



E.L. Haynes Public Charter School Annual Report 2023-2024

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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 continue to maintain 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,

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

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

Assessment is critical to ensuring that every E.L. Haynes student succeeds academically. E.L. Haynes administers a variety of assessments including observations, student conferences, unit assessments, quizzes, performance tasks, diagnostic assessments, benchmark assessments, and the District of Columbia Comprehensive Assessments of Progress in Education (DC CAPE).

Social Development: The elementary campus uses *Responsive Classroom*,¹ which is an evidence-based approach to elementary school teaching that focuses on the strong link between academic success and social-emotional learning (SEL). Independent research found that the *Responsive Classroom* approach is associated with higher academic achievement in math and reading, improved school climate, and higher-quality instruction. The program incorporates social learning into students' daily program; embraces E.L. Haynes' cultural, ethnic, socio-economic, and linguistic diversity; emphasizes the peaceful and fair resolution of conflicts; and, highlights the critical need for family partnership with the school. Elementary school faculty receive *Responsive Classroom* training when they join the faculty.

The middle school and high school campuses use evidence-based *Developmental Designs*,² which has comprehensive practices to integrate social and academic learning. Independent research found that students' attendance increased, their positive behavior became more frequent, their academic achievement was higher, and the school's overall climate increased positively with *Developmental Designs*. The approach is designed to meet adolescents' needs for autonomy, competence, relationships, and fun. Students genuinely enjoy school. They feel connected, heard, empowered, and safe, and academic engagement increases. The approach uses developmentally appropriate practices and content; builds social-emotional skills; rigorously responds to rule-breaking; motivates students to achieve academically;

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

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

intervenes with struggling students; creates inclusive learning communities; and builds a strong, healthy adult community. Middle and high school faculty receive *Developmental Designs* training when they join the faculty.

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

In addition to the Great Minds curriculum, all students in grades K-3 receive phonics instruction through the 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 Seminar
- AP Literature and Composition
- AP Language and Composition

Mathematics: E.L. Haynes implements the Eureka Math curriculum in grades K-5 and Illustrative Math in grades 6-10, which aligns with the Common Core State Standards (CCSS) for mathematics. At all grades the Standards for Mathematical Practice are emphasized. These practices rest on important processes and proficiencies with long-standing importance in mathematics education (e.g., problem solving, conceptual understanding, procedural fluency).

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

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

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

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

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

- Algebra I
- Geometry
- Algebra II/Trigonometry
- Pre-Calculus
- AP Calculus AB or Advanced Quantitative Reasoning
- Statistics
- Financial Literacy

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

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

provide students background knowledge through direct instruction, using reference texts, primary documents, maps, atlases, etc. Social studies units are often integrated with literacy units. Students simultaneously gain skills in reading or writing about a particular genre and knowledge of a particular historical period or social studies topic.

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

- World History
- U.S. History
- Government/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, or Vocal/Instrumental Music. Teachers use the arts as a tool for helping children learn in a developmentally appropriate manner about social studies, literacy, science, and math.

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

World Language Instruction: In middle and high school, students study a foreign language (Spanish). Students in grade 6 and above have the opportunity to take Spanish language courses. At the high school, Spanish levels 1-4 and AP Spanish are offered. World language instruction focuses on 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. High School students need two years of World Language to graduate.

Special Education 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 and physical therapists, reading and math intervention teachers, ABA specialists, and school 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 special education program and team have two main priorities:

- 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 special education 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 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
- Ensure access to the general education curriculum for students who are still developing cognitive academic language proficiency.

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

Extended Day Program: The Extended Day Program (EDP), which consists of a Before School and After School Program, is for students in grades Pre-K-8 and incorporates the philosophies and activities of the classroom, carrying them over into the before and after school hours. The Before School Program begins at 7:00 a.m. at the elementary school and 7:30 a.m. at the middle school and provides breakfast to students who arrive before 8:00 a.m. The After School Program begins when the students are

dismissed from their classes and ends at 6:00 p.m. The program is offered Monday through Friday when school is in session and during summer programming. The program consists of an Afternoon Meeting with a greeting, initiative, and snack; time to play at our playground; “Quiet Time” for students to complete their homework; and, for younger students, “Choice Time” when they play educational games, read books, or draw pictures with friends and adults. Students in second grade and above participate in electives, including sports teams, newspaper, chess, and step club. At the high school, students stay after the academic day ends to meet with teachers during their office hours or participate in a variety of clubs and athletics offerings.

