Literacy

WORKFORCE

Success

ACHIEVEMENT

HOLISTIC

LITERACY

Workforce

Holistic

Literacy

Success

DIVERSITY

WORKFORCE

ACHIEVEMENT

Diversity

LITERACY

Holistic

Training Tomorrow's Diverse Workforce Since 1970

Annual Report 2009-2010

Carlos Rosario International Public Charter School
1100 Harvard Street NW Washington, DC 20009
(202) 797-4700
Sonia Gutierrez, CEO & Founder

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School Description

- Mission Statement
- School Program
- School Staff
- Student Characteristics
- Governance
- Finance

LITERACY IS GLOBAL

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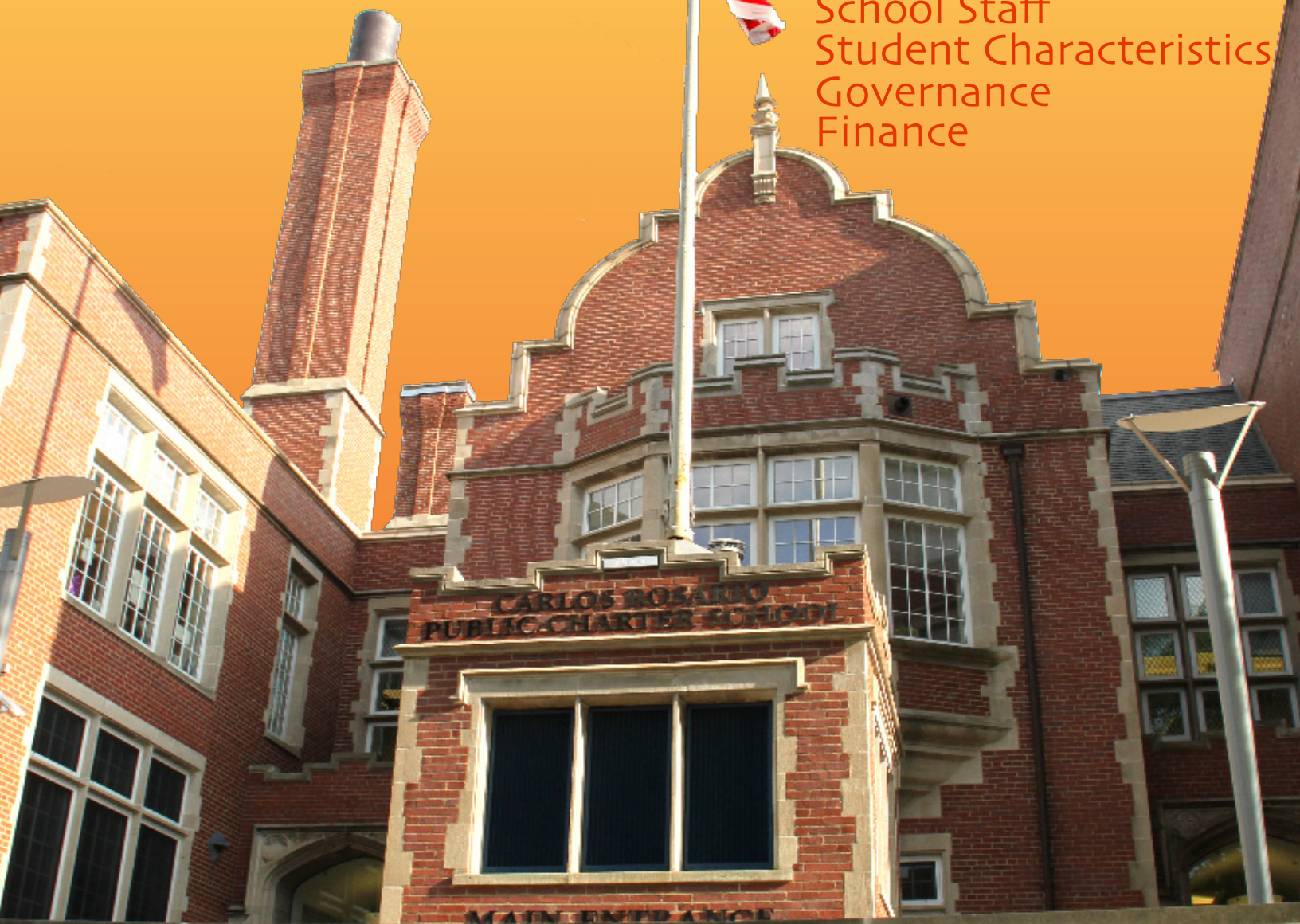
Mission Statement

To provide education that prepares the diverse adult immigrant population of Washington, DC, to become invested, productive citizens and members of American society who ultimately give back to family and community.

The school will accomplish this through excellence in teaching and learning in partnership with the community and by fostering a safe and compassionate learning environment.

Xiaoli Wu
ORI A

Meriyama Abadiga
ORI A

HOLISTIC
School
Program

Achievement

Achievement

Literacy

Workforce

Carlos Rosario International Public Charter School, Annual Report 2009-2010

B. School Program

In its 40 years as an institution in DC, the Carlos Rosario International School has served over 60,000 students and has won numerous awards for its programs, including recognition by the U.S. Department of Education and by the National School Board Association for excellence in adult education.

The Carlos Rosario International Public Charter School was chartered by the DC Public Charter School Board in 1998 and earned accreditation in 2005 through the Middle States Association of Colleges and Schools.

The School's unique holistic approach is comprised of three components:

- Foundational Literacy and Skills
- Career Training
- Comprehensive Support Services

A commitment to excellence and to the mission of preparing adult immigrants to become invested and contributing members of American society permeates the School's culture and daily operations.

1. Grade and Age Levels Served

As an adult education program, the Carlos Rosario School serves students who are 16 years of age and older.

2. Brief Summary of Curriculum Design and Instructional Approach, Including Provisions That Are Made for Students with Disabilities and Students Who Are Limited or Non-English Proficient

Over a period of 40 years, the Carlos Rosario curriculum has been conscientiously created to ensure that intensive language and life skills instruction is driven by student needs. To assess whether Carlos Rosario is meeting these needs, throughout the year students participate in focus groups that help determine what, if any, changes need to be made to the existing curriculum, and also participate in a crucial, school-wide goal-setting activity. The results drive curricular refinement and development. In addition, the school has integrated standards developed by Equipped for the Future (EFF), a collaborative,

Citizenship Class

nationwide effort designed to develop adult learning benchmarks that can guide instruction and assessment and that can improve the quality and results of adult literacy programs. Also incorporated into the curriculum are competencies from the U.S. Department of Labor's Secretary's Commission on Achieving Necessary Skills (SCANS), a commission that determines the skills young people need to succeed in the world of work. The ESL curriculum also correlates with the CASAS Life Skill Competencies and encompasses Adult Basic Education (ABE) performance-based objectives in English language acquisition.

The school's curriculum was developed by faculty members and academic administrators who hold master's and doctoral degrees in teaching English as a Second Language, education, curriculum and instruction, and other related fields. They have significant experience developing specialized curricula and an understanding of the school's unique student population. The Center for Applied Linguistics (CAL), a nonprofit group of nationally respected scholars and educators in language, linguistics, education, measurement, and evaluation, served as consultants to ensure the quality of the school's curriculum. The curriculum has been validated by Georgetown University's Center for Language Education and Development based on curriculum standards published by Teachers of English to Speakers of Other

Languages (TESOL) for Adult ESL Programs. In addition, the curriculum has been copyrighted.

Carlos Rosario develops its career training curricula based on community need and projected industry growth and demand in the Washington, DC region. Research shows that computer support specialists and nurse aides as well as restaurant and hotel employees will be increasingly in demand and that these positions provide outstanding career opportunities for Carlos Rosario

the curricula are aligned with current employer needs.

Overall, the curriculum encompasses:

- The world of work
- Health and wellness
- Consumer education
- Parenting and family skills
- The rights and responsibilities of citizens
- Multicultural awareness and appreciation
- Participation in the democratic process (through the Student Government Association)

form the foundation of Carlos Rosario's innovative, successful approach to working with adult immigrants. Emphasis is placed on developing higher-order thinking skills, meta-cognitive learning strategies, life skills, and technological competence.

The effectiveness of delivering the school curriculum through the Carlos Rosario instructional approach is measured in several ways. The school's comprehensive assessment program captures all aspects of student achievement. Assessment includes norm-referenced and criterion-referenced testing; authentic and alternative assessments measured, for example, by progress gleaned through evaluation of student portfolios; and follow-up surveys that determine the extent to which students have met their goals. Students receive ongoing feedback based on portfolio assessment, written and oral assignments, teacher observation, and mid-semester as well as final conferences.

Students attending the Annual Spelling Bee

students. In May 2007, The Brookings Greater Washington Research Program's report, "Reducing Poverty in the District of Columbia: A Community Discussion," identified sector-specific workforce development programs that should be the District's focus. The major industries noted were construction, hospitality, healthcare, and computer and administrative support. The school's corporate advisory committees provide guidance on the career training curricular content, helping to ensure that

Implementation of the curriculum in the classroom is based on prevailing theories of second language acquisition, underpinned by current research. This informs the Carlos Rosario instructional approach. Learner-driven instruction through creative, contextualized projects inside and outside of the classroom; roleplays and practice simulations; "peer review" sessions; authentic, student-generated classroom materials; dialogue journals; portfolios; computer-assisted learning; field trips; and other best practices

• Provisions Made for Students Who Are Limited- or Non-English Proficient (LEP/NEP)

As 87.73% of our students were LEP/NEP during the 2009-10 school year, no additional special provisions were needed.

3. Key Mission-Related Programs

The following pages include descriptions of key mission-related programs. They are organized as follows: Academic Programs, Workforce Programs, and Supportive Services.

Student with Perfect Attendance

Microsoft Office Applications Class

Baptist Church Site

ESL 2 Class

ESL 6 Class

Academic Programs

Literacy

Academic Programs

- Literacy (Orientation A and B)
- English as a Second Language
- GED Test Preparation
- Citizenship Preparation
- Tutoring

ESL 2 Class

GED Test Preparation: In today's workforce, a high school diploma remains the primary ticket to many entry-level jobs and a prerequisite for advancement in employment, occupational training, and post-secondary education. Carlos Rosario therefore offers GED test preparation classes in Spanish and English, which help students successfully pass the GED exam. The course teaches the academic skills and knowledge acquired in a four-year high school program as well as foundational skills necessary for success at the high school level. The academic content areas taught are language arts (writing and reading), social studies, science, and mathematics.

Citizenship Preparation: According to the Immigration and Nationality Act (INA) established by Congress, students eligible to become U.S. citizens must have at least five years of continuous residence in this country as permanent residents and have the ability to read, write, and speak Basic English.

Literacy (Orientation A and B): Orientation A and B classes, taught by instructors trained in the complexities of language acquisition, offer instruction to students who might not read or write in their native languages or who might require intensive instruction for other reasons. For example, students in Orientation classes often need to acquire knowledge that more advanced learners take for granted, such as learning the English alphabet; understanding instructional methods used in US classrooms; developing phonological skills; and learning about the production of sounds, words, and sentences.

English as a Second Language Courses (Levels 1 – 8): ESL classes build communicative competence in non-native English speakers through instruction in listening, speaking, reading, and writing. The ultimate goal is to prepare students for self-sufficiency in the main areas of their lives: the home, workplace, and community. Teachers complement instruction with field trips and other activities that enhance students' understanding of the community in which they live and work. The integra-

tion of English language and life skills instruction provides students with knowledge needed to gain employment; advocate for personal and family needs; and become more confident, involved members of society. The highest level ESL classes provide more advanced linguistic skills to prepare students to advance in the workplace or continue their education in college or at vocational or technical training institutes.

ESL 4 Class

This class ensures that students eligible to become naturalized U.S. citizens will be able to pass the official naturalization test with confidence. The class instructs students on U.S. history, government, the Constitution, the democratic process, and the rights and responsibilities of citizens.

Individual and Small-Group Tutoring: This program provides tutoring for students with special academic needs and supplements classroom instruction. Based on the recommendations of their teachers, students meet with tutors during class time. Tutors develop lesson plans and activities that respond to students' individual needs and goals.

