



ANNUAL REPORT

School Year
2024-2025

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School Description

Mission Statement

The Carlos Rosario School delivers high-quality education, career training, and supportive services that enable adult immigrants to realize their dreams while strengthening our community and economy.

School Program

In 1998, the Carlos Rosario International Public Charter School became the nation's first adult education charter school. We have developed and implemented an award-winning three-pronged model that includes high quality Foundational Courses, Career Certification Programs, and Student Support Services. Today, we serve a diverse community of learners from around the world who have made Washington, DC their home.

Over 80,000 graduates have exited the school over these years and are today our region's teachers, health professionals, leaders, and small business owners. The School's model includes courses in English language, GED, digital literacy, and citizenship for the naturalization test; career certification programs in high growth and high demand fields, including Nurse Aide, Culinary Arts, Bilingual Teaching Assistant, and IT Fundamentals; and comprehensive student support services, specifically designed to help our adult learners eliminate barriers and surmount obstacles in order to persist in their studies.

Operating in the Washington, DC, geographic area, the Carlos Rosario School serves residents in all eight wards of the city (Wards 4, 1, and 5 are highly represented). We serve a diverse population of ethnicities, with our learners representing 73 countries and speaking 27 languages. On average, we serve more than 2,500 students each year. Our audited Fall 2024-25 enrollment was 2159 students, of which 56.29% were female. Student ages ranged from 16-80, with sixty-three percent of students between the ages of 21-40. Nearly 97% of students are Hispanic, Black, or Asian, with 77.93% identifying as Hispanic/Latino, 18.01% identifying as Black, and 1.50% identifying as Asian. Many are immigrants from Central America, with El Salvador being our largest represented country. Our second largest represented country is Honduras, followed by Guatemala, Mexico, Venezuela, and Ethiopia.

Curriculum Design and Instructional Approach

Students are at the center of the Carlos Rosario School's curriculum design and instructional approach. With a mission and programs that date back more than 50 years, we have been, and remain, at the forefront of preparing, educating, and empowering tomorrow's workforce. Our model is designed to help eliminate barriers and obstacles that may keep adult learners from persisting in or completing their studies.

Our classes include context-rich practical learning, preparing students for actual work and life situations by integrating numeracy, health, finance, civic rights and engagement, and workplace success skills. Additionally, we interweave digital citizenship and literacy skills into every course, from essential software and hardware skills to online safety and etiquette. The digital lessons are also enhanced to provide specific internet safety skills to our parent community.

Furthermore, contextualized skills and content are enhanced through alignment with the College and Career Readiness Standards (CCRS), the English Language Proficiency Standards for Adult Education (ELPS), and the CASAS Content Standards and Competencies. Rigor and higher-order thinking skills from these standards have raised learning expectations across our curricula. Our students continually demonstrate that they can rise to the rigor and apply those skills to their work, education, and community engagement.

Our adult students have agency in their learning experience by creating plans and goals (short and long-term) in the classroom so they can trace a path to achieve them. Learning culminates with projects at the end of thematic units. Student-led clubs and student government allow students to self-select into leadership roles within the Carlos Rosario School community. We seek out and integrate feedback from our students to support our continuous improvement efforts.

Parent Involvement Efforts

The Carlos Rosario School is an adult education school, and as such, we focus on the involvement of our students and alumni community instead of parent involvement. However, we recognize that many of our students are also parents, and we strive to support all of our students' needs. Our Student Services Teams support parents in understanding the school system and how to navigate the services offered.

Furthermore, our commitment to community involvement is exemplified by our student government and student-led clubs, offering leadership opportunities within our educational community. Our alums play an integral role by contributing through mentorship and volunteer opportunities. They also serve on our Board of Trustees and corporate advisory committees, engage with fellow alumni and current learners through guest speaking opportunities, and share insights on career and post-secondary education prospects.

To effectively respond to the pressing needs of our diverse and growing demographics, we operate as a community-based school in close collaboration with local and national organizations, success networks, businesses, and philanthropic entities. We have established strategic partnerships that underpin our award-winning three-pronged model.

School Performance and Progress

High-Quality Education

The 2024-2025 school year saw a continuance of our Hybrid Model, the one-to-one device initiative and an expansion of digital literacy support. Additionally, SY24-25 included targeted professional development through Playbook Fridays to help ESL teachers understand how to integrate CASAS skills into everyday lessons. The goal for SY24-25 was to increase instructional and student support to improve student progress and achievement.

School year 24-25 saw the inclusion of the first Carlos Rosario Action Plan Playbook to drive student performance improvement. Additionally, the ASPIRE Committee was formed to monitor progress on the plan and when necessary, suggest strategies to further improve student progress.

English as a Second Language

The most significant number of students we serve are enrolled in our ESL classes that blend language learning and workforce development skills alongside the life skills our students need to navigate life in Washington, DC. We continued to prioritize the curriculum themes that students need to help them cope with the rapid changes of living in the United States and, more specifically, in DC. Furthermore, we continued to deepen our partnerships with local community-based organizations that support affordable housing, legal assistance, and food security to meet our students' critical life challenges.