Shared Leadership: Leadership at E.L. Haynes is shared at every level. Students have a voice in determining classroom rules and choosing their activities through the use of *Responsive Classroom* at the elementary campus and through the use of *Developmental Designs* at the middle and high schools. Families, teachers, and students work together to advise the Chief Executive Officer and Principals on issues and priorities and have a voice through periodic cross-campus meetings, evening events, working groups, and meetings before and after school on specific topics, e.g., middle school, year-round programs, or homework. Lastly, the Board of Trustees works collaboratively with the Chief Executive Officer, Chief Academic Officer, and Principals to set policy and provide leadership for the school with the help of four parent board members and one staff board member.

Professional Development: Two of E.L. Haynes’ core beliefs are that learning is a lifelong endeavor and that students succeed when teachers, administrators, and school staff are constantly learning themselves. E.L. Haynes provides high-quality, ongoing, differentiated professional development to all staff members, and developed a professional learning community and culture of adult learning. E.L. Haynes provides a week-long orientation for new staff and a two-week-long Summer Institute for all staff, and during the school year, day-long professional development days, and numerous off-site professional development opportunities to build and hone skills so that every school professional works toward mastery of the skills and knowledge he or she needs to best fulfill the school’s mission. Some of the recent professional development opportunities include Responsive Classroom, Developmental Designs, and UnboundEd Standards Institute for school leaders and teacher leaders, NCTM seminars for math leaders, and in-house professional development on academic discourse and questioning. We also provide two-year support for early career teachers.

In addition, each campus has an ELA and a Math teacher/coach to support co-teaching, co-planning, and effective instructional practices.

PARENT AND FAMILY ENGAGEMENT

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

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

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

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

- **Family-Teacher Conferences (3 times per year):** Family-Teacher-Student conferences offer a great chance to meet individually with teachers to learn more about the specifics of students' academic progress. During the 2023-2024 School Year, 38% of elementary school families, 17% of middle school families, and 50% of high school families participated in at least two student progress meetings.
- **Back-to-School Events (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 hosts regular tech workshops and training for staff and families in order to ensure that access to and understanding of technology is not a barrier to student learning. Additionally, E.L. Haynes provides onsite tech support services to staff and students to quickly address technology equipment and software issues, as needed.

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

- **All School Meetings (Weekly):** Families are always welcome to attend All School Meetings every Wednesday at 8:45 a.m. for students in grades K-5.
- **Cross-Campus Cultural Celebrations (Annual):** E.L. Haynes hosts school-campus celebrations and activities for Black History Month and Hispanic Heritage Month.
- **Promotion Ceremonies (Annual):** E.L. Haynes celebrates students' promotion from elementary school to middle school (at the end of 5th grade) and middle school to high school (at the end of 8th grade). We hosted our high school graduation at Howard University's Cramton Auditorium.

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

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

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

- **Community Surveys (Bi-Annually):** Throughout the 2023-2024 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 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 2023-2024 School Year, E.L. Haynes served 1,173 students in Pre-K3 through 12th grade, with a diverse student population, with our largest subgroups identifying as Hispanic/Latino and Black/African-American. More than 20 percent of our student population are students identified as students with a disability, and more than 35 percent of our population are multi-lingual learners. We ensure that our students are prepared to thrive in college, careers, and life through our rigorous curriculum (described above), our extensive offerings in the visual and performing arts, and our robust athletic program that allows students to learn leadership, teamwork, and collaboration.

In their high school years, our students are also supported by our College Office, which encourages our students to think about and plan for their future college and career pathways through both in-person and virtual college visits, career days, connecting students with enriching pre-college programs, and supporting freshman during their year of college transition.

Academic Progress

In March 2018, E.L. Haynes adopted the DC PCSB's Performance Management Framework (PMF) as our goals for purposes of our 15-year charter renewal. On February 26, 2018, the DC PCSB approved this shift. In accordance with our amended charter agreement, the results of the PMF measure our progress against our goals and academic achievement expectations. Due to accountability system revisions, DC PCSB did not produce PMF results for SY 2023 – 24.

2024 DC CAPE Results

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

	2024 DC CAPE	
	Math	ELA
Elementary School (Grades 3-5)	20%	25%
Middle School (Grades 6-8)	15%	21%
High School (Grade 9-10)	13%	23%

UNIQUE ACCOMPLISHMENTS

Throughout SY 2023-24, our Pre-K3-12th grade school community celebrated many exciting accomplishments.

- In May, E.L. Haynes celebrated the 20th anniversary of the DC Public Charter School Board approving our founding charter.
- The Commissions on Elementary and Secondary Schools of the Middle States Association of Colleges and Schools (MSA) recommended to approve E.L. Haynes accreditation for another seven years (final MSA vote fall 2024).
- Following the 20-year Charter Review process, the DC Public Charter School Board voted to continue E.L. Haynes' charter with no conditions.
- U.S. Secretary of Education Dr. Miguel Cardona [visited our elementary and high school campus](#), meeting with school leaders, connecting with students, visiting multiple classrooms, and interviewing some of our youngest learners.
- In alignment with our Strategic Plan focus on Talent development, E.L. Haynes hosted the inaugural *Haynes Honors* awards and celebration to honor several exceptional educators and staff for their impact on students and staff. Staff awardees were recognized in a formal ceremony and received additional stipends

in honor of their achievements.