ESL 1 Class

College Workshop

ESL 4 Class

GED Class

Workforce Programs

Workforce Programs

- Computer Literacy
- Microsoft Office
- Computer Support Specialist (CSS)
- Culinary Arts
- Nurse Aide Training
- Employability Skills Training
- Information Technology Mentorship Program

Workforce

Technology Essentials

- **Computer Literacy:** Students learn basic computer concepts appropriate for personal use. Students learn to use the Windows XP Operating system and Microsoft Office applications such as Microsoft Word, Excel, PowerPoint and Publisher. They also learn the fundamentals of navigating the Internet by using Internet Explorer.

- **Microsoft Office:** Students learn to use Microsoft Office professional applications (Word, Excel, Access, PowerPoint, and Outlook) and in doing so build strong keyboarding and formatting skills to improve their employability. The goal of the class is to equip students with essential computer skills and knowledge that will enhance their ability to compete successfully in the workplace.

Career Programs

- **Computer Support Specialist (CSS):** This training program is comprised of two levels: CSS 100 (Hardware and Software Computer Repair) and CSS 200 (Operating System and Server). These information technology (IT) courses are designed to develop competencies in computer maintenance, networking, hardware, software, and system administration. Students gain the technical skills and knowledge they will ultimately need when they apply for entry-level IT positions. These courses prepare students to become A+ Certified Technicians and Microsoft Certified Professionals.

CSS (100/200) Class

Microsoft Office Applications Class

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Culinary Arts AM Class

• *Culinary Arts:* Since this program was founded in 1980, the Carlos Rosario School has mastered the art of training highly motivated individuals for careers in culinary arts. The yearlong course helps students acquire the skills needed to enter the food services field. Students also develop basic business and entrepreneurial skills and obtain a ServSafe Food Protection Manager Certification.

Culinary Arts EVE Class

- *Nurse Aide Training:* Begun in spring 2009, this class is designed for students who want to prepare for careers in the health care industry. Nurse Aide Training (NAT) provides students with more than 200 hours of instruction and hands-on practice in a skills lab. Clinical experience is provided at a clinical partner site for 10 days during the semester. The NAT program prepares students to become Certified Nurse Aides.

NAT Student

NAT Graduates

Other Services

- *Employability Skills Training:* Employability skills training is a fundamental component of the Workforce Program. This training helps students build the essential competencies they will need to secure and maintain jobs in their chosen field as well as excel in the workplace. Designed to complement what students learn in their technology and career preparation classes, the curriculum is tailored to meet the unique needs of each student. The curriculum is implemented through one-on-one career counseling and skill building as well as group workshops and other activities. Students receive more than 22 hours of employability skills training along with job search and job/internship placement services.

- *Information Technology Mentorship Program:* Through the IT Mentoring Program, students gain knowledge and assistance in the areas of skill building and career development. They receive valuable guidance for planning their careers and gain insight into current employment conditions and requirements. Students are provided with a wealth of information that will help them become better employees, entrepreneurs, and leaders in their chosen professions.

Supportive Services

The key mission-related services offered to the School's students include:

- Individual Counseling
- Job Counseling and Placement
- Job Readiness Workshops
- Financial Aid Assistance
- Life Skills Workshops
- Vocational Counseling

- Volunteer Services/ Recruitment
- Childcare and Health Referrals
- Extracurricular Activities
- Student Government
- Fundraising for Scholarships

The Supportive Services Department offers its services in four major languages: English, Spanish, Amharic, and Vietnamese. Through these services, the Department provides development opportunities to the student body and serves as a bridge to student success within the larger DC community.

Chart 1 and Chart 2 on the next page provide information about services offered during the 2009-2010 academic year, with a "unit of service" being defined as a 15-minute block of time in which a staff member provides a service to a student. In total, 17,605 units of service were provided.
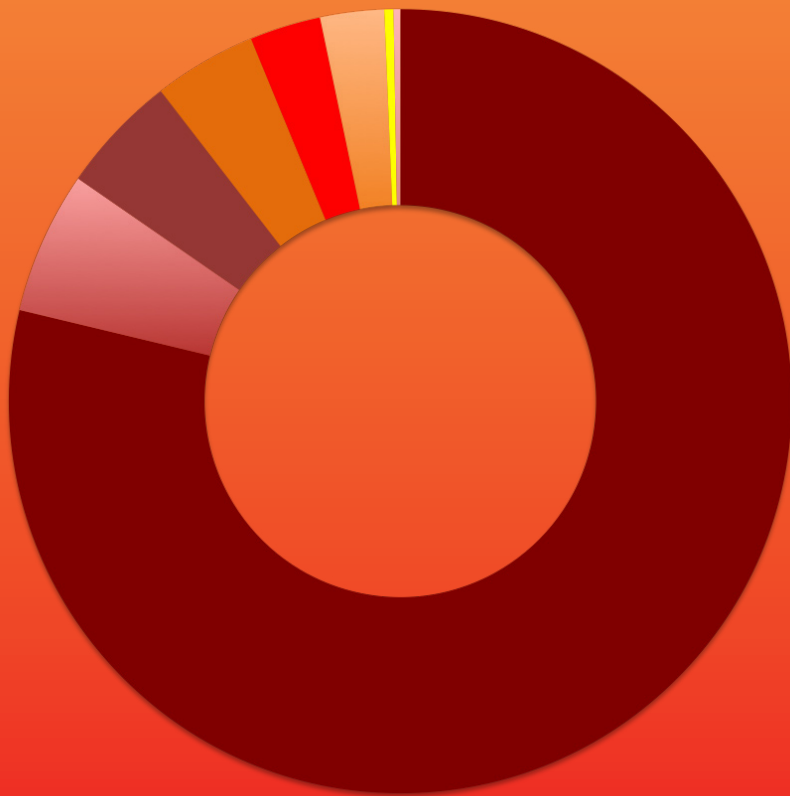
HOLISTIC

Chart 1
One-on-One Counseling
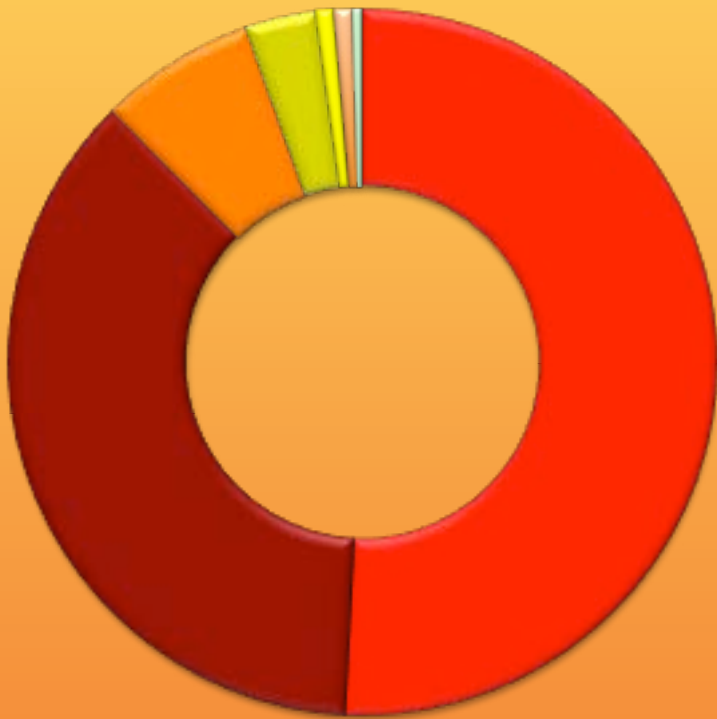
■ Job Counseling - 2,892

■ Counseling - 2,093

■ Higher Education Counseling - 405

■ Scholarship Assistance - 185

■ Financial Aid Assistance - 46

■ Career Counseling - 45

■ Immigration Assistance - 26

Chart 2
General Services

■ Workshops - 9,380

■ Job Referrals - 700

■ Other - 585

■ Student Government Meetings - 506

■ Vocational and College Presentations - 350

■ Job Placement - 314

■ Health Referral - 45

■ Day Care Referrals - 33

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Supportive Services Highlights for the School Year

Upward Mobility Program: The School's Upward Mobility Program provides students with information about other educational programs available to them after they leave the Carlos Rosario School. Counselors provide one-on-one counseling on higher education opportunities in public and private colleges and universities, vocational training programs, evaluation referrals, the application and admission process, and financial aid. Additionally, a representative from the College Board is available twice a month to give specialized attention to students applying for financial aid and assist them with the application process.

Free Legal Clinic: The DC Bar provided a series of four legal clinics to Carlos Rosario students and members of the Washington, DC community. The clinics were held on Saturday mornings and were free and open to the public.

Fall School Dance: The Supportive Services Department held a school dance to raise funds for the Carlos Rosario scholarship program. More than 400 students attended this event, which raised over $3,000 for scholarships.

Health Fair: The School partnered with La Clinica del Puebo and ISCOPES to provide blood pressure screenings, BMI measurements, glucose level testing, nutritional information, and one-on-one health counseling to over 200 students. Information tables containing pamphlets, guides, and samples of healthy

Fraud Prevention Information Table

Fall School Dance

Piano Class

foods were available to the entire student body.

Tenant's Rights Information Tables: The Legal Aid Society provided a series of six tenant's rights information tables throughout the school year. Their attorney provided information about tenant's rights to all interested students and scheduled individual appointments with students in need of legal assistance.

HIV Testing: La Clinica del Pueblo, the African Community Center, and Andromeda provided a series of four free HIV testing dates throughout the school year. These partners provided students with critical, life-saving information, and distributed more than 2,500 HIV/AIDS prevention packets. Throughout the school year, 248 students were tested.

Extracurricular Activities: Fifteen extracurricular activities were offered to the student body. Highlights included: Computer for Beginners in Amharic, Computer for Beginners in Spanish, Photography, Voice Lessons, Making the School Magazine, Yoga, French, Reading and Movies, Computer Club, and Piano Lessons.

Scholarship Recipient

Scholarship Recipient

Yoga Class

The following scholarships were awarded to our students at the school's Recognition Ceremony in June:

- Robert E. Lesher Scholarship: Sheryl Sherwin, a Carlos Rosario faculty member, awarded a $2,500 scholarship in honor of her father, Robert E. Lesher.

- Joanna Gray & Perry Wayne Hitchcock Scholarship: Sherrie McKenna, a Carlos Rosario faculty member, awarded a $1,000 scholarship in honor of her parents, Joanna Gray and Perry Wayne Hitchcock.

- Edna Frazier Cromwell Scholarship Fund: The Board of the Edna Frazier Cromwell Scholarship Fund awarded a Carlos Rosario student with a $2,000 scholarship.

- Maria Antonia Ortiz-Haddock Memorial Scholarship: Hector Torres and Jay Haddock of Capital Hotels & Suites awarded five scholarships totaling $2,800.

- Hotel Association of the District of Columbia Scholarship: The Hotel Association of DC awarded a Carlos Rosario student with a $500 scholarship.

- Carlos Rosario Staff/Faculty Scholarship: The Carlos Rosario Staff/Faculty Scholarship Fund awarded seven scholarships totaling $15,000. More than 20 staff and faculty members donated to the fund through payroll deduction agreements.

