



Connecticut Department of Correction
Unified School District #1

Annual Performance Report

2011 – 2012

State of Connecticut
Department of Correction

Unified School District #1
24 Wolcott Hill Road, Wethersfield, CT 06109

Statement of Non-Discrimination

Unified School District #1 does not discriminate on the basis of religion, color, national origin, sex, sexual orientation, age or disability in providing education services. Unified School District #1 does not discriminate on the basis of disability by denying access to the benefits of district services, programs or activities. Title IX District Coordinator: 860-692-7545. Section 504/ADA District Coordinator: 860-692-7543.

Annual Performance Report 2011–2012

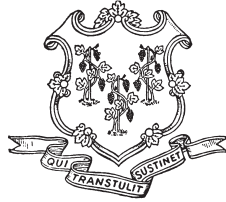


State of Connecticut
Department of Correction

Unified School District #1
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Connecticut Department of Correction Unified School District #1

Mission Statement

The Connecticut Department of Correction Unified School District #1 is dedicated to providing quality educational programs for incarcerated individuals so that they can make a successful transition to society. Academic knowledge, vocational competencies, use of technology and life skills integrated with technology are offered to students in a positive environment to foster life-long learning, and multi-cultural awareness.

Vision

Unified School District #1 will be recognized for its forward thinking, its connections to the community and for the success of its students.

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From the Office of the Superintendent

The Department of Education Service Unit consists of the Unified School District #1. The District's 15 schools serviced more than 16,900 incarcerated youth and adults with an average daily enrollment of about 2,500 for mandated programs. The district awarded 574 GED diplomas, 32 with honors. Planning and Placement Team (PPT) meetings were held for 424 students in need of special education and related services. Certificates of vocational training programs were awarded to 2,233 students in over 20 different vocational trades. There were 392 certificates awarded for completing a vocational program.

During the school year, 2,233 of the agency's incarcerated population were engaged in some formal education program. There were 16 graduation and recognition ceremonies conducted as a means to emphasize the importance of education opportunity and accomplishment. Eight facilities had dedicated Reentry teachers who awarded 824 Certificates of Completion. Career/Resource fairs continue to be held throughout the district, as well.

The Unified School District #1 continues to provide thousands of hours of service to various communities and state agencies in the areas of graphic arts/printing, carpentry, bicycle/wheelchair repair, and more.

With little or no increase in state funding and a decrease in education staffing levels, the Unified School District #1 continues to provide education opportunities to our students. By providing students who are re-entering the community with an education, realistic job and training opportunities, along with connecting them to other community services, we strive to reduce the recidivism rate thereby providing a cost savings to the taxpayers of the State of Connecticut.



Angela Jalbert
Superintendent of Schools
Unified School District #1
Connecticut Department of Correction



Achievements of Unified School District #1 2011–2012

- Duplicated enrollment of 16,905 students
- Unduplicated enrollment of 7,406 students
- Average daily enrollment of 2,694 students
- 574 State High School Diplomas, 32 with honors were awarded through the GED program
- By completing required Carnegie Units, 20 students were awarded a regular high school diploma through their local school district or the State Department of Education
- 13 students were awarded National External Diploma Program (NEDP) diplomas
- 16 students were awarded Credit Diploma Program (CDP) diplomas
- 1,352 students were promoted to higher class levels
- According to the Test of Adult Basic Education (TABE), students demonstrated an average academic gain of 2 years, 2 months in reading, 2 years, 3 months in math and 2 years, 8 months in language arts
- 256 students completed college courses
- 14 CLEP/DTTS credit exams were administered
- 10 students completed correspondence courses
- 2,602 students received certificates of attendance or achievement in ABE, GED, TESOL/ESL, and Vocational Education
- 392 students received certificates of completion in Vocational/Technology Education
- 191 Connecticut Career Certificate (CCC) Awards were earned
- 29 graduation ceremonies, parenting and career fairs were held
- 804 inmates received Certificates of Completion for participation in re-entry classes

