cecil

Executive Director of the Democratic Senatorial Campaign

1432 T Street NW

Washington, DC 20009

(202) 246-4632

ghcecil@gmail.com

Exec. Director Contact Information:

Jennie Niles

Founder and Head of School

4501 Kansas Avenue

Washington DC, 20011

(202) 680-0218

Jniles@elhaynes.org

Principal Information:

Michelle Molitor

Principal Grades PK3-2

4501 Kansas Avenue

Washington DC, 20011

(202) 706-5838

Assistant Principal Information:

Kyna Williams

Principal Grades PK3-2

4501 Kansas Avenue

Washington DC, 20011

(202) 706-5838

Business Manager Information:

Jimmy Henderson

Chief Operating Officer

3600 Georgia Avenue

Washington, DC 20010

202-667-4446

jhenderson@elhaynes.org

Special Ed Coordinator Information:

Jodi Fiteny

Student Support Coordinator

4501 Kansas Avenue

Washington, DC 20011

jfiteny@elhaynes.org

Attendance Manager Information:

Sal Torres

Attendance Coordinator

3600 Georgia Avenue

Washington, DC 20010

202-667-4446

stores@elhaynes.org

Staff Member to Address Concerns:

Jennie Niles

Founder and Head of School

4501 Kansas Avenue

Washington DC, 20011

(202) 680-0218

Jniles@elhaynes.org

Board Member to Address Concerns:

Michael Hall

Vice Chair and Parent Trustee

2016 Park Road, NW

Washington, DC 20010

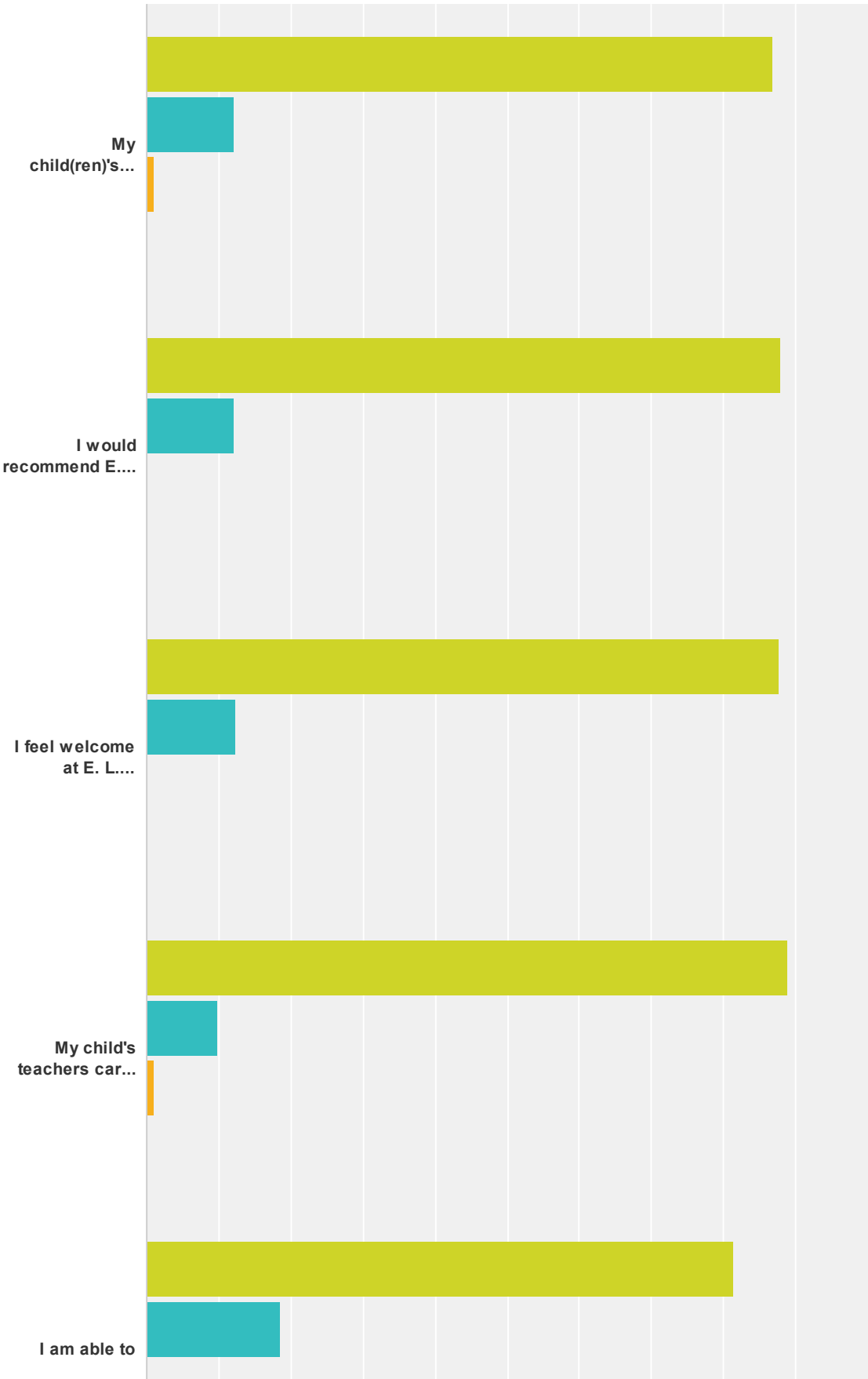
(202) 387-3003

michael@studiocrowleyhall.com

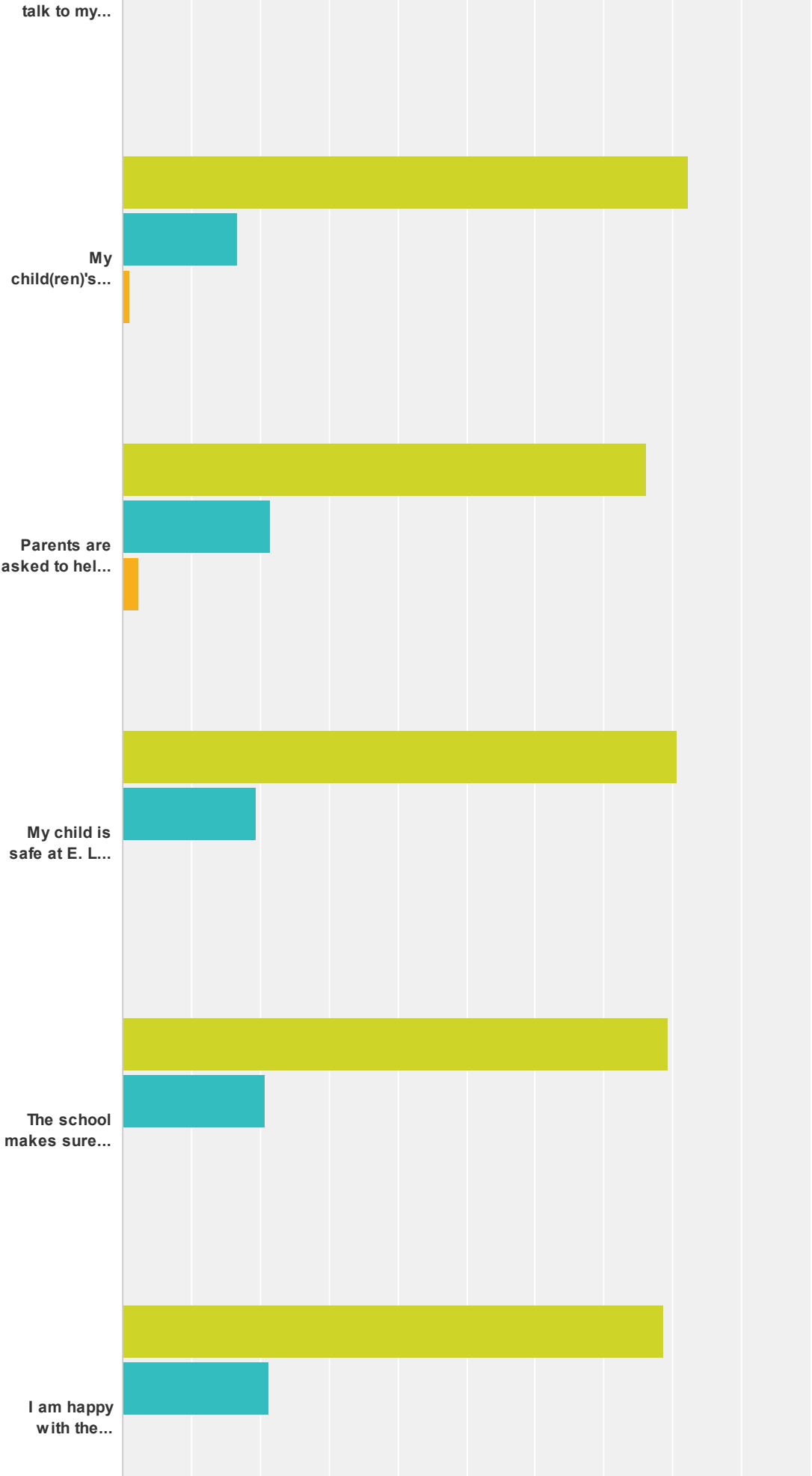
Appendix L

Please choose the answer that best reflects your opinion.

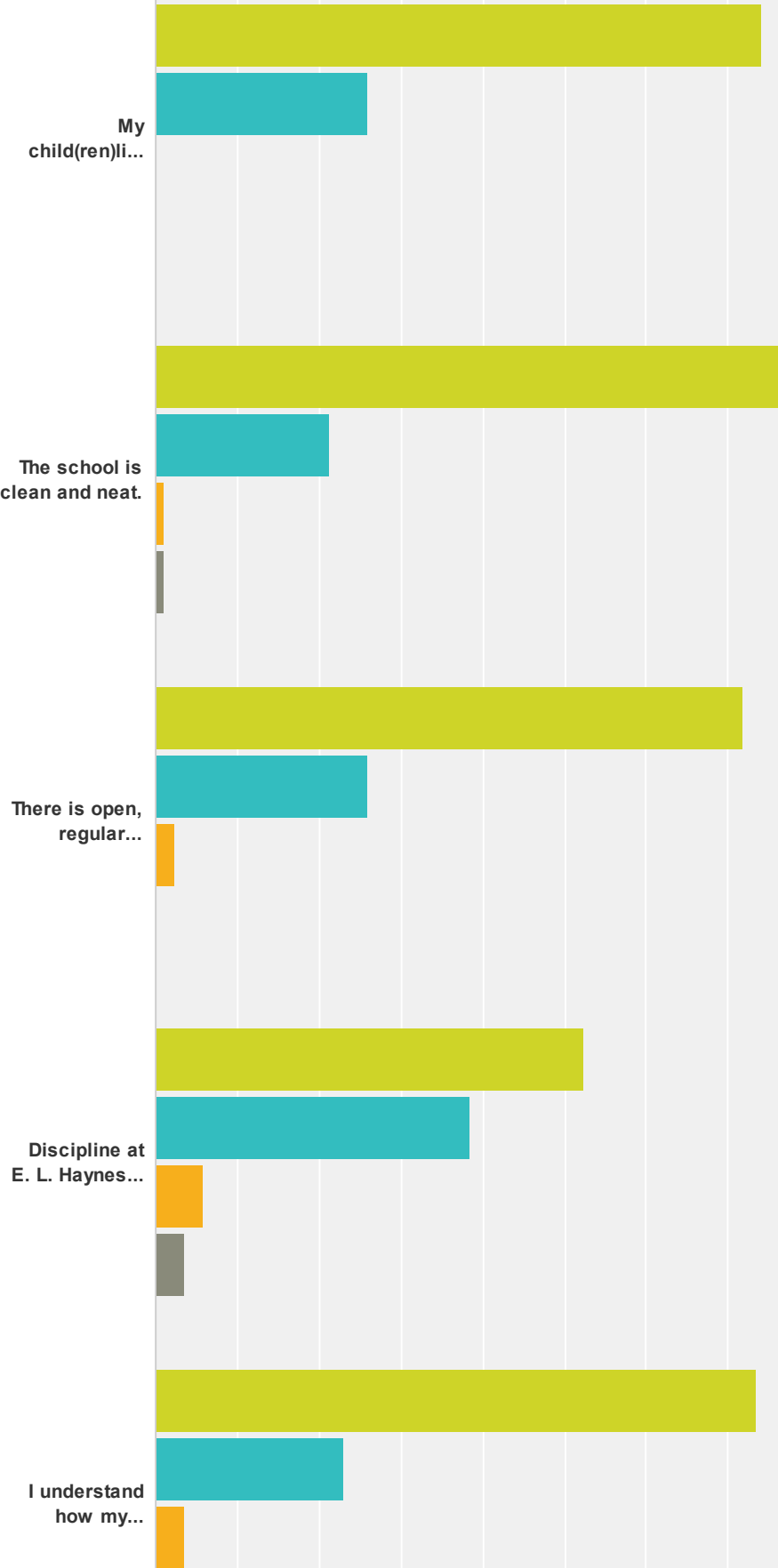
Answered: 91 Skipped: 3



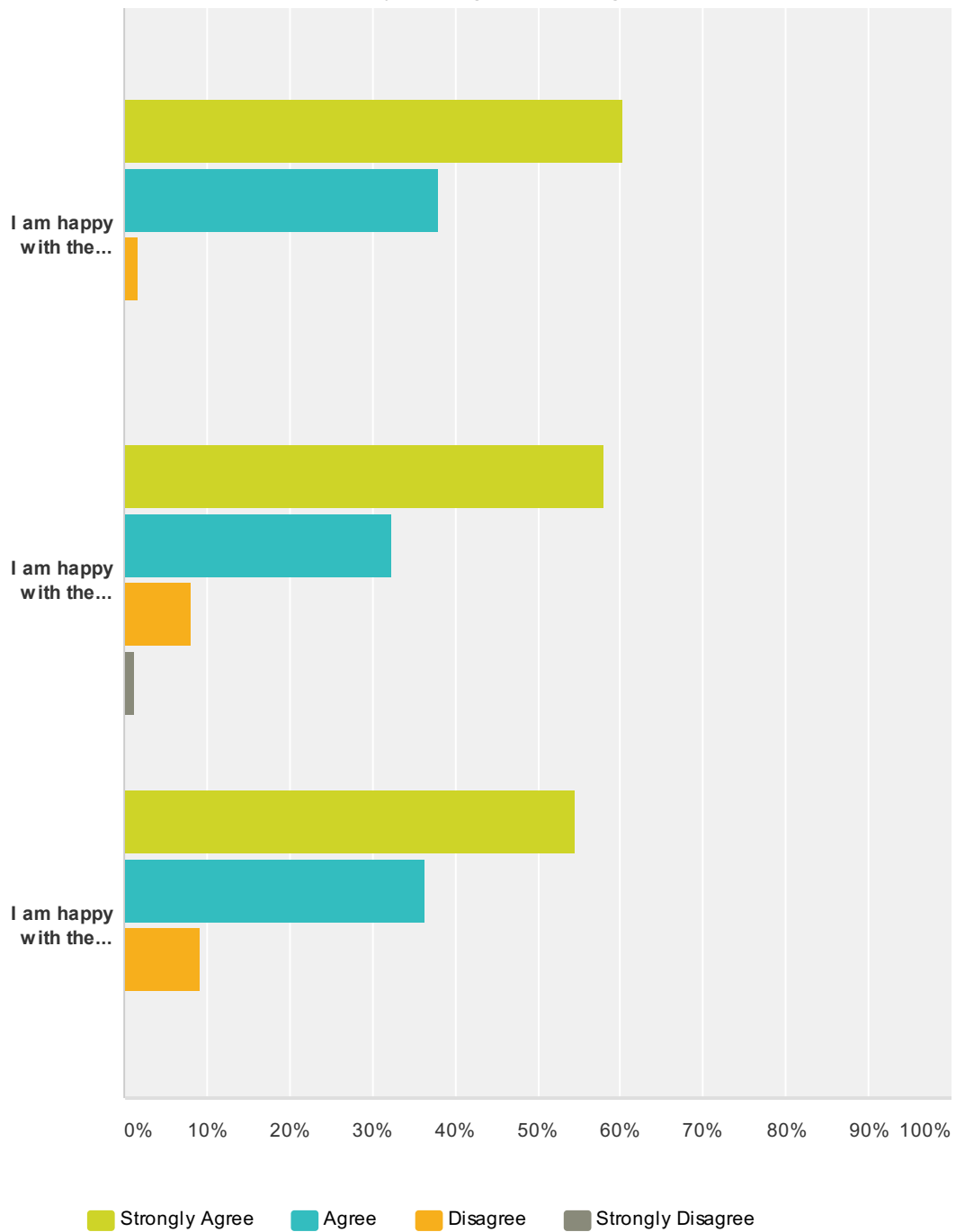
Parent Survey spring 0610 English



Parent Survey spring 0610 English



Parent Survey spring 0610 English



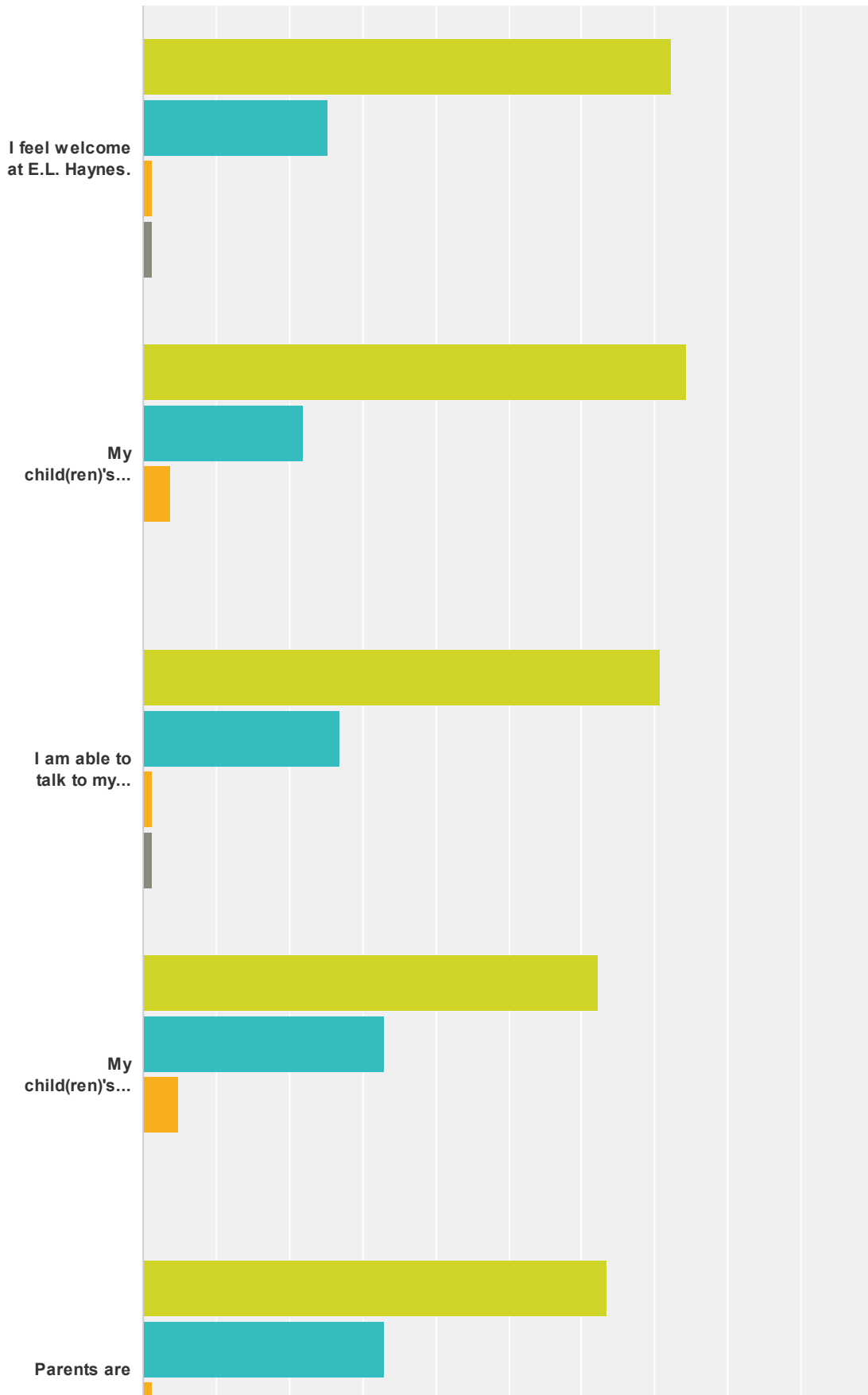
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
My child(ren)'s principal(s) cares about the students.	86.81% 79	12.09% 11	1.10% 1	0.00% 0	91
I would recommend E. L. Haynes to other parents.	87.91% 80	12.09% 11	0.00% 0	0.00% 0	91
I feel welcome at E. L. Haynes.	87.78% 79	12.22% 11	0.00% 0	0.00% 0	90
My child's teachers care about my child.	89.01% 81	9.89% 9	1.10% 1	0.00% 0	91
I am able to talk to my child's teachers when I need to.	81.32% 74	18.68% 17	0.00% 0	0.00% 0	91

Parent Survey spring 0610 English

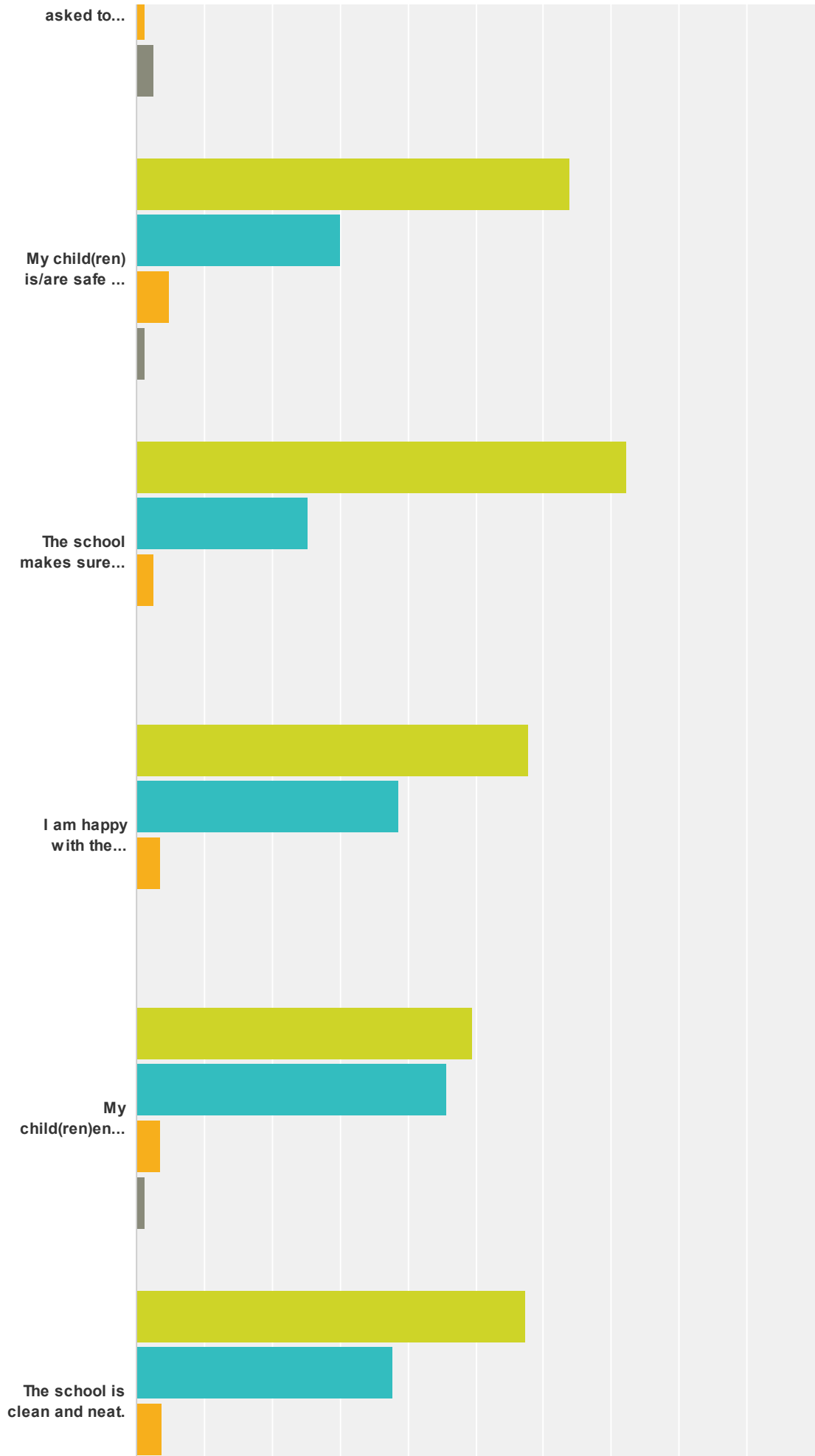
My child(ren)'s principal(s) and teachers listen to me and answer my questions.	82.22% 74	16.67% 15	1.11% 1	0.00% 0	90
Parents are asked to help in school activities.	76.14% 67	21.59% 19	2.27% 2	0.00% 0	88
My child is safe at E. L. Haynes.	80.68% 71	19.32% 17	0.00% 0	0.00% 0	88
The school makes sure students learn.	79.31% 69	20.69% 18	0.00% 0	0.00% 0	87
I am happy with the education my child(ren) is getting at E. L. Haynes.	78.65% 70	21.35% 19	0.00% 0	0.00% 0	89
My child(ren) likes going to school.	74.16% 66	25.84% 23	0.00% 0	0.00% 0	89
The school is clean and neat.	76.40% 68	21.35% 19	1.12% 1	1.12% 1	89
There is open, regular communication between school and home.	71.91% 64	25.84% 23	2.25% 2	0.00% 0	89
Discipline at E. L. Haynes is fair and effective.	52.33% 45	38.37% 33	5.81% 5	3.49% 3	86
I understand how my child(ren) is doing and how I can support.	73.56% 64	22.99% 20	3.45% 3	0.00% 0	87
I am happy with the before-school program	60.34% 35	37.93% 22	1.72% 1	0.00% 0	58
I am happy with the after-school program	58.11% 43	32.43% 24	8.11% 6	1.35% 1	74
I am happy with the intersession program.	54.55% 42	36.36% 28	9.09% 7	0.00% 0	77

Please choose the answer that best reflects your opinion.

