



E.L. Haynes Public Charter School

Annual Report

2018-2019

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Be Kind.
Work Hard.
Get Smart.

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SCHOOL DESCRIPTION

ABOUT E.L. HAYNES

E.L. Haynes Public Charter School is an award-winning Pre-K3-12th grade school named for Dr. Euphemia Lofton Haynes, the first African-American woman to receive a doctorate in mathematics and a DC Public School teacher for nearly 50 years. Founded in 2004 E.L. Haynes has grown to serve 1,135 students across two campuses in the Petworth neighborhood of Washington, DC.

MISSION

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 in 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.

WHAT WE BELIEVE

At E.L. Haynes, our diversity is our greatest strength. Every member of our community strives to act with urgency to build a just and equitable school and city.

Our nation’s history of racial, economic, and social injustice lives on in today’s education systems. We believe that our most significant contribution to ending systemic injustice is through purposefully empowering our diverse community – as individuals and as a collective – with the skills, and the conviction to be effective leaders for equity.

Our mission of student success is inextricably linked with our commitment to equity and the daily efforts of every member of our community to Be Kind, Work Hard, and Get Smart.

- **Be Kind.** Our individual success depends on our ability to respect and take responsibility for ourselves and others. Every act of kindness, no matter how small, positively impacts our ability to succeed.
- **Work Hard.** Research shows that intelligence is linked to effort and the habits of working hard are critical for every individual’s success. Much of what is worth achieving is not easy – we need to learn how to work hard and practice in all that we do.

- **Get Smart.** E.L. Haynes is a professional learning community, where every student, teacher, and staff member is on a continual educational journey. The school fosters a deep love of learning in students and staff.

SCHOOL PROGRAM

E.L. Haynes’ 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.

CURRICULUM DESIGN AND INSTRUCTIONAL APPROACH

The curriculum at E.L. Haynes is founded on the belief that in an environment with excellent teaching, high expectations, 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; and
- Build strong interpersonal, communication, and collaborative skills.

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

- Small group teaching/individual conferences – After teaching a mini-lesson on a critical concept or skill, teachers meet with individuals or small groups, customizing instruction to meet the needs of each student.
- Daily Assessment – Teachers use daily assessments to monitor student understanding. This feedback allows the teachers to make instructional decisions that support each student. These daily checks for understanding include “do nows” and “exit tickets.”
- Probing Questions – During instruction, teachers challenge students to think out loud by asking 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 deepen students’ understanding.

- Multiple Approaches – Teachers present concepts and skills in multiple ways (including visually, orally, kinesthetically) to meet the needs of students with different learning styles.
- 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.

Curriculum Aligned to Common Core: Teachers backwards plan each unit using the *Understanding By Design*¹ model. 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, a unit assessment, an essay, an answer to a challenging math question, or a published piece of work. All students are expected to meet Common Core State Standards (CCSS), as defined by grade level and subject area. For students who already meet the standards, the final product should extend their learning.

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

Assessment is critical to ensuring that every E.L. Haynes student succeeds academically. E.L. Haynes administers a variety of assessments including systematic observations, student conferences, unit assessments, quizzes, performance tasks, portfolios, diagnostic assessments, and the District of Columbia’s standardized assessment, called the Partnership for Assessment of Readiness for College and Careers (PARCC).

Social Development: The elementary campus uses Responsive Classroom,² which is an evidence-based approach to elementary school teaching that focuses on the strong link between academic success and social-emotional learning (SEL). Independent research found that the *Responsive Classroom* approach is associated with higher academic achievement in math and reading, improved school climate, and higher-quality instruction. The program incorporates social learning into students’ daily program; embraces E.L. Haynes’ 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.

¹Wiggins and McTighe, *Understanding by Design Guide to Creating High Quality Units* (March 2011)

² Materials posted on the Responsive Classroom website archived at: <http://www.responsiveclassroom.org>

The middle school and high school campuses use evidence-based *Developmental Designs*,³ which has comprehensive practices to integrate social and academic learning. Independent research found that students' attendance increased, their positive behavior became more frequent, their academic achievement was higher, and the school's overall climate increased positively. The approach is designed to meet adolescents' needs for autonomy, competence, relationship, and fun. Students genuinely enjoy school. They feel connected, heard, empowered, and safe, and academic engagement increases. The approach uses developmentally appropriate practices and content; builds social-emotional skills; rigorously responds to rule-breaking; motivates students to achieve academically; intervenes with struggling students; creates inclusive learning communities; and builds a strong, healthy adult community. Similarly, all middle and high school faculty receive *Developmental Designs* training when they join the faculty.

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 in grades 3-12 is implementation of Expeditionary Learning ELA and Great Minds Wit and Wisdom modules, which are fully aligned to the Common Core State Standards (CCSS). Grades K-2 use Great Minds Wit & Wisdom exclusively. The modules combine rigorous, standards-aligned content with effective instructional practice. Students closely read complex texts, learn rich vocabulary, conduct research, complete performance tasks, and write frequently. Teachers monitor students' proficiency in reading throughout the year, and students are expected to increase their reading levels over the course of the school year. Instructors provide information about reading levels 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 Expeditionary Learning and Great Minds curriculum, all students in grades K-4 receive phonics instruction through the Foundations program. Middle school students in grades 5-8 use Engage NY curriculum for English language arts. Interventions to support struggling readers include guided reading, i-Ready and Foundations at the elementary campus; guided reading, Wilson Reading System, i-Ready and Read 180 at the middle school campus; and Read 180 and Wilson Reading System at the high school campus.