4. School Year and Hours of Operation

The school year began on August 31, 2009 and ended on June 17, 2010. There were two instructional semesters of approximately 19 weeks each. According to the District of Columbia School Reform Act, adult students who receive 12 hours of instruction per week are considered to be full-time. Because students have parenting and work demands, the school develops its class schedules to accommodate their responsibilities. Please see Chart 3 below for the schedule of classes.
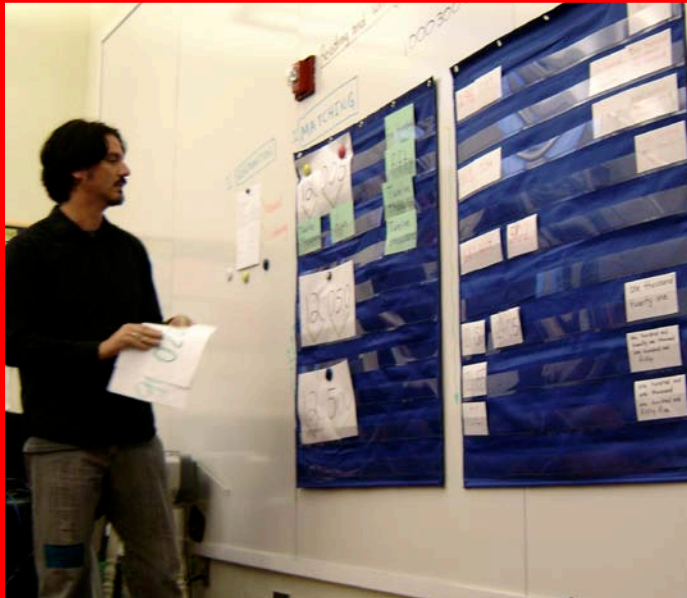
Chart 3
Schedule of ESL Classes

Morning Session
Monday - Friday 8:45 am - 11:30 am

Afternoon Session
Monday - Friday 1:00 pm - 3:45 pm

Evening Session
Monday - Thursday 6:00 pm - 9:00 pm

Transitions Class

DIVERSITY

Workforce

Workforce

School Staff

Success

Success

Diversity

Carlos Rosario International Public Charter School, Annual Report 2009-2010

C. SCHOOL STAFF

1. Names and Titles of those in Key Leadership Positions *

Chief Executive Officer & Founder	Sonia Gutierrez
Chief Operating Officer	Candy Hernandez
Principal	Allison R. Kokkoros
Vice Principal	Dr. Ryan Monroe
Assistant Principal (Day Program)	Dr. Hugo C. Galindo
Assistant Principal (Evening Program)	Sharon Pan
Evening Program Coordinator	Carlos Loureiro
Program Manager	Dr. Leslie Lass
Program Manager	Jay Castaño
Workforce Program Manager	Aracelly Watts
Facilities Manager	Benjamin Montgomery
Business Office & Procurement Manager	Gwen Ellis
Registrar	Kim Trujillo
Assessment Director	Patricio Sanchez
Supportive Services Director	Tina Guzman
IT Director	Karen Clay
Food Services Director	Emilia Rivera

*Please see Appendix C for the school's 2009-2010 organizational chart.

Staff Retreat

Staff Retreat

2. Number of Teachers

During the 2009-2010 school year, the faculty included 62 teachers, 29 of whom were full-time and 33 of whom were part-time.

3. Number of Teacher Aides

The school had 14 classroom aides and 10 tutors during the 2009-2010 school year.

4. Average Class Size

The average class size at Carlos Rosario during the 2009-2010 academic year was 20 students.

5. Qualifications and Assignments of School Staff

The school recruits experienced teachers who have graduate degrees in a field related to their assignment, such as ESL, applied linguistics, or adult education. Multilingual capability is common among administrators and faculty alike. To maintain a high standard of teacher quality, the school has certification requirements for all full-time faculty members. These are based on requirements set for ESL teachers in Maryland, Virginia, and Washington, DC. They are also based on standards set by the Teachers of English to Speakers of Other Languages (TESOL) Association. The school requires all full-time teachers to take six courses (total of 18 credits) in adult education, linguistics, and ESL. These courses must be completed within a two-year period after their contract of employment begins, and, upon completion of the necessary courses, teachers must comply with a re-credentialing requirement in order to remain up to date in their areas of expertise.

Re-credentialing must be completed within five years and is based on a point system. Teachers can earn these points by taking credit courses or by participating in approved pro-fessional development activities (such as presenting at a conference, mentoring a new teacher, or participating in an action-research project). The school continuously strives for excellence and retains only highly qualified teachers, although the school is not required to comply with the No Child Left Behind legislation because it is a non-degree granting adult education institution.

Carlos Rosario is also fortunate to have several long-term members of its staff still working with the school. The CEO and Founder was the Principal of the former Carlos Rosario Adult Education Center and has served the school for 38 years. The Principal has a 16-year tenure at the school. Managers have advanced degrees in administration, adult education, business administration, curriculum development, ESL, law, linguistics, and secondary education. Three members of the management team have earned PhDs.

6. Staff Attrition Rate

Faculty and staff alike at the Carlos Rosario School are committed to student success, and their experience and professionalism contribute to the organization's stability. The attrition rate for the 2009-2010 school year was 11%.

7. Salary Range and Average Salary for Teachers and Administrators

The potential salary range for teachers is $40,000 to $72,823 and the average teacher salary is $57,947. The potential salary range for school administrators is $67,176 to $141,879 and the potential range for central office administrators is $46,177 to $160,000.

2010 American Dream Gala

SUCCESS Achievement

Student

Characteristics

Diversity

SUCCESS

D. Student Characteristics

Chart 4
Student Enrollment by Program

- ESL 2,715
- ESL - Health 38
- GED 155
- Citizenship Preparation 44
- Family Literacy 31
- Computer Literacy 75
- Microsoft Office Applications 74
- Computer Support Specialist 54
- Culinary Arts 52
- Nurse Aide Training 13

Total - 3,251
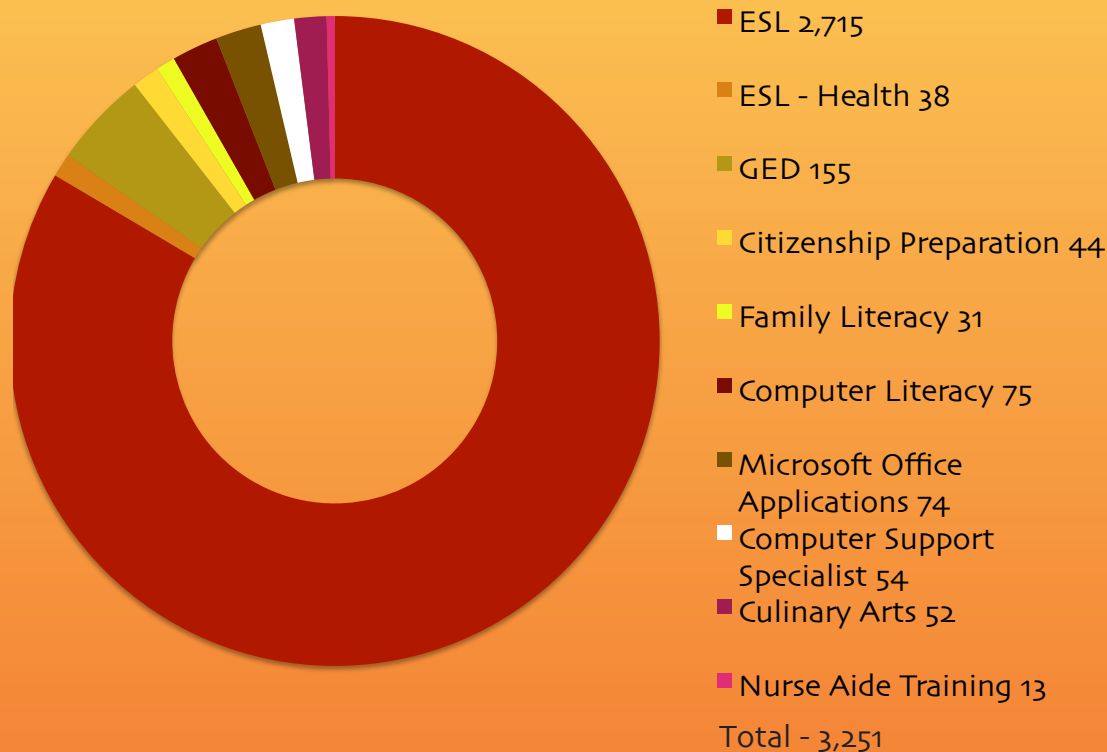
1. Number of Students Enrolled by Program

Carlos Rosario School ESL students are placed according to their level of English proficiency. Chart 4 above provides information about student enrollment by program.

2. Student Attrition Rate During the Year Reported

This rate does not apply to the Carlos Rosario International Public Charter School as the School serves adults for whom education is not compulsory.

3. Student Re-Enrollment

The majority of students eligible for re-enrollment (89.16%) enrolled in fall 2009. The school maintained its minimum enrollment of 1,550 students throughout the school year. Demand for classes remained constant. As Carlos Rosario was oversubscribed (new student applicants outnumbered spaces available for classes), the school held enrollment lotteries and established lottery waiting lists of over 300 students for day, afternoon, and evening sessions. In addition, regular waiting lists of more than 600 students were also kept for students seeking enrollment after the enrollment periods had ended.

4. Demographics

During the 2009-2010 academic year, Carlos Rosario offered more than 3,200 students an array of programs and supportive services. These learners comprised an ethnically, geographically, and linguistically diverse student body, with students coming from 72 countries and speaking 31 different languages. Their native countries included Cameroon, Egypt, Ethiopia, Morocco, Sudan, Bangladesh, China, Indonesia, Pakistan, Togo, Vietnam, Poland, the Czech Republic, Yemen, Turkey, Brazil, the Dominican Republic, El Salvador, Bolivia, Guatemala, Mexico, Peru, Honduras, and the United States. Chart 5 and Chart 6 offer a demographic breakdown.
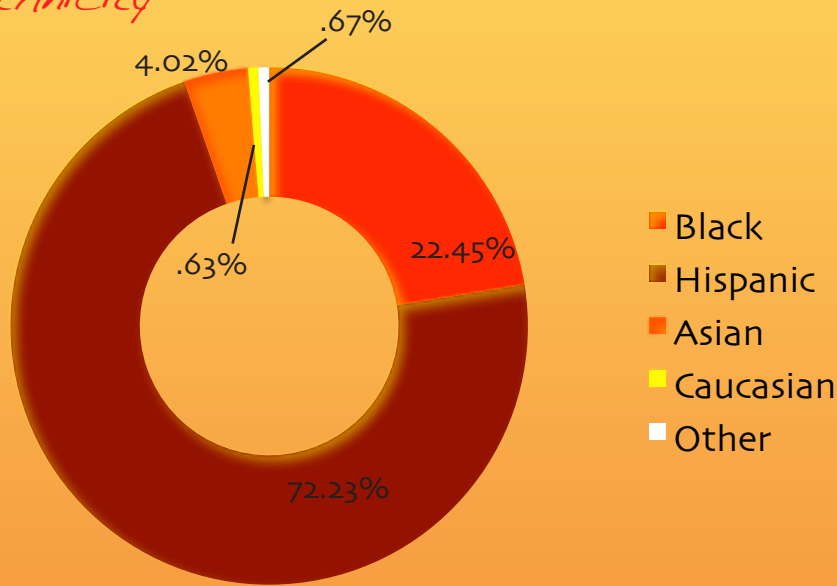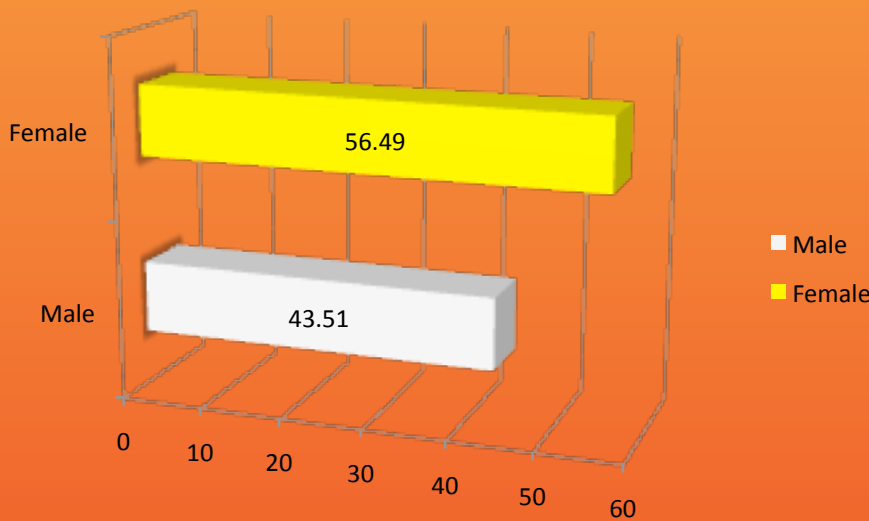
Chart 5
Ethnicity

.67%

4.02%

.63%

22.45%

72.23%

- Black
- Hispanic
- Asian
- Caucasian
- Other

Chart 6
Gender

Female — 56.49

Male — 43.51

0 10 20 30 40 50 60

- Male
- Female

5. Percentage of Limited- and Non-English Proficient Students

During the 2009-2010 school year, the percentage of LEP/NEP students at Carlos Rosario was 87.73%.