- 100% of our graduating seniors were accepted to at least one college or university, with students choosing to attend local and out-of-state colleges and universities, as well as different vocational programs and industry academies.
- Our high school Advanced Placement (Advanced Placement) program achieved the highest-ever number of passing AP scores: 89 across all AP classes. 100% of AP Spanish students passed the exam, AP Government passing scores increased 33% to 90.9%, and AP US History passing scores increased 8% to 35%.
- Our High School Photography Club welcomed classmates, families, staff, and neighbors at the first-ever community exhibit showcasing photos taken during field trips and excursions around the District. Students, staff, and guests were invited to view and learn about the vibrant and historical DC neighborhoods and landmarks that inspired students' photos, as well as the skills they learned and used to help them capture the colorful and moving scenes.
- 6th grade STEM students were [featured in a segment of *STEM in 30*](#) (Season 10, Episode 5), an Emmy-nominated program for middle students produced by the Smithsonian's National Air and Space Museum. These thirty minute episodes release monthly and feature hands-on activities, explanations of flight and space topics, and interviews with experts from the Museum and beyond.
- Over 100 elementary school families participated in the inaugural STEAM Night, hosted by ROAR, the elementary school family organization. The evening was filled with fun and engaging experiments, games, brain challenges, and activities for students and families to explore the wonderful worlds of science, technology, engineering, art, and mathematics; and their application in today's career fields.

LIST OF DONORS OF \$500+ IN SY 2023-24

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, 2023 and June 30, 2024:

INDIVIDUAL DONORS

David and Anna Bonelli	Jeanie Lee
Kevin and Haise Borgmann	Margaret Lenzner
Frances Dubrowski and David Buente	Maura Marino
James and Kathryn Byrd	Monique and Gregory McDonough
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DC PAVE (Parents Amplifying Voices in Education)
School Leader Lab
Share Fund
SMEG Strategies
The Morris and Gwendolyn Cafritz Foundation
The Stebbins Fund, Inc.

SCHOOL-LEVEL DATA REPORTS

ELEMENTARY SCHOOL (PK3-4)

Enrollment by Grade (Based on the 2023-24 OSSE Enrollment Audit)			
Overall	PK3	PK4	KG
356	50	51	48
1	2	3	4
52	52	50	53

STUDENT DATA POINTS	
Total # of Instructional Days	180
Suspension Rate	0.00%
Expulsion Rate	0.00%
Instructional Time Lost to Out-of-School Suspension Rate	0.00%
In-Seat Attendance	91.3%
Average Daily Attendance	The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries.
Midyear Withdrawals	0.84%
Midyear Entries	0.0%
Promotion Rate	100%

MIDDLE SCHOOL (5-8)

Enrollment by Grade (Based on the 2021-22 OSSE Enrollment Audit)				
Overall	5	6	7	8
376	52	110	109	105

STUDENT DATA POINTS	
Total # of Instructional Days	180
Suspension Rate	4.26%
Expulsion Rate	0.00%
Instructional Time Lost to Out-of-School Suspension Rate	0.02%
In-Seat Attendance	91.31%
Average Daily Attendance	The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries.
Midyear Withdrawals	1.33%
Midyear Entries	0.0%
Promotion Rate (LEA)	100%

HIGH SCHOOL (9-12)

Enrollment by Grade (Based on the 2023-24 OSSE Enrollment Audit)				
Overall	9	10	11	12
437	116	126	105	90

STUDENT DATA POINTS	
Total # of Instructional Days	180
Suspension Rate	2.06%
Expulsion Rate	0.00%
Instructional Time Lost to Out-of-School Suspension Rate	0.03%
In-Seat Attendance	86.21%
Average Daily Attendance	The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries.
Midyear Withdrawals	1.60%
Midyear Entries	0.0%
Promotion Rate (LEA)	96.57%
College Acceptance Rate	98.00%
College Admission Test Scores ³	29.20%
Graduation Rates	97.00%

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.

APPENDICES

APPENDIX A: SY2023-24 STAFF ROSTER AND STAFF DATA POINTS

E.L. Haynes is proud to have an exceptionally qualified staff. In 2023-2024, 100% of teachers had a Bachelor's Degree. The administrative team held degrees from some of the most prestigious colleges and universities in the country, and advanced degrees in law, organizational development, leadership, and education..