Aside from wrap-around services, we integrated more opportunities for students to receive consistent teacher feedback on their progress through short-cycle common assessments. These assessments provided students with a performance snapshot mid-semester and opportunities for teachers to collaborate on strategies to help students master essential knowledge and skills to promote to the next level.

We intentionally infused digital literacy skill-building through our one-to-one device learning model. All students from the beginning levels of ESL through Advanced English utilize laptops as a primary aspect of their learning.

Our Hybrid Model

We continue to offer hybrid learning options. Most students attended classes in-person Monday through Wednesday and virtually via Zoom Thursday and Friday. There were a few programmatic exceptions for our career training classes, where the program's needs dictated the schedule. Additionally, to further foster learning and mastery of content knowledge and skills, all students were assigned two hours of asynchronous work each week.

School Year 24-25 Model	Monday	Tuesday	Wednesday	Thursday	Friday
AM 9:00-11:30	In-person	In-person	In-person	Virtual	Virtual
PM 12:00-2:30	In-person	In-person	In-person	Virtual	Virtual
EVE 6:00-8:30	In-person	In-person	In-person	Virtual	N/A

Digital Literacy

To support all of our learners in gaining the digital skills they need to thrive, we believe in a digital equity approach. Our School is a one-to-one device environment where we provide differentiated onboarding to our students based on student preferred language. During school year 24-25, we expanded the self-paced digital literacy course allowing more students to acquire digital literacy skills at their own pace based on their skill level.

Supporting All Learners to Succeed

To deliver our mission to serve the diverse immigrant community, we have developed a multitiered student support system (MTSS) through restructuring the Specialized Student Services Team. The Specialized Student Services Team, which includes teachers and tutors, collaborate to provide tier 2 and 3 interventions to support student success. The director of this team developed a plan to align cross campus efforts to meet the diverse needs of students. A variety of protocols were put into place including mid semester updates on goals, sending progress reports to teachers, and the development of the MTSS system.

GED (English & Spanish)

During the 2024-2025 school year, our combined GED program students made significant progress and achievement gains. The students demonstrated progress on the TABE assessment as well as making grade level gains using Achieve 3000. The program added additional support for students by incorporating the use of the electronic Study Buddy Tool. The GED program had 27 new graduates who obtained their official high school diplomas.

Citizenship Program

To support those students that are interested in preparing for the USCIS Naturalization Exam, we offer a Citizenship Test Preparation Class three times a week. In the 2024-2025 school year, 28 students attempted the exam and we had a 100% passing rate.

High-Quality Education Career Training and Supportive Services

Career Training Program-Overview

Students are able to select from four career pathways in the fields of education, hospitality, technology and nursing. The Bilingual Teaching Assistant Program, Culinary Arts Program, IT Fundamentals Program and Nurse Aide Training Programs provide students with entry level industry credentials and prepare them for a career pathway leading to a family-sustaining wage in a high growth industry.

To support career training students in achieving their career goals, 39 workshops were offered to meet the specific needs of each program. We launched the second edition of the Building the Dream Workshop, where, through focus groups and vision board activities, students identified their career objectives using the SMART goals.

The school year concluded with the second edition of Career Connect, an event designed to equip Career Training students with the skills and resources needed to navigate today's job market. The event featured expert advice from professionals in the field and guidance from alumni currently thriving in their industries.



Bilingual Teaching Assistant

During the 2024-2025 school year, eighteen students enrolled in and completed the Bilingual Teaching Assistant program, achieving a 100% graduation rate and earning both the Parapro certification (100%) and the Seal of Biliteracy (100%).

As part of the program, students completed over 40 hours of practicum internships. This school year, the team established three new practicum sites: Shining Stars Public Charter School, Briya PCS, and Washington Latin Public Charter School. These were added to our existing partnerships with DCPCS schools—including E.L. Haynes, DC Bilingual PCS, Elsie Whitlow Stokes, and DC International—as well as Langley Elementary School (DCPS). All practicum placements were conducted under the guidance of mentor teachers. In terms of post-secondary education, two students were awarded the CR Scholarship to continue their education.

In the area of workforce engagement, 50% of our SY '24-'25 graduates are now employed in public charter and elementary schools, serving in roles such as French Teacher, Dedicated Aide, and Teaching Assistant. Most of the

remaining students, who graduated in Spring 2025, have received verbal job offers from their practicum sites and are actively exploring opportunities within the education sector.



Culinary Arts Program

A total of 48 students graduated from our Culinary Arts program. In Fall 2024, 100% of students passed the ServSafe Food Protection Manager exam, and 83% passed the Food Handler certification exam. In Spring 2025, 88% earned the Food Handler Certification, and 92% achieved the Food Manager Certification.