³ Materials posted on the Developmental Designs website archived at: <https://www.originsonline.org>

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

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

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

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

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

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

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

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

- Algebra I
- Geometry

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

At every level, teachers use small groups and modify assignments to differentiate instruction for students who are working below or above grade level. The middle school campus offers Pre-Algebra to 7th grade students and Algebra I to 8th grade students.

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

Social Studies: Students at E.L. Haynes learn grade level social studies content and concepts by reading and listening to texts on their level. Students are challenged to discuss, think, and write about important events, people, places, and ideas. Teachers give students background knowledge through direct instruction, using reference texts, primary documents, maps, atlases, etc. Social studies units are often integrated with literacy units. Students simultaneously gain skills in reading or writing about a particular genre and knowledge of a particular historical period or social studies topic. In grades 5-8, students use *History Alive!*⁴, which uses an inquiry-based approach with primary sources.

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

- World History
- U.S. History
- Government/AP Government
- Street Law
- Sociology

⁴ Materials for History Alive! are archived at: <https://www.teachtci.com/social-studies/middle-school-social-studies/>

- DC History

Arts: E.L. Haynes arts programs seek to build 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 provides students with regular instruction in the performing and visual arts. At the elementary school, students enrolled in dance, music, and art. Students had the opportunity to perform in a musical. At the middle school, students took drama, art, and music. Students had the opportunity to perform in a play, and/or play in the percussion band, the *Loftons*. At the high school, students could choose Painting, Drawing, AP Studio Art, Instrumental Music, or Vocal Instruction. The high school also has a choir and produces a musical. Teachers use the arts as a tool for helping children learn in a developmentally appropriate manner about social studies, literacy, science, and math.

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

World Language Instruction: In the middle and high school, students take World Language. Students in grade 6 and above have the opportunity to take Spanish language. At the high school, Spanish levels 1-4 and AP Spanish are offered. World language instruction focuses on speaking practice, development of vocabulary, and learning reading and writing skills. Teachers follow the Organic World Language approach. Students participate in age-appropriate activities and games in their world language classes. Introducing students to a second language also validates the linguistic experience of the school's students who speak other languages at home and reinforces our commitment to diversity. Students need two years of World Language to graduate from high school.

Inclusion Program: E.L. Haynes values diversity of all kinds. E.L. Haynes strongly believes that all students, including those with disabilities, can achieve at high levels. E.L. Haynes believes that all students benefit from the inclusion of students with disabilities in the general education classroom. Both research, and anecdotal experience, demonstrate that students with disabilities

perform better with greater access to the general education curriculum and their non-disabled peers. Our special education program is designed to provide access to E.L. Haynes students with disabilities through Individualized Education Programs (IEPs) and 504 plans.

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

The inclusion program and team have 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.

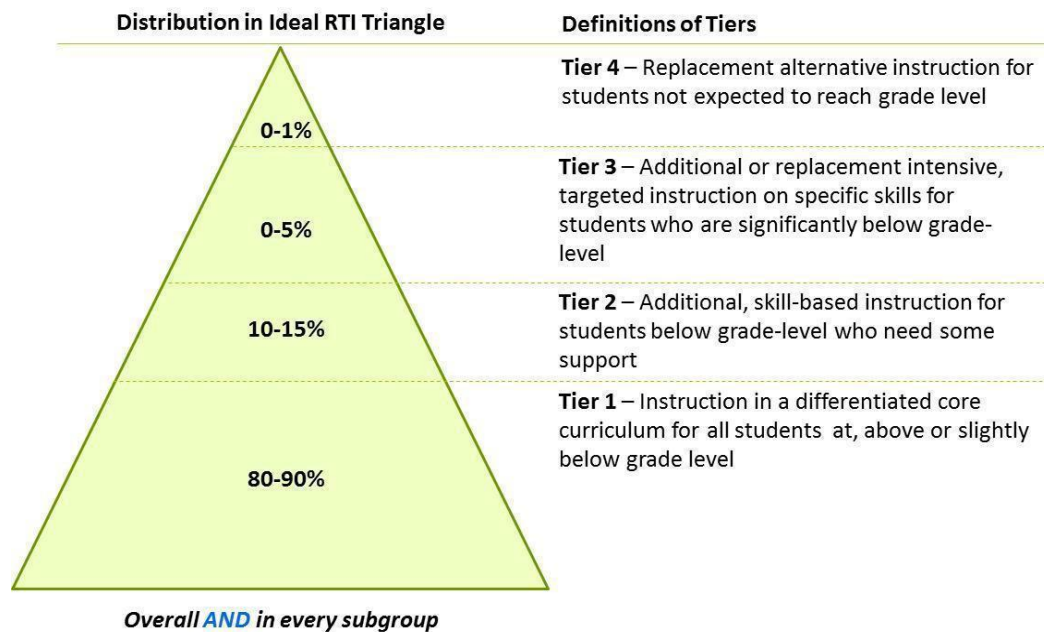
At E.L. Haynes, students with disabilities receive all or the majority of their services within the general education setting through the collaborative efforts of therapists, inclusion teachers, and general education teachers. General and special educators share teaching responsibilities in the general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

When it better meets a student's instructional needs, therapists and 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 or Read 180. This instruction may also be additional practice in skills that have been taught in class or previews of lessons to come.

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

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

Response to Intervention (RtI): RtI provides a framework to integrate academic and behavior supports for students who are across all aspects of the spectrum, not only for students who are behind. RtI provides a common language, performance targets, and structures that provide a framework of how to organize in order to accomplish the E.L. Haynes mission. The success of an RtI model is based on a school’s ability to monitor individual student’s progress and identify their needs, which requires assessments that measure growth and proficiency and a data system to use the data easily. RtI’s focus on growth is important to support students to catch up as quickly as possible if the student is behind and keep students advancing if he or she is ahead. E.L. Haynes uses the RtI Triangle pictured below as targets to work toward. E.L. Haynes expects that it will take between two and five years to meet the ideal targets for each campus (elementary, middle, and high school).