ES Leadership Team

Principal, Grades PK - 4	Wagner-Friel, Brittany
Assistant Principal, Elementary School	Reed, Sarai
Assistant Principal, Elementary School	Kenner, Richard
Assistant Director of Student Support Services	McBride, Holly
Out of School Time Specialist	Brewster, Jessica

ES Teachers

Teacher, Pre-Kindergarten	Robinson, Joe
Teacher, Pre-Kindergarten	Gomes, Teresa
Teacher, Pre-Kindergarten	Miranda, Samantha
Teacher, Pre-Kindergarten	Bradley, Lindsay
Teacher, Kindergarten	Wong, Ada
Teacher, Kindergarten	Setepenra, Ty'ease
Teacher, Grade 1	Covington, Kailah
Teacher, Grade 1	Rosales Cruz, Digna
Teacher, Grade 2	Reid, Ciera
Teacher, Grade 2	Cooper, Kendra
Teacher, Grade 3	Kelly Bryant, Laura
Teacher, Grade 3	Reighard, Adrienne
Teacher, Grade 4 Literacy	Ray, Kate
Teacher, Grade 4 Math	Nickens, Desiree
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, Grade 5 Math	Johnson, Ty'Jonna
Teacher, Grade 5 Literacy and Humanities	Matthews-Carpenter, Stephanie

Teacher, K-5 Science	Williams, Brianna
Teacher, Literacy Intervention	Canterbury, Alana
Teacher, Math Intervention	Heitin, Rachel

ES SpEd Teachers

Teacher, Autism	Lewis, Natalie
Teacher, Resource	Brixen, Elizabeth
Teacher, Inclusion (K, 1st)	Karasov, Matan
Teacher, Inclusion (2nd, 4th)	Williams, Lydia
Teacher, Inclusion (PK3, PK4, K)	Roman, Cindi
Teacher, Inclusion (3rd)	Tyler, Michelle
Teacher, Inclusion (4th, 5th)	Garda, Michelle
Literacy Specialist	Freeman, Tashiyra

ES MLL Teachers

Teacher, Multilingual Learning (PK3-4)	Petrotta, Michelle
Teacher, Multilingual Learning (K)	Freudenberg, Andy
Teacher, Multilingual Learning (PK3; 1st)	Suryanarayan, Lila
Teacher, Multilingual Learning (2nd)	D'Alessandro, Regina
Teacher, Multilingual Learning (3rd)	Ayala, Melissa
Teacher, Multilingual Learning (4th)	Dax, Sara
Teacher, Multilingual Learning (5th)	Bradford, Frank

ES Educational Aides

Educational Aide - ECE	Greene, Alvin
Educational Aide - ECE	Banks, Lynise
Educational Aide - ECE	Portillo, Juan
Educational Aide - ECE	Carter, Tyrone
Educational Aide - ECE	Wood Dengu, Ashley
Educational Aide - ECE	Nelson, Thomascena
Educational Aide - ECE	Toney-Greene, Kathy
Educational Aide - ECE	Harrison, Hansford

Educational Aide - Sped (FAST/Dedicated)	Carter, Michelle
Educational Aide - Sped (Dedicated)	Crowley, Isaiah
Educational Aide - Sped (Dedicated)	Phomsavath, Sandra
Educational Aide - Sped (Dedicated)	Gerald-Quinn, Cyril (William)
Educational Aide - Sped (Dedicated)	Gaitan, JJ
Educational Aide - Sped (Autism)	Samson, Yosef
Educational Aide - Sped (Autism)	Singh, Chelsea

ES Wellness

Speech Language Pathologist, Grades PK-5	Flynn, Meredith
Occupational Therapist, Grades PK-5	Hennings, Elizabeth
School Psychologist (ES)	Prater, Gwyn
Social Worker, Grades PK-5	Giddens, Brittney

ES Coaches

Math Coach	Greenaugh, Giavanti
Literacy Coach	Venditto, Alyssa
Culture Coach	Tucker, Claire

MS Leadership Team

Principal, Grades 6-8	Mahon, Zenada
Assistant Principal, Middle School	Mbenga, Rohey
Dean of Culture, Grades 6-8	Elias, Ciarra
Assistant Director of Special Education, Grades 6-8	Persaud, Brandan

MS Teachers

Teacher, Grade 6 Math	Wright, Destiny
Teacher, Grade 6 Social Studies	Britt, Wayne
Teacher, Grade 6 Literacy	Newton, Dianna
Teacher, Grade 6 Science	Mitchell, April
Teacher, Grade 7 Social Studies	Clark, Nicole
Teacher, Grade 7 Science	Hall, Claire
Teacher, Grade 7 Math	White, Kellen
Teacher, Grade 7 Literacy	Mercier, Gabriella
Teacher, Grade 8 Science	Vela, Stephanie
Teacher, Grade 8 Math	Barfield, Keisha
Teacher, Grade 8 Literacy	Jones, Danielle
Teacher, Grade 8 Social Studies	Eubanks, Crystal
Teacher, Grades 6-8 Health and Fitness	Thomas, Micah
Teacher, Grades 6-8 Drama	Craig, Gordon
Teacher, Grades 6-8 Music	Zuniga, Felipe (Ricardo)
Teacher, Grades 6-8 Art	Harris III, Nate
Teacher, Grades 6-8 Robotics	Boemio, Megan
Teacher, Grades 6-8 Spanish	Jones, Paulina
Teacher, Literacy Intervention	Nuzzelillo, Shannon
Teacher, Math Intervention	Taylor, Selena

