



E.L. Haynes Public Charter School Annual Report 2021-2022

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Be Kind.
Work Hard.
Get Smart.

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SCHOOL DESCRIPTION

ABOUT E.L. HAYNES

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

MISSION

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

OUR CORE VALUES

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

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

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

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

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

SCHOOL PROGRAM

CURRICULUM DESIGN AND INSTRUCTIONAL APPROACH

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

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

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

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

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

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

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

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

Social Development: The elementary campus uses Responsive Classroom,¹ which is an evidence-based approach to elementary school teaching that focuses on the strong link between academic success and social-emotional learning (SEL). Independent research found that the *Responsive Classroom* approach is associated with higher academic achievement in math and reading, improved school climate, and higher-quality instruction. The program incorporates social learning into students' daily program; embraces E.L. Haynes' 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. Elementary school faculty receive *Responsive Classroom* training when they join the faculty

The middle school and high school campuses use evidence-based *Developmental Designs*,² which has comprehensive practices to integrate social and academic learning. Independent research found that students' attendance increased, their positive behavior became more frequent, their academic achievement was higher, and the school's overall climate increased positively. 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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

language classes. Introducing students to a second language also validates the linguistic experience of the school's students who speak other languages at home and reinforces our commitment to diversity. 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 composed of inclusion teachers, social workers, speech-language pathologists, occupational therapists, reading and math intervention teachers, and psychologists. These team members collaborate with general education teachers, English learner teachers, and each other to provide students with disabilities the necessary instructional environment, tools, and support to access the general education curriculum.

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

When it better meets a student's instructional needs, therapists and 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, Read 180, Math 180, or System 44. This instruction may also be additional practice in skills that have been taught in class or previews of lessons to come.

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

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

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

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

The purpose of the MLL program is to:

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

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

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

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

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 play educational games, read books, or draw pictures with friends and adults. Students in second grade and above participate in electives, including sports teams, newspaper, chess, and step club. At the high school, students stay after the academic day ends to meet with teachers during their office hours or participate in a variety of clubs and athletics offerings.

Intersession: E.L. Haynes generally offers Intersession programming for two weeks in October, one week in February, and three weeks across June and July. During the 2021-22 School Year, due to a temporary shift in our calendar to more closely align with other public school calendars and to prepare for both hybrid and in-person instruction, we provide three-weeks of summer intersession programming (Summer 2020, 2021, and 2022). Taught by E.L. Haynes teachers, Urban Teacher residents, and EDP staff, students embarked on week-long learning investigations involving in-class and outdoor learning, and time for academic enrichment, community, and museum-based work. At the high school, intersession included opportunities for credit recovery, and incoming 9th graders participated in a Summer Bridge program with advisory and coursework in English and Algebra I.

Signature Learning: Last year, due to health and safety protocols, we were not able to provide the signature learning experiences that we are often able to provide prior to

the pandemic. In 2021-2022, both middle and high school students were able to participate virtually in the One World Education program, which partners with SchoolStop 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, teachers, and students work together to advise the Chief Executive Officer and Principals on issues and priorities and have a voice through periodic cross-campus meetings, evening events, working groups, and meetings before and after school on specific topics, e.g. middle school, year-round programs, or homework. Lastly, the Board of Trustees works collaboratively with the Chief Executive Officer, Chief Academic Officer, and Principals to set policy and provide leadership for the school with the help of four parent board members and one staff board member.

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

During the 2021-22 School Year, E.L. Haynes adopted a new coaching model that focused on student- centered academic growth. Each campus has an ELA and a Math teacher/coach to support co-teaching, co-planning, and effective instructional practices.

PARENT AND FAMILY ENGAGEMENT

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

Families are encouraged to be actively involved in their 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. During the unique 2021-2022 School Year, E.L. Haynes seamlessly transitioned our family engagement activities to a mix of in-person and virtual opportunities, and supported families in accessing these activities.