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

The purpose of the EL 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.

The EL 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. EL teachers monitor the progress of students' language and literacy acquisition quarterly by conducting assessments, making observations, and soliciting input from general education teachers. They prepare quarterly EL progress reports for families of students who receive services. In accordance with guidelines determined by the OSSE, E.L. Haynes uses annual ACCESS test scores to track the progress of students' language and literacy development over time.

Year-Round Programs: In order to ensure that every child at E.L. Haynes is academically and socially successful regardless of socioeconomic status, school readiness, race/ethnicity, home circumstance, or home language, E.L. Haynes adopted a year-round calendar with up to 1,000 additional hours of out-of-school time programming so that all of its students have access to consistent, comprehensive, high quality educational experiences throughout the year. 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 (EDP), which consists of a Before School and After School Program, is for students in grades Pre-K-8 and incorporates the philosophies and activities of the classroom, carrying them over into the before and after school hours. The Before School Program begins at 7:00 AM at the elementary school and 7:30 AM at the middle school and provides breakfast to students who arrive before 8 AM. 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 our playground; "Quiet Time" for students to complete their homework; and, for younger students, "Choice Time" when they played educational games, read books, or draw pictures with friends and adults. Students in second grade and above participate in electives, including sports teams, newspaper, chess, Latin club and step club. E.L. Haynes partners with Springboard to run the EDP program at the elementary campus.

At the high school, students stay after the academic day ends to meet with teachers during their office hours or participate in a variety of clubs and athletics offerings.

Intersession: E.L. Haynes offers Intersession programming for two weeks in October, one week in February, and three weeks across June and July. Taught by E.L. Haynes teachers, Urban Teacher residents, and EDP staff, twelve to fifteen students embark 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, 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; 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.

At the high school, intersession may be used for enrichment (e.g., Civil Rights trip, community service abroad, internships). They are also a time when students who have fallen behind can receive extra help and complete missing assignments. In the summer, opportunities for credit recovery are available, and incoming 9th graders participate in a Summerbridge program with advisory and coursework in English and Algebra I.

Signature Learning: In December and June, each grade at the elementary campus showcased the knowledge they gained through signature learning projects. Students from Pre-K3 to 4th grade conducted research on a different aspect of topic their grade selected and became experts. Students in Pre-K3 became experts on artists Pablo Picasso and Jackson Pollock. Students in grade 3 thoroughly investigated the life cycle of frogs. Second graders explored bridges, literal, and figurative. Families attended these evening showcases of learning.

At the middle school, students participated in National History Day and DC Science Fair, and their parents came to school to celebrate their achievement. The high school also participated in National History Day, with a number of participants moving to the city-wide competition. Students in all grades investigated significant real-life problems and questions. These topics are compelling and relevant to students and address issues important to the community or discipline at large. Both middle and high school students participate in the One World Education program, which partners with schools to improve research, argumentative writing, and presentation skills.

Shared Leadership: Leadership at E.L. Haynes is shared at every level. Students have a voice in determining classroom rules and choosing their activities through the use of *Responsive Classroom* at the elementary campus and through the use of Developmental Designs at the middle and high schools. Parents and teachers work together to advise the Chief Executive

Officer and Principals on issues and priorities and have a voice through periodic cross-campus meetings, evening events, and meetings before and after school on specific topics, e.g. middle school, year-round programs, or homework. Lastly, the Board of Trustees works collaboratively with the Chief Executive Officer, Chief Academic Officer, and Principals to set policy and provide leadership for the school with the help of 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. E.L. Haynes provides high quality, ongoing, differentiated professional development to all staff members, and developed a professional learning community and culture of adult learning. E.L. Haynes provides a week-long orientation for new staff and a two-week-long Summer Institute, and during the school year, weekly professional development workshops for 2.5 hours 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. Some of the professional development opportunities include *School Leader Lab, Responsive Classroom, Developmental Designs, Expeditionary Learning, UnboundEd Standards Institute* and *Relay National Principals Academy* for three administrators

PARENT AND FAMILY ENGAGEMENT

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

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

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

Supporting Student Academic Progress: To support the academic success of all students, E.L. Haynes held a series of events and workshops to provide opportunities for teachers, parents, and caregivers to have meaningful dialogue, learn how to support their students in school, and gain clarity around student expectations and the school's curriculum.

- Parent-Teacher Conferences (3 times per year): Parent-Teacher-Student conferences offer a great chance to meet individually with teachers to learn more about the specifics of students' academic progress.
- Back to School Nights (Annual): Families meet teachers, view classrooms, ask questions, and learn about the exciting skills students will learn for the new school year.
- Home Visits (Annual): PK and K teachers meet students and families in their homes and gain rapport with the families prior to the first day of school in order to build relationships with families and students. In grades 1-4, 83% of families received home visits from their student's teacher.
- SPEL Workshop (Annual): Parents are given tools to support their students at home. Parents are also given the opportunity to have a dialogue with special education EL staff.
- HS College Nights (Quarterly): High School parents are invited to meetings throughout the year to share information about the college application process, college financing and the financial aid process, and the college experience.

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

- Learning Showcases (Twice a year): Students in grades PK-4 showcase their research and learning in these celebrations with family.
- All School Meetings (Weekly): Families are always welcome to attend All School Meetings every Friday at 8:45 for students in grades K-4.
- Science Fair (Annual): An evening for middle school parents to experience their child's science fair project.
- Choir and Band Concerts (Bi-Annual): The elementary school choir performs contemporary songs for families in the winter and spring. While the middle school plays a variety of musical instruments for their special guests and families in the fall and spring. E.L. Haynes hosts cross-campus celebrations for Black History Month and Hispanic Heritage Month featuring student performers from all three campuses.
- Promotion Ceremonies (Annual): E.L. Haynes celebrates students' promotion from elementary school to middle school (at the end of 4th grade) and middle school to high school (at the end of 8th grade).