Ms SpEd Teachers

Teacher, Inclusion (6th Math)	Holmes, Briana
Teacher, Inclusion (6th ELA)	Powell, Madison
Teacher, BASE	McSears, Curtis (long-term sub)
Teacher, Inclusion (7th Math)	Burns, John
Teacher, Inclusion (7th ELA)	Clarke, Ashleigh
Teacher, Inclusion (8th Math)	Montgomery, Danielle
Teacher, Inclusion (8th ELA)	Blache, Raven
Teacher, Grades 6-8 FAST/ARS	Jefferson, Marla

MS MLL Teachers

Teacher, MLL - 6th ELA & SS	Torrance, Katherine
Teacher, MLL - 6th Science & SS	Ayala, Eliot
Teacher, MLL - 7th ELA & SS	Joseph, Dwayne
Teacher, MLL - 8th ELA & SS	Whitehead, Gregory
Teacher, MLL - ELD & 8th SS	Oppermann, Brooke

MS Aides

Educational Aide - FAST	Mitchell, Dontia
Educational Aide - BASE	Sayles, Teara
Educational Aide - Sped (Dedicated)	Barr, Nick
Educational Aide - Sped (Dedicated)	Thomas, Destini
Educational Aide - Sped (Dedicated)	Brown, Shakura
Educational Aide - Sped (Dedicated)	Thompson, Alexis

MS Wellness

Speech Language Pathologist, Grades 6-8	Parker, Traci
Social Worker, Grades 6-8	Johnson-Stokes, Teri
Social Worker, Grades 6-8	Fothergill, Eric
School Psychologist	Jenkins, Tiffany

MS Coaches

Math Coach	Graves, Tomiko
Literacy Coach	Parham, Lydia

HS Leadership Team

Principal, Grade 9-12	Hueber 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
High School Counselor	Anderson, Jameela
HS Teachers	
Teacher, Grade 9 World History	Winerman, Kara
Teacher, Grade 10 History	Simpkins, Keylon
Teacher, Grade 11 Government & Civics (History)	Jolicoeur, Alaine
Teacher, Grade 12 History & Sociology	Pepper, Griffin
Teacher, Grade 9 World Literature	Hunt, Schuyler
Teacher, Grade 9 World Literature	Shaw, Erin
Teacher, Grade 10 U.S. Literature	Odu, Oghenekome
Teacher, Grade 10 U.S. Literature	Kandik, Topher
Teacher, Grade 11 Literature and AP Literature	Newman, Alan
Teacher, Grade 12 English Language Arts	Castillo, Marisol (Gisela)
Teacher, Math 10 Geometry	Jenkins-Vanterpool, Lucy
Teacher, Math 11/12 Financial Lit. & Precalculus	Kemp, Maritza
Teacher, Math 10-12 Algebra 2 & AQR	Greenspan, Savannah
Teacher, Math Geometry & AP Calculus	Stafford, William
Teacher, Math 9 Algebra 1	Ki, Stuart
Teacher, Math 9 Algebra 1	Burke (Saunders), Christina
Teacher, Grade 9 Earth Sciences	Wilson, Mark
Teacher, Science 10 Biology	Shinn, Ollie
Teacher, Grade 10 Biology/ AP Biology	Rudasill, Jonathan
Teacher, Grade 11 Chemistry	Craven, Sally
Teacher, Grade 12 Advanced Physics	Polanco, Stacy
Teacher, High School Spanish	Jordan, Jade
Teacher, High School Spanish	Rudasill, Hiddai
Teacher, High School Spanish	Sanchez-Cole, Blanca
Teacher, High School Health & Fitness	Crowder, Jamaal
Teacher, High School Art	Subramanian, Kamala
Teacher, High School Music	Addison, Nicole
Teacher, High School Elective (AA History)	Dalton, Madison
Teacher, High School Elective (Creative Writing & Ethics)	Miranda, Sami
Teacher, High School Credit Recovery	Green, Zeleta
Teacher, Literacy Intervention	Ramos, Alexia