Answered: 83 Skipped: 0



Parent Survey Fall 2011 English



Parent Survey Fall 2011 English

There is open,
regular...

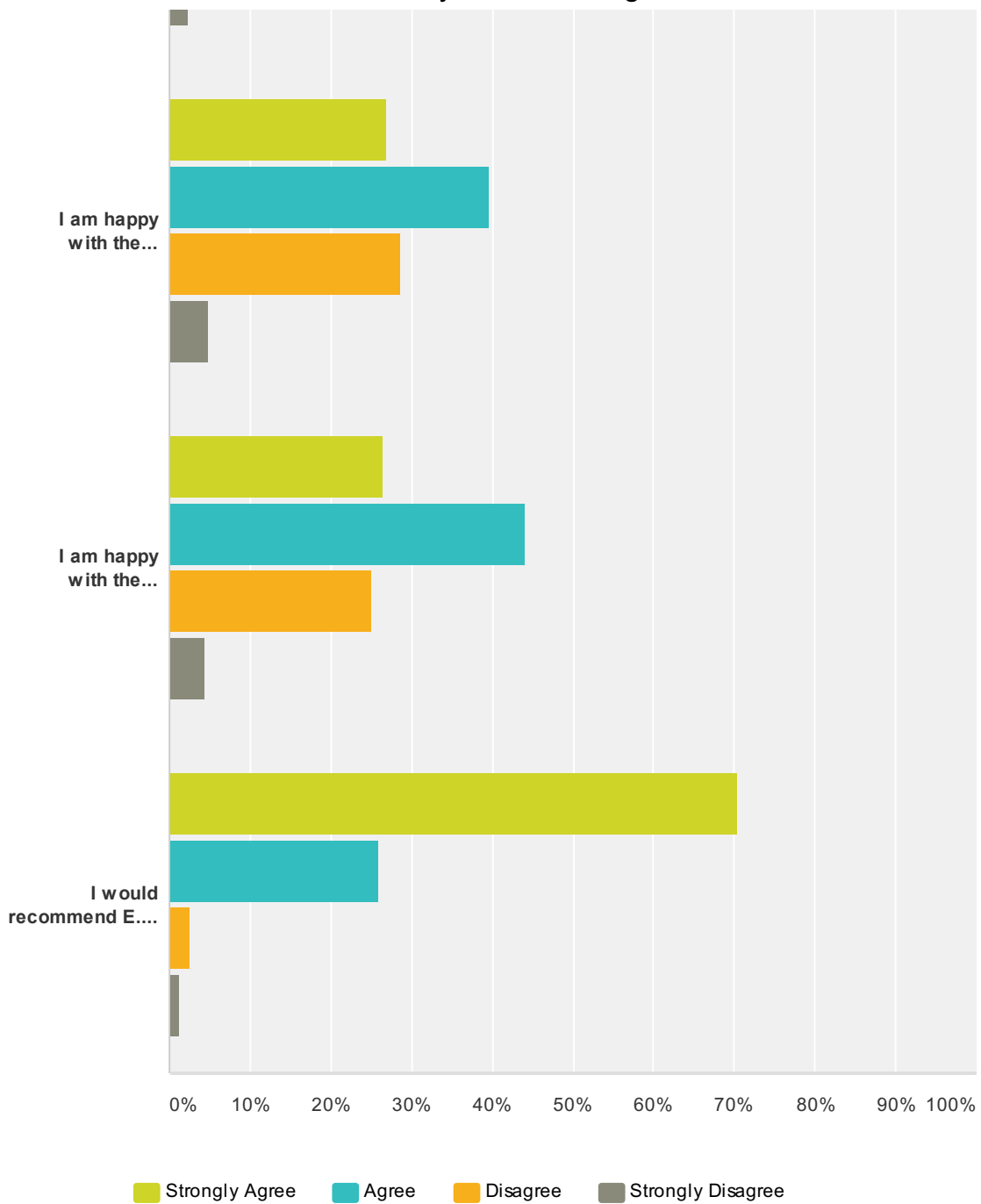
Discipline at
E.L. Haynes ...

I understand
how my...

My
child(ren)'s...

I am happy
with the...

Parent Survey Fall 2011 English



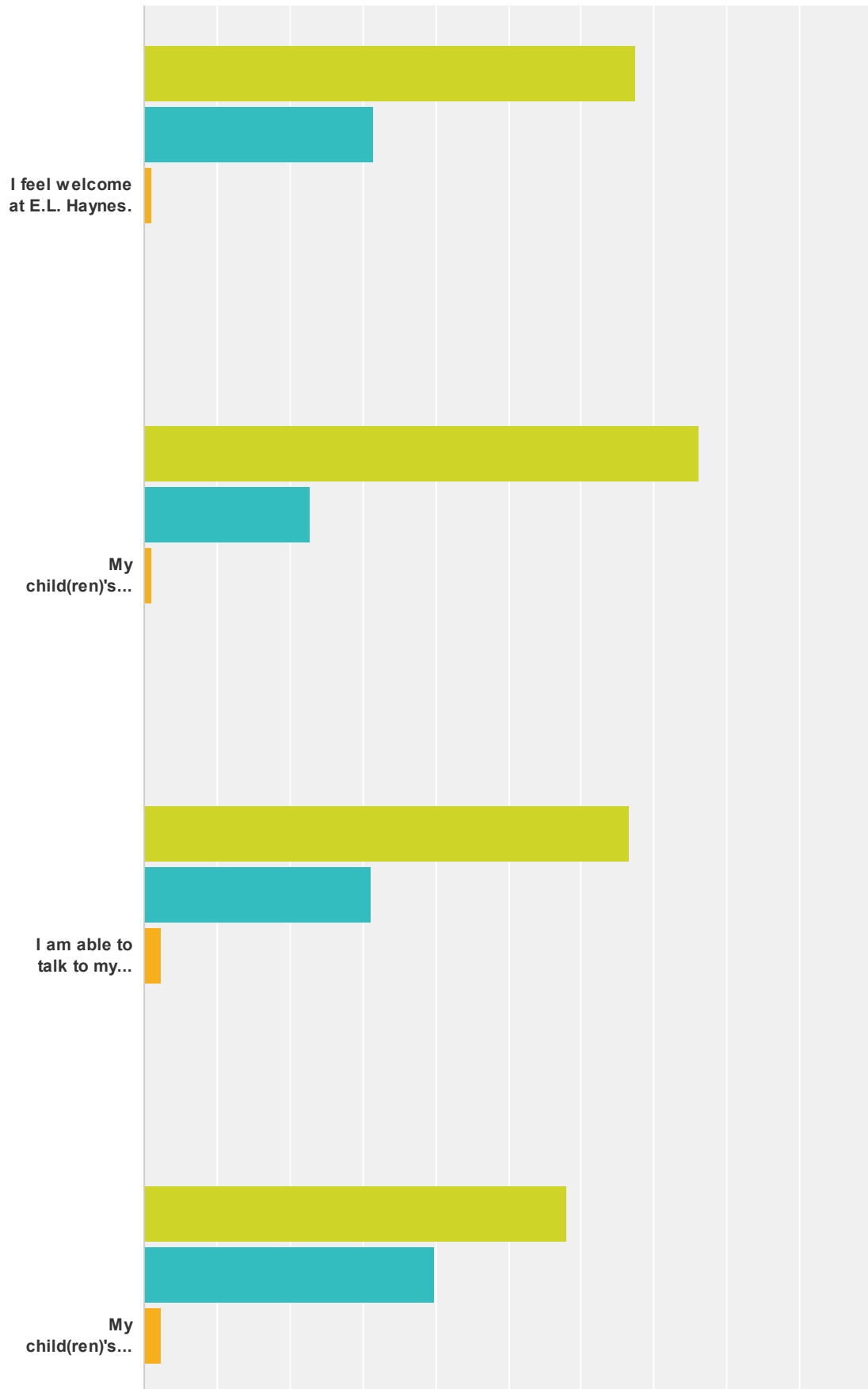
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
I feel welcome at E.L. Haynes.	72.29% 60	25.30% 21	1.20% 1	1.20% 1	83
My child(ren)'s teachers care about my child(ren).	74.39% 61	21.95% 18	3.66% 3	0.00% 0	82
I am able to talk to my child(ren)'s teachers when I need to.	70.73% 58	26.83% 22	1.22% 1	1.22% 1	82
My child(ren)'s principal and teachers listen to me and answer my questions.	62.20% 51	32.93% 27	4.88% 4	0.00% 0	82
Parents are asked to volunteer in school activities.	63.41% 52	32.93% 27	1.22% 1	2.44% 2	82

Parent Survey Fall 2011 English

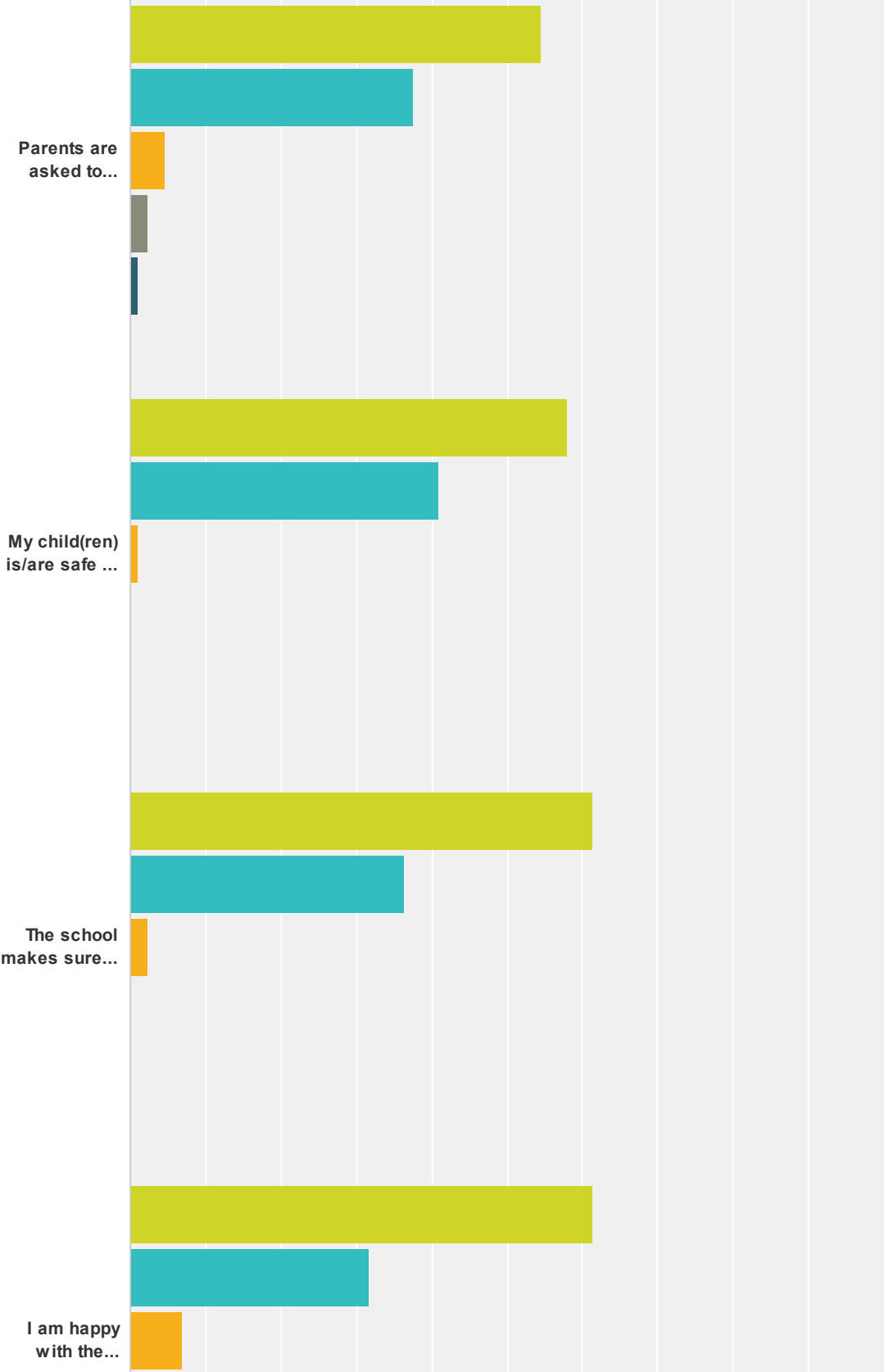
My child(ren) is/are safe at E.L. Haynes.	63.86% 53	30.12% 25	4.82% 4	1.20% 1	83
The school makes sure students learn.	72.29% 60	25.30% 21	2.41% 2	0.00% 0	83
I am happy with the education my child(ren) is/are getting at E.L. Haynes.	57.83% 48	38.55% 32	3.61% 3	0.00% 0	83
My child(ren) enjoy going to school.	49.40% 41	45.78% 38	3.61% 3	1.20% 1	83
The school is clean and neat.	57.32% 47	37.80% 31	3.66% 3	1.22% 1	82
There is open, regular communication between school and home.	54.88% 45	35.37% 29	7.32% 6	2.44% 2	82
Discipline at E.L. Haynes is fair and effective.	36.84% 28	38.16% 29	19.74% 15	5.26% 4	76
I understand how my child(ren) is/are progressing at E.L. Haynes.	52.44% 43	37.80% 31	9.76% 8	0.00% 0	82
My child(ren)'s teacher offer tools to support learning at home.	50.62% 41	39.51% 32	9.88% 8	0.00% 0	81
I am happy with the before-school program.	38.10% 16	42.86% 18	16.67% 7	2.38% 1	42
I am happy with the after-school program.	26.98% 17	39.68% 25	28.57% 18	4.76% 3	63
I am happy with the intersession program.	26.47% 18	44.12% 30	25.00% 17	4.41% 3	68
I would recommend E. L. Haynes to other parents.	70.37% 57	25.93% 21	2.47% 2	1.23% 1	81

Please choose the answer that best reflects your opinion.

Answered: 89 Skipped: 2



Parent Survey January 2012 English



Parent Survey January 2012 English

My
child(ren)en...

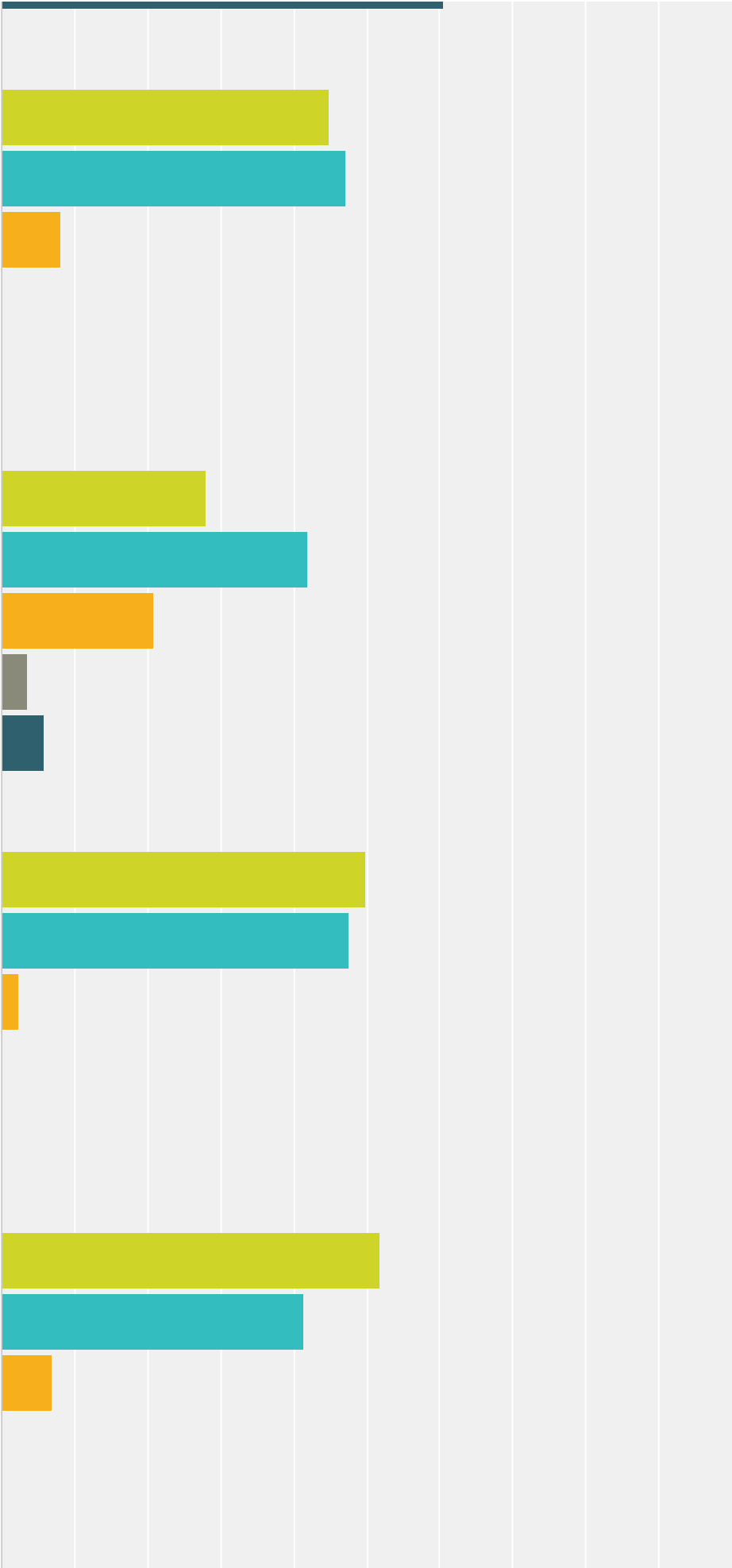
The Kansas
Avenue- Earl...

The Georgia
Avenue campu...

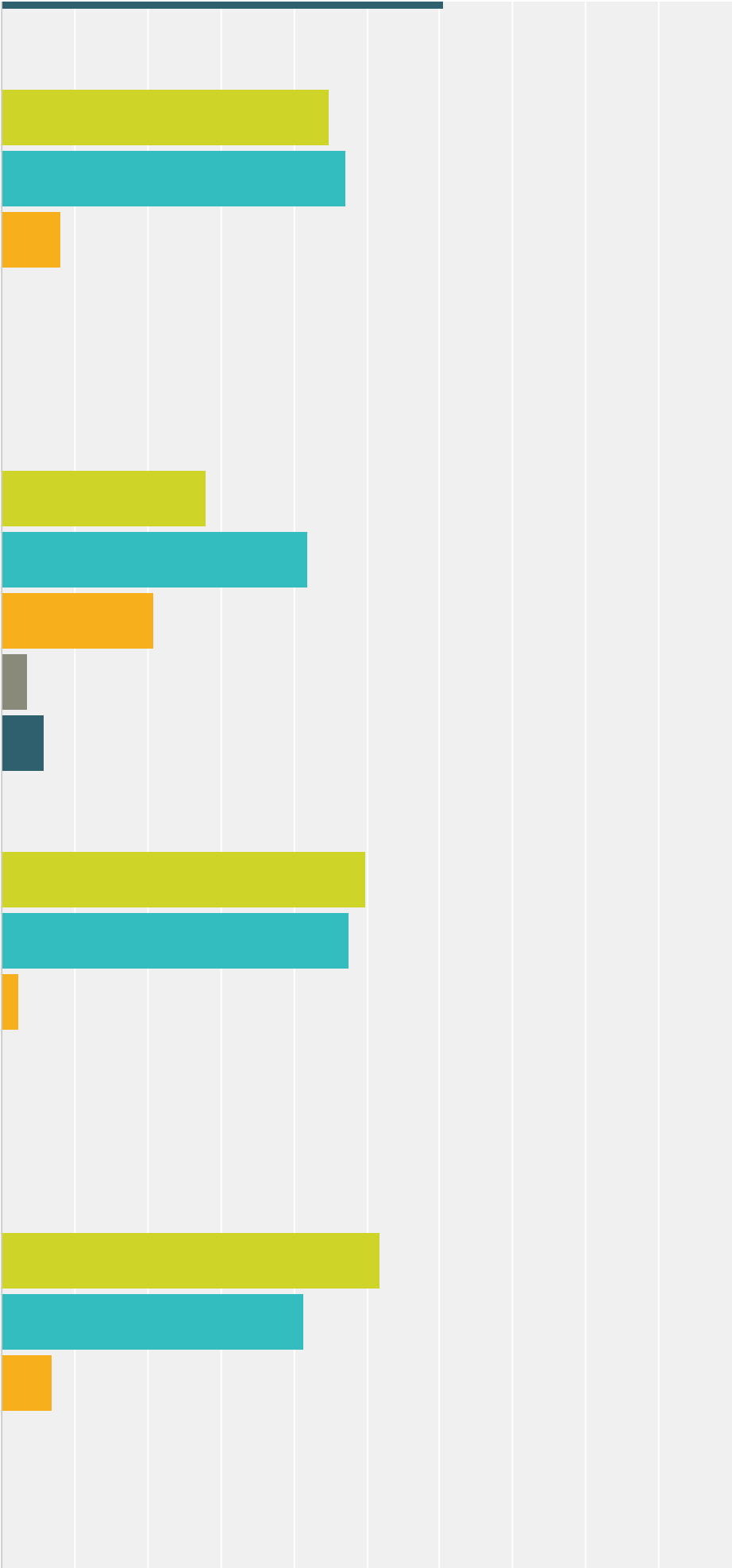
The Kansas
Avenue- High...

Parent Survey January 2012 English

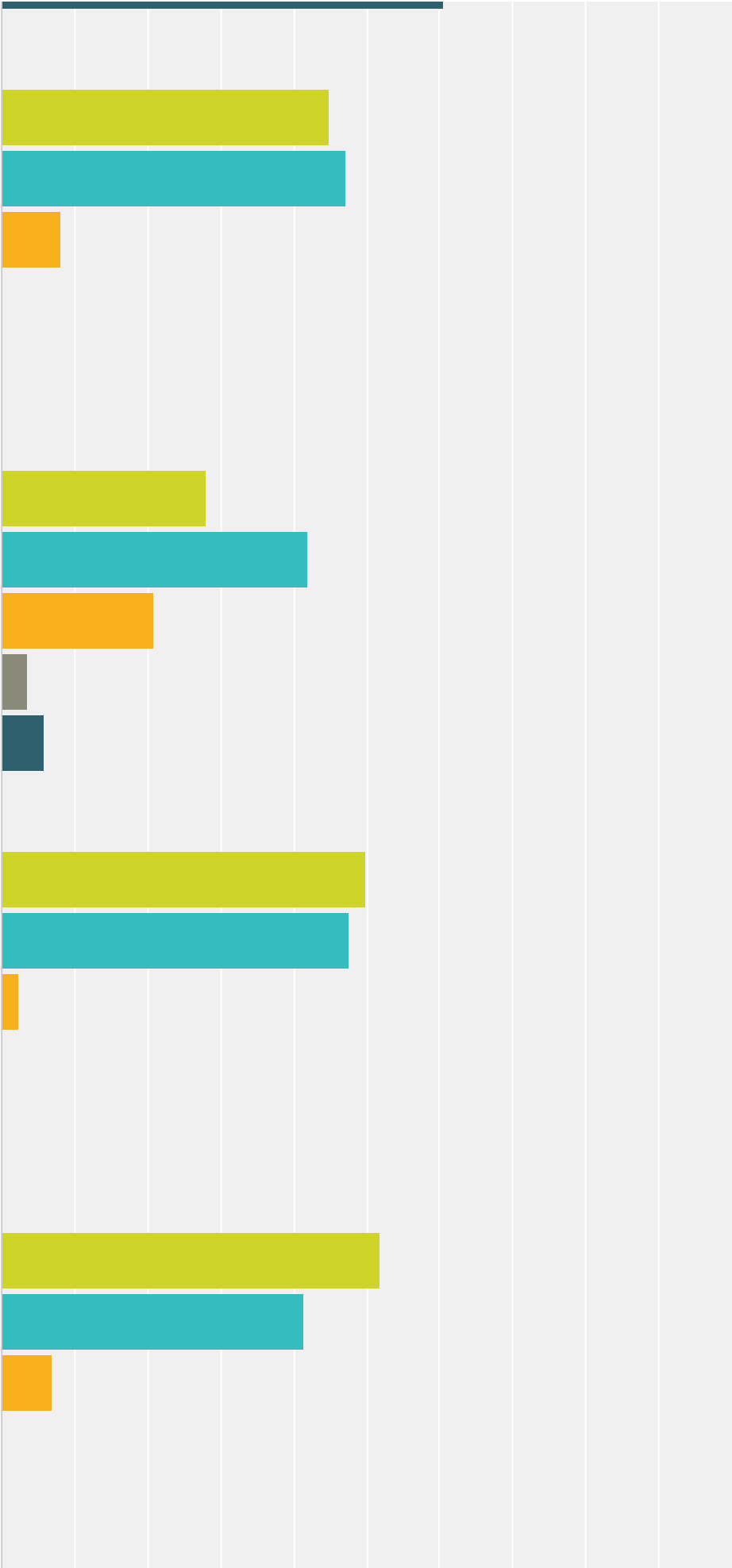
There is open,
regular...