- Athletic Events and Banquet (Ongoing/Annual): Student athletes are celebrated both throughout the year at games and then at an annual athletics banquet in the spring.
- Promise Roll (Bi-annual): The middle school celebrated nearly 100 scholars who earned a 3.0 or higher for two consecutive quarters.

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 (Annually): This workshop provides parents the opportunity to understand the special benefits for DC residents while educating families about the substantial cost of higher education.
- Health and Wellness Partnership (Ongoing): Thanks to a Community Schools partnership with Mary's Center, E.L. Haynes offers a variety of health and wellness services.
- Attendance Awards (Quarterly): E.L. Haynes emphasizes EVERY DAY, ON TIME for every student, and takes the time to celebrate students who have achieved perfect attendance or experienced strong improvement in attendance across each quarter and the year.
- Wellness Day (Annual): Haynes Wellness Team hosted a Wellness Day and Parent Resource Fair. Families had the opportunity to meet each other and learn more about 25 community resources. The event included parent-student workshops and demos focused on: Hip-Hop, Reiki, Yoga, Capoeira, Zumba, Dental Health, Arts, Nutrition, and Meditation.

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

- *Heritage Day Celebrations (Ongoing):* To create meaningful educational opportunities about world cultures through fostering connections to E.L. Haynes students' lives and studies. The Extended Day Program staff invites parents and relatives to school to share their knowledge of cultures studied through heritage celebrations.
- *Family Activities (Ongoing):* The elementary school regularly hosts play dates and game nights to keep families connected and engaged throughout the year.
- *Movie and Pajama Night (Quarterly):* The elementary school team provides families with an opportunity to connect with each other and watch a movie quarterly on Fridays.

- *Family Day (Annual)*: Each spring, we welcome families and members of the community to celebrate the school year and connect. We host a BBQ, have games, and hosted a staff vs. student flag football game.
- *Soccer Day (Annual)*: Every fall, we host our annual Soccer Day, where our high school and middle school soccer teams host clinics and drills for students and community members. We have a BBQ, games and bounce houses, and resources for families.

SCHOOL PERFORMANCE

PERFORMANCE AND PROGRESS

In March 2018, E.L. Haynes elected to adopt the PCSB’s Performance Management Framework (PMF) as our goals for purposes of our 15-year charter renewal. On February 26, 2018, the PCSB voted to approve this shift. In accordance with our amended charter agreement, the results of the 2018-19 PMF (released in November 2019) will measure our progress against our goals and academic achievement expectations.

E.L. Haynes is fulfilling its mission. During the 2018-19 school year, E.L. Haynes served 1,136 students in PK through 12th grade, and continues to receive local and national recognition for achievement gains and its overall model program in fulfillment of its mission. The accomplishment include various activities that are part of the work to prepare students for college success. For more information on our achievements, review the *Unique Accomplishments* section of this report.

2019 PARCC RESULTS

In 2018-19, our students in grades 3-8 and 10 participated in the Partnerships for Assessment of Readiness for College and Career (PARCC) exam in both math and English Language Arts (ELA). The below chart shows the percentage of E.L. Haynes students who met or exceeded expectations (scored at Level 4 or 5), and students who are approaching expectations on the PARCC (scored at Level 3).

Percent of Students who Met, or Exceeded Expectations (Level 4 and 5)

E.L. Haynes Campus	Math	ELA
Elementary School (Grades 3-4)	43%	40%
Middle School (Grades 5-8)	25%	32%
High School (Grade 10)	8%	13%

Based on the 2019 PARCC results, we noted the following:

- At all three campuses, students improved in math compared to 2017-18.
- At-risk students saw increases in math across all three campuses.
- Our elementary school continues to outperform city averages, and 50% of our 3rd grade students scored at a Level 4 or 5 on the math exam.
- At the middle school, 6th grade ELA students saw a 13% increase in Level 4 or 5 scores.

- At the high school, while ELA and math scores increased by 7 and 2 points respectively, both scores remain below the city average.

At E.L. Haynes, we use on a variety of qualitative and quantitative indicators, in addition to the PARCC, to gauge our students' learning experience and academic progress. Some of the highlights from the 2018-19 school year are included in our *Unique Accomplishments* section below.

LESSONS LEARNED AND ACTIONS TAKEN

E.L. Haynes PCS has grown from serving 138 students in grades PK-2 to more than 1,100 students in grades Pre-K-12 and the staff has learned many lessons along the way. While E.L. Haynes has seen some student performance growth over time and has often outperformed the state, we strive to do better. In the spring of 2014, E.L. Haynes underwent a strategic planning process that entailed capacity review, school review, comparison studies and input from faculty, students, staff and families. In the 2015-16 school year, E.L. Haynes began implementing *VISION2020* and monitoring progress against its goals. Through *VISION2020* we established three overarching goals for 2020:

- **Goal 1:** All E.L. Haynes students will become successful individuals, active community members, and responsible citizens.
- **Goal 2:** All E.L. Haynes students will graduate prepared to succeed in college.
- **Goal 3:** All E.L. Haynes students will be adept at mathematical reasoning and use scientific methods effectively to frame and solve problems.

Overall, the goals provide direction for E.L. Haynes as an organization. The strategic planning team combined this information with the evidence on current performance and the school's core values and beliefs to prioritize eight 5-year strategies for achieving our goals, as well as a series of six key drivers (systems and structures) we must develop in order to sustain our work. We have included the full set of strategies and key drivers [here](#) for additional context.