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. During the 2020-2021 School Year, 65% of elementary school families, 76% of middle school families, and 83% of high school families participated in at least two student progress meetings.
- **Back-to-School Nights (Annual):** Families meet teachers, ask questions, and learn about the exciting skills students will learn for the new school year.
- **Home Visits (Annual):** PK through grade 4 teachers meet students and families in their homes and gain rapport with the families prior to the first day of school in order to build relationships with families and students.
- **HS College Nights (Quarterly):** High School parents are invited to meetings throughout the year to share information about the college application process, college financing and the financial aid process, and the college experience.
- **Ongoing Technical Support:** As a 1:1 school, E. L. Haynes hosted regular tech workshops and training for staff and families in order to ensure that access to and understanding of technology was not a barrier to student learning. Additionally, E.L. Haynes provided onsite tech support services to staff and

students to quickly address technology equipment and software issues, as needed.

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

- **All School Meetings (Weekly):** Families are always welcome to attend All School Meetings every Friday at 8:45 for students in grades PK-4. During the return to in-person learning in 2021-2022, in order to focus on safety and limit large group gatherings in a common space, we continued to facilitate these meetings virtually.
- **Cross-Campus Cultural Celebrations (Annual):** E.L. Haynes hosted virtual cross-campus celebrations for Black History Month and Hispanic Heritage Month featuring student performers from all three campuses.
- **Promotion Ceremonies (Annual):** E.L. Haynes celebrates students' promotion from elementary school to middle school (at the end of 4th grade) and middle school to high school (at the end of 8th grade). We hosted our high school graduation in-person at Audi Field, welcoming families and students to the outdoor event.

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

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

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

- **Quarterly Community Surveys (Quarterly):** Throughout the 2021-2022 School Year, E.L. Haynes regularly surveyed members of our community (staff, students,

and families) on critical issues. The results of the survey were instrumental to our decision-making throughout the unique school year.

- **ROAR (Monthly):** At our elementary School, our family community organization, ROAR, hosted monthly virtual meetings and social events to continue to connect with our families throughout the year.

SCHOOL PERFORMANCE

PERFORMANCE AND PROGRESS

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

During the 2021-2022 School Year, E.L. Haynes served 1,150 students in Pre-K3 through 12th grade, with a diverse student population, with our largest subgroups identifying as Hispanic / Latino and Black/African-American. More than twenty-percent of our student population are students identified as a student with a disability, and more than thirty percent of our population are multi-lingual learners. We ensure that our students are prepared to thrive in college, career in life through our rigorous curriculum (described above), our extensive offerings in the visual and performing arts, and our robust athletic program that allows students to learn leadership, teamwork, and collaboration.

In their high school years, our students are also supported by our College Office, which encourages our students to think about and plan for their future college and career pathways through both in-person and virtual college visits, career days, connecting students with enriching pre-college programs, and supporting freshman during their year of college transition. Last school year, every graduating senior was provided a Macbook for use in their post-secondary endeavors.

Academic Progress

In March 2018, E.L. Haynes adopted the DC PCSB's Performance Management Framework (PMF) as our goals for purposes of our 15-year charter renewal. On February 26, 2018, the DC PCSB approved this shift. In accordance with our amended charter agreement, the results of the PMF will measure our progress against our goals and academic achievement expectations. Following the school closures and cancellation of PARCC due to the COVID-19 pandemic, DC PCSB adopted a COVID Impact Policy to guide accountability decisions through the 2022-2023 School Year. Under the COVID

Impact Policy, E.L. Haynes will demonstrate goal attainment by showing improvement or scoring about the sector average on the following metrics: student-level growth data for grades PK-8; and 9th Grade on Track, SAT, AP/IB/DE/CTE, College Acceptance, and 4- and 5- Year ACGR for High School. This policy will apply to the 2022-23 School Year. For the 2018-19 School Year, our schools were rated on the PMF, which also included PARCC performance and growth, attendance, reenrollment, and CLASS scores. That year, our elementary school received a score of 81.8% (Tier 1), our middle school received a score of 53.6% (Tier 2), and our high school received a score of 69.2% (Tier 1). Due to COVID-19, our schools were not rated in 2019-20, 2020-21, or 2021-22.