HS SpEd Teachers

Teacher, High School Inclusion (FAST)	Johnson, Aeriale
Teacher, High School Inclusion (BASE)	Thompson, Marcus
Teacher, High School Inclusion (9th ELA)	Jackson, Tyler
Teacher, High School Inclusion (9th Math)	Lindsey, Andre
Teacher, High School Inclusion (10th ELA)	Fuller, Julelah
Teacher, High School Inclusion (10th Math)	Smith, Darsy
Teacher, High School Inclusion (11th ELA)	Stephen, Breana
Teacher, High School Inclusion (11th Math)	Chachere, David
Teacher, High School Inclusion (12th ELA)	Hall, Taylor
Teacher, High School Inclusion (12th Math)	Jutras, Nicole

HS MLL Teachers

Teacher, MLL - 9th ELA & ELD I	Williams, Alayna
Teacher, MLL - 9th History & Science	McCray, Tremayne
Teacher, MLL - 10th History & Science	Reddick, Kimberly
Teacher, MLL - 10th ELA & ELD II	Wheeler Hester, Zoe
Teacher, MLL - 11th ELA, History & Science	Levine, Bianca
Teacher, MLL - 12th ELA & History	Hasan, Fatma

HS Aides

Educational Aide - FAST	Whitmire, Samaria
Educational Aide - BASE	Reed, Chattel
Educational Aide - Sped (Dedicated)	Reynolds, Christopher
Educational Aide - Sped (Dedicated)	Deseraux, Aaron
Educational Aide - Sped (Dedicated)	Estep, DaJon
Educational Aide - Sped (Dedicated)	Reyes Hernandez. Eddy

College Counseling

Director of College Counseling	Crawford, Candace
College Counselor, High School	Somerville, Andrew
College Counselor, High School	Polanco, Rosalia
College Counselor, High School	Baez, Crismely

HS Wellness

Social Worker, Grades 9-12	Boone, Lauren
Social Worker, Grades 9-12	Velasquez, Alma
Social Worker, Grades 9-12	Holland, Latrell
Speech Language Pathologist, Grades 9-12	Henry, Melisa
School Psychologist (HS)	Howard, Lauren

HS Coaches

Math Coach	Day, William
Literacy Coach	Ataku, Annastasia

Chief Executive Officer	Darilek, Anna Hilary
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Communications and Development

Chief of Staff	Callahan, Joseph
Administrative Coordinator	McGriff, Dianté
Director, External Relations & Strategic Initiatives	Cunningham, Candace

CAO Team

Chief Academic Officer	Hunt-Taylor, Rikki
Data Manager	Paige, Alyssa
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
Academic Strategy Fellow	Flores, Nathaniel

Finance

Senior Advisor - Facilities & Finances	Rydstrom, Justin (interim)
Budget and Finance Coordinator	Edwards-Carter, Nikesa

IT

Director of Technology	Chawkat, Basil
IT Support Technician	Coleman, Michael
IT Support Technician	Hernandez Morales, Jose

Operations

Be Kind.
Work Hard.
Get Smart.

Chief of Finance and Operations	Rayamajhi, Pankaj
Operations Manager, Grades PK-4	Copeland, Rasheed
Operations Manager, Grades 5-8	Thompson, C
Operations Coordinator, Grades PK-4	Echeverria, Gloria
Operations Coordinator, Grades PK-4	Palma, Georgina
Operations Coordinator, Grades 5-8	Garcia Perez, Jossman
Operations Coordinator, Grades 9-12	Castillo, Jose
Food Service Coordinator, Grades PK-4	Reyes, Rosenda
Food Service Coordinator, Grades 5-8	Steele, Reginald
Food Service Coordinator, Grades 9-12	Paniagua, Isela Maria
Receptionist, Grades PK-4	Vivas, Erika
Receptionist, Grades 9-12	Lemus-Alvarenga, Laura
Facilities Coordinator, ES	Paniagua, Silvestre
Facilities Coordinator, MS	Paniagua, Felix Renaldo
Facilities Coordinator, HS	Johnson, Dontae

Talent Team

Chief Talent Officer	Brooks, Alexandria
Senior Director of Talent	Brown, Joel
Talent Manager	Brooks, Briana
Benefits and Payroll Manager	Peralta, Aide

Security

Security Officer, ES	Radford, Camille
Security Officer, ES	Massey, Lorretta
Security Officer, MS	Walker, Larry
Security Officer, MS	Johnson, John
Security Officer, HS	Paniagua, Pablo
Security Officer, HS	Jackson, William
Security Officer, HS	Williams, Keonna

Student Wellness

Director of Student Health and Wellness	Beasley, Melissa
Student Attendance and Engagement Coordinator	Bullock, Shrilinda
Secondary Transition Specialist	Dyson, Thea

English Language Learners

Director of Multilingual Learning	Marshall, Deena
MLL Coach	Grow, Brittany
MLL Fellow	Acosta Sanchez, Carolyn