REFLECTING ON SY2018-2019

In 2015-16, E.L. Haynes established a performance management process by which E.L. Haynes leaders and the Board of Trustees review data quarterly to assess progress toward the goals outlined in *VISION2020*. E.L. Haynes created a "dashboard" that is organized by the six

commitments. Each of the commitments is outlined below with examples of the data sources used to set annual metrics and goals to assess our progress.

- **ACADEMICS: We deliver rigorous academic instruction daily and every student reaches high levels of academic achievement that prepares them for college.**
 - Data Sources reviewed included: Graduation rate, 9th grade on track, PARCC results, ACCESS results, SAT results, CLASS results, college acceptance, college enrollment, and college persistence
- **CULTURE: We empower students to be leaders, active community members, and responsible citizens.**
 - Data sources reviewed included: Attendance, suspension, community service, Insight Survey, and student surveys
- **FAMILY: We meaningfully engage families in their students' learning and the school community.**
 - Data sources reviewed included: TNTP Parent Survey results, participation in parent-teacher conferences and community events, and re-enrollment
- **EQUITY: We, staff and students, are leaders for equity and represent multiple, diverse perspectives at every level, in every classroom.**
 - Data sources reviewed included: GPA, attendance, suspension, re-enrollment, and staff survey data by subgroup
- **TALENT: We professionally challenge, intentionally develop, and value each member of our staff community.**
 - Data sources reviewed included: TNTP Insight Survey Results, DC Staffing Collaborative data, and staff survey data
- **OPERATIONS: We enable student and staff success through efficient and effective use of resources and systems.**
 - **Data sources reviewed included:** Budget, annual audits, staff surveys, enrollment, and fundraising

The annual metrics and goals are shared with the entire staff community at the beginning of each school year. The school regularly reviewed this information by continuing a system of performance management routines: regularly scheduled and structured conversations about progress between the Chief Executive Officer, Chief Academic Officer, and principals.

During these routines, which took place on a quarterly basis, school leaders reviewed progress, discussed and solved major challenges, and made decisions to drive the delivery of results. These

routines also serve as the basis for the Chief Executive Officer's regular reporting to the board on performance against our strategic plan. Additionally, we used the results of the PCSB's 2018 School Quality Report and OSSE's STAR Framework results to inform the strategies we will implement in SY2019-20.

UNIQUE ACCOMPLISHMENTS

Throughout SY2018-19, our Pre-K3-12th grade school community celebrated many exciting accomplishments.

- The elementary school achieved Tier 1 status on the DC PCSB's School Quality Report for the third consecutive year, and our high school earned a Tier 1 rating for the first time in history based on performance in SY2017-18
- High school students, Diego, Lanyiah, and Te'wan performed their original rap, *Hands up, 13 Colonies* on stage at the Kennedy Center for the cast of *Hamilton* and more than 2,000 local high school students (September 2018)
- Seventh grade student Cordell placed first as the Junior Varsity Speaker DC at the first Washington Urban Debate League tournament of the year. The division included several high school students (October 2018)
- Twelfth grade student, Kalkidan Haile received the Outstanding Student award and our Credit Recovery Program, led by Zeleta Green, won the Program Innovation Award from the DC PCSB (November 2018)
- DC PCSB voted unanimously to renew the E.L. Haynes Charter for another 15 years (January 2019)
- Twelfth grade student Rikya Brackett competed in the citywide DC Poetry Out Loud Finals (March 2019)
- Elementary school music teacher, Ben Byrd, was named a finalist for the Washington Post Teacher of the Year Award (April 2019)
- E.L. Haynes celebrated its first-ever Commitment Ceremony, where graduating seniors publicly shared their future plans with our school community (May 2019)
- Three of our sixth-grade students had the opportunity to compete at the city-wide One World Education (Spring of 2019)
- Twenty-three tenth grade students advanced to the city-wide National History Day competition. Our students won first place for group documentary, best annotated bibliography, second place for group websites, and third place for individual websites (Spring 2019)

LIST OF DONORS OF \$500+ IN SY2018-19

E.L. Haynes gratefully acknowledges the support of dedicated donors, whose generous contributions ensure high achievement for every E.L. Haynes student. The following individuals, foundations, corporations, and organizations supported E.L. Haynes with gifts of \$500 or more between July 1, 2018 and June 30, 2019:

AppleTree Institute for Education Innovation	Nancy Folger	Stephen Milliken
Elizabeth and Philip Ash	Fund for Children, Youth, and Families	National Park Trust
Marion Ballard	Chanda Tuck Garfield and Dean Garfield	NFP Meltzer Group
Bank of America	Gartner, Inc.	Jennifer Niles
Kevin and Haise Borgmann	The Bill and Melinda Gates Foundation	Nicholas Niles
Juan Buruca	Thomas Gibian	Office of the State Superintendent of Education
James Byrd	Stephen Green and Suzanne Walker	Sarah Padre
Morris and Gwendolyn Cafritz Foundation	Ramon Jacobson and Alwynne Wilbur	Gina Price
Chesapeake Bay Trust	JLAN Solutions	William Rawson
A. James and Alice B. Clark Foundation	JMA Solutions	Ilene and Stephen Rosenthal
Jack Kent Cooke Foundation	Stefan Kershow	Dmitry Sagalovskiy
Susan Crowley	The Andrew and Julie Klingenstein Family Fund	Johnny Seikaly
Mindi D'Angelo and Jeff Blackwell	Lisa Landmeier	Share Fund
Hilary Darilek	Terry and Margaret Lenzner	Abigail Smith and Michael Zamore
Richard Darilek	Brian Maney and Barbara Stauffer	Society for Science & the Public
John and Anne Dickerson	Maura Marino	William and Ingrid Stafford
Liz Duffy and John Gutman Charitable Fund	Richard E. and Nancy P. Marriott Foundation	Lisa and Kevin Waller
Peter Edelman	Danielle McCoy	Eric Westendorf and Shoshana Rosenbaum
Diane Edward	Monique and Gregory McDonough	Richard and Jeannie Witmer
Fannie Mae	Alan Meltzer	