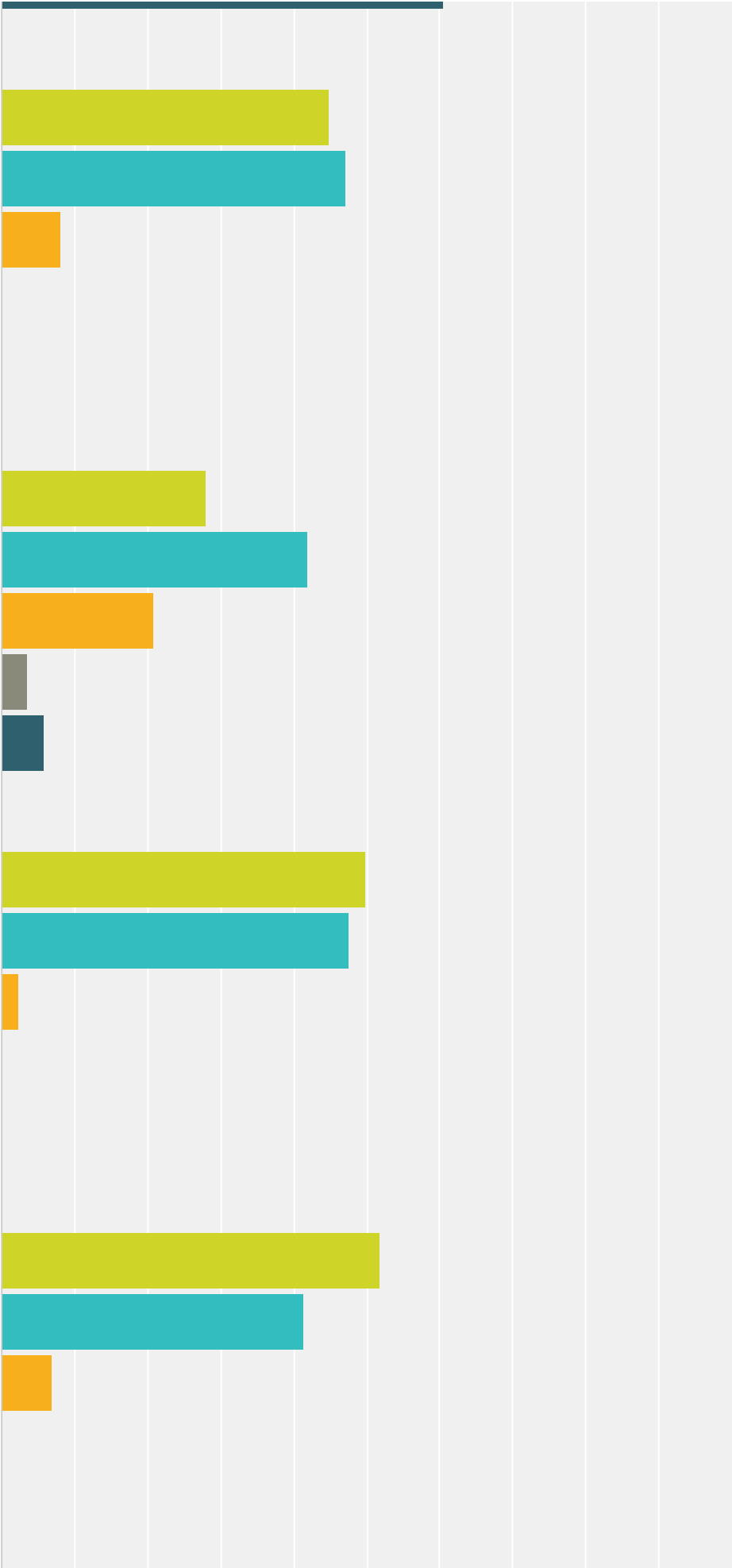
Discipline at
E.L. Haynes ...

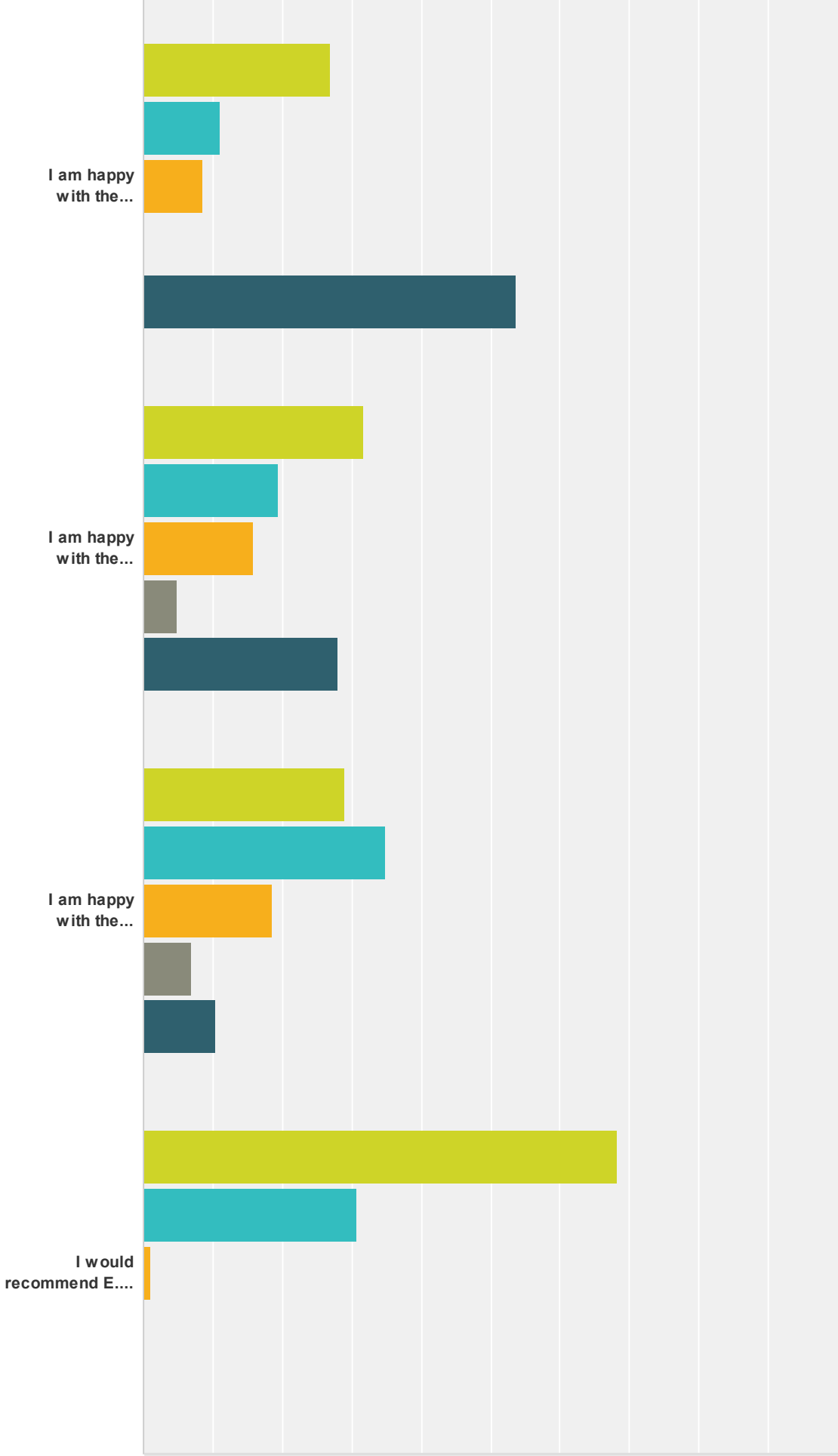


I understand
how my...



My
child(ren)'s...





Parent Survey January 2012 English

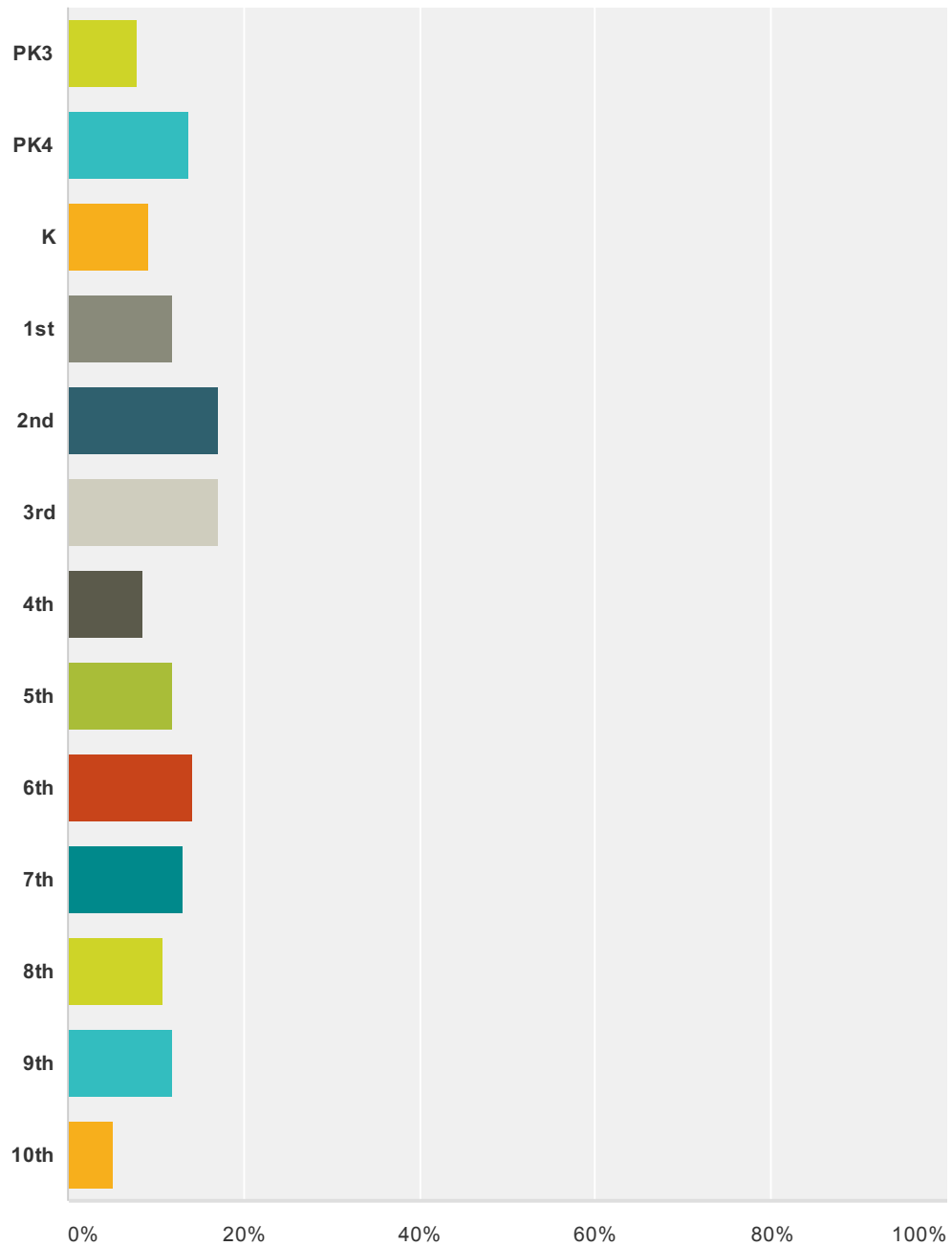
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Strongly Agree Agree Disagree Strongly Disagree N/A

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A	Total
I feel welcome at E.L. Haynes.	67.42% 60	31.46% 28	1.12% 1	0.00% 0	0.00% 0	89
My child(ren)'s teachers care about my child(ren).	76.14% 67	22.73% 20	1.14% 1	0.00% 0	0.00% 0	88
I am able to talk to my child(ren)'s teachers when I need to.	66.67% 58	31.03% 27	2.30% 2	0.00% 0	0.00% 0	87
My child(ren)'s principal and teachers listen to me and answer my questions.	57.95% 51	39.77% 35	2.27% 2	0.00% 0	0.00% 0	88
Parents are asked to volunteer in school activities.	54.55% 48	37.50% 33	4.55% 4	2.27% 2	1.14% 1	88
My child(ren) is/are safe at E.L. Haynes.	57.95% 51	40.91% 36	1.14% 1	0.00% 0	0.00% 0	88
The school makes sure students learn.	61.36% 54	36.36% 32	2.27% 2	0.00% 0	0.00% 0	88
I am happy with the education my child(ren) is/are getting at E.L. Haynes.	61.36% 54	31.82% 28	6.82% 6	0.00% 0	0.00% 0	88
My child(ren) enjoy coming to school.	55.68% 49	38.64% 34	5.68% 5	0.00% 0	0.00% 0	88
The Kansas Avenue- Early Childhood campus is clean and neat.	57.14% 44	24.68% 19	2.60% 2	0.00% 0	15.58% 12	77
The Georgia Avenue campus is clean and neat.	40.96% 34	30.12% 25	4.82% 4	0.00% 0	24.10% 20	83
The Kansas Avenue- High School campus is clean and neat.	26.76% 19	12.68% 9	0.00% 0	0.00% 0	60.56% 43	71
There is open, regular communication between school and home.	44.83% 39	47.13% 41	8.05% 7	0.00% 0	0.00% 0	87
Discipline at E.L. Haynes is fair and effective.	27.91% 24	41.86% 36	20.93% 18	3.49% 3	5.81% 5	86
I understand how my child(ren) is/are progressing at E.L. Haynes.	50.00% 43	47.67% 41	2.33% 2	0.00% 0	0.00% 0	86
My child(ren)'s teacher offer tools to support learning at home.	51.72% 45	41.38% 36	6.90% 6	0.00% 0	0.00% 0	87
I am happy with the before-school program.	26.83% 22	10.98% 9	8.54% 7	0.00% 0	53.66% 44	82
I am happy with the after-school program.	31.71% 26	19.51% 16	15.85% 13	4.88% 4	28.05% 23	82
I am happy with the intersession program.	29.07% 25	34.88% 30	18.60% 16	6.98% 6	10.47% 9	86
I would recommend E. L. Haynes to other parents.	68.18% 60	30.68% 27	1.14% 1	0.00% 0	0.00% 0	88

Q1 In what grade(s) do you have a child/children at E.L. Haynes? Click on all which apply.

Answered: 175 Skipped: 19



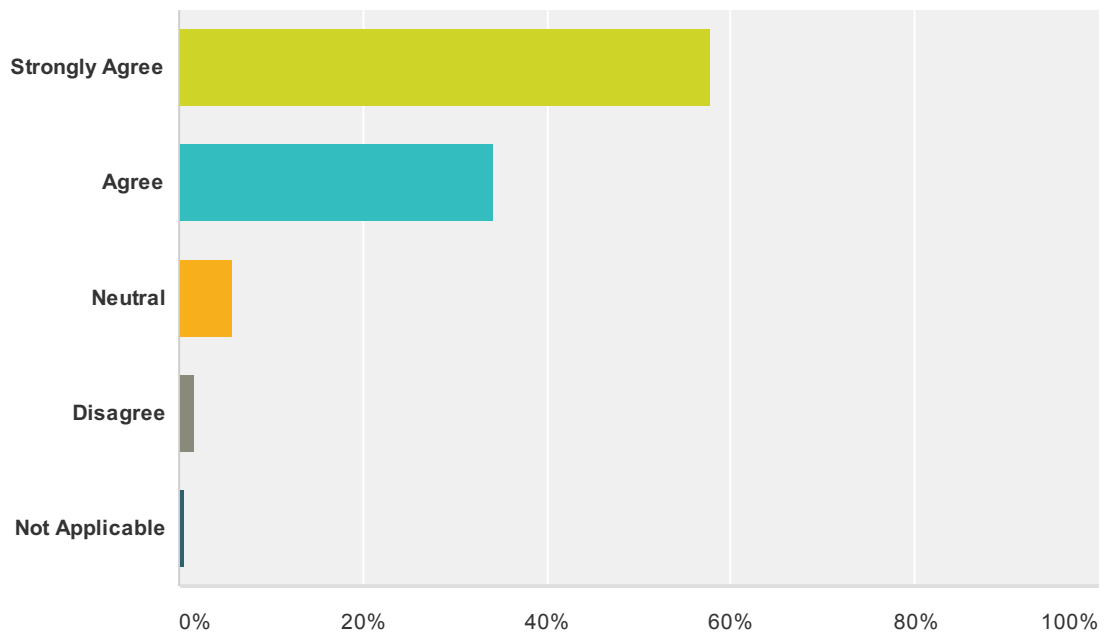
Answer Choices	Responses
PK3	8% 14
PK4	13.71% 24
K	9.14% 16
1st	12% 21

E.L. Haynes Parent Survey June 2013

2nd	17.14%	30
3rd	17.14%	30
4th	8.57%	15
5th	12%	21
6th	14.29%	25
7th	13.14%	23
8th	10.86%	19
9th	12%	21
10th	5.14%	9
Total Respondents: 175		

Q2 I feel welcome at E.L. Haynes.

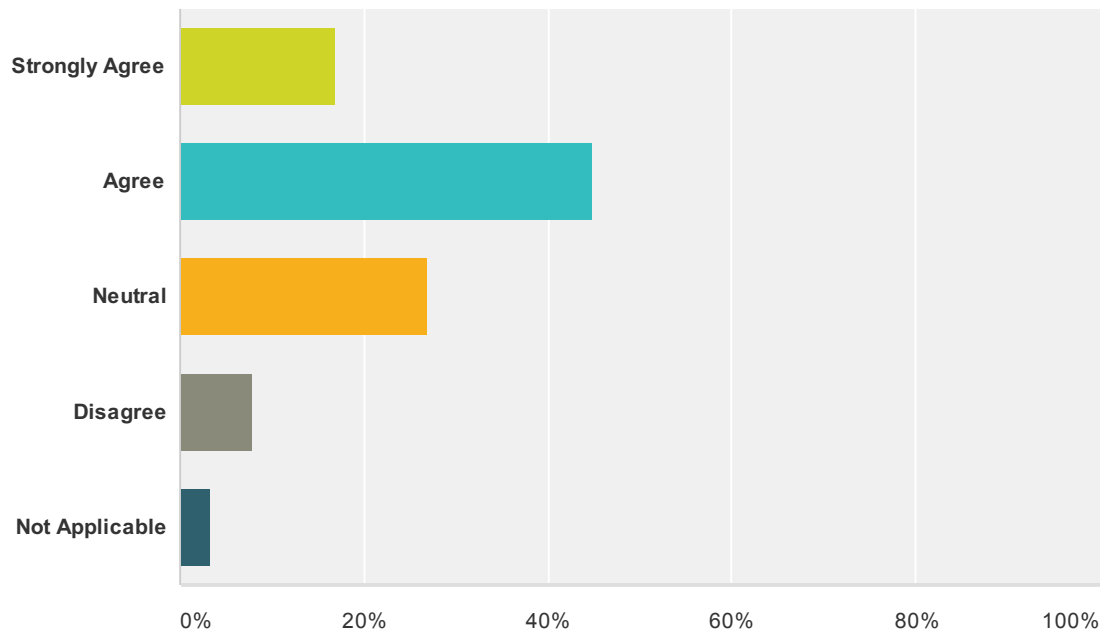
Answered: 190 Skipped: 4



Answer Choices	Responses	
Strongly Agree	57.89%	110
Agree	34.21%	65
Neutral	5.79%	11
Disagree	1.58%	3
Not Applicable	0.53%	1
Total		190

Q3 I feel connected to other E.L. Haynes families.

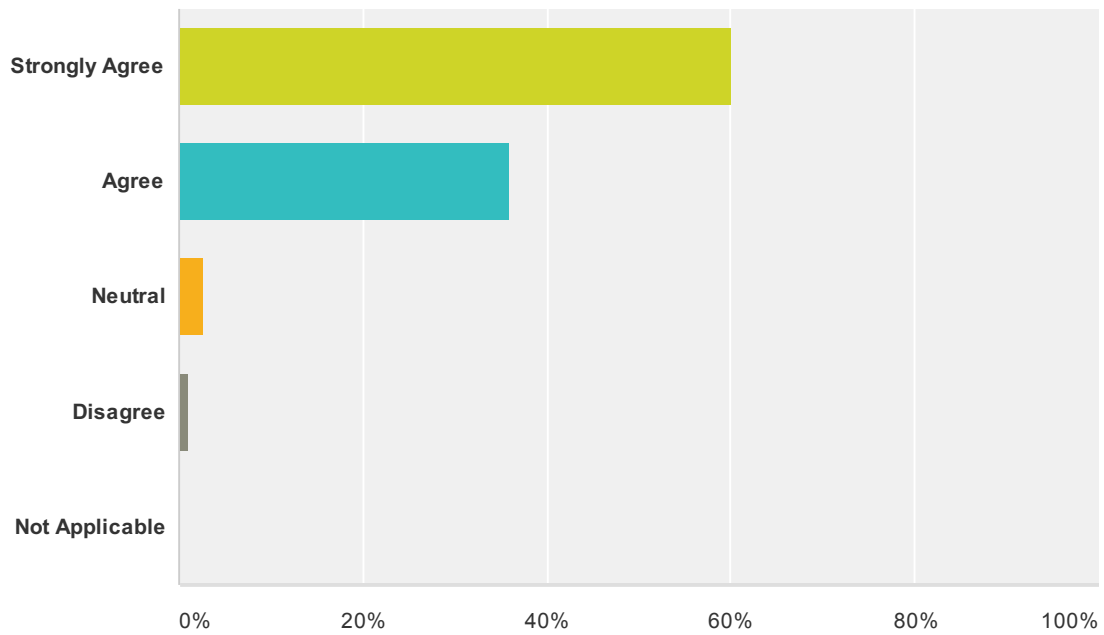
Answered: 178 Skipped: 16



Answer Choices	Responses	
Strongly Agree	16.85%	30
Agree	44.94%	80
Neutral	26.97%	48
Disagree	7.87%	14
Not Applicable	3.37%	6
Total		178

Q4 My child(ren)'s teacher(s) care about my child(ren).