Special Education

Director of Special Education Robinson, Jessica

Student Support Services Compliance Manager Slewion, Maria

E.L. HAYNES FACULTY AND STAFF DATA POINTS	
Teacher Attrition Rate	Elementary: 15.8% (6 of 38) Middle: 12.5% (4 of 32) High: 15.5% (7 of 45)
Number of Teachers	116
Teacher Salary	Average: \$85,356 Minimum: \$65,000 Maximum: \$135,300

Teacher Salary Scale:

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

EXECUTIVE COMPENSATION

The salaries of the five most highly compensated individuals employed by E.L. Haynes in the 2023-2024 school year are below:

- Hilary Darilek, Chief Executive Officer - \$219,000
- Rikki Hunt Taylor, Chief Academic Officer - \$188,500
- Alexandria Brooks, Chief Talent Officer - \$170,850
- Pankaj Rayamajhi, Chief of Finance and Operations - \$166,917
- Brittany Wagner-Friel, Elementary School Principal - \$159,235

TEACHER DEMOGRAPHICS 2023-2024

Race

African American	45% (52 out of 116)
Asian/Pacific Islander	4% (5 out of 116)
Hispanic/Latino	15% (17 out of 116)
More Than Once Race	5% (6 out of 116)
White	31% (36 out of 116)

Gender

Male	27% (32 out of 116)
Female	71% (82 out of 116)
Non-Binary	2% (2 out of 116)

Years of Teaching Experience

0	3% (4 of 116)
1	5% (6 of 116)
2	13% (15 of 116)
3	4% (5 of 116)
4	11% (13 of 116)
5	6% (7 of 116)
6	4% (5 of 116)
7	5% (6 of 116)
8	3% (3 of 116)
9	4% (5 of 116)
10	3% (4 of 116)
11	3% (3 of 116)
12	2% (2 of 116)
13	3% (3 of 116)
14	3% (4 of 116)

15	3% (3 of 116)
16	3% (3 of 116)
17	2% (2 of 116)
18	3% (3 of 116)
19	5% (6 of 116)
20	3% (4 of 116)
21	3% (3 of 116)
22	1% (1 of 116)
23	0% (0 of 116)
24	2% (2 of 116)
25	3% (3 of 116)
26	1% (1 of 116)

APPENDIX B: SY2023-24 E.L. HAYNES BOARD OF TRUSTEES

Board Member	DC Resident	Role on Board	Date of Appointments/ Date of Expiration
Lisa Carlton	Yes	Chair and Parent Trustee	July 2018 / June 2025
Lenora Robinson Mills	Yes	Vice Chair and Parent Trustee	February 2023 / June 2026
Norman Greene	Yes	Treasurer	July 2017 / June 2024
Tom Gibian	Yes	Secretary	July 2020 / June 2026
Fonda Sutton	Yes	Chair-Elect and Trustee	July 2021 / June 2027
Michael Hall	Yes	Trustee	July 2019 / June 2025
Jaymes Hanna	Yes	Trustee	July 2022 / June 2025
Mark Kovner	Yes	Trustee	July 2022 / June 2025
Richard Laine	Yes	Trustee	July 2021 / June 2027
LaJoy Johnson-Law	Yes	Parent Trustee	February 2024 / June 2027
Gaberella Navidi-Kasmai	Yes	Trustee	July 2021 / June 2024
Roshelle Payes	Yes	Parent Trustee	July 2019 / June 2025
Keylon Simpkins	Yes	Staff Trustee	February 2023 / June 2026

APPENDIX C: E.L. HAYNES UNAUDITED YEAR-END SY2023-24 FINANCIAL STATEMENTS

INCOME STATEMENT

Income Statement			
	Actual	Budget	Variance
Revenue			
Per-Pupil Funding Revenue	32,828,913	31,286,484	1,542,430
Other Local Revenue	2,619,934	259,577	2,360,357
Federal Revenue	4,094,392	4,416,286	(321,893)
Private Grants and Donations	611,102	1,000,065	(388,963)
Earned Fees	1,030,303	176,914	853,389
Total Revenue	41,184,645	37,139,325	4,045,320
Expenses			
Salaries	21,617,638	19,865,374	(1,752,265)
Benefits and Taxes	4,753,845	5,324,283	570,438
Contracted Staff	1,371,428	1,202,522	(168,906)
Staff-Related Costs	373,067	342,119	(30,948)
Rent	41,417	100,000	58,583
Occupancy Service	1,819,036	1,720,263	(98,773)
Direct Student Expense	3,330,213	2,903,838	(426,375)
Office & Business Expense	2,846,773	2,875,684	28,912
Interest	1,305,461	1,275,760	(29,700)
Depreciation and Amortization	1,939,360	1,960,862	21,502
Total Expenses	39,398,240	37,570,706	(1,827,534)
Net Income	1,786,405	(431,381)	2,217,786
Cash Flow Statement			
	Forecast	Budget	Variance
Net Income	1,786,405	(431,381)	2,217,786
Cash Flow Adjustments			
Add Depreciation	1,995,642	1,960,862	34,781
Operating Fixed Assets	(374,553)	(632,597)	258,044
Buildings	0	0	0
Other Operating Activities	786,163	43,672	742,491
Per-Pupil Adjustments	0	(0)	0
Suspense	0	0	0
Facilities Project Adjustments	(1,425,346)	(1,327,353)	(97,993)
Total Cash Flow Adjustments	981,906	44,584	937,323
Change in Cash	2,768,311	(386,798)	3,155,108