COVID Impact Policy Data

Metric	EL Haynes Data
ES i-Ready Growth (Literacy)	37.5%
ES i-Ready Growth (Math)	39.6%
MS i-Ready Growth (Literacy)	37.7%
MS i-Ready Growth (Math)	40.2%
9th Grade on Track	98%
SAT	5%
AP Participation	50%
AP	27%
College Acceptance	99%
4-Year ACGR (2022 Cohort)	90.09%
5-Year ACGR (2021 Cohort)	91.45%

2022 PARCC Results

This chart shows the percentage of E.L. Haynes students by campus scoring at Levels 4 and 5 compared to the DC Charter Sector average:

	MATH		ELA	
	E.L. Haynes 2021-2022	Charter Sector 2021-2022	E.L. Haynes 2021-2022	Charter Sector 2021-2022
Elementary School (Grades 3-4)	21%	17%	21%	19%
Middle School (Grades 5-8)	11%	17%	24%	28%
High School (Grade 9-10)	9%	8%	25%	27%

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

UNIQUE ACCOMPLISHMENTS

Throughout SY 2021-22, our Pre-K3-12th grade school community celebrated many exciting accomplishments.

- In February, we announced major changes to our pay scale in line with our [strategic plan](#) and achieved one of the highest staff retention rates on record. These reforms included significantly increasing our Step 1 teacher salary, raising the minimum starting salary in our community by 11%, and aligning salary, job titles, and expectations for all classroom support staff.
- 99% of the E.L. Haynes Class of 2022 were accepted to more than 150 different two-year or four-year postsecondary institutions.

- During the 2021-2022 School Year, we celebrated three 15-year staff anniversaries, the first in our history: Ms. Brittany Wagner-Friel (Elementary School Principal), Ms. Teri Johnson-Stokes (MS Social Worker), and Faruq Robinson (Elementary School Teacher).
- Elementary School Principal Brittany Wagner-Friel was named by *The Washington Post* as the District of Columbia's 2022 Principal of the Year Finalist.
- Valedictorian Glendi Herrera was awarded a full-ride scholarship to Georgetown University, where she will become the first person in her family to graduate from college.
- Building Hope selected elementary school parent organization leader Dominique Moore as one of three finalists for their first annual Shellie-Ann Braswell 'Shine Brighter' IMPACT Award.
- Throughout the 2021 - 2022 School Year, we hosted six COVID-19 vaccination and booster clinics and provided free vaccinations (including multiple doses and boosters) to over 300 students, families, staff, and neighbors.
- Elementary school teachers launched *What I Need* (WIN) sessions for all students. These small-group time blocks allow learners to work on different independent and teacher-led activities to accelerate their learning and growth.
- The College Office hosted the first annual day-long Sophomore Career Exploration Day. 10th Graders began the morning with a powerful keynote speech from E.L. Haynes alumnus Kevin Peralta, heard from panelists spanning ten major professional industries, and finished the day with mock job interviews.
- Our middle school launched the use of grade-level Restorative Circles and expanded their use throughout the school year. These sessions provided a brave space for students and adults to talk through shared challenges, strengthen relationships, and create a system of accountability.
- The award-winning E.L. Haynes League of United Latin American Citizens (LULAC) Youth Council hosted Univision Reporter Rafael Sánchez-Cruz. Mr. Sánchez-Cruz, who talked with students about the importance of listening to trusted news sources (not just social media) and what it is like being a reporter for Univision and covering topics for the Hispanic community.
- After sharpening their argumentative writing skills as part of the One World Academy program, 5th graders competed at the One World Challenge against 6th,

7th, and 8th graders from across the city. Marley Coleman placed first in the middle school essay category and Zola Bonelli placed second in the speech category.

- Our elementary school hosted its first-ever Arts Festival, the first in-person, school-wide event for elementary families since March 2020. Students delivered dance and musical performances, including “Good Morning Baltimore” from this week’s production of Hairspray, Jr., and showcased projects they created in Visual Arts class. Ms. DeAunna Blackwell, Dance Teacher, led planning efforts with support from the rest of the electives teachers.