As part of program innovation, we launched a preliminary Baking and Pastry pilot in Fall 2024. Based on the outcomes of this pilot, curriculum adjustments were made and incorporated into the revised Baking and Pastry curriculum for Fall 2025.

To date, 77% of our SY '24-'25 graduates have entered the hospitality industry, securing roles as Line Cooks, Prep Cooks, Sous Chefs, and Kitchen Managers in restaurants throughout the DC area. 12% of students are currently running small businesses, and two students were awarded the CR Scholarship to continue their education at the Culinary Institute of America.

This year, we continued to strengthen collaboration between the Small Business and Culinary Arts classes by offering a workshop to promote our programs and recruiting participants for both the Culinary Arts Training (CAT) and Small Business programs.

Throughout the school year, we hosted 17 Culinary Community Events (CCEs), serving approximately 340 external guests, where Food Service Operations students and alumni showcased their culinary and customer service skills. Additionally, we executed a cocktail reception for 200 guests for Achieving the Dream (the School's friend and fundraiser event held at the Sonia Gutierrez Campus). Food Service Operations students were mentors to Food Service Principles students. These opportunities welcomed external guests, including donors, restaurant chefs, ambassadors, and local partners' representatives, who were delighted by the menus and the professional experience created by our students.



IT Fundamentals

During the 2024–2025 school year, 43 students enrolled in the IT Fundamentals program. Of these, 42 students earned the CompTIA IT Fundamentals+ certification, achieving a 100% pass rate in Fall 2024 and a 96% pass rate in Spring 2025.

The students developed strong foundational IT skills necessary to succeed in the working environment while navigating a hybrid learning model, which included one in-person day per week dedicated to hands-on training. In Spring 2025, 16 students completed the Google AI Essentials course and obtained certification, expanding their foundational knowledge in artificial intelligence. Some of these students continued their studies, achieving Google certificates such as IT Support Technician, Cybersecurity, and MailChimp (Website Creation).

To enhance their learning experience and gain real-world exposure, 10 of our students participated in summer internships at Carlos Rosario School, E.L. Haynes Public Charter School, and Briya Public Charter School. We are proud to share that one of our students was hired by Briya PCS in an IT Support position.



Six graduates of the program were awarded the CR Scholarship to further their education, marking the highest number of scholarship recipients in the program's history. These scholars are currently pursuing advanced studies in a range of high-demand fields, including:

- A Bachelor's degree in Cybersecurity at Western Governors University and UDC
- An Associate Degree in Business at UDC
- A course in Next-Generation Sequencing (NGS) Data Analysis at Montgomery College
- A Bachelor's degree in biomedical engineering at UDC

To support students in their transition to advanced IT studies, we partnered with Academy of Hope to host four information sessions focused on A+, Security+, and Network+ Certification pathways. As a result, 12 students will continue with their certifications. Additionally, the program featured an IT Speaker Series, where industry professionals led presentations about:

- Artificial Intelligence and Your Career
- A Day in the Life of an IT Professional
- Navigating Your First IT Job: Tips for Success
- CompTIA Career Pathways and Available Resources
- Understanding Cybersecurity Threats in the Real World
- The Evolving Landscape of Cloud Computing and Its Impact
- The Cloud Power of Microsoft 365
- Relevance of Project Management to IT Careers

Nurse Aide Training

A total of 51 students participated in the Nurse Aide program during the 2024-2025 school year, with 43 successfully graduating. In the Fall of 2024, 85% of students earned their Nurse Aide Certification. In the Spring of 2025, 33% of students passed the NNAAP exam.

As part of their training, students completed clinical rotations at Sibley Memorial Hospital and shadowed for a day at MedStar Washington Hospital Center, where they gained hands-on experience and learned directly from nurses about the day-to-day responsibilities of a Patient Care Technician and CNA.

Two Spring 2025 graduates were awarded the CR Scholarship to continue their education and pursue an Associate Degree in Nursing at Prince George's Community College and a Bachelor's degree in Nursing at the University of the District of Columbia.

Regarding employment outcomes, 58% of the Fall 2024 graduates are currently employed as Certified Nursing Assistants at MedStar Washington Hospital Center, Stoddard Nursing Home, Sibley Hospital, and in private home care settings. Spring 2025 students are actively receiving career coaching to strengthen their job readiness skills, including resume preparation, and will begin applying for positions upon receiving their certifications.

This year, the Nurse Aide team also proudly hosted an annual visit from the DC Board of Nursing, which evaluates the quality of Nurse Aide Training Programs. During this visit, we received confirmation that our student pass rate last year was 86.85% (rounded to 87%). The evaluator from the Department of Health expressed particular appreciation for the structure of our program, the cleanliness and organization of our classroom and lab, the thoroughness of student record-keeping, and the effectiveness of our systems for tracking immunization and background checks. Additionally, the school was awarded a grant by the Department of Health to launch the Nurse Aide Summer Program, enabling 30 students to earn industry-recognized certification.