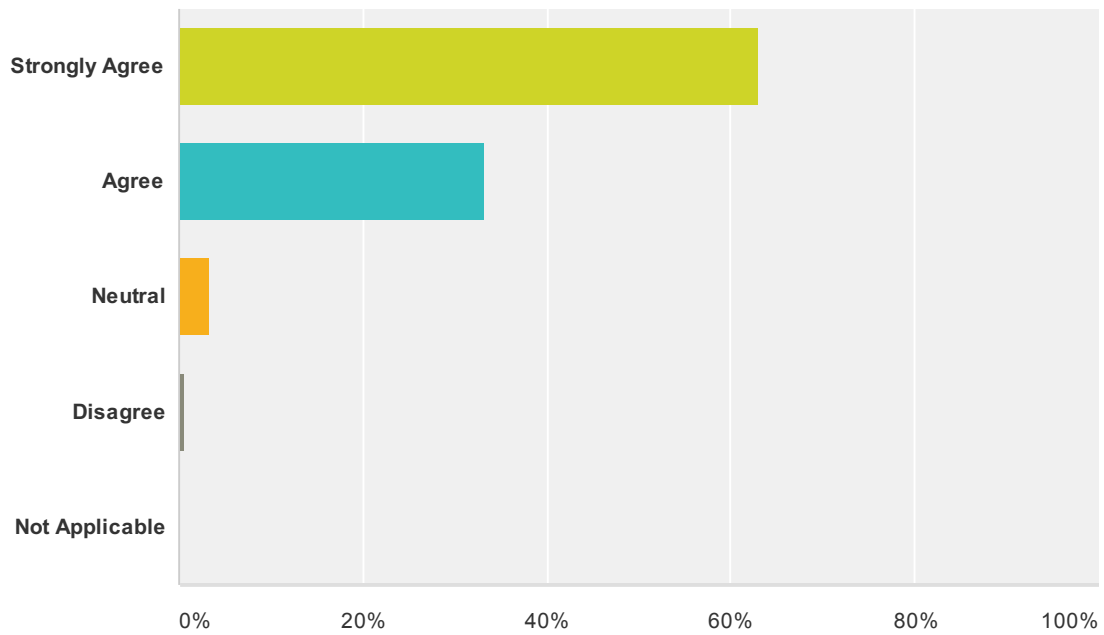
Answered: 181 Skipped: 13



Answer Choices	Responses	
Strongly Agree	60.22%	109
Agree	35.91%	65
Neutral	2.76%	5
Disagree	1.10%	2
Not Applicable	0%	0
Total		181

**Q5 I can talk my child(ren)'s teacher(s)
when I have a question or concern.**

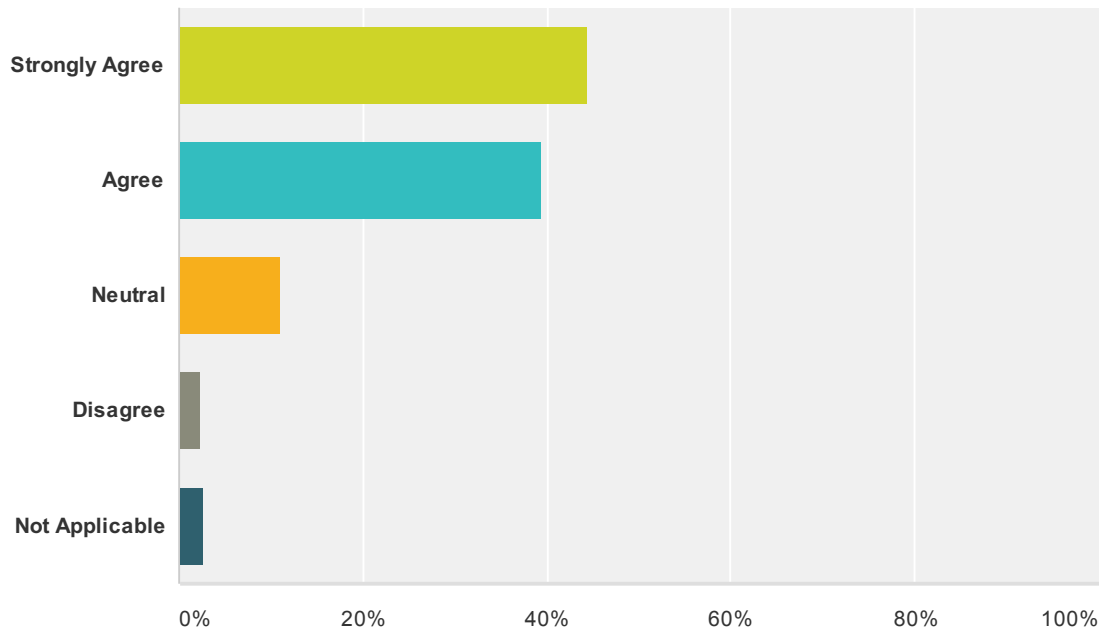
Answered: 181 Skipped: 13



Answer Choices	Responses	
Strongly Agree	62.98%	114
Agree	33.15%	60
Neutral	3.31%	6
Disagree	0.55%	1
Not Applicable	0%	0
Total		181

Q6 My child(ren)'s principal, assistant principal, and/or teachers listen to me and answer my questions.

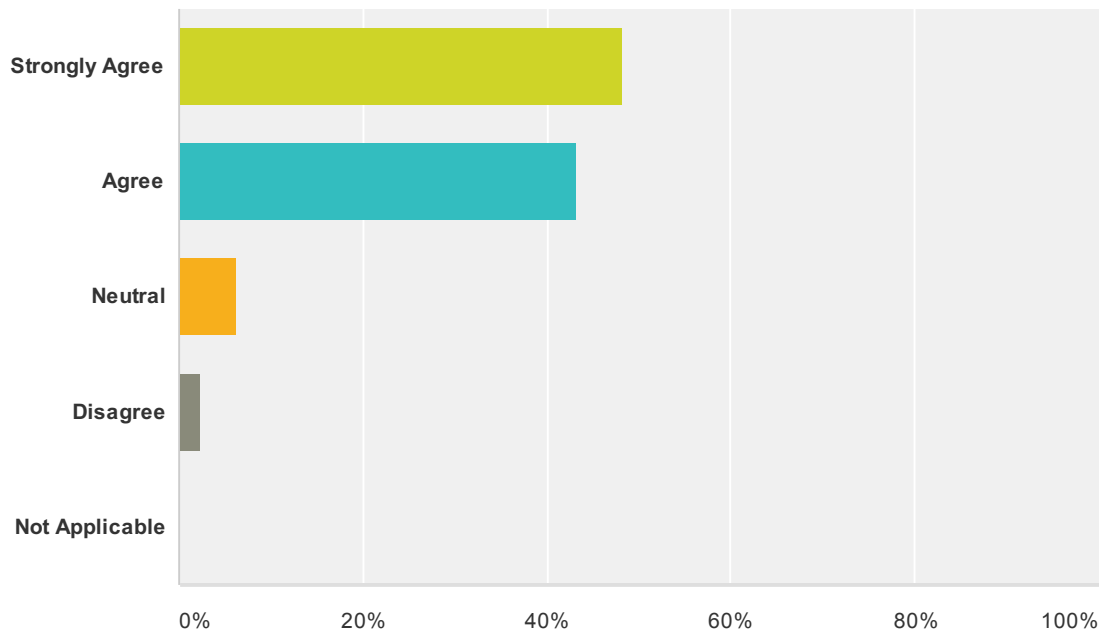
Answered: 180 Skipped: 14



Answer Choices	Responses	
Strongly Agree	44.44%	80
Agree	39.44%	71
Neutral	11.11%	20
Disagree	2.22%	4
Not Applicable	2.78%	5
Total		180

Q7 I feel that my child(ren) is/are safe at E.L. Haynes.

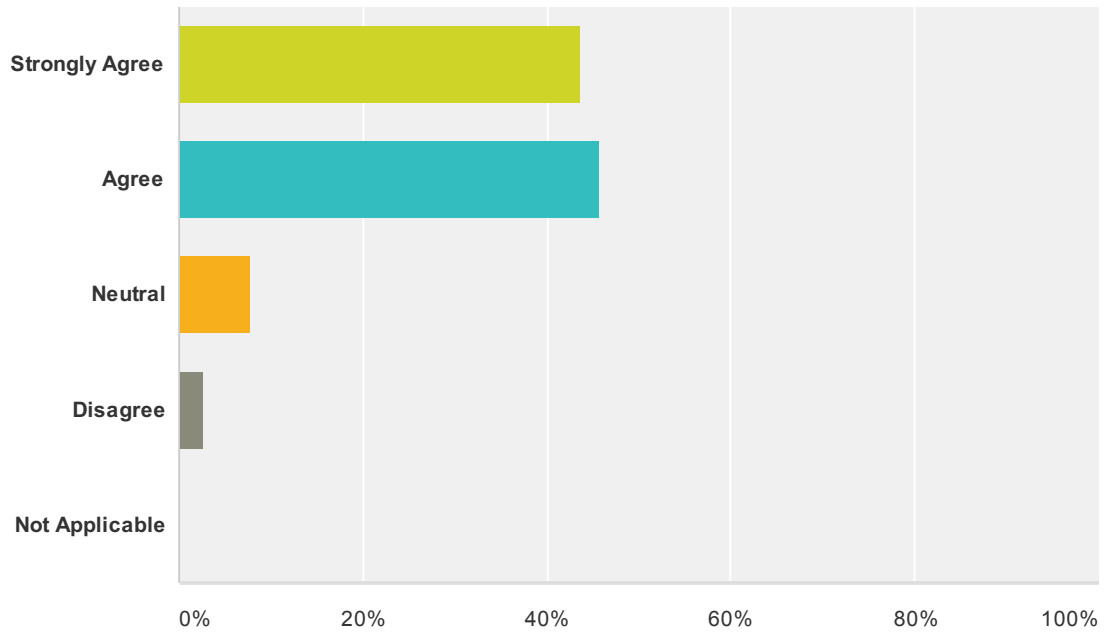
Answered: 178 Skipped: 16



Answer Choices	Responses	
Strongly Agree	48.31%	86
Agree	43.26%	77
Neutral	6.18%	11
Disagree	2.25%	4
Not Applicable	0%	0
Total		178

Q8 I am happy with the education my child(ren) are getting at E.L. Haynes.

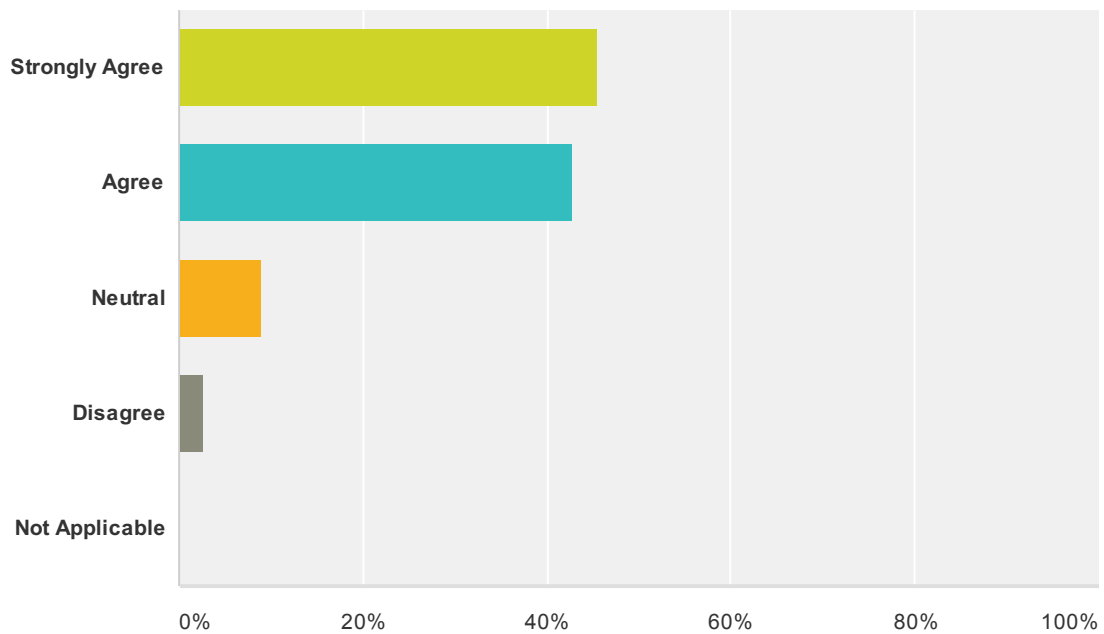
Answered: 179 Skipped: 15



Answer Choices	Responses	
Strongly Agree	43.58%	78
Agree	45.81%	82
Neutral	7.82%	14
Disagree	2.79%	5
Not Applicable	0%	0
Total		179

Q9 My child(ren) enjoy coming to school.

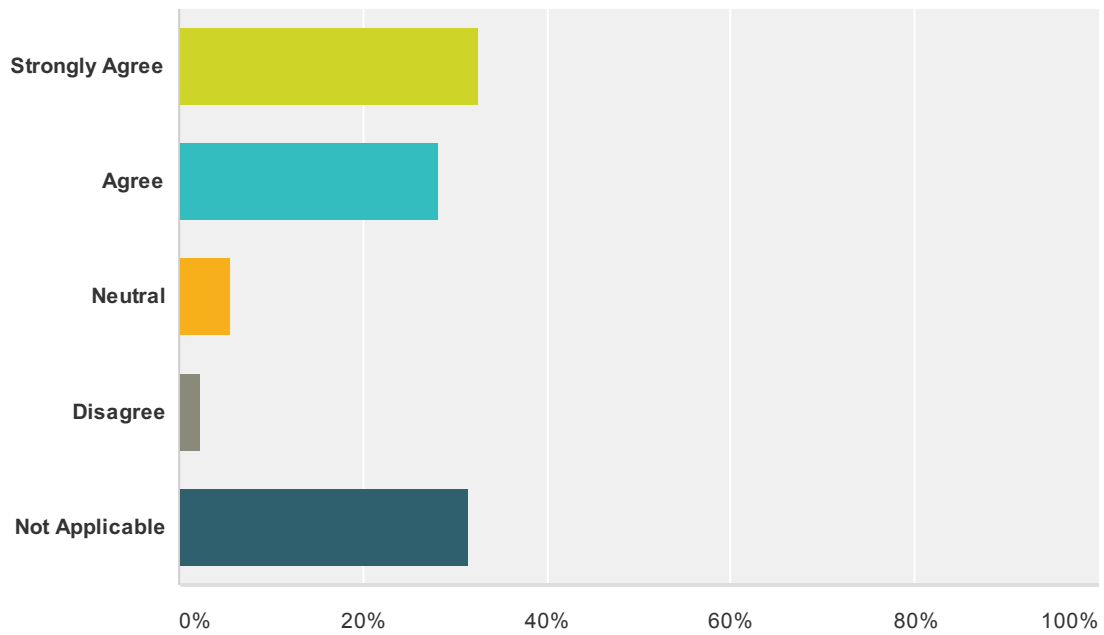
Answered: 178 Skipped: 16



Answer Choices	Responses	
Strongly Agree	45.51%	81
Agree	42.70%	76
Neutral	8.99%	16
Disagree	2.81%	5
Not Applicable	0%	0
Total		178

Q10 The Kansas Avenue Early Childhood Campus is clean and neat.

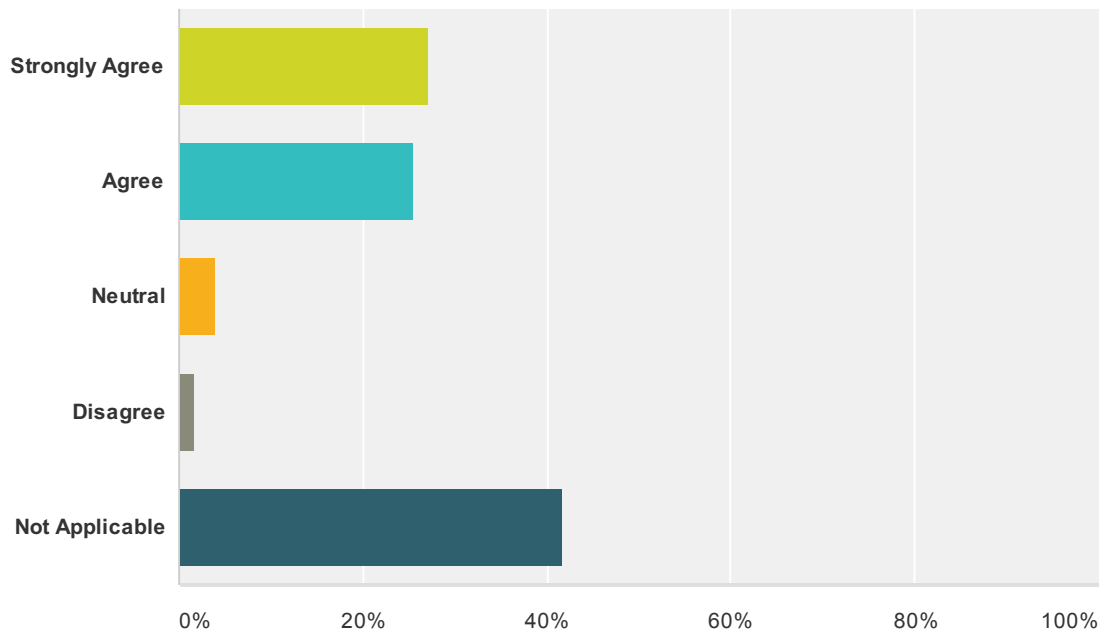
Answered: 178 Skipped: 16



Answer Choices	Responses	
Strongly Agree	32.58%	58
Agree	28.09%	50
Neutral	5.62%	10
Disagree	2.25%	4
Not Applicable	31.46%	56
Total		178

Q11 The Georgia Avenue Campus is clean and neat.

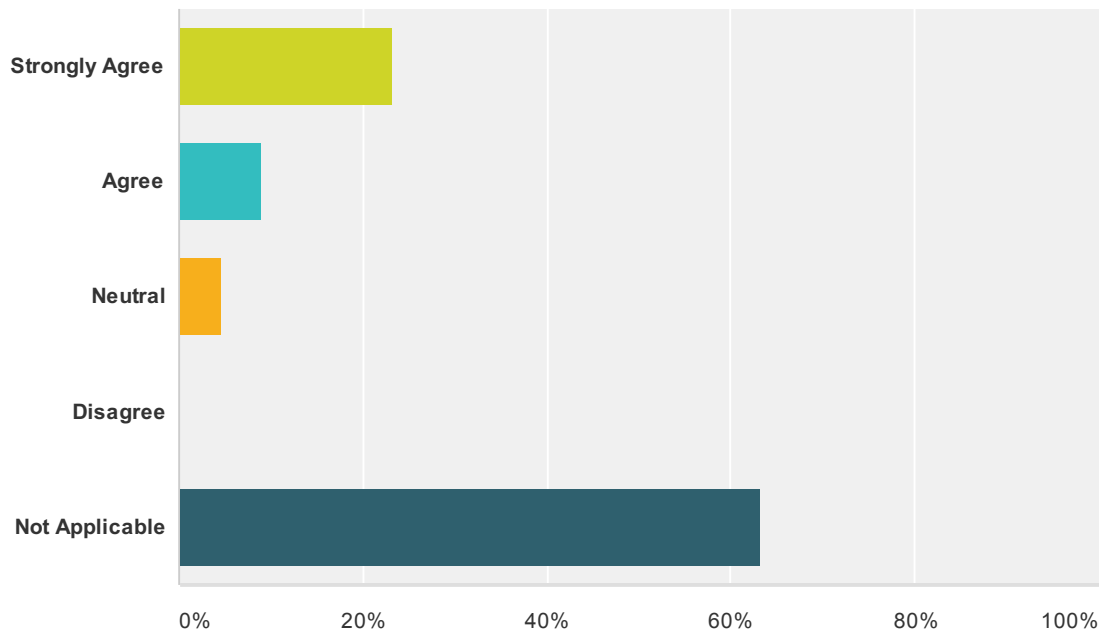
Answered: 177 Skipped: 17



Answer Choices	Responses
Strongly Agree	27.12% 48
Agree	25.42% 45
Neutral	3.95% 7
Disagree	1.69% 3
Not Applicable	41.81% 74
Total	177

Q12 The Kansas Avenue High School Campus is clean and neat.

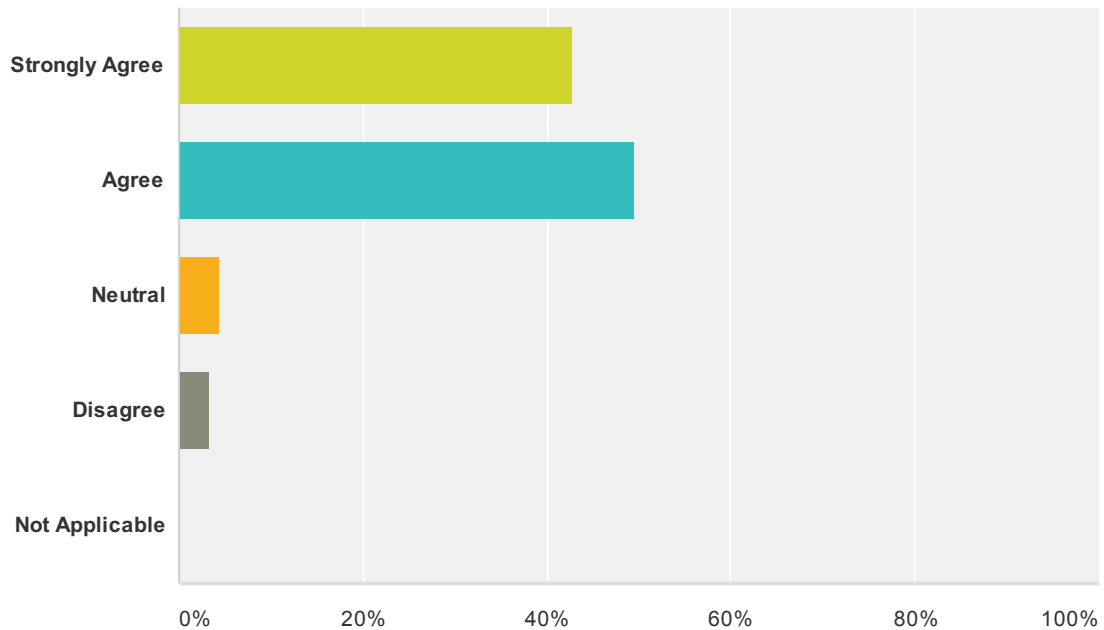
Answered: 177 Skipped: 17



Answer Choices	Responses	
Strongly Agree	23.16%	41
Agree	9.04%	16
Neutral	4.52%	8
Disagree	0%	0
Not Applicable	63.28%	112
Total		177

Q13 I understand how my child(ren) is/are performing in school and what are his/her/their strengths and areas for growth.

Answered: 180 Skipped: 14



Answer Choices	Responses	
Strongly Agree	42.78%	77
Agree	49.44%	89
Neutral	4.44%	8
Disagree	3.33%	6
Not Applicable	0%	0
Total		180

Appendix M



ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2011 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	E.L. Haynes Public Charter School
Final Percentage Rating:	75%
Determination Level:	Needs Assistance

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	- Indicator 4b – in compliance - Indicator 9 – in compliance - Indicator 10 – in compliance - Indicator 11 – not in compliance - Indicator 12 – N/A - Indicator 13 – N/A	3	4
2	Information regarding timely, valid and reliable data	All data are submitted timely	4	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	Less than 75% of reviewed student files in compliance	0	2
3b	Dispute resolution findings	No dispute resolution complaints were filed against the LEA	N/A	N/A

4	Outcomes of sub-recipient audit reports	• Timely submission of A-133 Report (if applicable) – 4 points • Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – 4 points • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – 4 points • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – 4 points • Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – 0 points • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 points • Material weaknesses identified by the Auditor in the annual independent audit – 4 points • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 points	4 (average points)	4 (average points)
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	• Timely LEA submission of Phase I and Phase II applications and reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first 15 months of the FFY 2011 grants cycle	4	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	• LEA in compliance with the IDEA MOE requirement and LEA reported on MOE to OSSE timely	2	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	• LEA did not meet District of Columbia FFY 2011 AYP targets for the disability subgroup	0	2

8	Evidence of correction of findings of noncompliance, including progress toward full compliance	Less than 90% of noncompliance corrected within one year after the identification of the noncompliance	1	2
Total Number of Points Achieved			18	
Total Possible Points from Applicable Elements			24	
Percentage of Points Achieved from Applicable Elements			75%	

Appendix N



ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2010 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	E.L. Haynes Public Charter School
Final Percentage Rating:	84%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Item Number	Element	Determination	Number of Points Earned
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	- Indicator 4b –not in compliance - Indicator 9 – in compliance - Indicator 10 – in compliance - Indicator 11 – not in compliance - Indicator 12 – N/A - Indicator 13 – N/A	2
2	Information regarding timely, valid and reliable data	All data are valid and reliable and submitted timely	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring (student and/or LEA level)	LEA did not receive a report in FFY 2010 as the result of an on-site monitoring visit	N/A
3b	Dispute resolution findings (student and/or LEA level)	No dispute resolution complaints were filed against the LEA.	N/A

4	Outcomes of sub-recipient audit reports	• Timely submission of A-133 Report (if applicable) – 4 points • Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – 4 points • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – 4 points • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – 4 points • Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – 4 points • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 points • Material weaknesses identified by the Auditor in the annual independent audit – 4 points • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 points	4 (average points)
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	• Either timely submission of Phase I and II Applications or 45% reimbursement of IDEA, Section 611 funds	2
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	• LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement and reported on MOE to OSSE timely	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	• LEA did not meet District of Columbia FFY 2010 AYP targets for the disability subgroup • LEA did not meet District of Columbia FFY 2010 SPP Indicator 5c target of placement of less than 26% of its students into separate setting	0 N/A

8	Evidence of correction of findings of noncompliance, including progress toward full compliance (points added to total score)	100% of noncompliance corrected as soon as possible, but in no case later than one year after the identification of the noncompliance	2
Total Number of Points Earned + Additional Points			16
Total Possible Points from Applicable Elements			19
Percentage of Points from Applicable Elements			84%

Appendix O

LEA Directions for Compliance Monitoring Workbook

Compliance Summary

Step 1: Review the compliance summary.

The purpose of the compliance summary is to provide the LEA with a summary of the quantitative data collected during the on-site visit.