LIST OF DONORS OF \$500+ IN SY 2021-22

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, 2021 and June 30, 2022:

INDIVIDUAL DONORS

Abigail Smith and Michael Zamore

Alan Meltzer

Andrew and Julie Klingenstein

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SCHOOL-LEVEL DATA REPORTS

ELEMENTARY SCHOOL (PK3-4)

Enrollment by Grade (Based on the 2021-22 OSSE Enrollment Audit)			
Overall	PK3	PK4	KG
350	48	47	53
1	2	3	4
52	53	52	45

STUDENT DATA POINTS	
Total # of Instructional Days	181
Suspension Rate	0.6%
Expulsion Rate	0%
Instructional Time Lost to Out-of-School Suspension Rate	0.01%
In-Seat Attendance	88%
Average Daily Attendance	-
Midyear Withdrawals	2.3%
Midyear Entries	0%
Promotion Rate	96.2%
College Acceptance Rate (SY2020-22)	N/A
College Admission Test Scores (SY2020-21)	N/A
Graduation Rates (SY2020-21)	N/A

MIDDLE SCHOOL (5-8)

Enrollment by Grade (Based on the 2021-22 OSSE Enrollment Audit)				
Overall	5	6	7	8
357	50	104	99	104

STUDENT DATA POINTS	
Total # of Instructional Days	181
Suspension Rate	4.2%
Expulsion Rate	0%
Instructional Time Lost to Out-of-School Suspension Rate	0.07%
In-Seat Attendance	85.5%
Average Daily Attendance	-
Midyear Withdrawals	1.4%
Midyear Entries	0.0%
Promotion Rate (LEA)	96.2%
College Acceptance Rate (SY2020-21)	N/A
College Admission Test Scores (SY2020-21-20)	N/A
Graduation Rates (SY2020-21)	N/A

HIGH SCHOOL (9-12)

Enrollment by Grade (Based on the 2021-22 OSSE Enrollment Audit)				
Overall	9	10	11	12
443	126	128	101	88

STUDENT DATA POINTS	
Total # of Instructional Days	181
Suspension Rate	5.4%
Expulsion Rate	0.22%
Instructional Time Lost to Out-of-School Suspension Rate	0.14%
In-Seat Attendance	78.1%
Average Daily Attendance	-
Midyear Withdrawals	2.20%
Midyear Entries	0.2%
Promotion Rate (LEA)	96.2%
College Acceptance Rate (SY2020-21)	85.6%
College Admission Test Scores (SY2020-21) ³	44%
Graduation Rates (SY2020-21)	89.56%

³ The "College Admission Test Score" is based on the number of Grade 12 students who earn an 800 or higher on the SAT or a 16 or higher on the Act divided by the total number of Grade 12 students in SY 2019-20.

APPENDICES

APPENDIX A: SY2021-22 STAFF ROSTER AND STAFF DATA POINTS

E.L. Haynes is proud to have an exceptionally qualified staff. In 2021-2022, 100% of teachers had a Bachelor's Degree. The administrative team held degrees from some of the most prestigious colleges and universities in the country, and advanced degrees in law, organizational development, leadership, and education..

POSITION

NAME

ES Leadership Team

Principal, Grades PK - 4	Wagner-Friel, Brittany
Assistant Principal, Elementary School	Brewster, Jessica
Assistant Principal, Elementary School	Kenner, Richard
Assistant Director of Student Support Services	McBride, Holly
EDP Site Manager, Grades PK3-4	Hall, LaRonna

ES Teachers

Teacher, Pre-Kindergarten	Robinson, Joe
Teacher, Pre-Kindergarten	Gomes, Teresa
Teacher, Pre-Kindergarten	Robinson, Paul (Faruq)
Teacher, Pre-Kindergarten	Bradshaw, Morgan
Teacher, Kindergarten	Covington, Kailah
Teacher, Kindergarten	Setepenra, Ty'ease
Teacher, Grade 1	Tyler, Michelle
Teacher, Grade 1	Schwartz, Ana
Teacher, Grade 2	Reid, Ciera
Teacher, Grade 2	Allen, Corderius