Unified School District #1 2011–2012

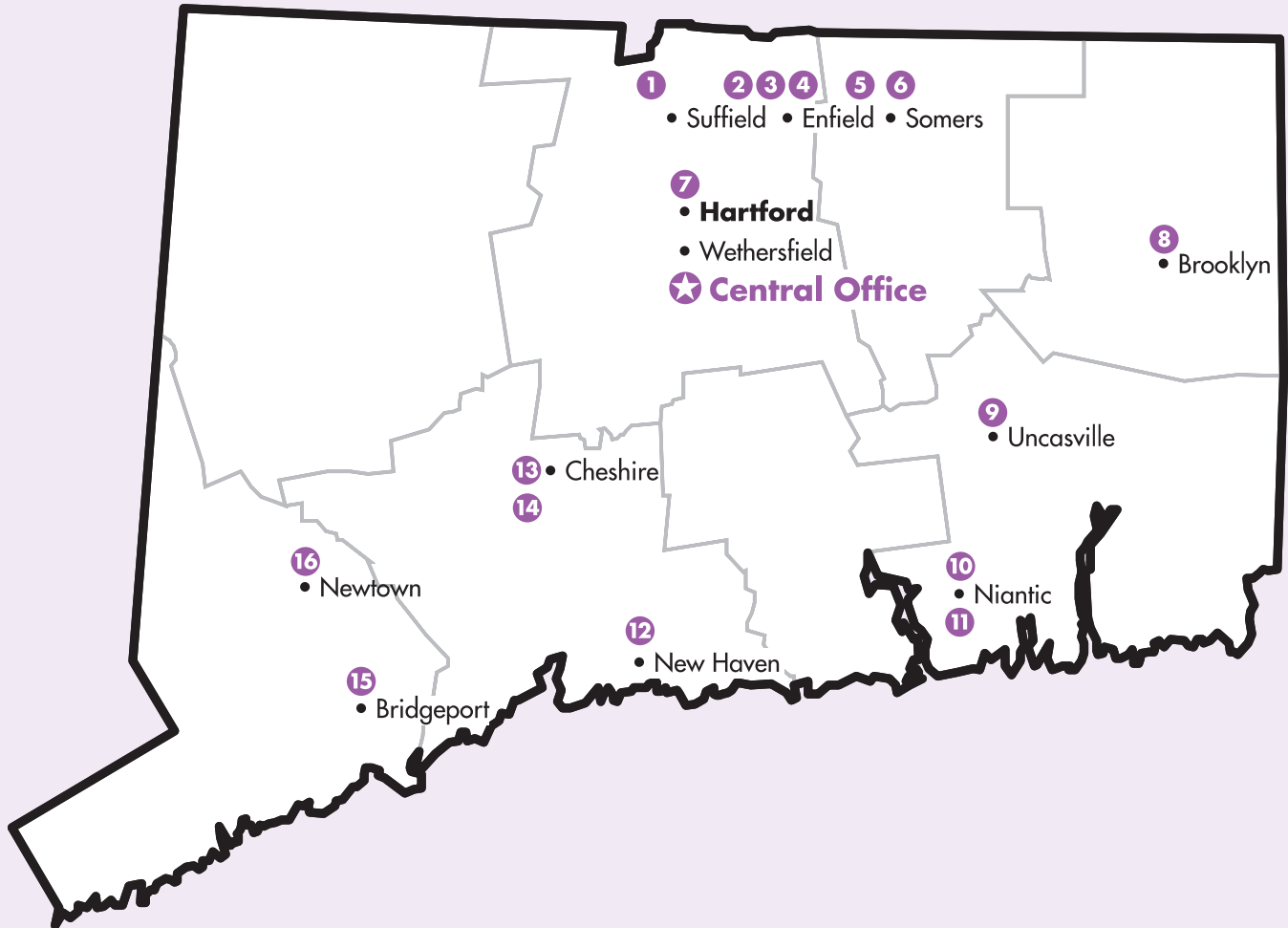
Administrative Staff

Angela J. Jalbert.....Superintendent of Schools
Christine Murphy.....Director of Special Education
Caryn McCarthy.....Director of Career Technical Education & Fiscal Services
Kim Holley.....Director of Academic Programs
Gabriel Riccio.....Director of Curriculum & Instruction

Sites:

Dorothy Durst.....School Administrator.....Bergin CI (Closed August 2011)
Robert Strawson.....Principal.....Bridgeport CC
Dorothy Durst.....Principal.....Brooklyn CI
Robert Strawson.....Principal.....Cheshire CI
Maria Pirro.....Principal.....Corrigan-Radgowski CC
Mary Kane.....School Administrator.....Enfield CI
Fred Sgro.....School Administrator.....Garner CI
Melissa Stubbs.....Principal.....Hartford CC
Christine Murphy.....Principal.....MacDougall-Walker CI
Timothy Colley.....Principal.....Manson Youth Institution
Michael Nunes.....Assistant Principal.....Manson Youth Institution
Robert Strawson.....Principal.....New Haven CC
Mary Kane.....School Administrator.....Northern CI
Gabriel Riccio.....Principal.....Osborn CI
Melissa Stubbs.....Principal.....Robinson CI
Patricia Stamidis.....Principal.....Willard-Cybulski CI
Mary Greaney.....Principal.....York CI
Joseph Brady.....Assistant Principal.....York CI