6. Percentage of Students with Special Education IEPs

At the time of enrollment, the school's Registration Department monitors for students with special education Individual Education Plans (IEPs). During 2009-2010, the DC Public School system forwarded no IEPs for students between 16 and 21 years of age. The school enrolls a minimal number of students under the age of 22 and the majority have recently immigrated from their countries.

7. Percentage of Students Qualifying for Free or Reduced-Price Lunch Program

As a public charter school that serves adults, Carlos Rosario cannot participate in the National Free Lunch Program, nor does the school receive Title I funding, which is only available for degree-granting K-12 public schools.

8. Average Daily Membership

While research and educational literature often cite the sporadic and low attendance of adult education students, the school's quality educational programs and supportive services have constantly motivated high student attendance even though education is not compulsory for this population. The average daily membership was 1,646 students.

9. Average Daily Attendance

During the 2009-2010 school year, the school's average daily attendance was 84.4%.

College Workshop

SUCCESS

Achievement
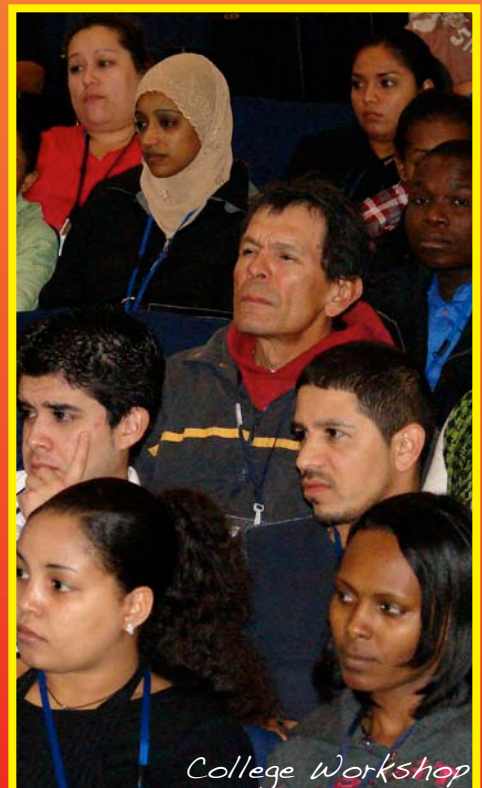
Governance

Achievement

Success

Achievement

Success

Carlos Rosario International Public Charter School, Annual Report 2009-2010

E. Governance

The Carlos Rosario School's Board of Trustees held three meetings during the 2009-2010 school year. As required, minutes of these meetings have been submitted to the DC Public Charter School Board. Meetings over the course of the school year led to significant advances in the structure of the Board and the strategic planning for the school. Based on their expertise in a particular area and on their contacts, Board members are recommended by the CEO and Founder as well as by other Board members, and must be approved by the entire Board. While there are no specific requirements, the school makes a concerted effort to attract a diverse membership, focusing on community members who are bilingual and multicultural; have a familiarity with issues facing immigrants; and offer a particular skill such as adult education, banking, fundraising, management, public relations, or teaching adult learners. The Board of Trustees is structured in compliance with the School Reform Act. There are an odd number of members of at least seven but not more than 13 people. A majority of Trustees reside in the District of Columbia. In lieu of parents, our Board has two members representing the School's alumni.

After ten years of very competent and successful work as the Chair of the Board of Trustees, Jane Garcia resigned. Board Secretary Alberto Gomez was unanimously elected as the new Chair of the Board. The Board has been very involved in different school activities. Board member Ted Kavaleri addressed our students at the Black History Month Celebration, Brahim Rawi facilitated financial literacy workshops, and Alberto Gomez greeted the students at the 2010 graduation ceremony. All Board of Trustees members participated, worked, and contributed to our American Dream Gala.

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Patricia Sosa – Vice Chair
Campaign for Tobacco Free Kids
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Brahim Rawi – Treasurer/Alumni
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James Moore – Member
The Emerging Venture Network
& EVN Advisory Services
915 T St., NW
Washington, DC 20001

Nydia Peel, Esq. – Member
Centers for Medicare & Medicaid
Services
216 Melancthon Ave.
Lutherville, MD 21093

Gustavo Velasquez – Member
Office of Human Rights
703 E St., NE
Washington, DC 20002

Lea M. Zepeda – Member/Alumni
Representative
1385 Peabody St., NW #3
Washington, DC 20011

Pilar Laugel – Member
3003 Van Ness Ave., NW #833
Washington, DC 20008

* Please note that, because Carlos Rosario provides adult education, the school does not have parent members.

2010 American Dream Gala

2010 American Dream Gala

2010 American Dream Gala

2010 American Dream Gala

Officers of the Board

Chair – Alberto Gomez
CEO – Sonia Gutierrez
Vice Chair – Patricia Sosa
Treasurer – Brahim Rawi

Committee Assignments

Executive Committee
Alberto Gomez - Chair
CEO – Sonia Gutierrez
Vice Chair – Patricia Sosa
Treasurer – Brahim Rawi

Nominating Committee
Chair – Patricia Sosa
Member – Brahim Rawi
Member – Nydia Peel

Alumni Committee
Brahim Rawi
Lea Zepeda

Finance Committee
Chair – Brahim Rawi
Member – Ted Kavaleri
Member – Jim Moore

Building Committee
Chair – Alberto Gomez
Member – Laura M. Campos,
Member-Ted Kavaleri

2010 American Dream Gala

2010 American Dream Gala

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2010 American Dream Gala

2. Advisory Committees

The Student Government Association (SGA) at Carlos Rosario facilitates communication between the student body and the school administration while enabling students to practice leadership skills and participate in the community. As an advisory committee, SGA contributes substantially to the governance and leadership of the school. During the 2009-2010 school year, each class elected one representative whose responsibilities included:

- Attending all SGA meetings.
- Sharing information with classmates.
- Sharing student concerns and ideas with the school administration.
- Participating in activities, including school events, fundraisers, community service events, and field trips.

Under the guidance of Supportive Services Department staff Stephanie Mintz and Maria Veliz, this group of student leaders stood out as a visible and active force in the school. Representatives consistently volunteered to help with school-wide and community events and proved to be dynamic motivators within their own classrooms.

LEADERSHIP PROGRAM

This year, Student Government had a strong and active leadership program. The participants demonstrated their commitment to the program and to developing their leadership skills. Their responsibilities included participating in a lead-

ership retreat, attending regular meetings, facilitating SGA meetings, designing and planning school-wide events, and attending important community events and trainings.

Highlights of this year's leadership program included the development and coordination of semester projects: a food drive to benefit the Capital Area Food Bank during the fall semester and a "Bike or Walk to School Day" during the spring semester. The leadership group determined the spring semester theme of helping the environment and developed the project according to this theme. They

Food and Friends

also presented student suggestions for school improvement to the principal, Allison Kokkoros.

COMMUNITY SERVICE

SGA representatives were encouraged to volunteer at least 5 to 10 hours per semester at one of nine partner organizations. This was a great opportunity to give back to the community, gain experience, practice English, and make connections.

The nine diverse partner organizations were Food & Friends, La Clinica del Pueblo, Friendship Terrace Retirement Community, Carlos Rosario International Public Charter School, Rosemount Center, DC Central Kitchen, Legal Counsel for the Elderly, Ocean Conservancy and Vida Senior Center.

In addition to volunteering independently, representatives also earned hours through two group community service activities. The evening representatives visited DC Central Kitchen. There they prepared food to serve to homeless clients. The daytime representatives went to Food & Friends to package food for deliveries to clients who are home-bound due to illness.

Additionally, during the fall semester, representatives recruited classmates and teachers for an on-site mini-walk to support L'Arche Greater Washington, a local housing program for people with mental disabilities.

Help the Homeless Mini-Walk

TAKE A STEP

IMPROVE A LIFE

SCHOOL-WIDE EVENTS

During the fall semester, the evening SGA, through the leadership program, planned a food drive to benefit the Capital Area Food Bank. The representatives promoted the food drive in their classrooms, collecting canned and dry foods. A group of representatives then delivered the food to the Capital Area Food Bank, participating in a city-wide collection that day.

During the spring semester, the daytime and evening SGA collaborated through leadership program to plan a "Bike or Walk to School Day", which included promoting the benefits of biking and walking. Students distributed information and promotional stickers at an information table during class break times. They also worked with the Washington Area Bicyclist Association, whose representatives joined the group to share information about bike safety and bike routes in Washington, DC.

Representatives also gathered feedback on suggestion cards from their classmates about ways to make the school better. The leadership students presented the feedback to the school's principal, Allison R. Kokkoros, during a productive meeting with her at the end of the spring semester.

Finally, SGA continued to play an active role serving food and cleaning up during the school's cultural events: Hispanic Heritage Celebration, Black History Celebration, and the Asian Pacific Spring Festival.

CIVIC PARTICIPATION & ADVOCACY

Student Government representatives had opportunities to advocate for positive change on a local and national level. During the spring semester, the leadership group participated in the National Council of La Raza (NCLR) Advocacy Days. At this event, they learned about national issues affecting Latino communities and visited with staff from DC Representative Eleanor Holmes Norton's office.

The Student Government Association met with several community representatives this year, including representatives from Ayuda, Inc. and the Latino Federation of Greater Washington. Some SGA members participated in an additional leadership/community organizing training with Juan Carlos Ruiz of the Latino Federation of Greater Washington.

Students and staff involved with SGA and the Leadership Program look forward to continuing their work with the school, the local community, and national organizations to have a positive impact on the world.

Student Government Fall Semester 2009-2010

#of Active Representatives	55
#of Regular Meetings	6
#of Leadership Program Meetings	3
#of Special Activities or Projects	4

- Leadership Retreat
- Hispanic Heritage Celebration
- Help the Homeless Mini-Walk
- Food Drive

Student Government Spring Semester 2009-2010

#of Active Representatives	51
#of Regular Meetings	6
#of Leadership Program Meetings	5
#of Special Activities or Projects	6

- NCLR Advocacy Days
- Black History Month Celebration
- Asian Pacific Spring Festival
- Community Services as Group
- Leadership Training
- Bike or Walk to School Day

Food Drive

DC Central Kitchen

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Workforce Program Advisory Committee

The Workforce Program has corporate advisory committees for Culinary Arts, Information Technology, and Healthcare Industries. These committees have been established to inform the curricula as they relate to the needs and expectations of local employers. During the 2009-2010 academic year, the committees met once per semester.

The members of the Corporate Advisory Committees are as follows:

Culinary Arts Advisory Committee

Duane Doty, Human Resources Executive

Mauricio Fraga-Rosenfeld, CEO, Latin Concepts

Jay Haddock, President, Capital Hotels & Suites

Frans J. Hagen, Education Director, National Restaurant Association

Jamie Hartz, Sodexho, Manager, Nutrition/Menu Services, Sodexo

Jennifer Lehman, Program Director, Restaurant Association Metropolitan Washington Education Foundation

Hector J. Torres, Vice President, Capital Hotels & Suites

Information Technology Advisory Committee

Paul Beebe, Information Systems Manager, Africare

David Dawson, Systems Engineer, Community Information Technology Innovators

Jean Denis, IT Director, Africare

Stephen Jarrett, Director, Information Systems, The Eurasia Foundation

Nate Solloway, Systems Engineer, Raffa, P.C.

Gail Whitaker, CEO, Whitaker Consulting Services

Healthcare Advisory Committee

Leah Lujan, R.N., Emergency Room Nurse, The George Washington University

Carmen Ramirez, R.N., PhD, Program Director, Latino Nursing Career Opportunity, The Catholic University of America

Pat Rohrer, BS, R.N., Lead Teacher, Henrico County, Virginia, Practical Nursing Program

Helen White, President, Health Care Strategies

Information Technology Advisory Committee

3. Trainings (Workshops, Retreats, Facilitated Work Sessions, Conferences)

The following Board Members attended workshops and conferences this year:

Mrs. Jane Garcia, Mr. Brahim Rawi, and Ms. Sonia Gutierrez (along with COO Candy Hernandez, Workforce Manager Aracelly Watts, and Supportive Services Assistant Maria Veliz) attended the National Council of LaRaza conference in Chicago, Illinois.