BALANCE SHEET

Balance Sheet		6/30/2023	6/30/2024	
Assets		Last Year	Current	Annual Change
Assets				
Current Assets				
	Cash	12,905,082	15,673,392	2,768,311
	Accounts Receivable	3,099,651	2,640,644	(459,007)
	Other Current Assets	194,509	359,075	164,566
	Intercompany Transfers	0	0	0
	Total Current Assets	16,199,242	18,673,111	2,473,869
Noncurrent Assets				
	Facilities, Net	28,881,545	28,103,035	(778,510)
	Operating Fixed Assets, Net	1,052,200	898,378	(153,822)
	Total Noncurrent Assets	29,933,746	29,001,413	(932,332)
	Total Assets	46,132,987	47,674,524	1,541,537
Liabilities and Equity		Last Year	Current	Annual Change
Liabilities and Equity				
Current Liabilities				
	Accounts Payable	1,432,590	1,215,956	(216,634)
	Other Current Liabilities	1,329,966	1,355,068	25,102
	Accrued Salaries and Benefits	402,153	1,085,407	683,254
	Total Current Liabilities	3,164,710	3,656,431	491,721
Long-Term Liabilities				
	Senior Debt	15,106,000	13,876,000	(1,230,000)
	Subdebt	14,110,217	14,451,835	341,618
	Other Long-Term Liabilities	(1,487,441)	(1,335,648)	151,793
	Total Long-Term Liabilities	27,728,776	26,992,187	(736,589)
Equity				
	Unrestricted Net Assets	14,896,830	15,239,501	342,671
	Net Income	342,671	1,786,405	1,443,734
	Total Equity	15,239,501	17,025,906	1,786,405
	Total Liabilities and Equity	46,132,987	47,674,524	1,541,537

APPENDIX D: E.L. HAYNES APPROVED SY 2024-2025 BUDGET

EL Haynes Budget Summary Comp FY25			
Description	SY4-25	SY23-24	Difference
Students	1,170	1,160	10
Income Statement			
Revenue			
04 · State and Local Revenue	36,392,080	31,546,060	4,846,020
05 · Federal Revenue	2,306,068	4,416,286	(2,110,218)
06 · Private Revenue	1,173,768	1,176,979	(3,211)
Total Revenue	39,871,916	37,139,325	2,732,591
Operating Expense			
07 · Staff-Related Expense	28,216,706	26,734,299	1,482,407
08 · Occupancy Expense	1,993,462	1,820,263	173,199
09 · Additional Expense	6,462,716	5,779,522	683,194
Total Operating Expense	36,672,884	34,334,084	2,338,800
Net Operating Income	3,199,032	2,805,241	393,791
Interest, Depreciation			
Interest	1,232,364	1,275,761	(43,397)
Depreciation	1,788,391	1,960,862	(172,471)
Total Expenses	39,693,639	37,570,707	2,122,932
Net Income	178,277	(431,382)	609,659
Adjustments To Cash Flow			
Operating Activities			
Net Income	178,277	(431,382)	609,659
Cash Flow Adjustments	(122,647)	44,584	(167,231)
Net cash increase for year	55,630	(386,798)	442,428
Description	SY4-25	SY23-24	Difference
CASH FLOW ADJUSTMENTS BREAKOUT			
Add Depreciation	1,788,391	1,960,862	(172,471)
Operating Fixed Assets	(713,193)	(632,597)	(80,596)
Buildings and Facilities Projects	(1,241,354)	(1,327,353)	85,999
Other Operating Activities	43,509	43,672	(162)
Financing Activities	0	0	0
TOTAL	(122,647)	44,584	(167,231)
Additional Analysis			
Starting Bank Balance	12,870,424	12,857,299	13,125
End Bank Balance	12,926,054	12,470,501	455,553
Daily Expense (Estimate)	103,803	97,561	6,241
Number of Days Cash on Hand	124	128	(4)
Debt Service Coverage Ratio			
DSCR with sinking fund	1.34	1.19	0.15
DSCR without sinking fund	1.62	1.51	0.11

Be Kind.
Work Hard.
Get Smart.