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

ES SpEd Teachers

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

ES ELL Teachers

Teacher, English Language Learning	Petrotta, Michelle
Teacher, English Language Learning	Dodson, Jenny
Teacher, English Language Learning	D'Alessandro, Regina
Teacher, English Language Learning	Freudenberg, Andy
Teacher, English Language Learning	Dax, Sara
Teacher, English Language Learning	Vanze, Shaw

ES Instructional Support

Instructional Aide	Greene, Alvin
Instructional Aide	Gardner, Patrice
Instructional Aide	Portillo, Juan
Instructional Aide	Carter, Tyrone
Instructional Aide	Roman, Cindi
Instructional Aide	Nelson, Thomascena
Instructional Aide	Toney-Greene, Kathy
Instructional Aide	Harrison, Hansford
Paraprofessional	Bollag, Eva
Paraprofessional	Banks, Lynise
Paraprofessional (Dedicated Aide)	Carter, Michelle
Paraprofessional (Dedicated Aide)	Mejia, Yojahira
Paraprofessional (Dedicated Aide)	Gerald-Quinn, Cyril (William)

ES Operations

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

ES Wellness

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

ES Coaches

Be Kind.
Work Hard.
Get Smart.

Math Coach

Literacy Coach

Dean of Culture

ES UT Residents

Resident

Resident

Resident

Giavanti Greenaugh

Alyssa Venditto

Quinn, Chad

Digna Rosales Cruz

Adrienne Reighard

Wayne Britt

MS Leadership Team

Principal, Grades 5-8

Assistant Principal, Middle School

Assistant Principal, Middle School

Dean of Culture, Grades 5-8

YRP Site Manager, Grades 5-8

Mahon, Zenada

Rohey Mbenga

Gonzalez, Enjoli

Elias, Ciarra

Encalade, Jamal

MS Teachers

Teacher, Grade 5 Science and Math

Teacher, Grade 5 Literacy and Humanities

Teacher, Grade 6 Social Studies

Teacher, Grade 6 Literacy

Teacher, Grade 6 Science

Teacher, Grade 7 Social Studies

Teacher, Grade 7 Science

Teacher, Grade 7 Math

Teacher, Grade 7 Literacy

Teacher, Grade 8 Science

Hutchins, LaToya

Takacs, Elizabeth

Anthony, Donnalyn

Milligan, Samuel (UT)

Mitchell, April

Domond, Carmel

Mabry, Patrice

White, Kellen

Mercier, Gabriella

Vela, Stephanie

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

Ms SpEd Teachers

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

MS ELL Teachers

Teacher, ELL 5/6, ELA	Coke-Mckay, Davia
Teacher, ELL 7/8, ELA	Kat Torrance
Teacher, ELL 7/8, Science	Whitehead, Gregory
Teacher, ELL 5/6, Social Studies	Ayala, Eliot

MS Instructional Support

Paraprofessional

Barr, Nick

Paraprofessional

Conteh, Khalid

Paraprofessional

Nwigwe, Emeka

Paraprofessional (Dedicated Aide)