SCHOOL-LEVEL DATA REPORTS

ELEMENTARY SCHOOL (PK3-4)

Enrollment by Grade (Based on the 2018-19 OSSE Enrollment Audit)			
Overall	PK3	PK4	KG
350	46	47	50
1	2	3	4
52	52	52	51

STUDENT DATA POINTS	
Total # of Instructional Days	180 (178 for PK students)
Suspension Rate	3.1%
Expulsion Rate	0%
Instructional Time Lost to Out-of-School Suspension Rate	0.04%
In-Seat Attendance	94%
Average Daily Attendance	-
Midyear Withdrawals	0%
Midyear Entries	0%
Promotion Rate	97.7%
College Acceptance Rate (SY2017-18)	N/A
College Admission Test Scores (SY2017-18)	N/A
Graduation Rates (SY2017-18)	N/A
FACULTY AND STAFF DATA POINTS	
Teacher Attrition Rate	23%
Number of Teachers	30
Teacher Salary	Average: \$70,100 Minimum: \$55,000 Maximum: \$114,480

MIDDLE SCHOOL (5-8)

Enrollment by Grade (Based on the 2018-19 OSSE Enrollment Audit)				
Overall	5	6	7	8
349	55	102	98	94

STUDENT DATA POINTS	
Total # of Instructional Days	180
Suspension Rate	15.2%
Expulsion Rate	0%
Instructional Time Lost to Out-of-School Suspension Rate	0.32%
In-Seat Attendance	94%
Average Daily Attendance	-
Midyear Withdrawals	1.7% (6 students)
Midyear Entries	0.0%
Promotion Rate (LEA)	97.7%
College Acceptance Rate (SY2017-18)	N/A
College Admission Test Scores (SY2017-18)	N/A
Graduation Rates (SY2017-18)	N/A
FACULTY AND STAFF DATA POINTS	
Teacher Attrition Rate	42%
Number of Teachers	31
Teacher Salary	Average: \$70,100 Minimum: \$55,000 Maximum: \$114,480

HIGH SCHOOL (9-12)

Enrollment by Grade (Based on the 2018-19 OSSE Enrollment Audit)				
Overall	9	10	11	12
436	134	123	96	83

STUDENT DATA POINTS	
Total # of Instructional Days	180
Suspension Rate	4.1%
Expulsion Rate	0.23%
Instructional Time Lost to Out-of-School Suspension Rate	0.10%
In-Seat Attendance	88.2%
Average Daily Attendance	-
Midyear Withdrawals	3.4% (15 students)
Midyear Entries	0.2% (1 student)
Promotion Rate (LEA)	97.7%
College Acceptance Rate (SY2017-18)	93.8%
College Admission Test Scores (SY2017-18)	53.8%
Graduation Rates (SY2017-18)	85.3%
FACULTY AND STAFF DATA POINTS	
Teacher Attrition Rate	21%
Number of Teachers	39
Teacher Salary	Average: \$70,100 Minimum: \$55,000 Maximum: \$114,480

APPENDICES

APPENDIX A: SY2018-19 STAFF ROSTER

E.L. Haynes is proud to have an exceptionally qualified staff. In 2018-2019, 100% of teachers had a Bachelor's Degree and 32% of teachers had a Master's Degree in education or a related field, over 60% of teachers had more than 5 years of teaching experience. The administrative team holds degrees from some the most prestigious colleges and universities in the country and advanced degrees in law and business.

Nicole Addison, Teacher	Candace Lai-Fang, ELL Teacher
Emanuel Addison, Middle School Science Teacher	Emma Lattes, Teacher
Paula Almond, Teacher	Marar Lauren, Data and Assessment Associate
Katherine Arndorfer, Teacher	Jessica Law, Teacher
Daiana Badgett, Office Manager	Khanh Le, Teacher
Olivia Ball, ELL Teacher	Kristine Li Puma, College Success Coordinator
Lynise Banks, Paraprofessional	Andre Lindsey, Teacher
Karina Barba Rey, High School Receptionist	Jones-Smith Lois, Assistant Director of Student Support Services
Nicholas Barr, Paraprofessional	Zenada Mahon, Principal
Brent Bass, Director of Athletics	Teanna Mainzer, Resource Teacher
Judith Bhatia, Teacher	Abigail Marco, Teacher
DeAunna Blackwell, Teacher	Evelyn Marquez, Middle School Receptionist
Sharon Blount, YRP Hourly staff	Deena Marshall, Director of ELL
Megan Boemio, Teacher	Rohey Mbenga, Teacher
Eva Bollag, Paraprofessional	Holly McBride, Assistant Director of Student Support Services
Electra Bolotas, Teacher	Simeaka Melton, Office Manager
Laura Bowers, Teacher	Kizer Michelle, Benefits and Payroll Manager
Jessie Brewster, Assistant Principal	Jonas Minino, High School Spanish Teacher
Je'Sika Brown, Paraprofessional	Samuel Miranda, Teacher
John Burns, Inclusion Teacher	April Mitchell, Teacher
Benjamin Byrd, Teacher	Manuela Monsalve, Manager of Talent Acquisition
Joseph Callahan, Sr. Director of Development and Communications	Fadhil Moore, Teacher
Alana Canterbury, Teacher	Barrie Moorman, Teacher
Vanessa Carlo-Miranda, Chief Operating Officer	Rachel Narrow, Social Worker
Michelle Carter, Instructional Aide	Ciarra Neal, Behavior Coordinator
Tyrone Carter, Instructional Aide	Thomascena Nelson, Instructional Aide
Gisela Castillo, Teacher	Alan Newman, Teacher
David Chachere, Inclusion Teacher	Thais Nysus, Paraprofessional
Basil Chawkat, Director of Technology	Nioyonu Olutosin, Teacher
Andrew Christian, Teacher	Tatjana Palmer, YRP Hourly staff
Gabrielle Ciarcia, Teacher	Isela Maria Paniagua, Food Services Coordinator
Darren Clark, MS YRP Site Manager	