NCLR Conference

Board Meetings/Facilitated Work Sessions

The following Board meetings/work sessions were held during the 2009-2010 school year:
    Monday, November 2, 2009
    Monday, January 11, 2010
    Monday, March 15, 2010
The meeting scheduled for June 5 was postponed because of too many activities including the Gala, and it was held on August 30, 2010.

Annual Board Retreat

In July 2010, the Board of Trustees held its Annual Board Retreat in Annapolis, Maryland. The new Board Chair, Alberto Gomez, presided. During the retreat, the Board members viewed several Power Point Presentations that highlighted the year's many administrative and academic successes. Also featured were photos of the May 18, 2010 Gala celebrating the school's 40 years of accomplishments. The Gala raised $85,000 as a result of the entire school's fundraising efforts, including a silent auction that was supported by the school's website.

This past year the Board focused on fundraising as the expenses for the building are high, and we are also expanding the third floor as the demand for the school grows everyday.   In response to this need, school supporters have established a foundation that will help defray the many expenses dealing with the building and the expansion. At the retreat Gustavo Velasquez was introduced as Chair of the newly created Carlos Rosario Educational Foundation, and Robert Chiappetta, Manager of Government and Industry Affairs at Toyota, was introduced as a Foundation Board member and appointed Treasurer.   A joint strategic planning session of the Boards of the School and the Foundation took place under the guidance of facilitator Monica Palacio.

Alberto Gomez also discussed with the Board his vision for Board members' involvement for SY 2010-2011 including participating on the school's accreditation team; volunteering in the classrooms; visiting classrooms as a guest speaker; attending special events such as the Thanksgiving turkey basket raffle; attending board trainings; and donating to the school's scholarship fund.

Annual Board Retreat

Carlos Rosario International Public Charter School, Annual Report 2009-2010

MAIN ENTRANCE

LITERACY IS GLOBAL

Finance

F. FINANCE

1. A copy of the school's approved budget for the Fiscal Year 2009-2010

Please see Appendix A for the 2009-2010 budget. The annual audit will be submitted to the District of Columbia Public Charter School Board by November 1, 2010, as required.

2. A list of all donors and grantors that have contributed money or in-kind donations having a value equal to or exceeding $500 during the year reported:

- Hotel Association of Washington: 1201 New York Avenue NW, Suite 601, Washington, DC 20005 - $500 – Scholarship
- Arent Fox: 1050 Connecticut Avenue NW, Washington, DC 20036 - $836 – Pro-bono Legal Services
- St. James Associates: 2033 M Street NW, Washington, DC 20036 - $1,000 - Maria A. Ortiz Haddock Scholarship – Culinary Arts
- Julio Haddock: 509 H Street SW, Washington, DC 20024 - $1,800 – Maria A. Ortiz Haddock Scholarship – Culinary Arts
- Sherry McKenna: 3823 Cathedral Avenue NW, Washington, DC 20016- $2,000 – Joanna Gray and Perry Wayne Hitchcock Scholarship
- The J. Willard and Alice S. Marriott Foundation: 10400 Fernwood Road, Bethesda, MD 20817 - $50,000 – Culinary Arts

Fiscal Management

Accounting Policies: Carlos Rosario has established accounting policies and procedures as outlined in its Accounting Policy and Procedure Handbook and further adheres to the DC Public Charter School Board (PCSB) requirements and guidelines as outlined in its Fiscal Policy Handbook. The school performs it annual financial audit by auditors approved by the PCSB and produces financial statements according to GAAP. Carlos Rosario uses the accrual basis of accounting and adheres to the PCSB's reporting deadlines.

Financial Reporting: Carlos Rosario complies with assigned due dates related to submission of its annual audited financial statements, annual budgets, and interim financial reports, which are presented quarterly. The school's annual budget is reviewed and approved by the Board of Trustees and its financial statements are disclosed and presented to the Board of Trustees at their regular meetings.

Internal Controls: Carlos Rosario has clearly documented internal controls which are outlined in our Accounting Policy and Procedure Handbook. These controls help us to properly safeguard our assets and comply with District of Columbia and federal laws. Our internal controls allow for segregation of duties, adherence to established guidelines, as well as the implementation of fair business practices. Financials are produced and reviewed for accuracy.

Transparency of Financial Management: Carlos Rosario maintains a high level of integrity and transparency in regard to its use of public funds. The school's annual budget is reviewed and approved by the Board of Trustees and its financial statements are disclosed and presented to the Board of Trustees at their regular meetings. Carlos Rosario identifies and fully discloses all related party transactions as required by the PCSB.

Fiscal Prudence: Carlos Rosario is very conservative and thoughtful in the preparation of its annual balanced budget and makes responsible and sound decisions as they pertain to spending, investments, debt management, and other financial matters. Carlos Rosario and its Board of Trustees are 100% committed to "safeguarding the public's confidence and the integrity of the school's activities."

School Performance

Evidence of Performance
and Progress
Unique Accomplishments
Lessons Learned & Actions Taken

Evidence of Performance and Progress

A. Evidence of Performance and Progress

1. Provide a summary of the Performance Management Measures

The Carlos Rosario International Public Charter School developed a Performance Management Framework (PMF) in accordance with the guidelines provided by the DCPCSB. The PMF consists of the following five major academic indicators: Student Progress, Student Achievement, Gateway, Leading Indicators and Mission Specific Goals. The Carlos Rosario International Public Charter School followed the Adult and G.E.D. framework, which is a non-standard school framework. The following narrative with performance data summarizes the school's performance on each of the five academic indicators:

a. Student Academic Performance:

Student Progress

This performance indicator provides data on student performance on a test called Supera Test: *Evaluaciones Essenciales*. This is a standardized assessment administered to beginning Spanish GED students categorized by our school as Spanish GED 100 and 200 students. This measure reports on the percentage of students making one grade level progress in language arts by the end of the school year. This year, 64% (23 of 36) of such students made one grade level progress in language arts.

Student Achievement

This performance indicator provides data on student performance on the Test of English Language Achievement for Adult Learners (TEAAL). For the purposes of the PMF, the performance of students in ESL Level 2 and ESL Level 6 is reported each semester. The performance rate of these students is aggregated for both levels for fall and spring. A target cut score of 70 is the standard by which achievement is measured. This year, 74% (537 of 726) of the students achieved the target cut score of 70.

Gateway

This indicator provides data on student performance on the Official GED test (Spanish version). This standardized assessment is administered externally at the University of the District of Columbia's (UDC) Testing Center. To pass the GED test, students are required to pass all five portions of the test with a minimum of 410 for any section. Additionally, in order to pass the GED test, a composite average score of 450 must be attained when averaging all the test sections. As per District of Columbia regulations, GED students who pass the official GED practice test are eligible to be referred for official GED testing at UDC. This year, 63% (36 of 57) of Spanish GED students referred to UDC for official GED testing passed and earned their high school diploma.

Leading Indicators

The average daily membership was 1,646 students. The average daily attendance during the 2009-2010 school year was 84.4%.

Mission Specific Goals

Two separate performance measures were developed for the Mission Specific Goals component of the framework. The first measure revolves around an aspect of the school's mission, which is to develop productive citizens that give back to the community. A hallmark of productivity for adults is having the life skills necessary for navigating the world of work and the larger world as they conduct their affairs such as banking, commerce and accessing health care. Thus, the school uses the CASAS test to measure students' knowledge, skills, and abilities in the realm of life skills. The CASAS test is a standardized reading assessment for adult ESL students. For the purposes of the PMF, the performance of students in ESL Level 1 and ESL Level 4 are reported on a year-long basis. The performance rate of these students on this test is tracked for fall and spring. A target cut score of 200 for ESL Level 1 and

220 for ESL Level 4 is the standard by which achievement is measured. This year, 82% (271 of 329) of the students achieved their target score.

The second Mission Specific Goal delves deeper into an aspect of the school's mission that relates to the concept of productive citizens. This goal connects student learning to industry certification as a pathway to productivity in terms of employment, self-sufficiency and ultimately giving back to family and the larger community. The second Mission Specific Goal uses the ServSafe Certification test as the measure of achievement. Students in the Culinary Arts program take this externally sanctioned standardized test. This school year, 100% (20 of 20) of the Culinary Arts students passed this industry certification test.

See Chart 7 for a full view of the Carlos Rosario International Public Charter School Performance Management Framework for School Year 2009-2010.

Chart 7
Performance Management Framework

	MEASURE	CLASSES TESTED	PROFICIENCY/ PERFORMANCE INDICATOR	ANNUAL TARGET
STUDENT PROGRESS	Supera Test: Evaluaciones Essenciales	Spanish GED 100 & 200	(23 of 36) 64%	TBD
STUDENT ACHIEVEMENT	Test of English Language Achievement for Adult Learners (TEAAL)	ESL 2 & 6	(537 of 726) 74%	TBD
GATEWAY	Spanish GED Test	GED Testing Referrals	(36 of 57) 63%	TBD
LEADING INDICATORS	Average Daily Attendance Rate	School-Wide	(1646) 84.4%	TBD
MISSION SPECIFIC GOALS Fall Semester ESL students will achieve their respective cut scores by the end of the school year.	CASAS Test (Cut scores: 200 & 22)	ESL 1 & 4	(271 of 329) 82%	TBD
Students will pass the ServSafe certification test by the end of the school year.	ServSafe Certification Test	Culinary Arts	(20 of 20) 100%	TBD

b. Non-Academic Performance:

The Public Charter School Board recognized the Carlos Rosario Public Charter School with the "Gold Star Award" in recognition of 100 percent compliance in September 2009. The school submitted all reports on time and via the new PCSB AOIS system. The Board of Trustees also exemplifies the School's commitment to excellence. Members are highly committed to their responsibilities, participate in regular board and committee meetings and in strategic planning, and are highly engaged in various aspects of the school's mission.

2. Provide certification that all authorizations (certificate of occupancy, insurance, lease, etc.) required to operate the school, are in full force and effect

Please see Appendix G for certification.

SUCCESS Achievement
Unique
Accomplishments
Success
Achievement

The Carlos Rosario community is particularly proud of its significant accomplishments during the 2009-2010 school year:

Chief Executive Officer & Founder Sonia Gutierrez received two awards this past year:

1. Certificate of Special Congressional Recognition presented by Congresswomen Eleanor Holmes Norton

2. Executive Leaders Radio Award presented by Potomac Companies.

In May 2010, the school hosted the 21st Century Learning Symposium sponsored by the by the DC Association of Chartered Public Schools and the Middle States Association.

In May 2010, the school hosted a cooking demonstration called "Teaching with the CIA" presented by the Culinary Institute of America (CIA) through a partnership with the Restaurant Association Metropolitan Washington Education Foundation. This cooking demonstration conducted by three world-renowned master chefs from CIA highlighted cuisine and cooking techniques from around the world.

In March 2010, the school hosted international English as Foreign Language educators attending a Georgetown University program sponsored by the U.S. State Department. These educators visited the Carlos Rosario School to learn best practices for teaching English as a Second Language to adults.

The school successfully entered into a partnership with ProActive School Inc., for the development of a new comprehensive student information system. Carlos Rosario staff members are currently testing the system and expect to fully implement it in August 2010. This new system will streamline our registration process, bring a number of legacy systems under one platform and ultimately improve our ability to

CIA visit

In April 2010, the Adult ESL Video Project sponsored by the New American Horizons Foundation came to the Carlos Rosario School to film a writing lesson in Sheryl Sherwin's ESL 5 class. Sherwin's video will be used to train ESL teachers across the United States and around the world. Sherwin was one of only eight teachers nationwide selected for filming.

The school received the "Gold Star Award" in recognition of 100% compliance by the DC Public Charter School Board.

Scholarship Recipient

Finding Gabriela Poetry Contest Winner

Carlos Loureiro at the DC EPFP

GED Graduate

collaborate, produce better data and improve student learning.

Individual Student and Staff Accomplishments

More than 75 students in the District of Columbia entered in the 14th Annual Women's History Month Essay Contest titled "I Can Make a Difference." Fifteen Carlos Rosario students were finalists in the competition. The Adult Literacy Resource Center and the DC Public Library sponsored the contest with support from DC LEARNs.