For any item in which an LEA has noncompliance, additional files will be reviewed in order to verify that systemic changes have occurred and that the LEA is now correctly implementing the regulatory requirement. The files that will be reviewed to verify that systemic change has occurred will not be the files that were reviewed during the on-site visit.

Student Level Noncompliance

Step 2: Review all student level noncompliance.

All instances of noncompliance must be corrected at an individual student level.

Step 3: After all student level noncompliance has been corrected, sign and date the student level form.

When corrections have been made for all items of noncompliance for each student, the **appropriate** administrator (Chief Executive Officer/Head of School) must sign and date the student level tracking sheet.

Step 4: Submit verification of correction.

After the appropriate administrator has signed and dated the form, notify OSSE that the corrections have been completed.

Submit evidence, as required, to OSSE for verification of corrections.

OSSE will verify that all individual student noncompliance has been corrected and also sign the form.

LEA Level Noncompliance

Step 5: Review all LEA level noncompliance.

For any LEA having less than 80% compliance total for each item on the Compliance Summary report, LEA level corrective actions must also be completed. The LEA must also complete the LEA Action Log, specifying how correction was made. The compliance percentage is calculated by dividing the total number of students found compliant by the total number of student files reviewed.

Step 6: After all LEA level noncompliance has been corrected, sign and date the LEA level form.

When corrections have been made for each item of noncompliance, the **appropriate** administrator (Chief Executive Officer/Head of School) must sign and date the form for each item.

Step 7: Submit verification of correction.

After the appropriate administrator has signed and dated the form, notify OSSE that the actions have been completed. Submit evidence, as required, to OSSE for verification of corrections.

OSSE will verify that all LEA level corrective actions have been completed and also sign the form.

Additional Corrective Actions

Step 8: Review Section 4.1 - Additional LEA Corrections

This section provides a summary of qualitative data collected during the on-site visit. Based on a review of additional information and/or interviews, OSSE may identify additional noncompliance. If applicable, identified noncompliance and required corrective action is outlined in Section 4.1.

When corrections have been made, notify OSSE that the corrections have been completed.

Submit evidence, as required, to OSSE for verification of corrections.

OSSE will verify that all corrective actions have been completed.

Certification Page

Step 9: Sign and date Certification.

Upon completion of ALL student level and LEA level corrective actions, the **appropriate** LEA administrator (Chief Executive Officer/Head of School) responsible for ensuring that corrections have been made must sign and date the certification form.

Submission

Step 10: Submit the Certification form and all signature pages of the report.

Submit the Certification page and ALL signature pages to:

Mary Boatright, Director of Quality Assurance & Monitoring

OSSE, Department of Special Education

810 First Street, NE, 5th Floor

Washington, DC 20002

E.L. Haynes PCS

2011-2012 LEA Compliance Monitoring Report



Office of the

State Superintendent of Education

Date of Notification:

June 8, 2012

All Corrections Due by:

December 10, 2012

Prepared by:

OSSE Quality Assurance & Monitoring Unit

E.L. Haynes PCS
2011-2012 LEA Compliance Monitoring Report

Date of Notification: **June 8, 2012**

All Corrections Due By: **December 10, 2012**

2011-2012 Individual Student

80% or above

Compliance Criteria:

2011-2012 LEA Review
Compliance Criteria: 100%

Individual Student File Review						
Part C to Part B Transition						
Question	Legal Reference	N=	Yes	No	NA	Percentage
C2B 1: LEA Attended Transition Planning Conference	\$300.124(c)	90	0	0	90	NA
Initial Evaluations and Reevaluations						
IEV 2: Parent Provided Procedural Safeguards	\$300.504(a)(1)	90	28	6	56	82.35%
IEV 3: Parent Consent Prior to Initial Evaluation	\$300.300(a)	90	31	3	56	91.18%
IEV 4: Variety of Assessments Used to Gather Relevant Information	\$300.304	90	34	0	56	100.00%
REV 5: Parent Consent Prior to Reevaluation	\$300.300(c) (1)	90	45	11	34	80.36%
REV 6: IEP Team Review of Existing Data	\$300.305	90	50	5	35	90.91%
REV 7: Variety of Sources Used to Determine Continued Eligibility	\$300.306(c)	90	53	3	34	94.64%
		Corrective Actions				
		Individual Student Corrections Must Be Completed Where Noncompliance Identified				
		Not Correctable at Student Level, No Additional Actions Required				
		Criteria Met				
		Not Correctable at Student Level, No Additional Actions Required				
		Individual Student Corrections Must Be Completed Where Noncompliance Identified				
		Individual Student Corrections Must Be Completed Where Noncompliance Identified				

IEP Development							Corrective Actions
Question	Legal Reference	N=	Yes	No	NA	Percentage	
IEP 8: Parent Invited to IEP Meeting	\$300.322(a)	90	73	17	0	81.11%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
IEP 9: General Education Teacher Attended IEP Meeting	\$300.321(a), \$300.321(e)	90	83	7	0	92.22%	Not Correctable at Student Level, No Additional Actions Required
IEP 10: LEA Designee Attended IEP Meeting	\$300.321(a), \$300.321(e)	90	77	13		85.56%	Not Correctable at Student Level, No Additional Actions Required
IEP 11: IEP Contains Measurable Annual Goal(s)	\$300.320(a) (2)(i)	90	89	1		98.89%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
IEP 12: IEP Contains Measurable Annual Related Services Goal(s) in Areas of ST, PT, OT, Counseling or APE	\$300.320(a) (2)(i)(B)	90	75	1	14	98.68%	Individual Student Corrections Must be Completed Where Noncompliance Identified
IEP 13: IEP Contains Description of How Progress Towards Related Services Will Be Measured	\$300.320(a)(3)	90	79	0	11	100.00%	Criteria Met
IEP 14: IEP Documents ESY Was Considered	\$300.106(a)(2)	90	90	0		100.00%	Criteria Met
IEP 15: PLAAFP States Affect of Disability in General Curriculum/Appropriate Activities	\$300.320(a)(1)	90	87	3		96.67%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
IEP 16: Student Informed of Transfer of Rights When Reaching Age of Majority	\$300.320(c)	90	0	0	90	NA	NA
IEP 17: IEP Team Considered Concerns of the Parents	\$300.324(a)	90	87	3	0	96.67%	Individual Student Corrections Must Be Completed Where Noncompliance Identified

Least Restrictive Environment							Corrective Actions
Question	Legal Reference	N=	Yes	No	NA	Percentage	
LRE 18: Supplemental Aids and Services Used Before Removal From Regular Education	\$300.114(a)(2)(ii)	90	65	15	10	81.25%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
LRE 19: Consideration of Harmful Effects	\$300.116(d)	90	84	6		93.33%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
Discipline							
DIS 20: Manifestation Determination	\$300.530(e)	90	2	0	88	100.00%	Criteria Met
DIS 21: IEP Team Considered Use of Positive Behavioral Interventions/Supports/Strategies	\$300.324(a)(2)	90	7	1	82	87.50%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
Data Verification							
DAT 22: Student Name Same as Reported in SEDS	\$300.211	90	90	0		100.00%	Criteria Met
DAT 23: Date of Birth Same as Reported in SEDS	\$300.211	90	90	0		100.00%	Criteria Met
DAT 24: Primary Disability Same as Reported in SEDS	\$300.211	90	89	1		98.89%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
DAT 25: Placement Same as Reported in SEDS	\$300.211	90	90	0		100.00%	Criteria Met
DAT 26: Initial Evaluation Date Same as Reported in SEDS	\$300.211	90	64	0	26	100.00%	Criteria Met
DAT 27: Reevaluation Date Same as Reported in SEDS	\$300.211	90	59	1	30	98.33%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
DAT 28: IEP Development Date Same as Reported in SEDS	\$300.211	90	85	5	0	94.44%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
DAT 29: IEP Implementation Date Same as Reported in SEDS	\$300.211	90	85	5	0	94.44%	Individual Student Corrections Must Be Completed Where Noncompliance Identified

LEA Level Review

Data Verification							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
DAT 30: LEA Entered All Students Referred to Special Education into SEDS	\$300.211	1	1			100.00%	Criteria Met
Dispute Resolution							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
DSP 31: LEA implements HODs in Timely Manner	\$300.600(e)	1	1			100.00%	Criteria Met
DSP 32: LEA Provides Information to OSSE Regarding State Complaints	OSSE State Complaint Policy	1	1			100.00%	Criteria Met
DSP 33: LEA Timely Implements Corrective Actions	\$300.600(e)	1	1			100.00%	Criteria Met
Access to Instructional Materials							
NIM 34: LEA Provision of Instructional Materials	\$300.172	1	1			100.00%	Criteria Met
Fiscal							
FIS 35: LEA Policy/Procedure Governing Budgets	\$80.20	1	1	0		100.00%	Criteria Met
FIS 36: LEA Has Procurement Policy/Procedure to Ensure Contractors Perform in Accordance of Contract/Purchase Order	\$\$80.36(b)(1), (b)(2)	1	1	0	0	100.00%	Criteria Met
FIS 37: LEA Policies/Procedures to Ensure Expenditure Approval in IDEA RW	OSSE GAN	1	1	0		100.00%	Criteria Met
FIS 38: LEA Documentation of Obligation and Reimbursement of Federal Funds Within Grant Period	\$80.23	1	1	0		100.00%	Criteria Met

Fiscal						
Question	Legal Reference	N=	Yes	No	NA	Percentage
FIS 39: LEA Retention of Financial Records for 5 Years	\$80.42 GEPA	1	1	0		100.00%
FIS 40: LEA Controls in Place to Protect Assets Over \$5,000	\$80.32	1	1	0	0	100.00%
FIS 41: LEA Code of Conduct For Employees Administering Contracts	\$80.36(b)	1	1	0		100.00%
FIS 42: LEA Accounting Record to Ensure Federal Funds Are Not Co-Mingled	\$80.20	1	1	0		100.00%
FIS 43: LEA Accurately Tracks IDEA Expenditures, Including Set-Asides	\$80.20	1	1	0		100.00%
FIS 44: LEA Appropriately Charges Salaries to IDEA Grant Programs	OMB Circular A-87	1	1	0	0	100.00%
FIS 45: LEA Tracks Personnel Supported by IDEA Grant Funds	OMB Circular A-87	1	1	0	0	100.00%
FIS 46: LEA Has Source Documentation for Items For Which It Purchased and Sought Reimbursement from IDEA Funds	\$80.20(b)(6)	1	0	0	1	NA
FIS 47: LEA Followed Procurement Procedures	\$80.36	1	0	0	1	NA
FIS 48: LEA Follows Procedures to Ensure Expenditure of IDEA Funds on Allowable Activities	\$80.20 OMB Circular A-87	1	1	0		100.00%
FIS 49: LEA Correctly Paid and Retained Invoices for Expenditures in IDEA RW	\$80.20 OSSE GAN	1	0	0	1	NA
Corrective Actions						

FIS 50: LEA Correctly Procures, Utilizes and Charges Construction Expenses	OMB Circular A-87	1	0	0	1	NA	NA
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Fiscal							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
FIS 51: LEA Utilizes IDEA Funds for Providing CEIS	\$300.226 \$300.646	1	0	0	1	NA	NA
FIS 52: LEA Properly Tracks Students Who Receive CEIS	\$300.226(d)	1	0	0	1	NA	NA
FIS 53: LEA Consultation with Representative/Parents of Parentally-placed Private School Students with Disabilities	\$300.134	1	0	0	1	NA	NA
FIS 54: LEA Seeks Reimbursement for Serving Parentally-placed Students with Disabilities in Private Schools	\$300.134	1	0	0	1	NA	NA
FIS 55: LEA Reduction of Expenditures for the Education of Students with Disabilities	\$300.203	1	0	0	1	NA	NA

2011-2012 Compliance Monitoring: Tracking the Correction of Student Level Citations

Date of Notification: **June 8, 2012**

All Corrections Due By: **December 10, 2012**

Directions for Correcting IDEA Individual Student Noncompliance Citations

Step 1: OSSE Compliance Monitor must enter all individual student citations on the 3.1 - Individual NC page, which will populate this report. Once all student names are entered, a paper copy of this form (as part of the entire report) will be provided to the LEA so that the correction of individual student noncompliance can be tracked and recorded by the LEA.

Step 2: The LEA is required to correct all instances of noncompliance for each student where noncompliance was identified. LEA Validator must fill in the Corrective Action Code and the date of correction for each student prior to submitting this report to OSSE. This page must be signed with the name and date of the LEA Validator.

Corrective Action Code:

- 0 = Correction not yet made
- 1 = Correction has been made as required for this student
- 2 = Student no longer enrolled in LEA
- 3 = Student no longer receives special education services
- 4 = Student no longer in school (graduation, dropout, deceased)

Step 3: LEA Validator must submit this completed form and other evidence (as required) to OSSE Compliance Monitor.

Step 4: OSSE Compliance Monitor must verify that the findings of noncompliance have been corrected as per the LEA report. OSSE Compliance Monitor must include his/her name and date of verification when all noncompliance has been verified as corrected.

LEA Action Log

Verification of Correction			
Signature of LEA Validator	Date of Signature	Signature of OSSE Validator	Date of Signature

Part C to Part B Transition

Question from File Review	C2B 1: LEA Attended Transition Planning Conference	Corrective Actions	Not correctable at the student level.
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Initial Evaluations and Reevaluations

Question from File Review	IEV 2: Parent Provided Procedural Safeguards			Corrective Actions	Provide a copy of procedural safeguards to parents.			
Student Demographic Information				School	LEA Verification of Correction			
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
8985048837	Katherine	Acxume	E.L. Haynes PCS					
4499203298	Jose	Bonilla	E.L. Haynes PCS					
4069707474	Leandra	Peralta	E.L. Haynes PCS					
2570542645	Peyton	Sullivan	E.L. Haynes PCS					
3464145370	Sean	Terry	E.L. Haynes PCS					
2527850043	Daquan	Toland	E.L. Haynes PCS					
Question from File Review	IEV 3: Parent Consent Prior to Initial Evaluation			Corrective Actions	Not correctable at the student level.			
Question from File Review	IEV 4: Variety of Assessments Used to Gather Relevant Information			Corrective Actions	Using multiple and appropriate sources, reconvene the IEP team to re-determine eligibility and the educational needs of the student.			
Student Demographic Information				School	LEA Verification of Correction			
					OSSE Verification of Correction			

Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
Question from File Review	REV 5: Parent Consent Prior to Reevaluation			Corrective Actions	Not correctable at the student level.			

Question from File Review				REV 6: IEP Team Review of Existing Data				
Student Demographic Information				School				
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
1540357421	Tyrone	D Powell	E.L. Haynes PCS					
4800769731	Carlos	Holley	E.L. Haynes PCS					
5285833665	Tierra	Smith	E.L. Haynes PCS					
3266892651	Rember	Tobar	E.L. Haynes PCS					
9120338761	Thomas	Tobar	E.L. Haynes PCS					

Question from File Review	REV 7: Variety of Sources Used to Determine Continued Eligibility			Corrective Actions		Using multiple and appropriate sources, reconvene the IEP team to re-determine eligibility and the educational needs of the student.			
4800769731	Carlos	Holley	E.L. Haynes PCS						
3266892651	Rember	Tobar	E.L. Haynes PCS						
9120338761	Thomas	Tobar	E.L. Haynes PCS						

IEP Development

Question from File Review		IEP 8: Parent Invited to IEP Meeting		Corrective Actions		Reconvene IEP meeting and invite parent(s).		
2620666907	Sabriya	Boulware	E.L. Haynes PCS					
5787272168	Rikya	Brackett	E.L. Haynes PCS					
4474976997	Herrmon	Ghebreaab	E.L. Haynes PCS					
9174137432	Angel	Hennriquez	E.L. Haynes PCS					
5148821780	Ismael	Manzanarez	E.L. Haynes PCS					
8175425055	Omar	Martinez	E.L. Haynes PCS					

4133841206	Zoe	Miller	E.L. Haynes PCS					
5790365907	Lamar	Robinson	E.L. Haynes PCS					
5349119779	Galdino	Schuman	E.L. Haynes PCS					
5285833665	Tierra	Smith	E.L. Haynes PCS					
9574463024	Kaleb	Solomon	E.L. Haynes PCS					
9950202490	Miles	Stokes	E.L. Haynes PCS					
3464145370	Sean	Terry	E.L. Haynes PCS					
6322860893	Nerthaniel	Tyson	E.L. Haynes PCS					
4388044659	Nevaeh	Verner	E.L. Haynes PCS					
3151360358	Dashnell	Warhurst	E.L. Haynes PCS					
3612925820	Janiya	Westray	E.L. Haynes PCS					
Question from File Review	IEP 9: General Education Teacher Attended IEP Meeting			Corrective Actions	Not correctable at the student level.			
Question from File Review	IEP 10: LEA Designee Attended IEP Meeting			Corrective Actions	Not correctable at the student level.			
Question from File Review	IEP 11: IEP Contains Measurable Annual Goal(s)			Corrective Actions	Reconvene the IEP meeting to develop measurable goals.			
Student Demographic Information					School			
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
9120338761	Thomas	Tobar	E.L. Haynes PCS					
Question from File Review	IEP 12: IEP Contains Measurable Annual Related Services Goal(s) in Areas of ST, PT, OT, Counseling or APE.			Corrective Actions	Reconvene the IEP meeting to develop measurable related services goals.			
Student Demographic Information					School			
3266892651	Rember	Tobar	E.L. Haynes PCS		LEA Verification of Correction		OSSE Verification of Correction	
Question from File Review	IEP 13: IEP Contains Description of How Progress Towards Related Services Will Be Measured			Corrective Actions	Reconvene the IEP meeting to develop a description of how progress will be measured.			
Student Demographic Information					LEA Verification of Correction		OSSE Verification of Correction	

Question from File Review	IEP 14: IEP Documents ESY Was Considered			Corrective Actions	IEP Team must convene to determine appropriate amount of compensatory education.			
Student Demographic Information		School		LEA Verification of Correction		OSSE Verification of Correction		
Question from File Review	IEP 15: PLAAFP States Affect of Disability in General Curriculum/Appropriate Activities			Corrective Actions	Reconvene IEP meeting to discuss how disability affects involvement and progress in general curriculum.			
Student Demographic Information		School		LEA Verification of Correction		OSSE Verification of Correction		
6308198141	Grace	Logan	E.L. Haynes PCS					
3266892651	Rember	Tobar	E.L. Haynes PCS					
9120338761	Thomas	Tobar	E.L. Haynes PCS					
Question from File Review	IEP 16: Student Informed of Transfer of Rights When Reaching Age of Majority			Corrective Actions	Obtain and file documentation of notification to student.			
Student Demographic Information		School		LEA Verification of Correction		OSSE Verification of Correction		
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
Question from File Review	IEP 17: IEP Team Considered Concerns of the Parents			Corrective Actions	Obtain and file documentation of consideration of parental concerns.			
Student Demographic Information		School		LEA Verification of Correction		OSSE Verification of Correction		
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
5787272168	Rikya	Brackett	E.L. Haynes PCS					
9165953051	Noleasha	Britt	E.L. Haynes PCS					
4477463772	Omiya	Ransom	E.L. Haynes PCS					
Least Restrictive Environment (LRE)								
Question from File Review	LRE 18: Supplemental Aids and Services Used Before Removal From Regular Education			Corrective Actions	Implement student specific supplementary aids and services in the classroom for six (6) weeks and reconvene IEP team to consider if the placement is the LRE for the student.			
Student Demographic Information		School		LEA Verification of Correction		OSSE Verification of Correction		

Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
4499203298	Jose	Bonilla	E.L. Haynes PCS					
8524122853	Naema	Griggs-Fitch	E.L. Haynes PCS					
6758132717	Marilyn	Leiva	E.L. Haynes PCS					
7114408791	Deandre	McKnight	E.L. Haynes PCS					
4133841206	Zoe	Miller	E.L. Haynes PCS					
4069707474	Leandra	Peralta	E.L. Haynes PCS					
7090973455	Josue	Rodriguez	E.L. Haynes PCS					
9950202490	Miles	Stokes	E.L. Haynes PCS					
3464145370	Sean	Terry	E.L. Haynes PCS					
3266892651	Rember	Tobar	E.L. Haynes PCS					
9120338761	Thomas	Tobar	E.L. Haynes PCS					
5125287507	Jamiah	Verner	E.L. Haynes PCS					
3556213231	Venjamin	Villatoro	E.L. Haynes PCS					
8079313158	Emmanuel	Walker	E.L. Haynes PCS					
3612925820	Janiya	Westray	E.L. Haynes PCS					

Question from File Review

LRE 19: Consideration of Harmful Effects

Corrective Actions

Reconvene IEP team within 30 days of report and include documentation of the consideration of harmful effects in the justification section of the

Student Demographic Information			School		LEA Verification of Correction	OSSE Verification of Correction		
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
8773772046	Nadia	Chichester	E.L. Haynes PCS					
5123605046	Marcus	Hackett	E.L. Haynes PCS					
6758132717	Marilyn	Leiva	E.L. Haynes PCS					
2540740599	Joshua	Marchante	E.L. Haynes PCS					
2255193752	Bel'en	Rice	E.L. Haynes PCS					
9950202490	Miles	Stokes	E.L. Haynes PCS					

Discipline

Question from File Review	DIS 20: Manifestation Determination	Corrective Actions	IEP team must convene to determine if manifestation determination is necessary and if compensatory education is appropriate.
Student Demographic Information	School		LEA Verification of Correction OSSE Verification of Correction

Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification	
Question from File Review	DIS 21: IEP Team Considered Use of Positive Behavioral Interventions/Supports/Stratgeies			Corrective Actions	Reconvene IEP team within 30 days of report to consider the use of positive behavior supports and behavioral interventions and other strategies to address behavior including developing a BIP.				
Student Demographic Information				School	LEA Verification of Correction				OSSE Verification of Correction
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification	
2159624403	James	Martin	E.L. Haynes PCS						

Data Verification

Question from File Review	DAT 22: Student Name Same as Reported in SEDS			Corrective Actions	Find and correct student name in file or in STARS/OLAMS/Proactive..			
Student Demographic Information					School			
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
Question from File Review	DAT 23: Date of Birth Same as Reported in SEDS			Corrective Actions	Find and correct date of birth in file or in STARS/OLAMS/Proactive.			
Student Demographic Information					School			
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
Question from File Review	DAT 24: Primary Disability Same as Reported in SEDS			Corrective Actions	Find and correct primary disability in file or in SEDS.			
Student Demographic Information					School			
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
4477463772	Omiya	Ransom	E.L. Haynes PCS					

Question from File Review	DAT 25: Placement Same as Reported in SEDS				Corrective Actions	Find and correct placement in file or in SEDS.			
Student Demographic Information		School			LEA Verification of Correction		OSSE Verification of Correction		
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification	
Question from File Review	DAT 26: Initial Evaluation Date Same as Reported in SEDS				Corrective Actions	Find and correct initial evaluation date in file or in SEDS.			
Student Demographic Information		School			LEA Verification of Correction		OSSE Verification of Correction		
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification	
Question from File Review	DAT 27: Reevaluation Date Same as Reported in SEDS				Corrective Actions	Find and correct date of reevaluation in file or in SEDS.			
Student Demographic Information		School			LEA Verification of Correction		OSSE Verification of Correction		
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification	
4477463772	Omiya	Ransom	E.L. Haynes PCS						
Question from File Review	DAT 28: IEP Development Date Same as Reported in SEDS				Corrective Actions	Find and correct date of IEP development in file or in SEDS.			
Student Demographic Information		School			LEA Verification of Correction		OSSE Verification of Correction		
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification	
3770403570	Anton	Eiss	E.L. Haynes PCS						
1960685953	Kassian	O'Keefe	E.L. Haynes PCS						
7992103260	Ayana	Peebles	E.L. Haynes PCS						
4477463772	Omiya	Ransom	E.L. Haynes PCS						
2255193752	Belien	Rice	E.L. Haynes PCS						
Discipline									

Question from File Review		DAT 29: IEP Implementation Date Same as Reported in SEDS			Corrective Actions		Find and correct date of IEP implementation in file or in SEDS.			
Student Demographic Information				School			LEA Verification of Correction	OSSE Verification of Correction		
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification		
3770403570	Anton	Eiss	E.L. Haynes PCS							
1960685953	Kassian	O'Keefe	E.L. Haynes PCS							
7992103260	Ayana	Peebles	E.L. Haynes PCS							
4477463772	Omiya	Ransom	E.L. Haynes PCS							
2255193752	Bel'en	Rice	E.L. Haynes PCS							