Winns, David

Paraprofessional

Thomas, Florence

Paraprofessional

Nysus, Thais

MS Operations

Operations Manager, Grades 5-8

La Luz, Justin

Food Service Coordinator, Grades 5-8

Cottom, Briette

Operations Coordinator, Grades 5-8

Reyes, Diana

Receptionist, Grades 5-8

Marquez, Evelyn

Facilities Coordinator, MS

Paniagua, Felix Renaldo

MS Wellness

Social Worker, Grades 5-8

Johnson-Stokes, Teri

Social Worker, Grades 5-8

Fothergill, Eric

MS Coaches

Math Coach

Tomiko Graves

Literacy Coach

Marcus Peterson

HS Leadership Team

Principal, Grade 9-12

Stoetzer, Emily

Assistant Principal, High School

Pleasant-Bey, Amina

Assistant Principal, High School

Biederman, Joshua

Assistant Principal, High School

Clarke, Joy

Dean of Culture, Grades 9-12

Elick-Smith, Nicole

Assistant Director of Student Support Services Hamilton, Erica

HS Teachers

Teacher, Grade 9 World History	Calix, Keith
Teacher, Grade 10 History	Simpkins, Keylon
Teacher, Grade 11 Government & Civics (History)	Jolicoeur, Alaine
Teacher, Grade 12 History & Sociology	Moorman, Barrie
Teacher, Grade 9 World Literature	Hunt, Schuyler
Teacher, Grade 10 U.S. Literature	Kandik, Topher
Teacher, Grade 11 Literature and AP Literature	Newman, Alan
Teacher, Grade 12 English Literature/AP English	Hall, Taylor
Teacher, Math 11/12 Financial Lit. & Precalculus	Kemp, Maritza
Teacher, Math 10-12 Algebra 2 & AQR	Thompson, Natasha
Teacher, Math Geometry & AP Calculus	Stafford, William
Teacher, Math 9 Algebra 1	Ki, Stuart
Teacher, Math 9 Algebra 1	Day, William
Teacher, Grade 9 Earth Sciences	Taplah, Phitilda
Teacher, Science 10 Biology	Lesesne, Michael
Teacher, Grade 10 Biology/ AP Biology	Rudasill, Jonathan
Teacher, Grade 11 Chemistry	Kuprenas, Rachel
Teacher, Grade 12 Advanced Physics	Polanco, Stacy
Teacher, High School Spanish	Quigley Danskey, Teresa
Teacher, High School Spanish	Rudasill, Hiddai
Teacher, High School Spanish	Ramos, Gaberella
Teacher, High School Health & Fitness	Crowder, Jamaal

Teacher, High School Art	Bolotas, Electra
Teacher, High School Music	Addison, Nicole
Teacher, High School Elective (AA History)	Rucker, Jessica
Teacher, High School Elective (Creative Writing & Ethics)	Miranda, Sami
Teacher, High School Credit Recovery	Green, Zeleta

HS SpEd Teachers

Teacher, High School Inclusion (FAST)	Johnson, Aeriala
Teacher, High School Sped Transition	Almond, Paula
Teacher, High School Inclusion (BASE, Math)	Lindsey, Andre
Teacher, High School Inclusion (ELA)	Portillo, Chantal
Teacher, High School Inclusion (ELA)	Fuller, Julelah
Teacher, High School Inclusion (ELA)	Beuley, Caroline
Teacher, High School Inclusion (ELA)	Jackson, Tyler
Teacher, High School Inclusion (Math)	Cherry, Rodney
Teacher, High School Inclusion (Math)	Chachere, David
Teacher, Read 180	Ramos, Alexia

HS ELL Teachers

Teacher, High School English Language Learning	Hasan, Fatma
Teacher, High School English Language Learning	Ball, Olivia
Teacher, High School English Language Learning	Tefft, Keely
Teacher, High School English Language Learning	DeBianchi, Christina

HS Paraprofessionals

Paraprofessional	Fletcher, Shirley
------------------	-------------------

Paraprofessional

Deseraux, Aaron

Paraprofessional

Bradshaw, Myles

Paraprofessional

Reynolds, Christopher

Paraprofessional

Brown, Je'Sika

HS College Counseling

Director of College Counseling

Crawford, Candace

College Counselor, High School

Somerville, Andrew

College Counselor, High School

Polanco, Rosalia

College Counselor, High School

Glover, Cory

HS Operations

Food Service Coordinator, Grades 9-12

Paniagua, Isela Maria

Operations Coordinator, Grades 9-12

Badgett, Daiana

Receptionist, Grades 9-12

Molina, Gerarda

HS Registrar

Abdur-Rahman, Aishah

Facilities Coordinator, HS

Johnson, Dontae

HS Wellness

Social Worker, Grades 9-12

Boone, Lauren

Social Worker, Grades 9-12

Velasquez, Alma

HS Coaches

Math Coach

Day, William

Literacy Coach

Castillo, Marisol (Gisela)