Unified School District #1 Site and Program Location



NORTH DISTRICT

Suffield Area

- 1. MacDougall-Walker CI

Enfield Area

- 2. Robinson CI
- 3. Enfield CI
- 4. Willard-Cybulski CI

Somers Area

- 5. Osborn CI
- 6. Northern CI

Hartford Area

- 7. Hartford CC

Storrs Area

- 8. Bergin CI

Brooklyn Area

- 9. Brooklyn CI

SOUTH DISTRICT

Uncasville Area

- 10. Corrigan-Radgowski CC

Niantic Area

- 11. Gates CI
- 12. York CI

New Haven Area

- 13. New Haven CC

Cheshire Area

- 14. Manson Youth Institution
- 15. Cheshire CI

Bridgeport Area

- 16. Bridgeport CC

Newtown Area

- 17. Garner CI

Important Facts and Figures

School Sites

15 Facilities (statewide)

State School Teachers

110

Vocational Instructors

25

Librarians & Library Media

6

Pupil Services Staff

17

Support Staff

13 (permanent)

24 (temporary part-time)

Department Heads

5

Principals

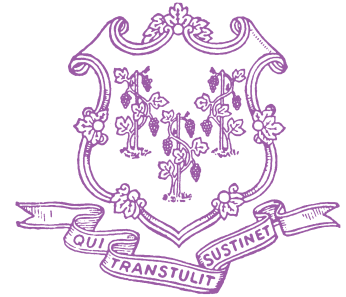
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Central Office Administrators

4

Unified School District #1

In June of 1969 the state's General Assembly passed statutes formally establishing Unified School District #1 (USD #1) as the legally vested school district within the Connecticut Department of Correction (DOC). From a small and limited beginning, the district has grown to a multifaceted and dynamic part of the Programs and Treatment division of the department. USD #1 began with only 25 full-time instructors. Today, Unified School District #1 is one of the leaders in correctional education in the nation with over 200 employees in 15 facilities. As the total prison population has grown, so has the number of students and variety of education programs within the school district.



General Information

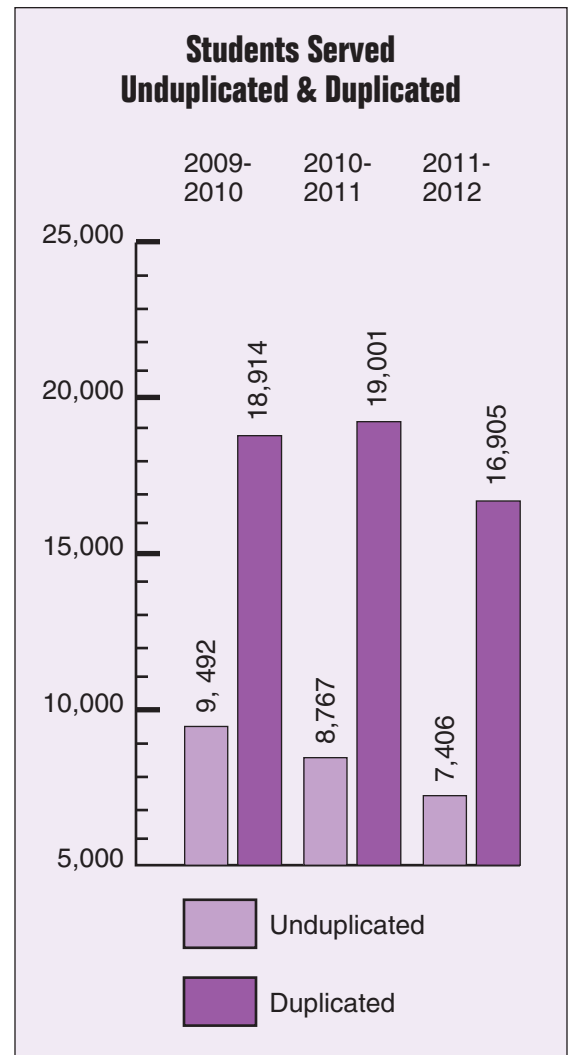
The Connecticut Department of Correction Unified School District #1 is dedicated to providing quality educational programs for incarcerated individuals so that they can make a successful transition to society. Academic knowledge, vocational competencies, use of technology and life skills integrated with technology are offered to students in a positive environment to foster life-long learning, and multi-cultural awareness.