Seventeen college scholarships were awarded to Carlos Rosario School graduates.

One-hundred ninety students graduated from the school's GED, ESL 8, College Preparation (Transition Workshop), Citizenship, and Workforce Programs.

Despite their family and work responsibilities, 57 students earned perfect attendance for the 2009-2010 school year.

A Spanish GED student won second place in the Finding Gabriela Poetry Contest sponsored by the D.C. Mayor's Office on Latino Affairs.

An elderly blind student passed the Citizenship exam.

Assessment Director Patricio Sanchez and Information

Technology Director Karen Clay, served as members of an accreditation team with the Middle States Association.

Faculty members Hugh Beshers and Caren Calamita completed their Master's Degrees.

Carlos Loureiro, Evening Coordinator, completed the Institute for Educational Leadership Education Policy Fellowship Program.

Many faculty and staff presented on Carlos Rosario School best practices at professional conferences during the school year. See Appendix E for a listing of their presentations.

Lessons Learned and Actions Taken

and

Reporting Performance Management Framework Information

C. Lessons Learned

The CRIPCS followed the Performance Management Framework (PMF) for Non-Standard Schools; school personnel, led by school principal Allison R. Kokkoros, engaged in a year-long endeavor to develop its PMF. The school began by identifying assessments and performance indicators for each of the PMF's major components: Student Progress, Student Achievement, Gateway, Leading Indicators and Mission Specific Goals. Given the parameters and other prescriptions/limitations of the PMF for Non-Standard Schools, the school's aim was to attempt to achieve parity in the representation of our students in the various instructional programs.

For the Student Progress component of the PMF, the school selected the Supera Test: Evaluaciones Essenciales to report on the progress Spanish GED students made in Reading (language). The performance indicator was based on the percentage of students enrolled in Spanish GED 100 and 200 classes that made grade level progress during the course of the school year. For this pilot year, 64% of our students in these classes were able to demonstrate progress by improving one grade level in reading. This is one percentage point short of our internal goal which was 65%. As a result of this inaugural (pilot) year reporting, we would like to use 64% as the performance target and baseline to report student performance.

The Student Achievement component has the Test of English language Achievement for Adult Learners (TEAAL) as the selected assessment. This assessment was selected due to the fact that it is fully aligned to our ESL curriculum. Our curriculum is an award winning curriculum that has been independently validated by Georgetown University. The TEAAL has been independently tested and has been deemed to be reliable with a Cronbach alpha of .85. In terms of the performance indicator, the school identified a performance target of 70% on the end-of-semester assessment for students in the designated ESL levels (Levels 2 and 6). This year 74% of students achieved the target of 70% on the end-of-semester TEAAL assessment.

The Gateway component of the PMF has the GED Test (Spanish version) as the measure. This assessment was selected, in part, with PCSB input so as to align more closely with the Gateway measures of other Non Standard Schools and align to a lesser degree but in spirit with, the Gateway measures of other Standard Schools. In the District of Columbia, GED testing is a highly regulated and controlled activity. Students must first take and pass an official practice GED test at municipally recognized site before they can be formally referred to a municipally sanctioned testing center such as the UDC testing center. In order to pass the GED test, students must pass all five test sub-sections with a minimum score of 410 in each section. Additionally, an overall average score of 450 must be achieved on the test as a whole. This year 63% of Spanish GED students passed the GED test, well above the 54% pass rate overall in the District of Columbia.

The Leading Indicator was also identified with the help and recommendation of the PCSB. Non-Standard Schools use the average daily attendance rate for this indicator. This year the CRIPCS had a yearly attendance rate of 84.4%.

There were two Mission Specific Goals that tie directly to the school's mission to develop productive citizens that contribute to the larger community. The first Mission Specific Goal measures fall semester ESL Level 1 and ESL Level 4 achievement in relation to CASAS cut scores (200 and 220) by the end of the school year. The CASAS test was developed in the state of California, which is one of the few states that publishes CASAS performance data that can be used for national norm comparisons. The Carlos Rosario School student performance of 82% is significantly higher than the 68% performance of California ESL students in the same categories.

The second Mission Specific Goal measures Culinary Arts students' passing rate on the ServSafe certification test by the end of the school year. This year 100% of Culinary Arts students passed this certification test.

1. Issues in collecting and reporting data for the PMF.

The assessment director worked collaboratively with program managers to collect data and back up data throughout the course of the school year. In addition to year-end data reports, the assessment director provided a mid-year data report to the principal to facilitate analysis of interim school performance on the PMF.

2. Student-related academic issues identified and program changes to be undertaken or under consideration.

The GED program has seen marked improvement in student grade level advancement over the past four years as a result of a number of initiatives including targeted professional development; identification of better materials such as textbooks in math, science and social studies; implementation of online resources such as Plazas Comunitarias, myquiz.com, and Spark3000; increased differentiation of instruction facilitated by teacher training and information technology resources; and implementing a more student-centered, interactive approach versus a straight test preparation approach.

One-hundred percent of the school's GED students who took the official GED tests passed the GED practice tests, the overwhelming majority with scores of 450 or greater on each of the five sections. Strategies for increasing official GED test pass rates will include 1) an increased focus on test-taking strategies, 2) increasing the number of students who take the test over a two-day period rather than taking all five sections in one day, and 3) considering raising the bar on practice test scores required prior to a student being referred to take the official GED test.

3. What program changes or improvements will be taken or are under consideration as a result of the most recent Program Development Review findings?

School leadership continues to explore adult education best practices in the areas of authentic assessments and cohort planning. A study circle of faculty will be working with an expert in the field of authentic assessment to continue to research and apply best practices to the school's student portfolio system. The school leadership is researching a platform to support online teacher collaboration and planning, and a second teacher study circle will focus on identifying Web 2.0 tools that may be useful to assist student learning as well as teacher learning and planning.

4. What is the school's status in implementing its School Improvement, Corrective Action or Restructuring Plan?

Not applicable.

D. Reporting Performance Management Framework Information to Students, Teachers, Parents and the Public.

The Carlos Rosario International Public Charter School will disseminate information on performance outcomes on the PMF via the mass publication of an Annual Report. The Annual Report will be disseminated widely both in hard copy and electronically via a link on the school's web site. The PCSB will receive multiple hard copies of the Annual Report, and the report will be mailed to Board members, funders, partner organizations, alumni, public officials, and other stakeholders. Multiple hard copies of the report will be made available to staff and faculty by placing copies in the teachers' lounge area. Students, parents and the community at-large can view the report as a PDF file linked from the home page of the school's web site.

2010 Graduation Ceremony

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Appendices

Appendix A - Approved Budget for 2009-2010

CARLOS ROSARIO INTERNATIONAL PUBLIC CHARTER SCHOOL
Budget Fy 2010

RECEIPTS

Per Pupil Charter Payments	$ 15,398,795
Culinary Sales	225,000
ID Fees @ $20	115,000
Class Costs/Fees	24,000
Centro Nia Rent	15,634
Interest Income	50,000
Contribution Income	-
Miscellaneous Income	2,500
TOTAL RECEIPTS	**15,830,929**

DISBURSEMENTS

Personnel Costs

General Administration	935,428
Special Projects/Technology	503,624
Academic Administration	817,196
Teachers Salaries	2,410,818
Teacher Aides/Assistants Salaries	387,456
Other Education Professionals Salaries	1,081,827
Clerical Salaries	335,469
Other Support Staff Salaries	337,292
Salaries	6,809,110
Employee Benefits	1,429,913
Total Salaries & Benefits	**8,239,024**
Professional Development	165,900
Staff Development Meetings	10,025
Subtotal: Personnel Costs	**8,414,949**

Direct Student Costs

Attendance Improvement Initiative	47,400
Teaching Supplies and Materials	38,600
Educational Materials	106,200
Culinary Arts Class Materials	25,000
Food Culinary Arts	170,000
Computers, Supplies & Software	41,300
Van Exp.	19,500
Music/School Band	12,100
Student Assessment Materials	7,000
Student Workshops	3,300
Student Activities	95,800
Translation Services	70,000

Volunteers Stipends	3,500
Other Student Costs	27,600
Subtotal: Direct Student Costs	**667,300**
Occupancy Expenses	
Rent/Harvard	2,038,203
Rent/Satellite Site	132,088
Storage	11,300
Recycling/Contingency For Building Expenses	34,000
Security	669,300
Subtotal: Occupancy Expenses	**2,884,891**
Office Expenses	
Office Supplies and Materials	90,300
Office Furnishings and Equipment	28,300
Office Equipment Rental and Maintenance	157,695
Telephone/Telecommunications	89,655
Legal, Accounting, Audit and Payroll Services	130,000
Printing and Copying	18,700
Postage and Shipping	7,000
Bank charges	5,420
Advertising	32,500
Membership	78,885
Subtotal: Office Expenses	**638,455**
General Expenses	
Insurance	135,000
Depreciation	-
Meetings-Board, Other	7,300
Travel & Transportation	96,550
Consultants	165,542
Administration Fee	76,994
Other General Expense	14,000
Subtotal: General Expenses	**495,386**
TOTAL DISBURSEMENTS	**13,100,981**
Net Operating Income	**2,729,948**
Assets	
Contingency Building/Leasehold Improvements	2,000,000
Computers/Software	686,248
Equipment	38,700
Furniture	5,000
TOTAL ASSETS	**2,729,948**
Projected Cash Surplus/(Deficit)	**$ -**
TOTAL BUDGET	**15,830,929**

Appendix B – Charter School Data Worksheets

ANNUAL REPORT DATA COLLECTION TOOL WORKSHEETS

Use these sheets to enter your data in the **ANNUAL REPORT PMF DATA COLLECTION TOOL.** Include the information from these sheets in your Annual Report.

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1. Enter the school's Mission Statement in the space provided below.

Our mission is to provide education that prepares the diverse adult immigrant population of Washington, D.C. to become invested, productive citizens and members of American society who ultimately give back to family and community. The school will accomplish this through excellence in teaching and learning in partnership with the community and by fostering a safe and compassionate learning environment.

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2. Please choose your Campus/LEA's School Code, LEA Code, and Name from the drop down choices provided below. Each campus must submit a separate data sheet. (For Central Office submissions, use the CENTRAL OFFICE choice provided for your organization).

112 102 ALTA PCS
1100 155 Achievement Preparatory PCS
141 103 AppleTree PCS - Riverside
139 103 AppleTree PCS - Amidon
140 103 AppleTree PCS - Columbia Heights
C00 103 AppleTree Central Office
181 104 Arts and Technology Academy PCS
192 105 Barbara Jordan PCS
151 106 Booker T. Washington PCS
142 107 Bridges PCS
184 108 Capital City PCS Lower School
1101 108 Capital City PCS Upper School
C00 108 Capital City Central Office
1119 162 Carlos Rosario International PCS
1102 156 Center City PCS Brentwood
1103 156 Center City PCS Brightwood
1104 156 Center City PCS Capitol Hill Campus
1105 156 Center City Congress Heights
1106 156 Center City Petworth Campus
1107 156 Center City PCS Shaw Campus
1108 156 Center City PCS Trinidad Campus
C00 156 Center City Central Office
153 109 Cesar Chavez PCS - Capitol Hill
127 109 Cesar Chavez PCS - Bruce Prep
102 109 Cesar Chavez PCS - Parkside
C00 109 Cesar Chavez PCS Central Office
154 110 Children's Studio PCS
122 111 City Collegiate PCS
108 113 Community Academy PCS Online
105 113 Community Academy PCS Amos I
158 113 Community Academy PCS Amos II
1109 113 Community Academy PCS Amos III
106 113 Community Academy Butler
107 113 Community Academy RAND PCS
C00 113 Community Academy Central Office
199 114 D.C. Bilingual PCS
196 115 D.C. Preparatory PCS – Edge Middle