High Quality Student Services

The Student Services Department has implemented a range of strategies to enhance our Instructional Model and support student success. Our teams are committed to reaching students through both in-person and virtual meetings, helping adult learners overcome obstacles to continuing their education and achieving their academic goals.

We understand the significant challenges our students face, such as securing affordable housing, employment, healthcare, mental health and food. To address these, our teams have taken proactive steps, including:

1. Educating students about public benefits, community resources, tenants' rights, and workers' rights.
2. Offering direct support and referrals through comprehensive case management to both internal and external resources.
3. Providing weekly sessions with legal experts at no cost to help students navigate legal concerns.

Additional programs and events designed to support students include student recognition celebrations, workshops on student rights, support groups, credential evaluation sessions, higher education guidance, financial literacy workshops, housing assistance programs, domestic violence awareness initiatives, and job search support. These activities are available both in-person and virtually.

Through these efforts, the Student Services teams have supported more than 1,700 individual students, ensuring they have access to the resources and guidance needed to pursue their educational goals successfully.



Student Success Team

The 2024-2025 academic year for the Carlos Rosario Student Success Program was marked by significant achievements and expanded support for scholars. A total of 21 first-time winners and 30 renewal winners were awarded the Carlos Rosario Scholarship. The program continued its strong partnership with the New Futures scholarship program, supporting 5 applicants for the 2024-2025 year.

New initiatives included credential evaluation support for Harvard campus students aimed at helping scholars navigate academic pathways at higher-tier institutions. Events such as our Fall and Spring College Fairs continue to connect students with local colleges and universities, providing Carlos Rosario adult learners with vital information and opportunities.

Employment

Over the past academic year, the employment team has worked closely with students to provide comprehensive support for their job-seeking endeavors. Many of our adult learners in the District faced significant challenges in their job searches, mainly due to language barriers related to English proficiency. Since most of our students are employed in service industries where strong English skills are essential, the employment team developed an employment-related training and soft skill pilot training program that familiarizes students with the specific vocabulary and language skills needed in their workplaces.



This support included assistance in crafting resumes and cover letters, preparing for interviews, and developing the skills necessary to enhance their employability. Additionally, the team took the initiative to organize in-person employment recruitment events on campus and collaborated with community partners such as Alliance Security, Aloha Poke, Capitol City Rehabilitation, Care Private Nannies, Cordwood Care, District Bridges, EduFuturo, Harris Teeter, Fogo De Chao, Guapo's Restaurant, Hotelpro, J&B Cleaning Services, Jubilee Ice Cream and others. As a result of these efforts,

over one hundred students were successfully placed in employment opportunities that enhance their career prospects.

Counseling and Case Management

During the 2024-25 academic year, our school community placed a strong focus on students' emotional and physical well-being. The counseling team continued offering both in-person and virtual classroom workshops and support sessions. They also provided faculty with practical strategies and techniques to promote student well-being while applying a trauma-informed approach to education.

Additionally, the student services teams concentrated on supporting high-need students, including those who sought help on their own and those referred by faculty or administrators for targeted support and ongoing follow-up. These efforts reflect our commitment to creating a nurturing and responsive environment that supports students' overall development and academic success.



Strengthening our Community

We focus on addressing the unique needs of our students by actively incorporating their feedback into curriculum design, updates, and revisions. This input comes from surveys and focus groups. We also collaborate with student government groups, which meet twice a month to engage with academic leadership and raise community concerns.

Beyond our students, the School supports the broader community by providing access to health insurance, free immigration legal advice, and referrals through on-site legal clinics and virtual enrollment sessions in partnership with DC Health Link and the DC Bar Pro Bono Center. These efforts have helped more than 600 students and community members receive essential support.



Charter Contract Goals

Goal	Met / Not Met	Evidence
<p>Progress - Adult Basic Skills: For SY 2017-18 and beyond: By the end of the program year, the annual weighted average of students making a) one or more National Reporting System - Educational Functioning Levels ("NRS-EFL") gains on the TABE for English GED program students and b) gaining one or more grade level on Spark 3000 for Spanish GED program students will meet or exceed 60%.</p>	Met	<p>Overall: 110/149 = 73.82%</p> <p>Spark: 71/80 = 88.75%</p> <p>TABE: 39/69 = 56.52%</p>
<p>Progress - ESL: 70% of pre- and post-testing English Language Learners will make one or more NRS-EFL gains by the end of the program year.</p> <p><i>Goal Attained based on Charter Goals Policy- Improved over previous year.</i></p>	Not Met	<p>66.58%</p> <p>N = 1259/1891</p> <p>*see footnote 1</p>
<p>Achievement - GED Exam: 65% of GED test-takers will pass the official GED exam by the end of the program year.</p>	Met	<p>79%</p> <p>N = 27/34</p>
<p>College & Career Readiness - Certification:</p> <p>a) 70% of students will pass industry certification tests.</p> <p>b) 49% of exiting students will enter the workforce or enter into post-secondary education.</p> <p>c) 59% of exiting students retain employment or enter post-secondary education.</p>	Met Met Met	<p>N = 41/52 = 78.88%</p> <p>N = 270/299 = 90.30%</p> <p>N = 1194/1243 = 96.06%</p>
<p>Leading Indicator:</p> <p>a) 69% In-Seat Attendance (removed as a goal SY '24-'25)</p> <p>b) 60% Retention Rate</p>	Met	<p>79.83%</p> <p>N= 2355/2950</p>
<p>Mission Specific Goal - Citizenship: 85% of Citizenship students will pass the naturalization exam.</p>	Met	<p>100%</p> <p>N = 28/28</p>
<p>Mission Specific Goal - CR Technology Test: 75% of ESL students will pass the CR Technology Test.</p>	Met	<p>96.03%</p> <p>N = 1001/1019</p>