HS UT Residents

Resident

Andrew Statler

Resident

Breana Stephen

Resident

Madison Dalton

Chief Executive Officer

Darilek, Anna Hilary

Communications and Development

Chief of Staff

Callahan, Joseph

Director of External Relations

Wynne, Katie

Marketing and Communications Coordinator

Creamer, Yaniza

CAO Team

Chief Operating Officer

Hunt-Taylor, Rikki

Director of Student Information

Smither Wulsin, Stuart

Senior Director of Student Support Services

Boyer, Maria

Senior Director, Curriculum, Instruction and Assessment

Murphy, Rob

Director, Professional Learning

Baron, Alex

Director of Data Systems

Wassmer, Franklin

Director of Athletics

Bass, Brent

Operations, HR, Finance and IT

Chief Financial Officer

Carlo-Miranda, Vanessa

Senior Director, Operations

Yochum, Kristin

Operations Manager, Grades PK-4

Durand, Sebastien

Operations Manager, Grades 5-8

La Luz, Justin

Covid-19 Operations Coordinator

Marquez, Evelyn

Director of Human Resources

Cyrus, Ashley

Benefits and Payroll Manager

Browne, Milan

Budget and Finance Coordinator

Peralta, Aide

Director of Budget and Finance

Kramer, Allen

Director of Technology

Chawkat, Basil

IT Support Technician

Artiga, Marvin

IT Support Technician

Hernandez Morales, Jose

Child Care Subsidy Manager

Reyes, Diana

Maintenance/Custodial

Facilities Coordinator, ES

Paniagua, Silvestre

Facilities Coordinator, MS

Paniagua, Felix Renaldo

Facilities Coordinator, HS

Johnson, Dontae

Talent Team

Interim Chief Talent Officer

Robinson, Alicia

Senior Director of Talent

Brown, Joel

Talent Manager

Kenner, Janai

Security

Security Officer, ES

Slaughter, Ebony

Security Officer, ES

Reid, Michelle

Security Officer, MS

Walker, Larry

Security Officer, MS

Johnson, John

Security Officer, HS

Gafford, Mary

Student Wellness

Director of Student Health and Wellness

Beasley, Melissa

Student Attendance and Engagement
Coordinator

Bullock, Shrilinda

Social Work Fellow

Carillo, Herson

Transition Manager

Thomas, Erika

English Language Learners

Director of English Language Learning

Marshall, Deena

Special Education

Director of Special Education

Holt, Julie

Student Support Services Compliance
Manager

Maria Slewion (1/5/22 start)

E.L. HAYNES FACULTY AND STAFF DATA POINTS	
Teacher Attrition Rate	Elementary: 9% Middle: 16% High: 15%
Number of Teachers	127
Teacher Salary	Average: \$73,675 Minimum: \$55,000 Maximum: \$124,480

EXECUTIVE COMPENSATION

The salaries of the five most highly compensated individuals employed by E.L. Haynes in the 2021-2022 school year are below:

- Hilary Darilek, Chief Executive Officer- \$212,000
- Rikki Hunt Taylor, Chief Academic Officer- \$174,500.16
- Vanessa Carlo-Miranda, Chief Operating Officer- \$174,500.26
- Alicia Robinson, Interim Chief Talent and Equity Officer- \$174,500.26
- Brittany Wagner-Friel, Elementary School Principal- \$147,235.20

APPENDIX B: SY2021-22 E.L. HAYNES BOARD OF TRUSTEES

Board Member	DC Resident	Role on Board	Date of Appointments/ Date of Expiration
Josh Edelman	Yes	Chair	July 2017/June 2023
Lisa Carlton	Yes	Vice Chair and Parent Trustee	July 2018/June 2024
Norman Greene	Yes	Treasurer	July 2017/June 2023
Danielle McCoy	No	Secretary	November 2014/June 2022
Tom Gibian	Yes	Trustee	July 2020/ June 2023
Michael Hall	Yes	Parent Trustee	July 2019 / June 2022
LeKisha Jordan	Yes	Parent Trustee	July 2019 / June 2022
Richard Laine	Yes	Trustee	July 2021 / June 2022
Gaberella Navidi-Kasmai	No	Trustee	July 2021 / June 2024
Monique McDonough	No	Trustee	March 2015/June 2022
Roshelle Payes	Yes	Parent Trustee	July 2019/June 2022
Abigail Smith	Yes	Trustee	January 2015/June 2022
Fonda Sutton	Yes	Trustee	July 2021 / June 2024
Eric Westendorf	Yes	Trustee	September 2015/June 2022