130 115 D.C. Preparatory PCS – Edge Elem
1110 115 D.C. Preparatory Benning Road
C00 115 D.C. Preparatory Central Office
146 116 E.L. Haynes PCS
195 117 Eagle Academy PCS
138 118 Early Childhood Academy PCS
126 119 Education Strengthens Families PCS
159 144 Elsie Whitlow Stokes PCS
1113 158 Excel Academy PCS
186 120 Friendship Collegiate Academy PCS
157 120 Friendship Blow-Pierce
155 120 Friendship PCS - Chamberlain
156 120 Friendship PCS - Woodridge
113 120 Friendship PCS - Southeast
C00 120 Friendship PCS Central Office
114 121 Hope Community PCS - Tolson
131 121 Hope Community PCS - Lamond
C00 121 Hope Community PCS Central Office
160 122 Hospitality PCS
188 123 Howard Rd Academy PCS Howard
1114 123 Howard Rd Academy PCS - Penn
1115 123 Howard Rd Academy PCS - G St
C00 123 Howard Rd Academy Central Office
115 124 Howard University Middle PCS
161 125 Hyde Leadership PCS Lower
1612 125 Hyde Leadership PCS - Upper
163 126 Integrated Design &Electronic
134 127 Ideal Academy PCS - North Capitol
162 127 Ideal Academy PCS - Peabody St.
C00 127 Ideal Academy Central Office
1116 159 Imagine Southeast PCS
185 128 KAMIT Institute PCS
189 129 KIPP-DC PCS - Key
132 129 KIPP-DC PCS - Leap
116 129 KIPP- DC - AIM Campus
121 129 KIPP-DC - WILL Academy PCS
C00 129 KIPP Central Office

193 130 Latin American Montessori Bil PCS
148 132 MM Bethune PCS - Crestwood
135 132 MM Bethune PCS - Brookland
101 133 Maya Angelou PCS Evans Campus
164 133 Maya Angelou PCS Shaw Campus
133 133 Maya Angelou PCS Middle School
C00 133 Maya Angelou Central Office
129 134 MEI Futures Academy PCS
165 135 Meridian PCS
124 136 Nia Community PCS
168 145 Next Step - El Proximo Paso PCS
169 137 Options PCS
170 138 Paul Junior High PCS
117 139 Potomac Lighthouse PCS
173 140 Roots PCS - Kennedy Street Campus
1732 140 Roots PCS - North Capitol Street
000 140 Roots Central Office
179 141 School for the Arts in Learning PCS
174 142 SEED PCS
123 161 Septima Clark PCS
1047 143 St. Coletta Special Education PCS
1111 157 Thea Bowman Prep PCS
191 146 Thurgood Marshall Academy PCS
183 147 Tree of Life PCS
198 149 Two Rivers PCS
125 151 Washington Latin PCS – Mass Ave
1118 151 Washington Latin PCS - 16th Street
C00 151 Washington Latin Central Office
178 152 WMST PCS
1117 160 Washington Yu Ying PCS
103 153 William E. Doar Jr. PCS Edge Lower
1032 153 William E. Doar Jr. PCS Edge Upper
1033 153 William E. Doar Jr. PCS Armed NW
C00 153 William E Doar Jr. Central Office
147 154 Young America Works PCS
128 131 YouthBuild LAYC PCS

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3. Is your organization accredited? If yes, please list the name (s) of the accrediting organization (s) and the accreditation term (month/year start- month/year end). If your accreditation is pending, meaning your organization has formally submitted an application to a nationally recognized accrediting organization, please provide details with the expected date of accreditation in the space provided below

X	**YES**
	NO

Additional Comments	Middle States Association of Colleges and Schools, Inc. Commission on Secondary Schools May 1, 2005 – May 1, 2012

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4. Please list the complete contact information for the person completing the Online Annual Report for your Campus/LEA. This may or may not be a member of school leadership, however be advised that information collected will be used by the PCSB. Fill out all information completely. Contact information should be direct and current.

Name	Zoila J. Hall	**School Zip**	20009
Title	Executive Assistant	**School Ward**	1
School Street Address	1100 Harvard Street, N.W.	**Direct Phone Number**	202-797-4700 ext. 155
		Email	zhall@carlosrosario.org

5. Please select the lowest grade level served by your Campus/LEA in the 2009-2010 school year.

	PK3		2		6		10		**GED Program**
	PK4		3		7		11		
	K		4		8		12		
	1		5		9	x	**Adult Ed**		

6. Please select the highest grade level served by your Campus/LEA in the 2009-2010 school years.

	PK3		2		6		10	x	**GED Program**
	PK4		3		7		11		
	K		4		8		12		
	1		5		9	x	**Adult Ed**		

7. Hours of Operation: Enter the Start time for the REGULAR school day for the 09-10 school year. For schools with Multiple Regular Start times please provide details in the additional comments section. Enter time as "8:05 AM" format (See "Definitions")

8:45am

8. Please enter the End time for the REGULAR school day for the 09-10 school year. For schools with Multiple Regular Bell Dismissal Times, please provide details in the additional comments section. (See "Definitions")

9:00pm

9. Enter any additional comments regarding Start time/End time for Regular School Day.

Our school hours of operation are Monday - Friday 8:45am – 11:30am and 1:00pm – 3:45pm and Monday – Thursday 6:00pm – 9:00pm. They were two workforce classes that ended at 10:00pm.

10. Please enter the Start and End Dates for the 2009-2010 School Year.

Start Date	Monday 8/31/2009
End Date	Thursday 6/17/2010

11. Did your campus/LEA operate as a year-round school for the 2009-2010 school year?

	YES (If Yes describe your school's year round structure in the space provided below. Include the dates that indicate the start and end of the academic school year.)
X	NO

Additional Comments	

12. Race and Ethnicity: For the 2009-2010 school year, please enter the percentage of all students that have a race and ethnicity designation falling in the categories listed below. Enter the percentage as a decimal. For example 35.56% should be entered as ".3556"

African-American (non-Hispanic)	.2245
Hispanic	.7223
Asian/Pacific Islander	.402
Caucasian (non-Hispanic)	.63
American Indian/Alaskan Native	N/A
Other	.67

13. Demographics: For the 2009-2010 school year, please list the total percentage of all students enrolled that have a designation in the categories listed below. Enter the percentage as a decimal.

Low Income	.505
SPED	0
LEP/NEP	.8773
Male	.4351
Female	.5649

14. Please enter the average class size and student teacher ratio for the 2009-2010 school year in the space provided below.

Average Class Size:	20
Student/Teacher Ratio:	22

15. For the 2009-2010 school year, please enter the Average Daily Membership, Average Daily Attendance, and Re-enrollment Rate for all enrolled students.

Average Daily Attendance Rate	84.4%
Average Daily Membership Rate	1646
Re-Enrollment Rate	89.16%

16. For the 2009-2010 school year, please provide the total number of students falling into each category listed below.

	# Transferring out of school	N/A
✍	# of Dropouts	N/A
✍	Promotion rate	76%
✍	Graduation rate	83%
✍	# Retained at grade level	727

Questions 17-30: Staff Demographics Enter the Total Number of staff meeting criteria listed below in the spaces provided.

Position	Total Number	# with Bachelors degree	# with Masters degree or +	# with degree in field	# with license in field (optional)	# meeting NCLB HQT requirements	Percentage meeting NCLB HQT
Director	1	1	1	1		N/A	N/A
Principal	1	1	1	1		N/A	N/A
Assistant Principal	3	3	3	3		N/A	N/A
Classroom Teachers	N/A	N/A	N/A	N/A		N/A	N/A
Special Subject Teachers	7	2	5	3		N/A	N/A
Bilingual/ESL Teachers	43	17	26	31		N/A	N/A
Special Education Teachers	N/A	N/A	N/A	N/A		N/A	N/A
Vocational/Career Teachers	7	4	2	5		N/A	N/A
Building Resource Teachers	N/A	N/A	N/A	N/A		N/A	N/A
Counselors	3	3	3	3		N/A	N/A
Librarians/Media Specialists	6	3	3	3		N/A	N/A
Coordinators	8	1	7	6		N/A	
Classroom Aides	24	N/A	N/A	N/A	N/A		
Title I Educational Aides	N/A	N/A	N/A	N/A	N/A		

31. Are you a single-campus LEA or a central office?

X	**YES** Skip to Question 32
	NO Skip to Question 33

32. Please complete the following entries regarding staffing statistics listed below.

🖎	**Staff Attrition Rate**	11%
🖎	**Number of Teachers**	62 (29 full-time and 33 part-time)
🖎	**Salary Range for Teachers**	$40,000.00 to $72,823.00
🖎	**Average Teacher Salary**	$57,947.00
🖎	**Number of School Administrators**	4
🖎	**Salary Range for School Administrators**	$67,176.00 to $141,879.00
🖎	**Average School Administrator Salary**	$104,527.50
🖎	**Number of Central Office Administrators**	4
🖎	**Salary Range for Central Office Administrators**	$46,177.00 to $160,000.00
🖎	**Average Central Office Administrator Salary**	$103,088.50
🖎	**Number of School Support Staff**	11
🖎	**Salary Range for School Support Staff**	$28,954.00 to $41,995.00
🖎	**Average School Support Staff Salary**	$35,474.50

33. Does your school serve grades 9-12 and/or is considered a high school?

	YES Skip to 34
X	**NO Skip to 35**
Additional Comments	

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34. Please complete the fields below regarding secondary school students.

✍ Number of Students Taking PSAT	
✍ Average PSAT Score Math	
✍ Average PSAT Score Verbal	
✍ Average PSAT Score Writing	
✍ Number of Students Taking SAT	
✍ Average SAT Score Math	
✍ Average SAT Score Verbal	
✍ Average SAT Score Writing	
✍ Number of AP Courses Offered	
✍ Number of Students enrolled in AP courses	
✍ Number of Students passing AP courses	
✍ Number of students passing AP courses with a "3" or better	
✍ Total 9th grade students 09-10	
✍ Total 9th grade students on track rate	
✍ Total 12th grade students 09-10	
✍ Total 12th grade students accepted to college	

35. To ensure that PCSB has up to date information for the 2010-2011 School Year, provide contact information in the fields listed below for the following: School/Organization Board Chair, Executive Director, Principal/Head of School, Assistant Principal, and Business Manager.

✍ **Board Chair Name**	Alberto Gomez
✍ **Board Chair Title**	Chairman
✍ **Board Chair Email**	alberto.gomez@princeconstruction.com
✍ **Board Chair Phone**	202-409-8990
✍ **Board Chair Mailing Address**	7810 13th Street, N.W.
✍ **Board Chair Mailing City, State**	Washington, D.C.
✍ **Board Chair Mailing Zip**	20012
✍ **Exec. Director Name**	Sonia Gutierrez
✍ **Exec. Director Title**	Chief Executive Officer and Founder
✍ **Exec. Director Email**	sgutierrez@carlosrosario.org
✍ **Exec. Director Phone**	202-797-4700 ext. 707
✍ **Exec. Director Mailing Address**	1100 Harvard Street, N.W.
✍ **Exec. Director Mailing City, State**	Washington, D.C.
✍ **Exec. Director Mailing Zip**	20009
✍ **Principal Name**	Allison R. Kokkoros
✍ **Principal Title**	Principal
✍ **Principal Email**	akokkoros@carlosrosario.org
✍ **Principal Phone**	202-797-4700 ext. 708
✍ **Asst. Principal Name**	Dr. Ryan Monroe
✍ **Asst. Principal Title**	Vice Principal
✍ **Asst. Principal Email**	rmonroe@carlosrosario.org
✍ **Asst. Principal Phone**	202-797-4700 ext. 709
✍ **Business Manager Name**	Candida Hernandez
✍ **Business Manager Title**	Chief Operating Officer
✍ **Business Manager Email**	chernandez@carlosrosario.org
✍ **Business Manager Phone**	202-797-4700 ext. 703
✍ **Business Manager Mailing Address**	1100 Harvard Street, N.W.
✍ **Business Manager Mailing City, State**	Washington, D.C.
✍ **Business Manager Mailing Zip**	20009