*Footnote 1 - CASAS gains have improved over the previous year by 3.4 %. The new CASAS exam early reports indicate a more rigorous assessment than the CASAS exam available when the initial 70% target was set and agreed to by Carlos Rosario and DCPCSB.

Unique Accomplishments

Small Business Program

In 2024-2025, 64 students completed the workshops in the Small Business Program. Participants and graduates had the opportunity to participate in a variety of activities including a Holiday Pop-Up Market at La Cosecha, the annual Farmers Market at UDC Van Ness Campus and the Greater Washington Hispanic Chamber of Commerce Expo at the Washington Convention Center. The program holds an annual Pitch Competition in the spring.



Construye DC/OSHA30

A total of 12 students, who are DC residents, participated and completed the OSHA30 (Construction Safety Class in Spanish) in the Fall 2024 Semester.

2025-2028 Strategic Plan

Through a collaborative and inclusive process involving staff, students, board members, and community partners, the Carlos Rosario School developed a new three-year [strategic plan](#) that was approved by the board of trustees on June 10, 2025. The plan builds on the direction and accomplishments of the previous strategic plan while positioning the school for continued and expanded achievement and impact.

2024-2025 Staff Retention Rate at 98.5%

Carlos Rosario continues to maintain a steady and strong staff retention rate, which is a testament to our focus on staff well-being and organizational culture. Our ongoing investments in regularly reviewing compensation, health benefits, and employee wellness have significantly contributed to overall employee satisfaction. Additionally, our commitment to professional development ensures that staff have access to meaningful growth opportunities aligned with both personal and organizational goals. We recognize there is still room to grow, however, these outcomes affirm the value of our efforts to support and invest in our people.

Mortgage On The Sonia Gutierrez Campus Building Paid In Full

The mortgage on the Sonia Gutierrez Campus building, which was constructed in 2013, was fully paid off in School Year 2024–2025. This milestone eliminated all long-term debt owed by the School. The building is owned by a sister nonprofit organization, Community Capital Corporation.

In the Media

WTOP NEWS

New University of DC hub offers path to cybersecurity jobs for Ward 7, 8 residents

Amani Walker sat in bed watching TV last year when she had a realization. She had been working as a barista, but fractured her elbow on the job. As she recovered, she considered ways to use the spare time to alter her professional trajectory. Walker asked her mom for ideas, and she soon learned about a program that was free for D.C. residents at Carlos Rosario International Charter School. Check it out [here](#)

El Pregonero

Inscríbese en Escuela Internacional Carlos Rosario

The Carlos Rosario International Public Charter School in Washington, D.C. has opened its virtual registration period for the Fall 2025 semester. The school offers affordable programs for D.C. residents who want to learn English or gain professional training in areas such as GED preparation (in English and Spanish), technology skills, bilingual office assistance, nursing assistance, culinary arts, and computer networking fundamentals. Read the full story [here](#)

SY 24-25 Donors (\$500-plus)

Accenture Federal Services

Anonymous

ARAMARK Corporation

Avidxchange

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School Year 2024-2025 Annual Report: Campus Data Report

Source	Data Point
DC PCSB	LEA Name: Carlos Rosario International PCS
DC PCSB	Campus Name: Carlos Rosario International PCS
DC PCSB	Grades Served: Adult
DC PCSB	Overall Audited Enrollment: 2159

Enrollment by grade level according to OSSE's Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	2159	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

Student Data Points

Campus	Total number of instructional days: 180 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
DC PCSB	Suspension Rate: 0.00%
DC PCSB	Expulsion Rate: 0.00%
DC PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.00%
DC PCSB	In-Seat Attendance: 66.38%*
DC PCSB	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. (No action necessary.)
DC PCSB	Mid-Year Withdrawals: Not Applicable
DC PCSB	Mid-Year Entries: Not Applicable
DC PCSB	Promotion Rate (Campus): Not Applicable
DC PCSB (SY23-24)	College Acceptance Rate: Not Applicable