Ashleigh Clarke, Paraprofessional	Silvestre Paniagua, Facilities Manager
Joy Clarke, Assistant Principal	Felix Renaldo Paniagua, Facilities Manager
Nathaniel Cole, Teacher	Aashish Parekh, ELL Teacher
Anthony Coley, HS Long term Sub	Griffin Pepper, Teacher
Ashton Conklin, Specials Teacher	Aide Peralta, Budget and Finance Associate
Maria Conner, Sr. Director of SST	Marcus Peterson, Teacher
Khalid Conteh, Paraprofessional	Lan-Anh Pham, ELL Teacher
Rasheed Copeland, Office Manager	Hagar Pleasant-Bey, Assistant Principal
Briette Cottom, Food Manager	Juan Carlos Portillo Cruz, Paraprofessional
A'isha Crawford, ELL Teacher	Rachael Priore, ELL Teacher
Candace Crawford, Director of College Counseling	Benjamin Pruitt, Dean of Culture
Michelle Crowder, Teacher	Chad Quinn, Assistant Dean of Culture
Jamaal Crowder, Teacher	Gaberella Ramos, Teacher
Elsi Cruz, Operations Manager	Alexia Ramos, ELL Teacher
Karla Cruz Godoy, Teacher	Mekka Raqib, Administrative Assistant
Anna Darilek, CEO	Diana Reyes, Receptionist
Anna Davis, School Psychologist	Gloria Reyes, PT Receptionist
Quivianna Davis, Teacher	Rosenda Reyes, Food Manager
William Day, Teacher	Christopher Reynolds, Long-Term Substitute Teacher
Colette Dean-Price, IT Help Desk Manager	Jeffery Richardson, Paraprofessional
Caroline Desarno, ELL Teacher	Paul Robinson, Teachers Aide
Vivian DiBuono, Teacher	Joseph Robinson, Teacher
Tai Dixon, Chief Talent and Equity Officer	Maria Roldan-Vasquez, Teacher
Jennifer Dodson, ELL Teacher	Erin Rowsey, Dir. of Human Resources and Talent Management
Carmel Domond, Teacher	Jessica Rucker, Teacher
Alison Drury, Teacher	Jonathan Rudasill, Teacher
Sebastien Durand, Operations Manager	Hiddai Rudasill, Teacher
Nicole Elick-Smith, Dean of Culture	Adriana Salcedo, Acting Director of Student Wellness
Jamal Encalade, Development Coordinator	Jamie Sargent, Marketing and Development Associate
Shirley Fletcher, Teachers Aide	Amber Schlick, Strategy and Policy Manager
Marla Fletcher (Jefferson), Inclusion Teacher	Ana Schwartz, Teacher
Meredith Flynn, Speech Language Pathologist	Delonde Scott, Paraprofessional
Brooks Frances, Middle School Spanish Teacher	Ty'ease Setepenra, Teacher
Carolyn Frezzell, Operations Manager	Sabrina Shah, Speech Language Pathologist
Julelah Fuller, Teacher, Grades 9-12 Inclusion	Cindy Sherman, Speech Language Pathologist
Andrew Gall, Teacher	Nicole Shivers, Assistant Principal
Patrice Gardner, Instructional Aide	Keylon Simpkins, Teacher
Cyril William Gerald-Quinn, Paraprofessional	Anissa Smith, Teacher
Kennon Goff, Teacher	Terrence Smith, Teacher, Grade 7 Science
Aryana Goins, Middle School Operations Coordinator	Stuart Smither Wulsin, Director of Student Information
Zeleta Green, Teacher	Crystal Snowden, Teacher
Giavanti Greenaugh, Teacher	Andrew Somerville, College Counselor
Alvin Greene, Teachers Aide	Tanisha Spears (Jones), Assistant Principal
Carla Grinnell, Inclusion Teacher	Zoe Spielvogel, Teacher
Brittany Grow, ELL Teacher	Travis Springer, Teacher
Jaime Guzman, Overflow Coordinator	William Stafford, Teacher
Erica Hamilton, Behavior Intervention Coordinator	Dana Stiles, Inclusion Teacher
Randy Harper, Teacher	