36. Parents, employees, and community members call the PCSB with individual and specific school-related issues and concerns. These issues and concerns include questions and at times, complaints about individual schools.
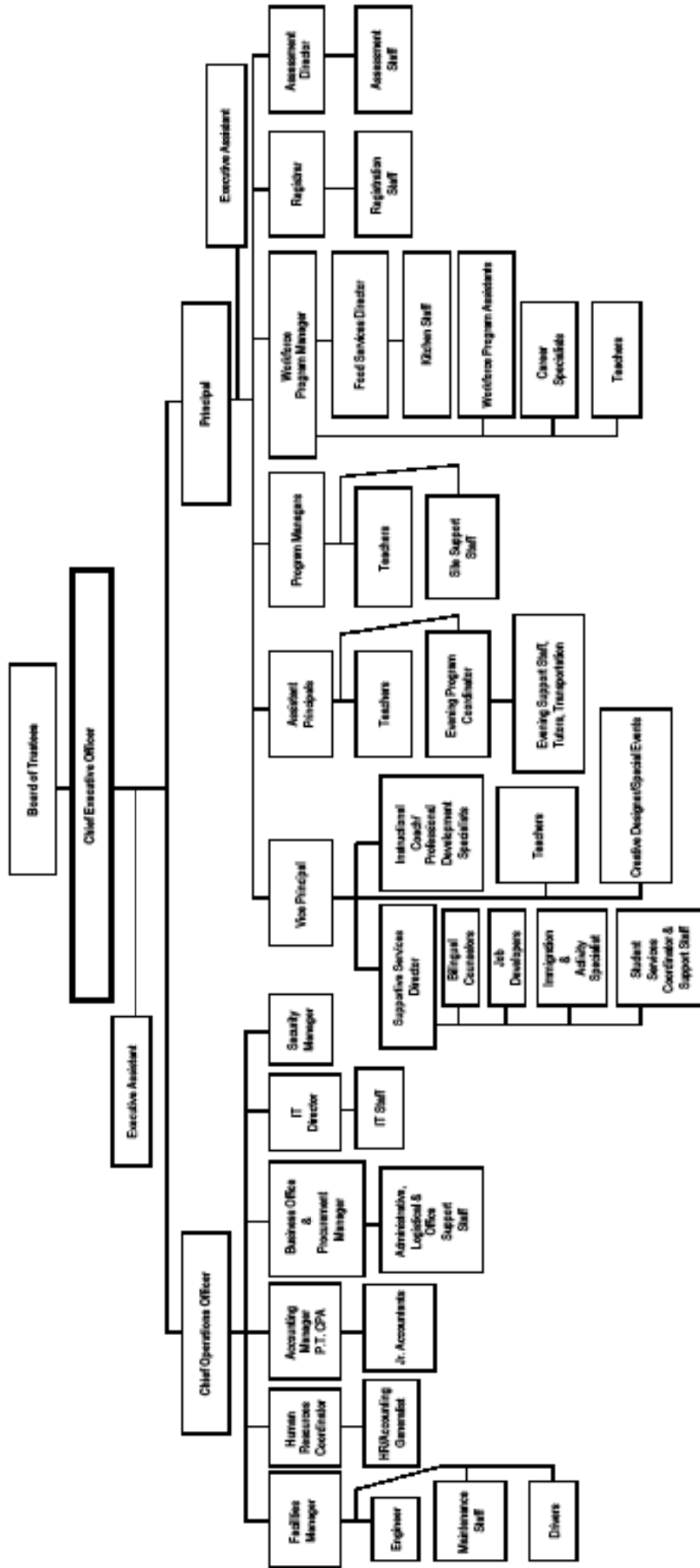
In the space provided below, list the desired representatives from your Campus/LEA's staff and one member of your school's Board of Trustees to receive all initial correspondence from PCSB regarding these concerns for the 2010-2011 school year.

Campus/LEA Staff Member Name	Allison R. Kokkoros
Campus/LEA Staff Member Title	Principal
Campus/LEA Staff Member Phone	202-797-4700 ext. 708
Campus/LEA Staff Member Email	akokkoros@carlosrosario.org
Board Member Name	Alberto Gomez
Board Member Title	Chairman
Board Member Phone	202-409-8990
Board Member Email	alberto.gomez@princeconstruction.com

Appendix C – Organizational Chart 2009-2010

Carlos Rosario International Public Charter School Organizational Chart

Board of Trustees

Chief Executive Officer

Executive Assistant

Chief Operations Officer
- Human Resources Coordinator
  - HR/Accounting Generalist
- Accounting Manager P.T. CPA
  - Jr. Accountants
- Business Office & Procurement Manager
  - Administrative, Logistical & Office Support Staff
- IT Director
  - IT Staff
- Security Manager
- Facilities Manager
  - Engineer
  - Maintenance Staff
  - Drivers

Principal
- Executive Assistant
  - Assessment Director
    - Assessment Staff
  - Registrar
    - Registration Staff
- Workforce Program Manager
  - Food Services Director
    - Kitchen Staff
  - Workforce Program Assistants
    - Career Specialists
    - Teachers
- Program Managers
  - Teachers
  - Site Support Staff

Vice Principal
- Assistant Principals
  - Teachers
  - Evening Program Coordinator
    - Evening Support Staff, Tutors, Transportation
- Instructional Coach/ Professional Development Specialists
  - Teachers
  - Creative Designer/Special Events
- Supportive Services Director
  - Bilingual Counselors
  - Job Developers
  - Immigration & Activity Specialist
  - Student Services Coordinator & Support Staff

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Appendix D - Highlights of Supportive Services

Adults on the Move: The department worked with the Educational Opportunity Center to provide information on college admissions for qualified adults interested in going to college. A representative discussed financial aid options and the college application process.

University of the District of Columbia: A representative from the University of the District of Columbia provided a general overview of UDC including: the programs it offers, the requirements for applying to the university, the cost of attendance, and ways to register for classes.

Financial Aid Workshop: This workshop was conducted by a College Board representative and was attended by students interested in learning how to apply for college financial aid.

Personal Safety: The department worked with the Latino Liaison Unit from the Metropolitan Police Department to conduct a Personal Safety workshop. This workshop provided students with basic information on how to remain safe in the DC community.

Latino Tenant Summit: This first Latino Tenant Summit was organized by the District of Columbia Office of the Tenant Advocate and a number of local nonprofit organizations. All workshops, plenary sessions, and information tables were led by Latinos in Spanish. Representatives from government agencies, legal aid organizations, and other nonprofits staffed information tables, providing critical and much needed information.

Banking Basics: This workshop was presented by a representative from the Latino Economic Development Corporation. The presenter discussed the basic principles of banking, including: basic budgeting, opening and maintaining savings and checking accounts, and creating credit history.

Language Access: The department worked with DC Language Access Coalition to provide the student body with information about the rights of DC residents to access public services, programs, and activities in different languages. Workshops educated students in Orientation A through Level 2 on their legal rights and benefits per the Language Access Act. The workshops were presented in classrooms and in the school's auditorium.

Bike Safety: Representatives from the Washington Area Bicyclist Association staffed an information table to educate the entire student body on bike safety and bike routes in DC.

Student Resource Room: The Student Resource Room recorded a 57% increase from the 2008-2009 school year in the number of books checked out (1,010) and a 44% increase in the number of student visits (3,986).
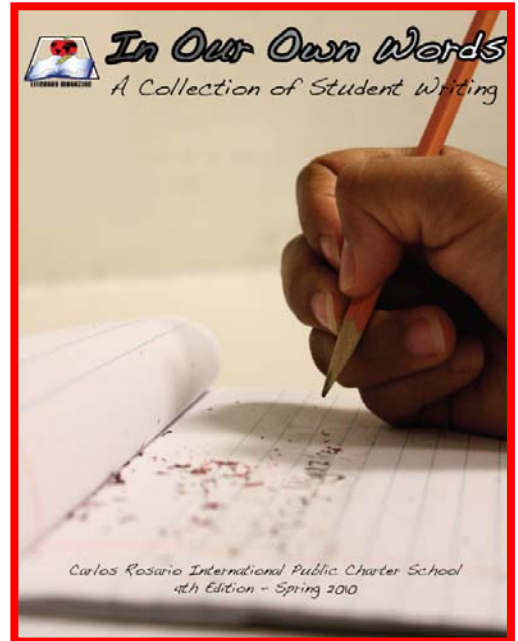

Student Resource Room

Appendix E - Presentations

The Carlos Rosario staff and faculty presented at many local and national professional conferences. Presentations from 2009-2010 included the following:

- Professional Development Specialist Susan Ryan presented "No/Low Prep Activities in the ESOL Classroom" at the fall WATESOL Conference in October 2009 and "New Teacher Training Videos" at the Spring WATESOL Conference.

- Teachers Rebecca Crawford and Lindsey Crifasi presented "Creating and Publishing a Literary Magazine" at the fall WATESOL Conference in October 2009 and the Maryland TESOL Conference in November 2009.

WATESOL Presentation

In Our Own Words
A Collection of Student Writing

Carlos Rosario International Public Charter School
4th Edition - Spring 2010

- Professional Development Specialist Robin Lovrien presented a keynote address to the Regional Even Start Institute in Saratoga Springs, NY in October 2009.

  - Ms. Lovrien also presented the following sessions:

    Professional development sessions for teachers in the Hudson Valley - Catskills Partnership Adult ESOL Professional Development Project.

    "Reading and Adult ELLs for Teachers of ABE and GED Students" at Quinsigamond Community College in Worcester, MA in October 2009.

    "A Literature Review on the Possibility of Doing Direct Testing of Adult ELLS for the Learning Disabled" at the Conference of the Learning Disabilities Association in February 2010.

    A preconference workshop "Adult ELLs who Struggle to Learn" as well as a conference session on "Vision Problems in Adult Learners" at the Mountain Plains Adult Education Conference in April 2010.

    "Reading and the ESOL Student for Teachers of Adolescent and Adult ELLs" on behalf of WATESOL at the Carlos Rosario School in June 2010.

- ESL teacher Jennifer Riggins presented "Activities for ESL Students Using Index Cards" at the MAACE Conference in May 2010.

- ESL teachers Sheryl Sherwin, Alice Ann Menjivar, and Laurel Anderson presented "Using Index Cards for ESL Activities" at the TESOL Conference in March 2010.

TESOL Presentation

TESOL Presentation

TESOL Presentation

- Workforce Program Manager Aracelly Watts presented two workforce workshops. In November 2009, Ms. Watts presented "Sector Initiatives and Latino Immigrant Communities" at the National Network of Sector Partners and in April 2010, she presented "Successful Workforce Initiatives that Work for Latinos" at the National Alliance for Partnerships in Equity.

Workforce Workshop

Appendix F - Letter of Accreditation

THE COMMISSION ON SECONDARY SCHOOLS

OF THE

MIDDLE STATES ASSOCIATION

LET IT BE KNOWN THAT

Carlos Rosario International Public Charter School

HAS DEMONSTRATED TO EVALUATORS THAT IT IS EFFECTIVELY ADVANCING THE QUALITY OF THE

EDUCATIONAL EXPERIENCE IT OFFERS ITS STUDENTS

AND

COMPLIES WITH THE STANDARDS ESTABLISHED BY THE COMMISSION ON SECONDARY SCHOOLS AND

APPROVED BY THE MEMBERS OF THE ASSOCIATION

AND IS THEREFORE, GRANTED

ACCREDITATION

FOR THE PERIOD

May 1, 2005 ~ May 1, 2012

SUBJECT TO THE TERMS OF ACCREDITATION MAINTENANCE SET BY THE MIDDLE STATES ASSOCIATION

Chair of the Commission

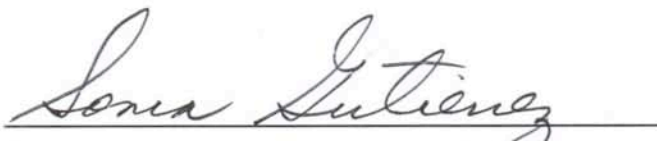*Executive Director of the Commission*

Appendix G - Certification

Carlos Rosario International Public Charter School

1100 Harvard St. NW, Washington, DC 20009-5356
Phone: (202) 797-4700 * Fax: (202) 232-6442 * E-mail: info@carlosrosario.org * Website: www.carlosrosario.org

CERTIFICATION

I , Sonia Gutierrez, CEO and Founder of the Carlos Rosario International Public Charter School, do hereby certify that the following authorizations required to operate the school are in full force and effect: insurance certificates, building lease agreements, Certificate of Occupancy, and Business Master License.

Sonia Gutierrez   7/30/2010

Sonia Gutierrez, Chief Executive Officer & Founder   Date

Carlos Rosario International Public Charter School, Annual Report 2009-2010

The Carlos Rosario International Public Charter School

~ Since 1970 ~