DC PCSB (SY23-24)	College Admission Test Score: Not Applicable
DC PCSB (SY23-24)	Graduation Rate: Not Applicable

Faculty and Staff Data Points

Campus	Teacher Attrition Rate: 8%
Campus	Number of Teachers: 58 "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
Campus	Teacher Salary: Average: \$94,369.15 Range - <u>Minimum</u> : \$56,554.16 <u>Maximum</u> : \$134,014.40
Campus	Executive Compensation: Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2024-25. This information should align with reporting in the school's Form 990. \$257,500.10 \$208,811.20 \$202,075.12 \$190,000.20 \$184,196.22

Teachers Demographics

Of our teachers who work directly with students, one has a doctoral degree, 32 have master's degrees, 20 have bachelor's degrees, and 1 has a high school diploma. Overall, 91.38% of our teachers have a bachelor's degree or higher.

Race/Ethnicity	Count	Percentage
Asian	1	1.72%
Black or African American	19	32.76%
Hispanic	13	22.41%
White	25	42.37%
Total	58	100.00%

Gender	Count	Percentage
Female	37	63.79%
Male	21	36.21%
Total	58	100.00%

Education	Count	Percentage
Associates	1	1.76%
Bachelors	20	34.48%
Certificates	2	3.45%
Doctoral - PhD	1	1.72%
High School	1	1.72%
Masters	32	55.17%
Other – Post Grad Education	1	1.72%
Total	58	100.00%

Years Of Teaching Experience	Count	Average
0 - 1	4	7%
2 - 5	12	21%
6 - 10	18	31%
11+	24	41%
Total	58	100.00%

Appendices

Staff Roster SY 2024-2025

**As of October 6, 2025*

Name	Job Title Description
Abebe Chewaka	Computer Support Specialist III
Abreham Bekele	Cook
Adam Fassil	ESL Instructor
Addis Gebretsadik	Data and Compliance Analyst
Adelita Rosenberger	Nurse Aide Instructor
Admassu Zeweldie	Digital Literacy Instructor
Adriana Machuca Mendoza	Office Assistant
Agustin Javier Perez Amaya	ESL Instructor
Alessandra Vasconcellos	Human Resources Compliance and Program Specialist
Alexander Escobar	Employment Service Coordinator
Alexander Whitney	ESL Instructor
Allison Kokkoros	Chief Executive Officer
Amaniuel Asmerom	Junior Systems Administrator
Ana Pernia	Workforce Program Manager
Ana Williams	Case Manager (Bilingual- English/Spanish)
Andrea Drost	Counselor
Andrew Hinshaw	ESL Instructor
Angel Marquez	Lead Cook
Angela Medina	Chief Operations Officer
Angelique McCormick	Culinary Arts Instructor
Anteneh Tsegaw	ESL Instructor
Aracelly Watts	Vice Principal/Technology Academy Director
Asclepiades Velasquez	Food Service Director
Asha Ogbu	ESL Instructor
Benjamin King	ESL Instructor
Bereket Games	Assessment Delivery Assistant Manager
Berthony Louis	GED Tutor
Bethlehem Yoseph	ESL Instructor
Binyam Demse	Paraeducator
Birhanu Alemu	Tutor
Biruk Beyene	ESL Instructor

Boubacar Ould Brahim	Digital Literacy Tutor
Bradley Haiar	GED English Instructor
Brenny Cheng	Administrative Specialist for Career Training
Caitlin James	ESL Instructor
Carlos Coreas	Custodian
Carlos Loureiro	Assistant Principal
Carol L. Wolchok	Citizenship Instructor/Citizenship Project Manager
Carolina Gomez	Lead Coordinator for Unidos
Carolyn Jackson	Driver II
Celina Moran de Reyes	GED Spanish Instructor
Chelsea Bradford	Chief Schools Officer
Christina Cammack	ESL Instructor
Christine Ruppert	Counselor
Chukwuemeka Chigbue	Computer Support Specialist II
Cinthy De La Rosa Cruz	Registrar Clerk
Cinthy Pallavicini	Communications Specialist
Claudia Esteve	Counselor
Collette Smith	Nurse Aide Clinical
Damarys Lopez	Education Compliance Coordinator
Daniel Lopez	GED Tutor
Dawn Taylor	Registration Student Record Specialist
Delia Powvel	Student Assessment Assistant
Diana DeSimone	Tutor
Diego Aliaga	Career Coach
Dionna Stokes	Citizenship Instructor
Donald Ndebeka	Associate Director of Communications
Donald Oliver	Data Administrator
Doris Jane Medina	Nurse Aide Program Coordinator
Eddy Ceballos	Computer Support Specialist Instructor
Edgar Sabalu	ELS Instructor
Edith A. Argueta	Cook
Eduardo Aponte	Vice President of Finance
Edward Yanez	Culinary Operations Coordinator
Elani Lawrence	Chief Academic Officer
Elda Gonzalez	GED Spanish Instructor
Elicier Jean-Baptiste	Driver II