Student Demographic Information				File Review Items (X = Noncompliance)																	File Review Items (K = Noncompliance)																	Total Number of Noncompliant Items for Each Student
Student ID	Student Last	Student First	School	C2B 1	IEV 2	IEV 3	IEV 4	REV 5	REV 6	REV 7	IEP 8	IEP 9	IEP 10	IEP11	IEP 12	IEP 13	IEP 14	IEP 15	IEP 16	IEP 17	LRE 18	LRE 19	DIS 20	DIS 21	DAT 22	DAT 23	DAT 24	DAT 25	DAT 26	DAT 27	DAT 28	DAT 29						
8985048831	Akume	Katherine	E.L. Haynes PCS		X																													1				
1784689864	Aubrooks II	Dwight	E.L. Haynes PCS																															0				
5286401228	Bautista	Anny	E.L. Haynes PCS																															0				
4499203298	Bonilla	Jose	E.L. Haynes PCS			X																X												4				
2620666007	Bouware	Sabrina	E.L. Haynes PCS																															3				
5787272168	Brackett	Rikya	E.L. Haynes PCS																															4				
9169593051	Britt	Nobleasha	E.L. Haynes PCS								X									X														1				
4544568899	Bush	Michael	E.L. Haynes PCS																															0				
583197180	Campbell	Marcus	E.L. Haynes PCS					X																										1				
7831864560	Carter	Kenneth	E.L. Haynes PCS																															1				
577072853	Castaneda	Juan	E.L. Haynes PCS																															0				
2470752705	Castillo	Carlos	E.L. Haynes PCS																															0				
8773772048	Chickester	Nadia	E.L. Haynes PCS																															0				
2009506089	Colwell	James	E.L. Haynes PCS								X																							0				
1540357421	D Powell	Tyrene	E.L. Haynes PCS																															1				
8155568600	Darden	Talyna	E.L. Haynes PCS						X																									1				
7384536437	Diaz	Julian	E.L. Haynes PCS																															0				
6077587697	Dillahunst	Dateen	E.L. Haynes PCS								X																							1				
8136293549	Dulose	Caleb	E.L. Haynes PCS									X																						0				
4575134071	Edwards	Decostia	E.L. Haynes PCS																															1				
3770403570	Eiss	Anton	E.L. Haynes PCS																													X	X	2				
2608211942	Flores	Jayden	E.L. Haynes PCS																															2				
4474976997	Ghebreaib	Hermion	E.L. Haynes PCS							X																								1				
1407221529	Green	Dequan	E.L. Haynes PCS																															0				
8524122853	Griggs-Fitch	Naama	E.L. Haynes PCS																															2				
5123605048	Hackett	Marcus	E.L. Haynes PCS									X																						2				
9174137432	Hendricks	Angel	E.L. Haynes PCS										X																					2				
4800769731	Holley	Carlos	E.L. Haynes PCS							X																								2				
4746134538	Hollowell	Briana	E.L. Haynes PCS			X	X	X																										3				
8842062016	Israel	Xazava	E.L. Haynes PCS																															0				
8173975903	Johnson	Markell	E.L. Haynes PCS			X																												0				
3449934893	Lambert	Anthoni	E.L. Haynes PCS																															0				
6758132717	Leiva	Marilyn	E.L. Haynes PCS																															1				
6308199141	Logan	Grace	E.L. Haynes PCS								X								X															1				
5148821780	Manzaneros	Ismael	E.L. Haynes PCS																															1				
2540740599	Marchante	Joshua	E.L. Haynes PCS							X																								1				
1412610074	Maricose	Joseph	E.L. Haynes PCS																															0				
2011088791	Maricose	Roselle	E.L. Haynes PCS																															0				
1155746695	Mark	Brandon	E.L. Haynes PCS																															0				
2158674403	Martin	James	E.L. Haynes PCS																															0				
817425055	Martinez	Omar	E.L. Haynes PCS																															1				
7114408791	McKnight	Deandre	E.L. Haynes PCS								X																							1				
5342966325	Mejia	Kevin	E.L. Haynes PCS																															0				
2837004208	Mejia	Steven	E.L. Haynes PCS									X																						0				
8055739846	Miles	Joy	E.L. Haynes PCS																															0				
413841208	Miller	Zoe	E.L. Haynes PCS																															2				
1906865953	O'Keefe	Kassian	E.L. Haynes PCS						X																									3				
3753232547	Pec	Alex	E.L. Haynes PCS																															2				
79927103260	Peabes	Ayana	E.L. Haynes PCS																															0				
4069707474	Peralta	Leandra	E.L. Haynes PCS			X																												2				
3530109207	Perrin	Carla	E.L. Haynes PCS																															0				
7949534657	Pittman	Tashia	E.L. Haynes PCS																															0				
44477463772	Ransom	Omya	E.L. Haynes PCS																															6				
2096244768	Reyes-Hernan	Felix	E.L. Haynes PCS							X																								8				
2255193752	Rice	Belten	E.L. Haynes PCS																															3				
3590485638	Rich	Jada	E.L. Haynes PCS										X																					1				
2905205674	Richardson	Kevin	E.L. Haynes PCS																															0				
1914624774	Rivas	Rosa	E.L. Haynes PCS											X																				0				
5790365907	Robinson	Lamar	E.L. Haynes PCS																															2				
7090973455	Rodriguez	Jose	E.L. Haynes PCS							X																								1				
7333337214	Rogers	Donie	E.L. Haynes PCS																															1				
5304735729	Rogers	Donie	E.L. Haynes PCS																															0				
5284225890	Salvador	Lilbeth	E.L. Haynes PCS									X																						1				

3.1 - Individual NC

Student Demographic Information				File Review Items (X = Noncompliance)																			Total Number of Noncompliant Items for Each Student										
Student ID	Student Last	Student First	School	C2B 1	IEV 2	IEV 3	IEV 4	REV 5	REV 6	REV 7	IEP 8	IEP 9	IEP 10	IEP11	IEP 12	IEP 13	IEP 14	IEP 15	IEP 16	IEP 17	LRE 18	LRE 19	DIS 20	DIS 21	DAT 22	DAT 23	DAT 24	DAT 25	DAT 26	DAT 27	DAT 28	DAT 29	
5349119729	Schuman	Galdino	E.L. Haynes PCS																														2
3783283129	Satecentra-Dal	Bakan	E.L. Haynes PCS																														0
7419490822	Sharafnia	Cyrus	E.L. Haynes PCS																														2
2703379562	Slum	Menkem	E.L. Haynes PCS										X																				0
6533955134	Slum	Zemen	E.L. Haynes PCS																														0
5285833665	Smith	Tierra	E.L. Haynes PCS																														3
9574463024	Solomon	Kaleb	E.L. Haynes PCS					X																									3
9950202490	Stokes	Miles	E.L. Haynes PCS																														1
2570542845	Sullivan	Peyton	E.L. Haynes PCS																														4
3464145370	Terry	Sean	E.L. Haynes PCS																														4
3265892851	Tobar	Rember	E.L. Haynes PCS					X																									4
9120338761	Tobar	Thomas	E.L. Haynes PCS						X																								5
2527850043	Toland	Daquan	E.L. Haynes PCS							X																							5
4476930866	Toro	Brayan	E.L. Haynes PCS				X																										2
3021764855	Torres	Susan	E.L. Haynes PCS																														0
6322860893	Tyson	Neethaniel	E.L. Haynes PCS																														1
7995842187	Uiley	Keon	E.L. Haynes PCS																														1
5125287507	Verner	Jamiah	E.L. Haynes PCS																														0
4388044659	Verner	Neveah	E.L. Haynes PCS																														1
3354700471	Villaloro	Ana	E.L. Haynes PCS																														1
66869015392	Villaloro	Carmen	E.L. Haynes PCS																														0
35565213231	Villaloro	Benjamin	E.L. Haynes PCS																														1
8079313158	Walker	Emmanuel	E.L. Haynes PCS																														1
3847148371	Walker	Lailah	E.L. Haynes PCS																														0
3151560358	Warhurst	Dashiel	E.L. Haynes PCS																														1
3612925620	Westray	Janiya	E.L. Haynes PCS									X																					3
5307745041	Zukerberg	Ell	E.L. Haynes PCS										X																				1
Total Number of Students with Noncompliance for Each Item				0	6	3	0	11	5	3	17	7	13	1	1	0	0	3	0	3	15	6	0	1	0	0	1	0	0	1	5	5	

2011-2012 Compliance Monitoring: Tracking LEA Corrections to Address LEA Level Citations

E.L. Haynes PCS

Date of Notification: **June 8, 2012**

All Corrections Made By: **December 10, 2012**

Individual Student IEP Review

Part C to Part B Transition

			Verification of Correction		Verification of Correction	
2011-12 Criteria: 80%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
C2B 1: LEA Attended Transition Planning Conference	NA	NA	No signature required.	No date required.	No signature required.	No date required.

C2B 1: LEA Action Log: No Action Required

Initial Evaluations and Reevaluations

IEV 2: Parent Provided Procedural Safeguards	82.35%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
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IEV 2: LEA Action Log: No Action Required.

Initial Evaluations and Reevaluations						
			Verification of Correction		Verification of Correction	
2011-12 Criteria: 80%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
IEV 3: Parent Consent Prior to Initial Evaluation	91.18%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEV 3: LEA Action Log: No Action Required.						
IEV 4: Variety of Assessments Used to Gather Relevant Information	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEV 4: LEA Action Log: No Action Required.						
REV 5: Parent Consent Prior to Reevaluation	80.36%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
REV 5: LEA Action Log: No Action Required.						

			Verification of Correction		Verification of Correction	
2011-12 Criteria: 80%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
REV 6: IEP Team Review of Existing Data	<u>90.91%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
REV 6: LEA Action Log: No Action Required.						
REV 7: Variety of Sources Used to Determine Continued Eligibility	<u>94.64%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
REV 7: LEA Action Log: No Action Required.						
IEP Development						
IEP 8: Parent Invited to IEP Meeting	<u>81.11%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 8: LEA Action Log: No Action Required.						

			Verification of Correction		Verification of Correction	
2011-12 Criteria: 80%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
IEP 9: General Education Teacher Attended IEP Meeting	<u>92.22%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 9: LEA Action Log:			No Action Required.			
IEP 10: LEA Designee Attended IEP Meeting	<u>85.56%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 10: LEA Action Log:			No Action Required.			
IEP 11: IEP Contains Measurable Annual Goal(s)	<u>98.89%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 11: LEA Action Log:			No Action Required.			

			Verification of Correction		Verification of Correction	
2011-12 Criteria: 80%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
IEP 12: IEP Contains Measurable Annual Related Services Goal(s) in Areas of ST, PT, OT, Counseling or APE.	98.68%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 12: LEA Action Log: No Action Required.						
IEP 13: IEP Contains Description of How Progress Towards Related Services Will Be Measured	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 13: LEA Action Log: No Action Required.						
IEP 14: IEP Documents ESY Was Considered	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 14: LEA Action Log: No Action Required.						

			Verification of Correction		Verification of Correction	
2011-12 Criteria: 80%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
IEP 15: PLAAFP States Affect of Disability in General Curriculum/Appropriate Activities	96.67%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 15: LEA Action Log: No Action Required.						
IEP 16: Student Informed of Transfer of Rights When Reaching Age of Majority	NA	NA	No signature required.	No date required.	No signature required.	No date required.
IEP 16: LEA Action Log: No Action Required						
IEP 17: IEP Team Considered Concerns of the Parents	96.67%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 17: LEA Action Log: No Action Required.						
Least Restrictive Environment (LRE)						
			Verification of Correction		Verification of Correction	
2011-12 Criteria: 80%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
LRE 18: Supplemental Aids and Services Used Before Removal From Regular Education	81.25%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
LRE18: LEA Action Log: No Action Required.						
LRE 19: Consideration of Harmful Effects	93.33%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
LRE 19: LEA Action Log: No Action Required.						

Discipline						
			Verification of Correction		Verification of Correction	
2011-12 Criteria: 80%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
DIS 20: Manifestation Determination	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DIS 20: LEA Action Log: No Action Required.						
DIS 21: IEP Team Considered Use of Positive Behavioral Interventions/Supports/Strategies	87.50%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DIS 21: LEA Action Log: No Action Required.						
Data Verification						
DAT 22: Student Name Same as Reported in SEDS	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 22: LEA Action Log: No Action Required.						
			Verification of Correction		Verification of Correction	
2011-12 Criteria: 80%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
DAT 23: Date of Birth Same as Reported in SEDS	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 23: LEA Action Log: No Action Required.						
DAT 24: Primary Disability Same as Reported in SEDS	98.89%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 24: LEA Action Log: No Action Required.						

DAT 25: Placement Same as Reported in SEDS	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 25: LEA Action Log:						
No Action Required.						

			Verification of Correction		Verification of Correction	
2011-12 Criteria: 80%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
DAT 26: Initial Evaluation Date Same as Reported in SEDS	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 26: LEA Action Log:			No Action Required.			
DAT 27: Reevaluation Date Same as Reported in SEDS	98.33%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 27: LEA Action Log:			No Action Required.			
DAT 28: IEP Development Date Same as Reported in SEDS	94.44%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 28: LEA Action Log:			No Action Required.			

			Verification of Correction		Verification of Correction	
2011-12 Criteria: 80%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
DAT 29: IEP Implementation Date Same as Reported in SEDS	94.44%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 29: LEA Action Log: No Action Required.						
LEA Level Review						
			Verification of Correction		Verification of Correction	
2011-12 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
DAT 30: LEA Entered All Students Referred to Special Education into SEDS	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 30: LEA Action Log:						

Discipline						
			Verification of Correction		Verification of Correction	
2011-12 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
DSP 31: LEA implements HODs in Timely Manner	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
<u>DSP 31: LEA Action Log:</u> No Action Required.						
DSP 32: LEA Provides Information to OSSE Regarding State Complaints	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
<u>DSP 32: LEA Action Log:</u> No Action Required.						
DSP 33: LEA Timely Implements Corrective Actions	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
<u>DSP 33: LEA Action Log:</u>						

Access to Instructional Materials						
			Verification of Correction		Verification of Correction	
2011-12 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
NIM 34: LEA Provision of Instructional Materials	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
<u>NIM 34: LEA Action Log:</u>		No Action Required.				
Fiscal						
FIS 35: LEA Policy/Procedure Governing Budgets	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
<u>FIS 35: LEA Action Log:</u>		No Action Required.				

			Verification of Correction		Verification of Correction	
2011-12 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 36: LEA Has Procurement Policy/Procedure to Ensure Contractors Perform in Accordance of Contract/Purchase Order	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 36: LEA Action Log: No Action Required.						
FIS 37: LEA Policies/ Procedures to Ensure Expenditure Approval in IDEA RW	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 37: LEA Action Log: No Action Required.						
FIS 38: LEA Documentation of Obligation and Reimbursement of Federal Funds Within Grant Period	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 38: LEA Action Log: No Action Required.						

			Verification of Correction		Verification of Correction	
2011-12 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 39: LEA Retention of Financial Records for 5 Years	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FSI 39: LEA Action Log: No Action Required.						
FIS 40: LEA Controls in Place to Protect Assets Over \$5,000	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FSI 40: LEA Action Log: No Action Required.						
FIS 41: LEA Code of Conduct For Employees Administering Contracts	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FSI 41: LEA Action Log: No Action Required.						

			Verification of Correction		Verification of Correction	
2011-12 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 42: LEA Accounting Record to Ensure Federal Funds Are Not Co-Mingled	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 42: LEA Action Log: No Action Required.						
FIS 43: LEA Accurately Tracks IDEA Expenditures, Including Set-Asides	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 43: LEA Action Log: No Action Required.						
FIS 44: LEA Appropriately Charges Salaries to IDEA Grant Programs	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 44: LEA Action Log: No Action Required.						

			Verification of Correction		Verification of Correction	
2011-12 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 45: LEA Tracks Personnel Supported by IDEA Grant Funds	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 45: LEA Action Log:			No Action Required.			
FIS 46: LEA Has Source Documentation for Items For Which It Purchased and Sought Reimbursement from IDEA Funds	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 46: LEA Action Log:			No Action Required			
FIS 47: LEA Followed Procurement Procedures	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 47: LEA Action Log:			No Action Required			

			Verification of Correction		Verification of Correction	
2011-12 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 48: LEA Follows Procedures to Ensure Expenditure of IDEA Funds on Allowable Activities	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 48: LEA Action Log: No Action Required.						
FIS 49: LEA Correctly Paid and Retained Invoices for Expenditures in IDEA RW	<u>NA</u>	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 49: LEA Action Log: No Action Required						
FIS 50: LEA Correctly Procures, Utilizes and Charges Construction Expenses	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 50: LEA Action Log: No Action Required.						

			Verification of Correction		Verification of Correction	
2011-12 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 51: LEA Utilizes IDEA Funds for Providing CEIS	NA	NA	No signature required.	No date required.	No signature required.	No date required.
<u>FIS 51: LEA Action Log:</u> No Action Required						
FIS 52: LEA Properly Tracks Students Who Receive CEIS	NA	NA	No signature required.	No date required.	No signature required.	No date required.
<u>FIS 52: LEA Action Log:</u> No Action Required						
FIS 53: LEA Consultation with Representative/Parents of Parentally-placed Private School Students with Disabilities	NA	NA	No signature required.	No date required.	No signature required.	No date required.
<u>FIS 53: LEA Action Log:</u> No Action Required						

			Verification of Correction		Verification of Correction	
2011-12 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 54: LEA Seeks Reimbursement for Serving Parentally-placed Students with Disabilities in Private Schools	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 54: LEA Action Log:			No Action Required			
FIS 55: LEA Reduction of Expenditures for the Education of Students with Disabilities	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 55: LEA Action Log:			No Action Required			

2011-2012 Compliance Monitoring: Tracking Additional LEA Corrections to Address LEA Level Citations

E.L. Haynes PCS

Date of Notification: June 8, 2012 All Corrections Made By: December 10, 2012

Additional LEA Corrective Actions						
			Verification of Correction		Verification of Correction	
Area of Correction	LEA Additional Corrections	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FAPE in the LRE	Yes	See below				
OSSE Comments:						
E.L. Haynes PCS reported that it utilizes a full inclusion model whereby all students are educated within the regular education environment with their non-disabled peers. Students receive specialized instruction mainly through push-in and limited pull-out services. Behavioral support services are often provided within the general education setting as well. One-on-one aides are utilized to support both academic and behavior needs. The LEA has a resource room at the Georgia Avenue campus but not at the Kansas Avenue campus, though staff members expressed a growing need for one. The LEA reported that classes are staffed by a lead teacher, while inclusion teachers move between classes to provide specialized instruction. E.L. Haynes reported that there is consistent collaborative planning between general education and special education teachers. There is a joint planning period in which the inclusion staff members help with planning objectives, units, and modifications to specific assignments. The inclusion teachers also serve as students' case managers, and track students' progress on goals and access to the general education curriculum. The LEA indicated that staff members track progress informally through daily data collection and work samples, and formally through quarterly progress reports.						

The IDEA regulations at 34 CFR §300.115(a) require each public agency to ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. The requirement for an LEA to offer a continuum of alternative placements includes the responsibility to make available instruction in regular education classes, special education classes, special education schools, and home and hospital settings. Although the LEA offers a resource room at one campus, neither campus has a self-contained classroom. The LEA reported that one student often has health problems and will be spending a significant amount of time in the hospital. Staff reported that they are currently developing a plan to deliver instruction and services to the student during the hospital stay. Based on the LEA's admission that it does not offer a continuum of alternative placements, E.L. Haynes PCS is out of compliance with 34 CFR §300.115(a). In order to correct this noncompliance, E.L. Haynes must develop a plan to offer a continuum of alternative placements to meet the needs of children with disabilities for special education and related services. This plan must be submitted to OSSE by the date listed on the front of this report.

For newly enrolled students, staff members conduct a 30-day review to ensure that the services on the IEP represent the least restrictive environment for the student. E.L. Haynes reported that they often discuss placement and service hours for students, and have exited students out of both specialized instruction and related services. All staff members reported that they have input into whether a student's placement is appropriate; discussions about placement take place annually at a minimum, and often more frequently throughout the year. The LEA reported that its goal is to exit students from special education when and if possible. E.L. Haynes PCS has one student placed at a nonpublic school. The LEA reported that one student often has health problems and will be spending a significant amount of time in the hospital. E.L. Haynes PCS indicated that it is currently developing a plan to deliver instruction and services to the student during the hospital stay. E.L. Haynes PCS contracts with occupational therapists, physical therapists, and employs a speech language pathologist and social worker. The LEA reported that when a student needs services that the LEA does not currently offer, it takes steps to secure the services required for the student. For example, the LEA added a contract for audiology services for one student.

As a part of OSSE's responsibility to ensure that LEAs are providing related services in accordance with student IEPs, OSSE reviewed student attendance records from E.L. Haynes PCS in conjunction with service tracking forms from SEDS and student IEPs in order to align documented service delivery for each student receiving related services from January 9, 2012 to February 24, 2012. Pursuant to 34 CFR §300.323(c)(2), each public agency must ensure that as soon as possible following the development of the IEP, specialized instruction and related services are made available to the child in accordance with the child's IEP. Of the 90 students whose files were reviewed during the on-site visit, 76 have related services indicated on their IEPs.

Speech-language services were required for 55 students; however, only 13 students received all of the prescribed speech-language services indicated on his/her IEP, and 42 students received only a portion of prescribed hours. Occupational therapy services were required for 31 students; however, only 13 students received all of their prescribed service hours, while 18 students received only a portion of the prescribed occupational therapy services indicated on their IEPs. Behavior support services were required for 38 students; however, only 14 students received all of their prescribed service hours, 16 received partial services, and 8 students received none of the behavior support services prescribed on their IEPs. Physical therapy was required for one student, that student received only a portion of his/her prescribed service hours

E.L. Haynes PCS's failure to make available related services in accordance with student IEPs represents noncompliance with 34 CFR §300.323(c)(2). In order to correct this noncompliance, within 60 days of the date listed on the front of this report, E.L. Haynes PCS must provide documentation to OSSE that either the related services were actually provided although not uploaded into SEDS or the related services missed for each of these students from January 9, 2012 to February 24, 2012 have been subsequently provided. E.L. Haynes PCS may request a list of students identified in the above categories from its designated OSSE contact person.

Although service providers are not required to make up missed sessions if the student was absent, OSSE's January 5, 2010 Related Service Policy states that the LEA must always consider the impact of missed sessions on a child's progress and performance and ensure the continued provision of FAPE. OSSE's review of related service logs and attendance records revealed that some students missed sessions for several weeks in a row. Staff reported, and it was confirmed in the attendance review, that students sometimes refuse to participate in their own services. OSSE reminds E.L. Haynes that it must consider whether a student's repeated absences constitutes a denial of FAPE, and consider the use of positive behavioral interventions and supports and other strategies, if appropriate. Pursuant to 34 CFR §300.324(a)(2), in the case of a child whose behavior impedes the child's learning or that of others, an IEP Team must consider the use of positive behavioral interventions and supports and other strategies, to address the behavior.

E.L. Haynes PCS reported that it utilizes the Academic Social Support Services, or AS3, process for prereferral interventions. Staff members meet biweekly at a student support meeting where they have the opportunity to discuss any students for whom they have concerns. The students then enter the AS3 process wherein interventions and strategies are implemented for 6-8 weeks. The team then reconvenes and discusses if the interventions have been successful. If they have not, then more interventions are suggested and tried, or, the student enters the evaluation process. While the LEA's prereferral process is in compliance with IDEA, staff members reported that this AS3 process sometimes resulted in referrals for students with behavioral problems, but not students who were underperforming academically.

The AS3 process is currently in review and a new version of it is being piloted at the kindergarten and sixth grade levels. The piloted version of the AS3 process uses data as the basis for referrals to AS3. The process uses a threshold score and any students who fall below that threshold enter discussions for strategies and interventions. The piloted program also includes behavior tracking to discern which students may need behavior interventions. The LEA indicated that this new process should help to provide a more objective analysis for which students may need interventions, rather than rely only on staff recommendations.

E.L. Haynes PCS reported that it uses SEDS in order to ensure that initial evaluations and reevaluations are completed within the appropriate timelines. As a result of a determination by the U.S. Department of Education that the District of Columbia "needs intervention" based in part on the District's noncompliance in the area of evaluation timelines, OSSE is required to report on the State's compliance with initial evaluation and reevaluation timelines. For the March 6, 2010 through June 6, 2010 quarterly reporting period, E.L. Haynes PCS conducted one initial evaluation outside of the established timeline. E.L. Haynes PCS submitted documentation of correction of student-level findings of noncompliance by the deadline and OSSE has verified that the one initial evaluation has been completed. For the June 7, 2010 through September 7, 2010 quarterly reporting period, E.L. Haynes PCS conducted all evaluations and reevaluations within the established timeline. No corrective actions were due to OSSE. For the September 2, 2010 through December 1, 2010 quarterly reporting period, E.L. Haynes PCS conducted all initial evaluations and reevaluations within the established timeline. No corrective actions were necessary. For the April 1, 2011 to September 30, 2011 quarterly reporting period, E.L. Haynes PCS conducted one initial evaluation outside of the established timeline. The LEA forwarded verification of this correction on March 12, 2012, however, this verification was not signed by the head of school. In order for OSSE to verify the correction of this noncompliance, E.L. Haynes PCS must reach 100% compliance on initial and reevaluation timelines for the next reporting period. The IDEA at 34 CFR §300.124(c) requires each affected LEA to participate in transition planning conferences arranged by the designated lead agency for children exiting IDEA Part C. E.L. Haynes PCS does not currently serve any children that received Part C services. However, given that the LEA serves 3 year-olds and maintains a pre-kindergarten program, OSSE recommends that E.L. Haynes PCS develop written procedures related to early childhood transition planning conferences which include designation of an individual responsible for coordinating the LEA's attendance and procedures to meet required timelines.