Nathaniel Harris III, Teacher	Emily Stoetzer, Assistant Principal
Hansford Harrison, Behavior Intervention Tech	Caroline Su, Inclusion Teacher
Douglass Harvey, Social Worker	Seshmi Taylor, Teacher
Fatma Hasan, ELL Teacher	Jerri Taylor, Social Worker
Roda Hassan, HS Paraprofessional	Florence Thomas, Paraprofessional
Phyllis Hedlund, Chief Academic Officer	Rebecca Thomas, Registrar
Ingrid Heiberg, Teacher	Courtney Thompson, Attendance and Engagement Specialist
Rachel Heitin, Teacher	Natasha Thompson, Teacher
Julie Holt, Associate Director of SST	Porshe Thornton, Long Term Sub
LaToya Hutchins, Teacher	Kathy Toney-Greene, Instructional Aide
Pulido Irlanda, Development Associate	Claire Tucker, Teacher
Claice Jackson, Teacher	Michelle Tyler, Paraprofessional
Samone Jackson, Child Care Subsidy Manager	Sarah Valverde, Assistant Principal
Delvin James, Teacher	Alyssa Venditto, Inclusion Teacher
Pauletta Jernagin, Administrative Assistant	Marisa Viscal, Inclusion Teacher
Dontae Johnson, Facilities Coordinator	Erika Vivas, Receptionist
Aeriale Johnson, Teacher	Brittany Wagner Friel, Principal
Teri Johnson Stokes, Social Worker	Rene Wallis, Middle School Inclusion Teacher
Danielle Jones, Teacher	Franklin Wassmer, Education Technology and Systems Specialist
Paulina Jones, Teacher	Joshua White, ELL Teacher
Daniel Jordan, Teacher	Samaria Whitmire, Paraprofessional
Christopher Kandik, Teacher	Monique Williams, High School Teacher
Matan Karasov, Teacher	David Winns, Instructional Aide
Maritza Kemp, Teacher	Luke Witchger, Benefits and Payroll Manager
Okada Kenli, Director of Student Data	Kathryn Wood, School Psychologist
Richard Kenner, Teacher	Rachel Woodson, YRP Hourly staff
Casey Kilburn, Teacher	Yuliya Yeremenko, Teacher
James Knuuttila, High School Math Teacher	Kristin Yochum, Director of Operations
Chaz Kohlrieser, Director of Student Wellness	R'Kheim Young, Teacher
Allen Kramer, Director of Budget and Finance	
Candace Lai-Fang, ELL Teacher	
Allen Kramer, Director of Budget and Finance	

The salaries of the five most highly compensated individuals employed by E.L. Haynes in the 2018-2019 school year are below:

- Hilary Darilek, Chief Executive Officer- \$178,500
- Phyllis Hedlund, Chief Academic Officer- \$166, 210
- Vanessa Carlo-Miranda, Chief Operating Officer- \$158,000
- Tai Dixon, Chief Talent and Equity Officer- \$146,500
- Brittany Wagner-Friel, Elementary School Principal- \$131,740

APPENDIX B: SY2018-19 E.L. HAYNES BOARD OF TRUSTEES

Board Member	DC Resident	Role on Board	Date of Appointments/ Date of Expiration
Lisa Carlton	Yes	Vice Chair and Parent Trustee	June 2018/June 2023
Josh Edelman	Yes	Trustee	July 2017/June 2023
Norman Greene	Yes	Trustee	July 2017/June 2023
Stefan Kershow	Yes	Trustee	May 2012/June 2019
Claudia Lujan	No	Trustee	March 2017/June 2023
Monique McDonough	Yes	Trustee	March 2015/June 2021
Danielle McCoy	No	Trustee	November 2014/June 2021
William Rawson	Yes	Trustee	May 2012/June 2019
Shivam Shah	Yes	Trustee	July 2017/June 2023
Karima Simmons	Yes	Trustee	June 2018/June 2023
Ted Smith	Yes	Trustee	July 2013/June 2019
Abigail Smith	Yes	Board Chair and Trustee	January 2015/June 2021
Eric Westendorf	Yes	Trustee	September 2015/June 2022
Tammy Wincup	No	Trustee	September 2013/June 2020

APPENDIX C: E.L. HAYNES UNAUDITED YEAR-END SY2018-19 FINANCIAL STATEMENT

Income Statement		SY18-19
Revenue		
State and Local Revenue		25,288,542
Federal Revenue		1,616,796
Private Grants and Donations		473,331
Earned Fees		1,852,931
Donated Revenue		165,000
Total Revenue		29,396,600
Operating Expense		
Salaries		13,595,019
Benefits and Taxes		3,043,306
Contracted Staff		1,258,146
Staff-Related Costs		211,840
Rent		214,293
Occupancy Service		1,531,412
Direct Student Expense		2,647,610
Office & Business Expense		1,834,053
Contingency		150,000
Total Operating Expense		24,485,679
Net Operating Income		4,910,921
Interest, Depreciation		
Interest		1,395,843
Depreciation and Amortization		1,662,891
Total Expenses		27,544,414
Net Income		1,852,186
Adjustments To Cash Flow		
Net Income		1,852,186
Add Depreciation		1,414,811
Operating Fixed Assets		(64,020)
Buildings		(802,273)
Other Operating Activities		(2,259,195)
Per-Pupil Adjustments		-
Suspense		-
Facilities Project Adjustments		338,511
Net cash increase for year		480,020

APPENDIX D: E.L. HAYNES APPROVED SY2019-20 BUDGET

Income Statement		SY19-20
Revenue		
State and Local Revenue		24,897,772
Federal Revenue		1,722,676
Private Grants and Donations		368,660
Earned Fees		79,410
Donated Revenue		660,000
Total Revenue		27,728,518
Operating Expense		
Salaries		14,757,301
Benefits and Taxes		3,619,063
Contracted Staff		1,040,448
Staff-Related Costs		227,875
Rent		257,152
Occupancy Service		1,562,836
Direct Student Expense		1,853,147
Office & Business Expense		1,780,575
Contingency		170,000
Total Operating Expense		25,268,397
Net Operating Income		2,460,121
Interest, Depreciation		
Depreciation and Amortization		1,893,975
Interest		1,287,005
Total Expenses		28,449,377
Net Income		(720,859)
Adjustments to Cash Flow		
Net Income		(720,859)
Add Depreciation		1,893,975
Operating Fixed Assets		(245,961)
Buildings		(387,949)
Other Operating Activities		257,152
Financing Activities		(736,925)
Net cash increase for year		59,434