APPENDIX C: E.L. HAYNES UNAUDITED YEAR-END SY2021-22 FINANCIAL STATEMENTS

INCOME STATEMENT

Income Statement		Actuals	Budget	Variance
Revenue				
	State and Local Revenue	29,466,305	29,586,971	(120,666)
	Federal Revenue	4,347,311	4,452,169	(104,858)
	Private Grants and Donations	535,003	738,030	(203,027)
	Earned Fees	1,594,892	56,561	1,538,331
	Donated Revenue	2,898	2,898	0
	Total Revenue	35,946,410	34,836,629	1,109,781
Expenses				
	Salaries	16,128,432	16,611,315	482,883
	Benefits and Taxes	4,198,952	4,599,017	400,065
	Contracted Staff	1,090,278	1,273,205	182,927
	Staff-Related Costs	444,477	469,350	24,873
	Rent	27,609	65,000	37,391
	Occupancy Service	1,419,859	1,440,163	20,304
	Direct Student Expense	4,730,067	4,019,860	(710,207)
	Office & Business Expense	2,569,089	2,826,356	257,267
	Total Expenses	30,608,763	31,304,267	695,504
	Operating Income	5,337,646	3,532,362	1,805,284
Extraordinary Expenses				
	Interest	1,240,052	1,238,486	(1,567)
	Depreciation and Amortization	2,188,257	2,098,253	(90,004)
	Total Extraordinary Expenses	3,428,309	3,336,738	(91,571)
	Net Income	1,909,338	195,624	1,713,714
Cash Flow Statement		Forecast	Budget	Variance
	Net Income	1,909,338	195,624	1,713,714
Cash Flow Adjustments				
	Add Depreciation	2,188,257	2,098,253	90,004
	Operating Fixed Assets	(449,241)	(951,462)	502,221
	Buildings	0	0	0
	Other Operating Activities	(102,612)	(46,042)	(56,569)
	Per-Pupil Adjustments	0	0	(0)
	Suspense	0	0	0
	Facilities Project Adjustments	(2,724,954)	(1,200,666)	(1,524,288)
	Total Cash Flow Adjustments	(1,088,550)	(99,918)	(988,633)
	Change in Cash	820,787	95,706	725,081

BALANCE SHEET

Balance Sheet		6/30/2021	6/30/2022	
Assets		Last Year	Year End	Annual Change
Assets				
Current Assets				
Cash	12,184,903	13,005,691	820,787	
Accounts Receivable	1,822,203	2,259,787	437,585	
Other Current Assets	129,736	304,110	174,375	
Intercompany Transfers	34,138	497	(33,641)	
Total Current Assets	14,170,979	15,570,085	1,399,106	
Noncurrent Assets				
Facilities, Net	30,804,189	29,859,650	(944,539)	
Operating Fixed Assets, Net	1,545,684	1,240,326	(305,359)	
Total Noncurrent Assets	32,349,874	31,099,976	(1,249,898)	
Total Assets	46,520,853	46,670,061	149,208	
Liabilities and Equity		Last Year	Year End	Annual Change
Liabilities and Equity				
Current Liabilities				
Accounts Payable	716,114	1,192,802	476,687	
Other Current Liabilities	1,228,334	1,291,546	63,212	
Accrued Salaries and Benefits	397,756	333,563	(64,192)	
Total Current Liabilities	2,342,204	2,817,911	475,707	
Equity				
Unrestricted Net Assets	8,894,458	12,987,493	4,093,035	
Net Income	4,093,035	1,909,338	(2,183,697)	
Total Equity	12,987,493	14,896,830	1,909,338	
Long-Term Liabilities				
Senior Debt	17,426,000	16,290,000	(1,136,000)	
Subdebt	13,491,429	13,790,686	299,258	
Other Long-Term Liabilities	273,728	(1,125,366)	(1,399,094)	
Total Long-Term Liabilities	31,191,156	28,955,320	(2,235,836)	
Total Liabilities and Equity	46,520,853	46,670,061	149,208	

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

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