Further, OSSE reminds E.L. Haynes PCS that pursuant to 34 CFR §§300.124(b) and 300.323(b), an LEA is responsible for providing evaluations, an eligibility determination and IEP development for children transitioning from Part C services to Part B services prior to the third birthday. When a child is enrolled in a different LEA prior to their third birthday and transfers to a new LEA, the responsibilities transfer to the new LEA. OSSE's Early Childhood Transition Policy and Early Childhood Transition Guidelines direct the original and current LEAs to work together to ensure the proper evaluation, eligibility determination and IEP development for the transferring or transitioning student. OSSE reminds E.L. Haynes that though the prior LEA may participate in or complete any of the above actions, it is ultimately the responsibility of the LEA where the child is enrolled to ensure that the student is properly evaluated and that IEPs are appropriately developed and implemented.

E.L. Haynes PCS reported that it utilizes a responsive classroom, whereby discipline is primarily handled within the classroom setting. The first six weeks of school are used to set expectations, model behavior and set school rules. Students who are exhibiting inappropriate behavior may receive a timeout, transition to another classroom or talk to an administrator, or receive an in-school or off-site suspension. All incidents are logged into the behavior database and a representative of the LEA contacts the student's parent via phone. The LEA employs a behavior coordinator whose role is to deescalate student's behavior and return the student to the classroom as quickly as possible to minimize interruption of instruction. Some students start the day by checking in with the behavior coordinator for added support. The LEA reported that it emphasizes "logical consequences" for incidents. If a student has a behavior incident, he/she must attend the refocus center, reflect on their actions, and apologize to their community. They are then able to rejoin the community. If a student does not do homework, he/she attends the responsibility center for an hour after school to finish the assignment. The LEA reported that there is no school-wide system of positive behavioral interventions and supports, although individual students may have incentives and rewards as part of an individualized behavior plan or chart. However, some staff reported that while consequences may remain consistent within the classroom setting, they are not always consistent school-wide.

The U.S. Department of Education, Office of Special Education Programs (OSEP), requires state education agencies to annually analyze and report on the rates of suspension and expulsion for students with disabilities as it compares to their non-disabled peers. States are also required to adopt a definition of what constitutes a 'significant discrepancy' between these two rates. In the District of Columbia, a 'significant discrepancy' is defined as the suspension and expulsion of any child with a disability for 10 or more cumulative days in a school year by an LEA with a qualifying subgroup at a rate that is higher than the equivalent rate for non-disabled peers. Upon identification of LEAs who meet the criteria of significant discrepancy, states must complete a review of the LEA's policies, procedures, and practices relating to the development and implementation of IIEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure that such policies, procedures, and practices comply with the applicable requirements of the Individuals with Disabilities Act of 2004. E.L. Haynes PCS had significant discrepancy in the rate of suspensions and expulsion of greater than 10 days in a school year for children with IEPs; and significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs in FFY 2009 (July 1, 2009—June 30, 2010). On January 23, 2012, OSSE found that the LEA's policies were not compliant with the requirements of the IDEA and required the LEA to submit corrections by July 23, 2012. OSSE also recommends that E.L. Haynes PCS consider adoption of a school-wide behavior management system.

The LEA employs a social worker who is qualified to conduct functional behavior assessments. E.L. Haynes indicated that staff members bring behavioral concerns to the biweekly grade-level meetings. The social worker then observes the student in the classroom setting and writes up a preliminary behavior plan. She brings it to the IEP team meetings, where other team members have a chance to review and revise the plan based on their knowledge of the student.

The LEA reported that any child with a disability category of emotional disturbance receives a functional behavioral assessment (FBA) which may or may not lead to a behavioral intervention plan (BIP); however, not every student with emotional disturbance had an FBA uploaded into SEDS. Most E.L. Haynes PCS staff members were able to describe behavior intervention plans, however, most were unable to accurately describe the relationship between FBAs, BIPs, and manifestation determinations. OSSE recommends that E.L. Haynes staff members attend training regarding the development and implementation of FBAs, BIPs, and manifestation determinations.

The IDEA requires the State to have in effect, consistent with the purposes of 34 CFR Part 300 and with section 618(d) of the Act, policies and procedures designed to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment described in 34 CFR 300.8 of the IDEA regulations. E.L. Haynes PCS was found to have disproportionate representation in the areas of: overrepresentation in the multiple disabilities category for Black students and overrepresentation in the speech or language impairment category for Hispanic/Latino students. However, OSSE found that the LEA's referral and prereferral processes are in compliance with the IDEA and therefore, the disproportionate representation is not a result of inappropriate identification.

OSSE notes that E.L. Haynes PCS is aware of its disproportionate representation and taking steps to address it. Staff members agreed that the overrepresentation of black students in the multiple disabilities category and Hispanic students in the speech or language impairment category led to discussions of revising early intervening processes. The LEA indicated that the AS3 process, equivalent to an SST process, is currently undergoing revisions to its procedures. The revised procedures will target students based on data for academics, and a behavior tracking system, rather than relying only on staff referrals. The LEA also reported that all staff members have undergone several in-house race and equity trainings.

LEA Action Log: FAPE in the LRE

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			Verification of Correction		Verification of Correction	
Area of Correction	LEA Additional Corrections	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
Dispute Resolution	No	No additional corrective actions required.	No signature required.	No date required.	No signature required.	No date required.

OSSE Comments:

E.L. Haynes PCS reported that the Director of Student Support Services, Director of Policy, and the LEA's attorney are primarily responsible for ensuring that due process complaints, State complaints and mediation requests are responded to in a timely manner. The LEA has not received any requests for mediation or State complaints in the 2011-2012 school year. The LEA received two due process complaints, both of which were withdrawn following settlement at a resolution meeting. OSSE's review showed that only one of these settlement agreements has been uploaded into the Blackman Jones database. OSSE reminds E.L. Haynes PCS that it is required to upload settlement agreements as soon as possible after execution so that OSSE may track the implementation of these agreements. OSSE suggests that E.L. Haynes PCS develop a written plan for compliance with dispute resolution requirements and timely implementation of hearing officer determinations, settlement agreements, mediation agreements and corrective actions resulting from State complaints.

LEA Action Log: Dispute Resolution

No action required.

Area of Correction	LEA Additional Corrections	Corrective Actions	Verification of Correction		Verification of Correction	
			LEA Signature	LEA Date	OSSE Signature	OSSE Date
Data	No	No additional corrective actions required.	No signature required.	No date required.	No signature required.	No date required.

OSSE Comments:

E.L. Haynes PCS reported that it utilizes data to make both classroom level and school wide decisions, including the identification of appropriate setting for service delivery, need for reading or math intervention and assignment to intervention groups, after school tutoring, modification, and scheduling. Students in upper grades may track their own GPAs and compare it to those of colleges they wish to attend. Data is also used to track behavior such as the number of incidents and number of times a student visits the refocus center. The LEA reported it holds data action days and has a Comprehensive Student Action Team (CSAT) that looks at behavior data, attendance, tardiness, health and social-emotional data to determine which families need to be contacted to schedule meetings and which students might need extended help at home.

The IDEA at 34 CFR §300.211 requires that LEAs provide the state educational agency (SEA) with information necessary to enable the SEA to carry out its duties under Part B of the IDEA. Pursuant to 34 CFR §§300.600(d) and 300.601(b), the State must monitor the LEAs located in the State using quantifiable indicators including collecting valid and reliable data. Pursuant to 20 U.S.C. §1232(g); 34 CFR Part 99, The Family Educational Rights and Privacy Act (FERPA) prohibits an education agency or institution from sharing student personally identifiable information or student records, without the written consent of a parent or student who has reached the age of majority. OSSE's review of student records showed that in at least three instances, the student file contained information relating to a different student. If these files were disclosed to parents or other persons who are not authorized to see the different student's records, it would violate FERPA. OSSE admonishes to LEA to review and correct student files to avoid a possible FERPA violation. E.L. Haynes PCS may request a list of students identified in the above categories from its designated OSSE contact person.

E.L. Haynes PCS reported that related service providers input data into Easy IEP themselves, print out service tracker forms and turn them in to the Director of Student Support Services. The case managers, or inclusion teachers, along with the Director of Student Support Services and the Special Education Coordinator, are responsible for data entry into SEDS. OSSE's review of student records showed that the IEP development date in student files did not match the date entered into SEDS in 6% of files and the IEP implementation date did not match the date reported in SEDS in 6% of files. These inconsistencies constitute noncompliance with 34 CFR §300.600(d) and 300.601(b). In order to correct this noncompliance, E.L. Haynes PCS must complete the required actions in the area listed in the Student-Level Corrective Action sections of this report.

<u>LEA Action Log: Data</u>	No action required.

			Verification of Correction		Verification of Correction	
Area of Correction	LEA Additional Corrections	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
Fiscal	No	No additional corrective actions required.	No signature required.	No date required.	No signature required.	No date required.
OSSE Comments: As an LEA, E.L. Haynes PCS is required to comply with the fiscal requirements outlined in IDEA, Education Department General Administration Regulations (EDGAR), and applicable Office of Management and Budget (OMB) Circulars. E.L. Haynes PCS provided OSSE with policies and procedures directly related to IDEA grant funds pertaining to: (1) preparation and approval of budgets and budget amendments; (2) proper recording of expenditures made with federal funds; (3) internal controls for developing and awarding contracts; (4) obligation and reimbursement of federal funds within the approved grant period; (5) protection of assets costing more than five thousand dollars; (6) retention of financial records and relevant supporting documentation for the required time period ; and (7) maintenance of a code of conduct for employees involved in the administration of contracts. OSSE requested that E.L. Haynes PCS provide documentation supporting approximately 35 percent of the expenditures for which the LEA sought IDEA grant reimbursements. This sample included reimbursement from FFY 2010 Section 611 and Section 619 annual funds. The sample size included reimbursements totaling \$100,176.85. E.L. Haynes PCS provided the required supporting documentation for the sampled items. From this documentation, OSSE determined that the LEA obligated costs within the correct grant period and after the Phase I application was approved, that the LEA sought reimbursement for expenditures in the reimbursement workbook only after it actually paid the expense; that the LEA followed procedures consistent with IDEA, EDGAR and OMB Circular A-87 to ensure that IDEA funds were expended only for allowable activities; and that the LEA correctly paid and retained invoices for the expenditures it included in its IDEA reimbursement workbook.						
LEA Action Log: Fiscal			No action required.			

Certification of 2011-2012 Plan Completion

E.L. Haynes PCS

Notice of Certification: The completion of this page by an LEA representative certifies that all data submitted are true, correct, complete and done in full compliance with all applicable state and federal rules and regulations to the best of his/her knowledge and belief.

All corrections due by: **December 10, 2012**

All Individual Student Noncompliance has been Corrected

Certified by:

LEA Representative Name: _____

LEA Representative Position: _____

LEA Representative Signature: _____

Date of Completion: _____

All LEA Level Corrective Actions have been Completed

Certified by:

LEA Representative Name: _____

LEA Representative Position: _____

LEA Representative Signature: _____

Date of Completion: _____

Appendix P



Secondary Transition Compliance Summary: FFY13 Quarter 4

Initial Release Date: 5/14/2014
Days Remaining: 1
Expected Date of Submission: 5/21/2014
[Print Report](#)

Viewing Data For E.L. Haynes PCS

View by School:

E.L. Haynes PCS

View by Section:

All Sections

Number of reviews completed: 1

Compliance Item	Initial				Final			
	#C	#NC	#NA	%	#C	#NC	#NA	%
Secondary Transition								
12) Postsecondary Goal Addresses Education or Training §300.320(b)	1	0	0	100.00%	1	0	0	100.00%
13) Postsecondary Goal Addresses Employment §300.320(b)	1	0	0	100.00%	1	0	0	100.00%
14) Postsecondary Goal Addresses Independent Living §300.320(b)	1	0	0	100.00%	1	0	0	100.00%
15) Postsecondary Goal(s) Updated Annually §300.320(b)	1	0	0	100.00%	1	0	0	100.00%
16) Postsecondary Goal(s) Based on Age Appropriate Transition Assessments §300.320(b)	1	0	0	100.00%	1	0	0	100.00%
17) Transition Services Assist Student To Meet Postsecondary Goals §300.320	1	0	0	100.00%	1	0	0	100.00%
18) Transition Services Include Courses of Study §300.320(b)(2)	0	1	0	0.00%	0	1	0	0.00%
18a) Annual Goal(s) Related to Transition Service's Needs (20 W.S.C. 1416(a)(3)(B))	1	0	0	100.00%	1	0	0	100.00%
19) Student Invited To IEP Meeting §300.321(b)	1	0	0	100.00%	1	0	0	100.00%
20) Representative Participating Agency Invited to IEP Meeting §300.321(b)	0	0	1	0.00%	0	0	1	NA

Submission Dates

Expected Initial Submission Date 1: 5/21/2014
Expected Submission Date 1: - Not Set
Expected Submission Date 2: - Not Set
Expected Submission Date 3: - Not Set

Verification of Correction of Noncompliance

Initial Release Date: 5/14/2014 by cheryl.l.james@dc.gov
Date of Notification: -
OSSE Final Verification Date: -

Appendix Q

ILT Agenda Aug 26, 2009

[ILT Home](#) - 8/26 Agenda & Notes

Date: August 26, 2009

Place: PD Room

Desired Outcomes:

- Committees further identify goals (SMART goals) and develop strategies for meeting them
- Clarification of Schoolwide Smart Goals
- Review PDR from Charter Board and brainstorm what needs to happen by next PDR
- Identify strategy for getting parents involved in their student's achievement this year

What (topic for discussion)	How (process for discussing and deciding)	Who (facilitator)	How Long (minutes)	Notes
Review agenda, decide roles	• Review	Eric	3	
Committees Meetings	• Review notes from last meeting • Identify clear, measurable goals • Identify 2-3 strategies for meeting those goals • Report out (1 min each) Teaching Techniques • starting with Super Friends and Lesson Study (both starting next week) Long-Term Planning • getting unitl plan criteria and deadlines in place • creating a checklist to go along with criteria • defining roles • creating deadline "rules of thumb" Co-Teaching • clear definition of ideal (video model classes, mesh best practices with Haynes) • build resources • assess co-teaching regularly and prepare for next year	1 Person on Each Committee	30	see "How"
SMART Goals	• Review handout • idenitfy next steps (Terra Nova goals) Develop larger goals based on smaller subsets (black, hispanic, etc.) to create a more realistic goal, account for students new	Eric	4	see "How"

ILT agenda 8_30_11final

August 30, 2011

Time: 4:30-5:30 p.m.

Place: 5th Floor Conference Room, Georgia Ave

Outcomes:

- Participate in a 1:1 Check-In
- Discuss the Student Engagement PD sessions on “How Do I Feel?,” and identify strengths and upgrades in order to inform the next two sessions that will address Chapter 3, “Am I interested?”
- Debrief today’s student engagement walkthrough at the Georgia campus and discuss preliminary impact of PD sessions on teacher planning and practice
- Receive updates on SchoolForce, Gradebook, and assessment support for teachers
- Learn about mechanism(s) for collecting staff feedback on a regular basis

Identify What (topic)	How (process for discussing and deciding)	ho (facilitator)	How long	Notes
Check-in	Each ILT member will engage an arm partner in a brief conversation re: “What’s going on with you?”	Pam	2 minutes	Arm partners engaged in conversation.
Reflection of 8/19 & 8/26 Student Engagement PD Sessions	Lowerschool, grs. 3-5 and middle school campus facilitators will assemble, select a recorder, and reflect on the “How Do I Feel? PD sessions by responding to the following: -Identify 2-3 +s -Identify 2-3 Δs -To what degree have teachers embraced the importance of using student engagement strategies? -What did you learn from these sessions that should inform our next PD series on Chapter 3, Am I interested? Non-facilitators will join one of the three groups listed above.	Pam	15 minutes	ILT members worked in campus-specific groups. See completed worksheets.
Share Out		Kate Pam	15 minutes	
Student engagement walkthrough at Georgia	ILT members who conducted today’s walkthrough at Georgia will share their ‘take-aways’ and perspectives about the impact	Pam	8 minutes	Towana noted that it became clear that time needs to be spent with teachers defining what’s

	of the student engagement PD on teacher planning and instructional delivery			meant by 'heavy lifting by students.' Michelle proposed a lesson study of schools focus for future walkthroughs at Georgia. She also noted that the walkthrough can serve as a vehicle to ensure equitable practice to address the needs of specific classes or groups of students. Myron suggested that the ILT consider how to survey/capture student voices re: how students feel?
Updates on SchoolForce, Gradebook, and Assessment Support for Teachers	ILT members will receive updated information.	Jennie Tammy	15 minutes	Gradebook designed but is not standards-based. Teachers will be provided EXCEL file/reports to enter grades for first reporting period. 9/23: All comments must be entered 9/26: All data must be submitted. Tammy reviewed sample scoring rubrics and shared specific Notes & Tips ...only 1 score for each standard is required.
Staff Feedback	The purpose and mechanism for collecting staff feedback on a regular basis will be presented.	Jennie	5 minutes	Jennie noted that we need to be mindful of the various ways we collect data to inform our future efforts/practice. "We can't miss collecting input from our major stakeholders." She announced that staff should be provided an exit ticket every Friday to secure their views.

August 19th and 26th PD Sessions – Student Engagement Reflections
"How Do I Feel?"

Campus/Grades	+	Δ	What did you learn from these sessions that should inform our student engagement PD sessions
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			on Chapter 3 - Am I interested?
Kansas – PreK-Gr. 2			
Georgia – Grs. 3-5			
Georgia – Grs. 6-8			

ILT Agenda April 21, 2010

Date: April 21, 2010

Place: PD Room

Desired Outcomes:

- get feedback on action plans for reading, math, science, technology, and community
- get feedback about areas for improvement in curricular subjects (literacy, social studies, science)

What (topic)	How (process for discussing and deciding)	Who (facilitator)	How Long	Notes
Review agenda and choose roles	Review	EW	2 min	
Orientation	Description of Accreditation Process. Why are we doing this?	EW, JN	3 min	EW: Schools need to have launched the accreditation process after their 5th year. Most schools are assumed to not have meetings and roles in place to think about program design. We have those systems in place and have drafts of action plans. We need to discuss and develop the areas for improvement (draft list of bullets is in place already).
Action Plans Reading Math Science Technology CSAT	split into small groups	EW	2	C-SAT (KM, TPF, RS): Looking at #1, teachers need to be in the "responsible person/group" for delivering instruction. Also, what are quantitative indicators of success? How do we measure if kids who didn't have the skills have acquired them? Looking at #3, how does C-SAT share the information they collect with staff? Looking at Objective, where do the numbers come from, and are they realistic? Technology (AVD,): Really good ideas. No red flags, we just need to be thoughtful about what we are asking teachers to do, what the timeline is for rolling things out, etc. Tech training here has been really frenzied in the past, and we need to recognize that this takes time to learn. We can use this to give parents feedback, but we need to be thoughtful about what the vehicle is. How much additional work does that put on teachers? Also, having student laptops with a 4:1 ratio is not really reasonable. We need to be sure that we are doing that well, perhaps with a 2:1 ratio. We need to do a better job of organizing and keeping the laptops up to date. Can
	read and reflect on action plans		8	
	give feedback to whole group		4	
	Discuss		6	

				we get a computer lab and a computer skills curriculum? Science (KH): it's really cool. Number 1, PD needs to be around content and pedagogy as well as the workshop model. Math (KH, BWF): We need an observation schedule and a clearer framework of who is mentoring who. We need to have clearer deadlines and systems for collecting lesson plans. The math plan seemed almost identical to the science plan, but we are so much further ahead in implementing the math plan, like with acceleration of advanced students. Reading (BK, HG): wondering about the 90% proficient by 2013 goal. What about new older students we're taking on? What are our plans for remediation? We have great data collection, but what is our plan for addressing remediation needs?
Improvement Areas	split into small groups read and reflect on areas for improvement give feedback to whole group Discuss	EW	2 8 4 6	Math: Confused by the first one, more tightly aligned with the IAs? On the action plan it said DCCAS. We need to make sure our IAs are tightly aligned to the DCCAS. We need to use the best estimate for the rigor of the test. We just need to go back to the action plan and bullet for each part. We need to really get a handle on student assessment as well. Literacy: Remediation! We need more time and more consistent time for remediation. We also need to figure out what the consequences are to students' schedules when they don't make progress. We currently have a culture of liking to read, how to we get to a culture of talking about our books all the time? Need an intermediate scaffold for how we do book talks, book clubs, etc. across grade levels. Science: We need to align the action plan to the areas for improvement. Social Studies: We DO actually need to teach social studies, and we need a person to actually spend the majority of their time thinking about this. Can we loop Second Step into that as well? This person needs to be thinking also about how we spiral content as the kids grow up. There is a big content

				kids grow up. There is a big content knowledge gap as well, teachers need to know about what they are teaching. We need to prioritize this because having content knowledge, "content knowledge" makes them better readers.
Next steps	summarize next steps	EW	3	Eric will take our notes and update the documents based on the ideas that were collected. It will be uploaded to the wiki and folks can individually check back on their feedback. The accreditation board more wants to see that we've reflected on our program and have goals for improvement.

	to the school Create class-wide SMART goals • account for new students and current academic levels • break into quarterly benchmarks • research an efficient assessment for math data collection • invest in building diagnostics/ongoing assessment a sa school (focused on error analysis) • include ELL goal			
PDR (from Public Charter Board visit last Fall)	• Read over recommendations • Turn and talk about how we're doing and what we should do next • Group brainstorm of what needs to be done	Michelle	10	tabled until next ILT meeting
Parent Involvement	• Review Parent Nights for Year • Update from Education Committee and Letter Going Home • Turn and Talk • Discuss • Delegate next steps Letter to Parents • parents are parents first--how to express your belief in your student • tools to helping them at home • ONGOING check-ins Parent Night 9/22/09 • 1/2 hour chunks (reading, math) • 4th and above based on DC CAS, 3rd inviteed based on a risk assessment • broken out by grade level • video taped and up on Web site • student representatives/their parents sharing how the extra help made them grow to grade level Other Resources for Students at Risk • help in EDP • Guided Reading/help with teacher until 4:15 PM daily • Intersessions focused on this in fall, winter, spring break--MANDATORY for kids need it	Eric	15	see "How"

Wrap Up	Review Next Steps, Pluses and Deltas Next Steps: • ask John to create a beginning of the year diagnostic next week (EW) • research an efficient assessment for math data collection next week (NF) • include ELL goal (RM) • figuring out tutoring (JN) +++: • Eric's paper shuffling • committee work first • parent involvement/regular check-ins --: • making sure we are relentless with parent follow-up/check-ins • recruiting to ILT	Towana	5	
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Leadership Planning and Professional Development 2012-13

Type	Day	Date	Time	Hours	Topic
LT Monthly Meeting	Tuesday	14-Aug	4:30 - 6:00 PM	1.5	Coordination and Input
LT Prof Dev	Thursday	23-Aug	2:30 - 5:30 PM	3	TNTP Observation/Feedback Prof Dev
LT SchoolStat	Tuesday	28-Aug	4:30 - 6:30 PM	2	Monitoring and Analysis of Data
Policy Committee	Thursday	30-Aug	4:00 - 5:30 PM	1.5	Review and Approve Policies and Procedures
LT Prof Dev	Tuesday	4-Sep	4:30 - 8:00 PM	3.5	Common Core
LT Monthly Meeting	Tuesday	11-Sep	4:30 - 6:00 PM	1.5	Coordination and Input
Policy Committee	Thursday	13-Sep	4:00 - 5:30 PM	1.5	Review and Approve Policies and Procedures
LT Prof Dev	Thursday	20-Sep	2:30 - 5:30 PM	3	TNTP Observation/Feedback Prof Dev
LT SchoolStat	Tuesday	25-Sep	4:30 - 6:30 PM	2	Monitoring and Analysis of Data
Policy Committee	Thursday	27-Sep	4:00 - 5:30 PM	1.5	Review and Approve Policies and Procedures
School-wide PD	Friday	5-Oct	8:00 - 4:00 PM	8	DAP Day
LT Prof Dev	Tuesday	9-Oct	8:00 - 4:00 PM	8	TNTP Observation/Feedback Prof Dev
LT Prof Dev	Wednesday	10-Oct	8:00 - 4:00 PM	8	Prof Dev Delivery and Haynes U Preparation
LT Prof Dev	Tuesday	16-Oct	8:00 - 4:00 PM	8	Optional Outstanding School Visit
LT Prof Dev	Wednesday	17-Oct	8:00 - 4:00 PM	8	Optional Outstanding School Visit
LT Prof Dev	Thursday	18-Oct	8:00 - 4:00 PM	8	Optional Outstanding School Visit
LT Monthly Meeting	Tuesday	23-Oct	4:30 - 6:00 PM	1.5	Coordination and Input
Policy Committee	Thursday	25-Oct	4:00 - 5:30 PM	1.5	Review and Approve Policies and Procedures
Policy Committee	Thursday	1-Nov	4:00 - 5:30 PM	1.5	Review and Approve Policies and Procedures
LT SchoolStat	Thursday	8-Nov	4:30 - 6:30 PM	2	Monitoring and Analysis of Data
School-wide PD	Monday	12-Nov	8:00 - 4:00 PM	8	REES
Policy Committee	Thursday	14-Nov	4:00 - 5:30 PM	1.5	Review and Approve Policies and Procedures
LT Prof Dev	Thursday	29-Nov	2:30 - 5:30 PM	3	TNTP Observation/Feedback Prof Dev
Policy Committee	Thursday	6-Dec	4:00 - 5:30 PM	1.5	Review and Approve Policies and Procedures
LT Prof Dev	Thursday	13-Dec	2:30 - 5:30 PM	3	TNTP Observation/Feedback Prof Dev
School-wide PD	Friday	20-Dec	8:00 - 4:00 PM	8	DAP Day

LT Strategic Planning Day Takeaways 03-28-12

LT Strategic Planning Day Notes

March 28, 2012

On March 28, the Leadership Team and other staff members from operations and development worked together to push the institution forward in the 4 areas of growth for ELH identified at the Strategic Planning meeting on January 5, 2012.