Elida Viera	Lead Student Support Coordinator
Elizabeth Fernandez	GED Specialist
Elizabeth Haile	Assistant Principal
Ella Chadwick	Program Assistant/Nurse Aide Paraeducator
Elmer Cruz Gutierrez	Case Manager (Bilingual- English/Spanish)
Enrique Giraldo	Driver II
Erin Ellingson	ESL Instructor
Erin Hart	Senior Director of Human Resources
Ernest Yombo	Assistant Principal
Evanlisa Matos Brito	Registration Coordinator
Fatemeh Berenji Tehrani	ESL Instructor
Fausto Amaya	Lead Cook
Fekremariam Gebremedhine	Assessment Data Coordinator
Fidel Eshetu	Librarian
Fikru Gabremariam	Driver II
Francisco Garcia	Computer Support Specialist III
Francisco Javier	Steward
Freweyni Asress	Tutor
Gabriel Alvarez Guzman	Career Coach
Gabriela Bonilla	Assessment Delivery Specialist
Gabriella Woo	Student Success Manager
Genevieve Rene	Assistant Principal
Geovanny Vicente Romero	ESL Instructor
Geraldine G. Alvarado	Business Manager
Gerizim Perez	Registrar Clerk
Gilbert Trueman	Lead Retention Specialist/Case Manager
Gregory Newbold	Student Academic Resource Teacher
Hana Dumesso	Computer Basics Instructor
Hasna Jad	Digital Literacy Tutor
Heather A. Tatton-Harris	Director of Curriculum and Assessment
Helina Demissie	Director of Student Services
Henok Amdemariam	Registrar Clerk
Henry Sanchez	Culinary Arts Para-educator
Hugh Beshers	ESL Instructor
Ifeanyi Chigbue	Computer Support Specialist II
Ingrid Alfaro Molina	Office Assistant

Jacqueline Phillips	ESL Instructor
Janeth Ramirez	ESL Instructor/GED Instructor
Janett Arandia Aliendre	Computer Literacy Instructor
Jared Perez	Front Desk and Transportation Lead
Javier A. Marquez	Assistant Principal
Jazmin Lopez	Office Assistant
Jeffrey Green	Instructional Coach
Jeffrey Quinteros Ceron	Student Success Coordinator/Lead Advisor
Jennifer Garcia	ESL Instructor
Jennifer Zoeller	Registrar
Jerry Braddock	Outreach and Recruitment Specialist
Jill Bryson	Prof Develop Specialist / Instructional Coach
Johel Perez	Human Resources Analyst
John Hudson	ESL Instructor
Jorge Garcia	Director of Student Information and Learning
Jose Argueta	Driver II
Jose Sugaray	Tutor
Juan José Browning	Instructional Coach
Juana Matos Mercado	Paraeducator
Jules Djamen	Registrar Clerk
Julio Haddock	Senior Advisor to CEO
Justin Wilson	Driver II
Kaan Tayla	Senior Director of Technology
Karen Osorio-Carbajal	Assessment Data Coordinator
Karina Ortez Alvarado	Assistant Registrar
Karina Samuel	ESL Instructor
Karla Maldonado	Nurse Aide Clinical
Karla Ramos Ramirez	Retention Specialist / Case Manager
Karla Vasconez Reyes	Director of Executive Administration & Strategic Initiatives
Kavya Weaver	Tutor
Kawanna Foster	Nurse Aide Clinical
Kaylin Wainwright	Bilingual Teaching Assistant Instructor & Curriculum
Keith Juarez	Principal
Kimberly Coreas	Executive Asst to COO & Executive Scheduler to CEO
Kimberly De Jesus Alfonso	ESL Instructor
Kristine Dunne Maher	General Counsel Emeritus

Kumlachew Arsamo	System and Data Analyst
Laura Sanchez	Lead Cook
Laurel Anderson	ESL Instructor
Lina Guerrero	Career Coach
Linda Berry	Culinary Arts Instructor
Luis Rojo	Director of Student Services
Luleit Shire	Digital Literacy Tutor
Lydia Parham	Education Technology Specialist
Lynold McGhee	Director of Learning and Evaluation
Maksym Slempp	Lead Cook
Manjeet Dhaliwal	Nurse Aide Clinical
Margarette Loh	ESL Instructor
Margarita Martinez	Student Assessment Assistant
Mari Loureiro	Paraeducator
Maria Llanos	Instructor, Small Business & Entrepreneurship
Maria M. Morales	Cook
Maria Vida Benabese	Nurse Aide Clinical
Marianna Dorn	ESL Instructor
Marta L. Valldejuli	Program Assistant
Martin Pickett	Tutor
Mary Lane	ESL Instructor
Maximo Aguirre	Library Assistant
Mayelyn Matos Medina	Counselor
Mayra Reyes	Tutor
Menen Bashe	Executive Assistant
Michael Fernandez	ESL Instructor
Mirna E. Garcia	Paraeducator
Misstere Zelele	Digital Literacy Tutor
Monika Copelmayer	ESL Instructor
Monique Wright	Payroll and Benefits Administrator
Monserrat De La Rosa Cruz	Retention Specialist / Case Manager
Mustapha Bouchghel	Computer Basics Instructor
Myriam Stella Clavijo	Employment Specialist
Nadia Ruiz	Culinary Arts Training Program Director
Natalia P. Graham	Student Assessment Delivery Manager
Netsuhleb Gebrae	Employment Development Specialist