I. ELH Adult Culture: *To address area of growth 4 - Our culture is not yet universal or deliberate.*

What we accomplished:

- Used Connections to share and process some of the pain and frustration surrounding the loss of Kyree and our work supporting our students who struggle the most
- Used text rendering protocol to read and reflect on "Reclaiming Time to Think" and talk with colleagues about how this reading can influence our practice

Next steps:

- Anchor our understanding of our rethinking discipline with readings at LT in May
- Collect and examine our discipline data and policies (2-3 sessions?)

Communication needed:

- Consider role of broader staff and family members in determining future policy

II. Systems Session: *To address area of growth 2 - There is a perceived lack of systems.*

What we accomplished:

- Identified broken systems that cross operations and instruction
- Prioritized 4 areas for developing revised system for 2012-13; draft of revised system needs to be developed by committees below to present at Leadership Planning (June 18-22):
 - Attendance (Kenli as leader, with Germaine, Towana, Ricardo),
 - Discipline (Michelle M. and Rich as leaders, with Pam, Robert, Caroline H., Myron, Julie H, Tami, Ashby)
 - Enrollment (Bethany as leader, with Rich, Tami, Julie H, Kenli, Tammy)
 - Onboarding (Kate H. and Mags as leaders, with Germaine, Michelle Rush, Kyna, Julie H)

Next steps:

- Leaders will host first meeting of committee before May 1 (folks deeply involved in DCCAS may not be available until May)
- At first meeting, committee will identify future meeting times and begin to develop workplan

Communication needed:

- Whole staff: share priorities identified and workstream owners and let non-LT staff know how to participate or contribute input
- LT: Workstream owners should share next steps with rest of LT so that they know these priorities are moving forward

III. Academic Program: *To address area of growth 3 - There are areas of our core mission and program where we are still weak.*

What we accomplished:

- Took a first look at the longitudinal data file
- Generated broad and student-specific questions for further inquiry
- Acknowledged that the longitudinal data file will not have all the data needed to answer questions; more data from those with historical knowledge will need to be tapped to gain full understanding, in addition to attendance and other basic data that will be entered

Next steps:

- Listed key questions by Friday, March 30 on shared doc that Tammy and Shalini will help leadership team members investigate over the next few weeks
- Over the next few weeks, answer general questions about what our longitudinal data and share with LT in narrative form with the help of Tammy and Shalini along with others
- Determine whether we want to use more of a child-study or trend analysis approach. Based on this, refine a question or issue with each LT member and develop a plan to answer it in 2-3 weeks with Tammy or Shalini support

Communication needed:

- ILTs: Introduce longitudinal data file to ILT; add questions from ILT to shared doc

IV. Prioritization Discussion: *To address area of growth 1 - Our direction and decisions as an institution do not feel strategic or focused.*

What we accomplished:

- Shared the pushes and pulls on schools leaders that obfuscate key priorities
- Identified the following as things that are holding us back from staying focused on strategic priorities:
 - *Staffing*: insufficient staffing so that leaders are required to do complete tasks not in their job description and/or that take significant time away from all other responsibilities, e.g. hiring and curriculum planning
 - *Systems*: systems are broken, don't work, or are not in place so that significant time is wasted/taken in addressing those systems or accomplishing the tasks related to the systems, e.g. creating IEP's, attendance, behavior systems, and discipline data
 - *Policies and Training*: policies and training are not in place so individuals spend more time than is needed answering questions and/or training one person at a time, e.g. behavior system, attendance, on boarding, etc.
 - *Planning*: insufficient time to plan and reflect prevents proactive solutions, e.g. monitoring visits, individuals planning their own work, not able to glean insights from other leaders
 - *External Requests*: individuals have so many requests from people outside of the school that it takes lots of time to respond to them and takes away time from working on priorities; we should consider having a more centralized way to respond to external requests

Next Steps:

- Remove barriers, if possible, to maintaining focus on priorities in 2012-13
- Determine how we will say no to future initiatives in order to stay focused on the priorities established this spring
- Develop an outline of our priorities, based on our mission, and put together a strawman of academic and supporting organizational priorities to share with LT. Ensure that the initiatives for 2012-13 fit into these priorities.
- Reflect on how LT interactions are driving push/pull of priorities

Communication needed:

- Update whole staff on strategic planning efforts and share ways they can be involved or provide input, if desired
- Continue to provide on-going updates about addressing these four key issues

Appendix R



January 27, 2010

Guy Cecil
Board Chair
EL Haynes Public Charter School
1432 T Street NW
Washington, DC 20009

Dear Mr. Cecil:

This letter serves to inform you that in its public meeting held on January 25, 2010 the District of Columbia Public Charter School Board (PCSB) granted full continuance to EL Haynes Public Charter School, based on its performance for school years 2004/05 through 2008/09. The school met the academic, non-academic and organizational performance standards in accordance with PCSB's Charter Review Framework.

The PCSB takes seriously its role in providing oversight of the schools under its authority, and sees the Charter Review process as one that assesses a school's ability to meet high standards for providing quality education. We appreciate the efforts of your Board of Trustees, teachers, administrators and staff in serving students of Washington, D.C.

Sincerely,

A handwritten signature in black ink, appearing to read "Thomas A. Nida", is written over a light blue rectangular background.

Thomas A. Nida
Chair

cc: Jennie Niles, Head of School

Appendix S



Student Led Conferences

1/22/12

June 6, 2012

Objective



To reflect on student learning in order to justify promotion readiness.

To examine the quality of grade level assessments, rigor, performance

Roles in the Conference



Student: Presents evidence justifying readiness

Advisor: Coaches student and makes sure that the student is ready to present.

Panelists: Listen and evaluate presenter using rubric.
Asks questions.

Time Keeper: A student who holds up signs at 5 minutes during the presentation and 1 minute during the Q&A.

Protocol



Presentation: 15 min

Question and Answer: 8 min

Fishbowl Deliberation: 5 min

Reflection and Next Steps: 2 min

Presentation



Time: 15 minutes

This is led by the student. The student should have note cards and present the necessary evidence that will support a case for promotion.

They will walk the panel through the presentation for 10 minutes, selecting the best evidence to prove that they are ready for 10th grade.

1/22/12

5

Student Roles



Student panelists should be chosen at random.

All students will receive a number when they enter the room. These numbers will be in a bin.

The advisor chooses the first number. This student is the time keeper.

Student Roles



The time keeper chooses the second number. This student the second panelist. This student asks the second question.

The second panelist chooses the third number. This student has to asks the first question.

Question and Answer



Time: 8 minutes

This is led by a second student panelist. Only scripted questions from the SLC Question List are asked.

The advisor can support the student by prompting and can ask questions only if time permits.

1/22/12

8

Fishbowl Deliberation



Time: 5 minutes

The deliberation using the rubric is led by the adult who is not the advisor.

Decisions are made by consensus by the panelists.

The presenter and the advisor take notes.

The other adult completes the google form and the certificate.

Reflection



The presenter is welcomed back and talks about what they heard and the next steps.

The advisor thanks the panelists and hands the student the certificate.

What's Different?



The student's role in the presentation shifts from reporting to justification.

The audience shifts from parents to students. The time shifts from being open to structured.

The results are tracked with a form instead of paper.

Feedback shifts from being an afterthought to a essential piece of the learning.

1/22/12

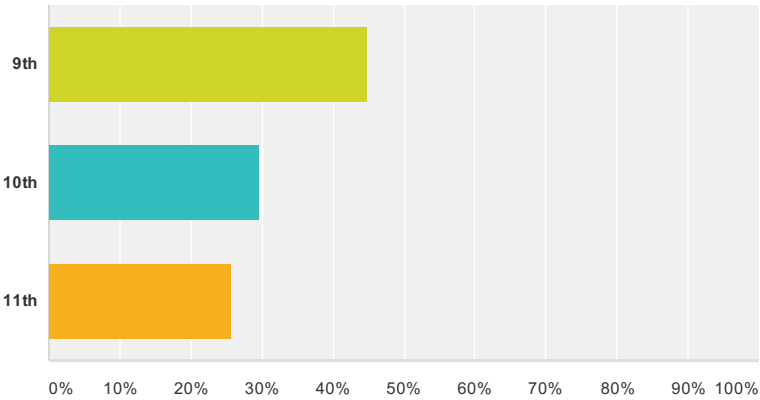
11

Appendix T

School Climate Survey - High School

Q2 My Grade is:

Answered: 249 Skipped: 5

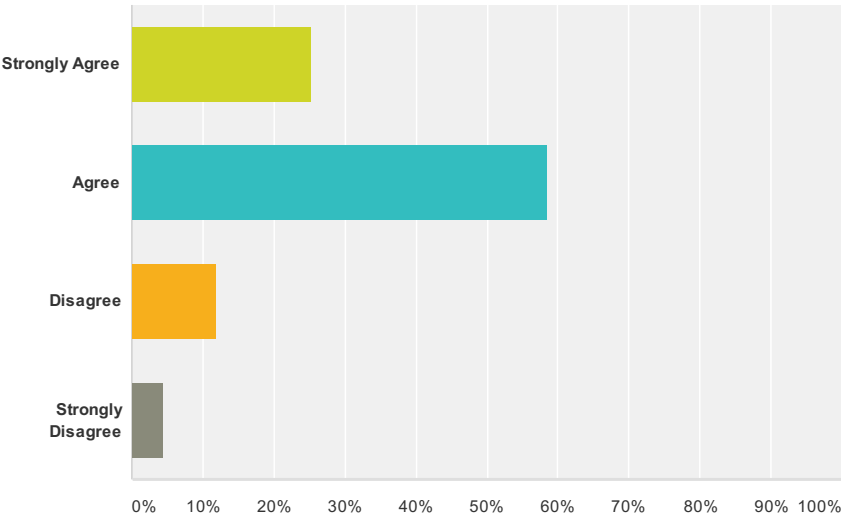


Answer Choices	Responses	
9th	44.98%	112
10th	29.72%	74
11th	25.70%	64
Total Respondents: 249		

School Climate Survey - High School

Q4 There is at least one adult in the school building with whom I can share a concern/problem.

Answered: 250 Skipped: 4

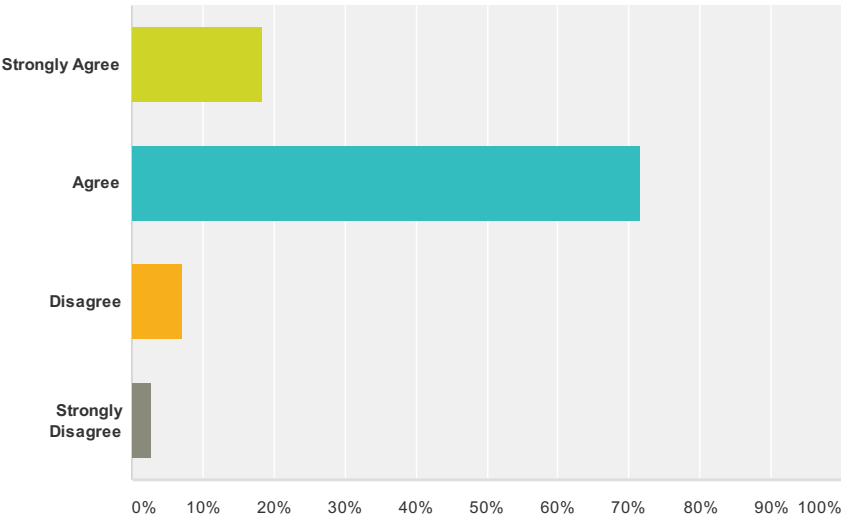


Answer Choices	Responses	
Strongly Agree	25.20%	63
Agree	58.40%	146
Disagree	12.00%	30
Strongly Disagree	4.40%	11
Total		250

School Climate Survey - High School

Q5 My school is a welcoming place for my family.

Answered: 250 Skipped: 4

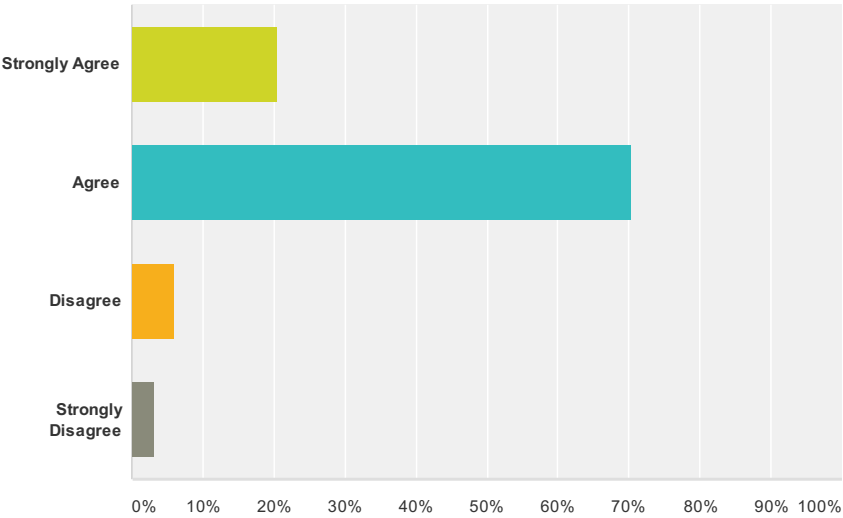


Answer Choices	Responses	
Strongly Agree	18.40%	46
Agree	71.60%	179
Disagree	7.20%	18
Strongly Disagree	2.80%	7
Total		250

School Climate Survey - High School

Q6 I feel safe at school.

Answered: 250 Skipped: 4

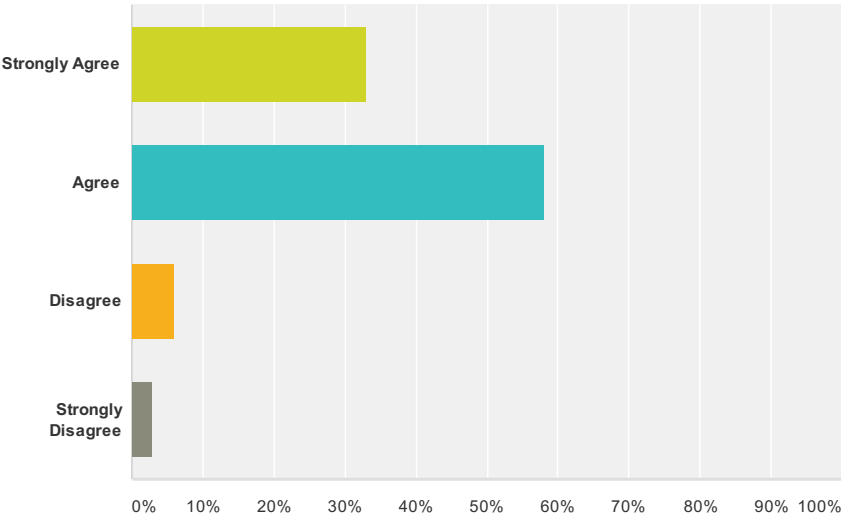


Answer Choices	Responses	
Strongly Agree	20.40%	51
Agree	70.40%	176
Disagree	6.00%	15
Strongly Disagree	3.20%	8
Total		250

School Climate Survey - High School

Q7 I feel safe to be myself at my school.

Answered: 245 Skipped: 9

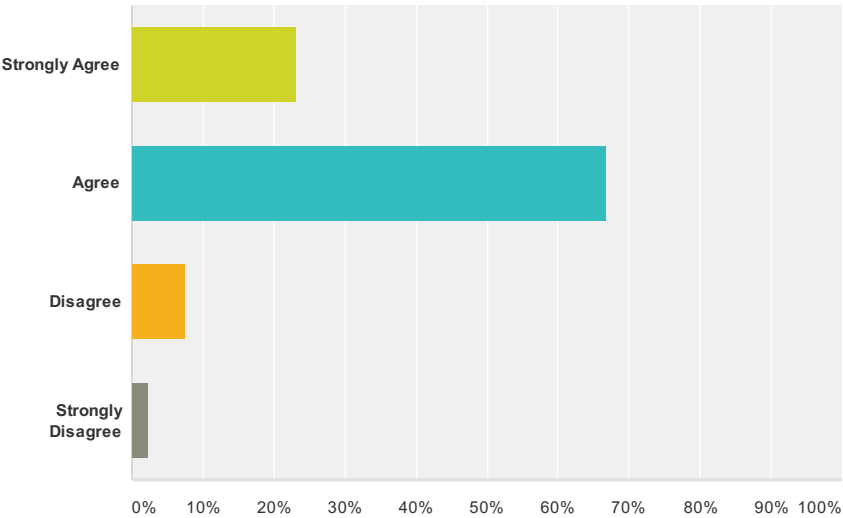


Answer Choices	Responses	
Strongly Agree	33.06%	81
Agree	57.96%	142
Disagree	6.12%	15
Strongly Disagree	2.86%	7
Total		245

School Climate Survey - High School

Q10 I feel safe outside around my school
(walking home or to and from metro/bus).

Answered: 250 Skipped: 4

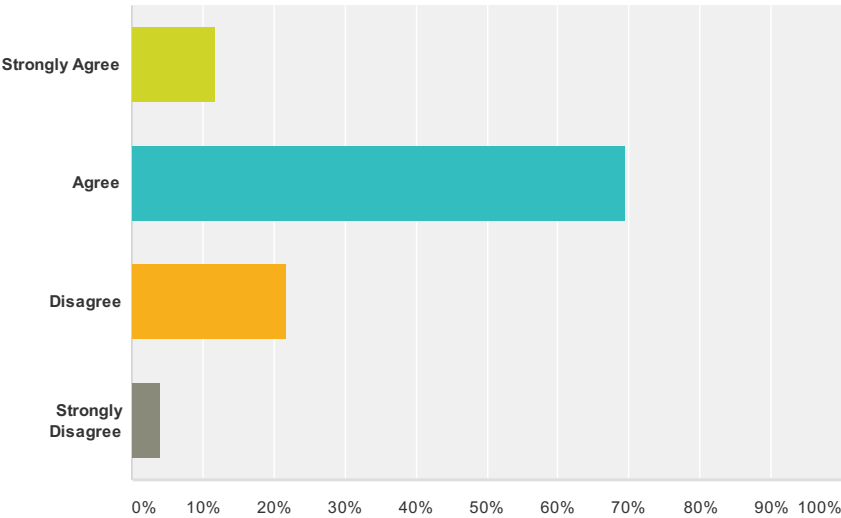


Answer Choices	Responses	
Strongly Agree	23.20%	58
Agree	66.80%	167
Disagree	7.60%	19
Strongly Disagree	2.40%	6
Total		250

School Climate Survey - High School

Q14 In school, we talk about ways to help us control our emotions.

Answered: 249 Skipped: 5

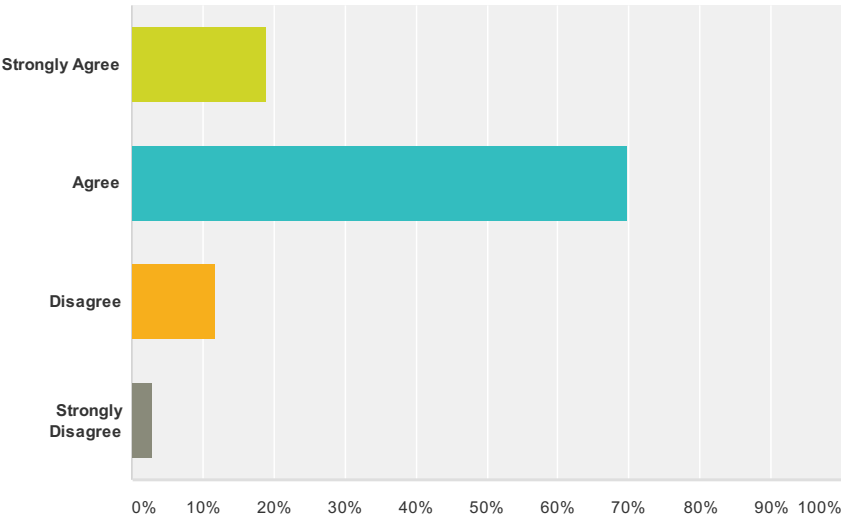


Answer Choices	Responses	
Strongly Agree	11.65%	29
Agree	69.48%	173
Disagree	21.69%	54
Strongly Disagree	4.02%	10
Total Respondents: 249		

School Climate Survey - High School

Q15 In school, we discuss issues that help me think about how to be a good person.

Answered: 248 Skipped: 6

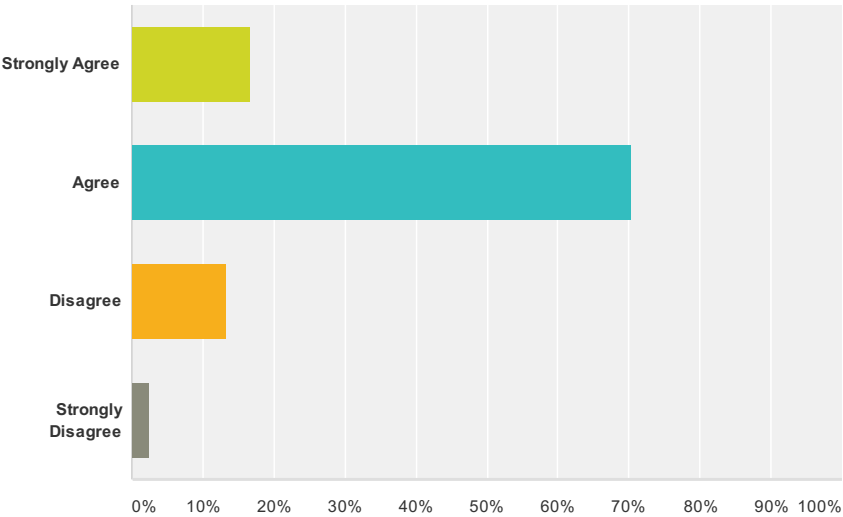


Answer Choices	Responses	
Strongly Agree	18.95%	47
Agree	69.76%	173
Disagree	11.69%	29
Strongly Disagree	2.82%	7
Total Respondents: 248		

School Climate Survey - High School

Q16 In school, we have learned ways to resolve disagreements so that everyone can be satisfied with the outcome.

Answered: 246 Skipped: 8



Answer Choices	Responses	
Strongly Agree	16.67%	41
Agree	70.33%	173
Disagree	13.41%	33
Strongly Disagree	2.44%	6
Total Respondents: 246		

Appendix U



E.L. Haynes Public Charter School
3600 Georgia Avenue, NW
Washington, DC 20010

202.667.4446 TEL
202.667.8811 FAX
info@elhaynes.org

www.elhaynes.org

December 18, 2009

Tom Nida, Board Chair
Josephine Baker, Executive Director
DC Public Charter School Board
3333 14th Street, NW
Washington, DC 20009

Dear Mr. Nida and Ms. Baker,

At the Board of Trustee's meeting on August 27, 2009, the Board of Trustees approved minor changes to the mission statement. Please see below.

Former mission statement:

Every E.L. Haynes student — regardless of race, socioeconomic status, or home language — will reach high levels of academic achievement and be prepared to succeed at the college of his or her choice. E.L. Haynes students will be instilled with a deep appreciation for mathematics and science and will develop the lifelong skills needed to be successful individuals, active community members, and responsible citizens.

Revised mission statement:

Every E. L. Haynes student **of every race, socioeconomic status, and home language** will reach high levels of academic achievement and be prepared to succeed at the college of his or her choice. **Every E. L. Haynes student will be adept at mathematical reasoning, will use scientific methods effectively to frame and solve problems, and will** develop the lifelong skills needed to be a successful individual, an active community member, and a responsible citizen.

Please confirm that since these changes do not constitute a change in content or intent of the mission that further petitioning or application to the PCSB is not necessary.

Thank you,

Jennifer C. Niles
Founder and Head of School

cc: Guy Cecil, ELH Board Chair
Taishya Adams, PCSB Program Manager