Nigatu Ambo	Paraeducator
Nilay Dinc Altun	ESL Instructor
Norma Flores	Paraeducator
Nuvia Mendoza	Cook
Octavio Londono Nino	Culinary Arts Instructor
Olga Lopez	Steward
Olianka Wingate	Senior Director of Services and School Operations
Olivia Bohnhoff	ESL Instructor
Patricia DeFerrari	GED English Instructor
Patrick Benedict	ESL Instructor
Paula Alcazar	Student Academic Resource Teacher
Paula Barriga Montero	Office Assistant
Pauline Azore	Nurse Aide Instructor
Peri Johnson	Development Manager
Perrida Ballenger	Human Resources Manager
Phat Lam	Computer Support Specialist III
Philip Binns	Systems Administrator
Phyllis Henderson	ESL Instructor
Pierre Duperval	Office Assistant (Ordering - Inventory)
Pissote Namassou	Career Coach
Preavain Robinson	ESL Instructor
Qing Ren	Student Record Coordinator
Rafael Sanchez Fajardo	Digital Literacy Tutor
Rahel Guyo	Retention Specialist / Case Manager
Raul Medrano	Small Business, Entrepreneurship Manager
Regina Skinner	System Administrator, SIS
Reina Monge Alfaro	Program Assistant/Nurse Aide Paraeducator
Renee Hawkins	Senior Business Analyst
Robert Skelton	General Counsel
Roberto Sarmiento	Helpdesk Manager
Robin Coates	ESL Instructor
Ronald King	Front Desk and Transportation Lead
Rosario Sarmiento	GED Spanish Instructor
Ruth Abo	Nurse Aide Instructor
Safiatou Balde	Paraeducator
Samantha Onley-Harden	Program Assistant

Sandra Gonzalez	Vice Principal
Sandra Rocha Teixeira Hallums	ESL Instructor
Sania Tarin	Computer Support Specialist I
Santiago Sanchez	Principal
Saul Garcia	Accounting Specialist
Sekou Camara	Digital Literacy Tutor
Sidi Adil El Alaoui	Paraeducator
Silvia Del Aguila	Office Assistant
Sonia E. Ramirez	Paraeducator
Sonia Lopez	Cook
Steven Frets	Librarian
Susan Espinoza	Academic Director of Specialized Student Services
Sylvia Ludvig	Finance Manager
Tenaye Ekubamichael	Paraeducator
Thorin Erb	ESL Instructor
Tiara Smith	ESL Instructor
Tien Le	Employment Service Coordinator
Tim Gibbon	Arts Integration & Culture Program Manager
Tsegaye U. Gobena	ESL Instructor
Udean Mars Willians	Assistant Principal
Veronica Wilson	Human Resources Analyst
Victoria Bonilla	Technology Paraeducator
Vincent Scott	Assistant Principal
Viviana Patarroyo Ulloa	Manager of Strategic Projects and Operations
Wayne Clarke	Porter
Wesley Jeter	Computer Support Specialist II
Will Ortez	Executive Chef
Willy Bisohong Bayiha	Computer Support Specialist III
Yania Jones	ESL Instructor
Yeison Cordoba-Hurtado	GED Tutor
Zenia Fuentes Ramirez	GED Tutor

Carlos Rosario Board Of Trustees

Board Member Name	Role on Board	DC Resident
Hector J. Torres	Board Chair	YES
Robert Allan Dean	Vice Chair/Treasurer	YES
Ana Mejia Guerra	Secretary	YES
Alejandra Barrera	Member	YES
Giovanni Delfino	Member	YES
John Goodman	Member	YES
Allison R. Kokkoros	Member	YES
Cesar Lopez-Morales	Member	YES
Helen Mesfin	Member	YES
Vilma Rosario	Member	NO
Ingrid Toledo	Member	NO
Johan Uvin	Member	NO
Larry Villegas-Perez	Member	YES

Finances

1. Latest Audited Financial Statements

Carlos Rosario's latest available audited financial statements may be found at the following link on DC PCSB's Transparency Hub:

<https://dcpcsb.org/school-fiscal-audits>.

2. Other Financial Information, including Budgets Include the following language: Carlos Rosario's additional financial information, including latest available budgets, may be found in the Financial Oversight section of DC PCSB's Transparency Hub at the following link:

<https://dcpcsb.org/transparency-hub>.