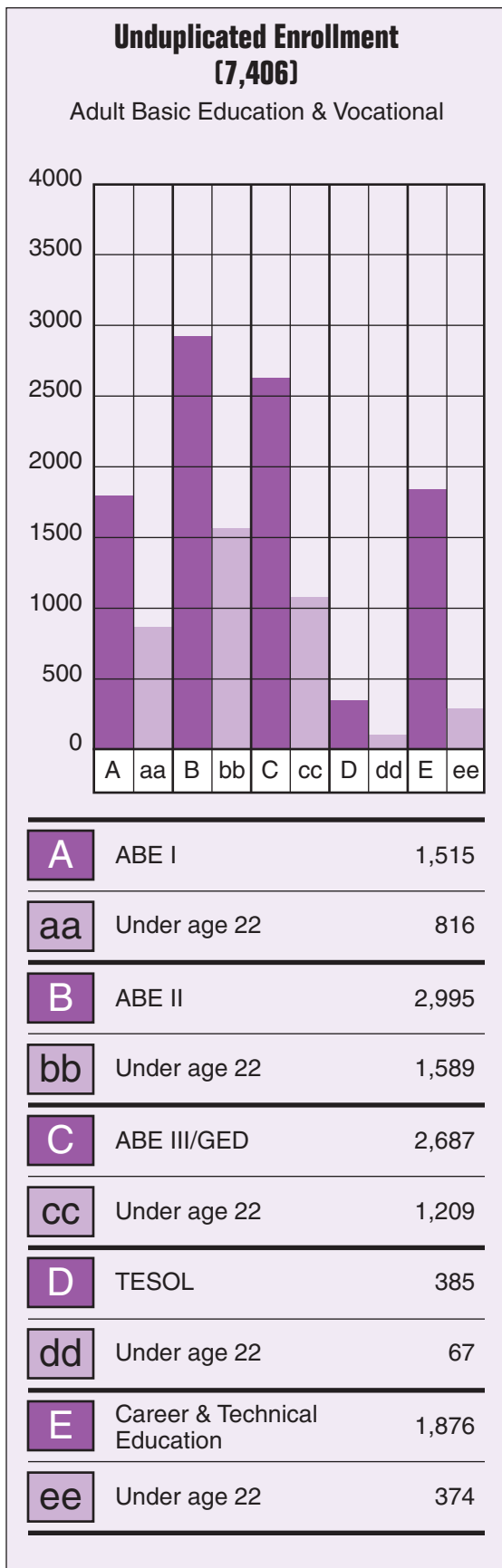
Unified School District #1 offers a wide variety of academic and vocational education programs to the men and women who are remanded to the Department's custody. Programs are flexible enough to accommodate a variety of learning styles and to provide sufficient structure to allow for the orderly assimilation of knowledge. Recidivism is reduced by helping offenders become responsible citizens and contribute to society in a positive way. In addition to these programs, federal grants and the Department of Correction provided opportunity for qualified offenders to participate in college courses.

During 2011–2012, USD #1 served approximately 16,900 students in 15 schools located within the DOC correctional community. Most adult basic education (ABE) students attended classes at least 15 hours per week and most of those participating in vocational programs attended 30 hours per week. Students under the age of 18 attend school for a full 5 hour day. Typically, a USD #1 student functions on a 5th grade level in reading, math, and language arts and is approximately 30 years of age.

Organization

The Department of Correction Commissioner serves as the Chairperson of the school board for the Unified School District #1. The authority to administer, organize, manage, and supervise the daily operations of USD #1 is the responsibility of the Superintendent of Schools who may further delegate this authority to administrative central office education directors, as appropriate. Reporting to the Superintendent are the





Director of Academic Programs, Director of Curriculum & Instruction, Director of Special Education, and the Director of Career Technical Education & Fiscal Services, as well as the facility education administrators. The Superintendent is responsible for developing, implementing, maintaining and updating policies, procedures and regulations; organizing the school district to improve operations; and overseeing education fiscal management or delegating authority. In addition, the Superintendent is responsible for implementing measures to evaluate the effectiveness of USD #1 programs and acting as the liaison for the district to the Commissioner, Director of Programs and Treatment and other deputy commissioners, as needed. Employing and terminating staff for efficient operations as necessary is done in collaboration with the Human Resource Department.

During the 2011–2012 school year, the Unified School District #1 employed 172 certified staff members and 41 support staff employees. All professional staff are appropriately state certified with an Initial, Provisional or Professional certification. Professional development is offered to all staff in accordance with state standards for certification requirements and as needed.

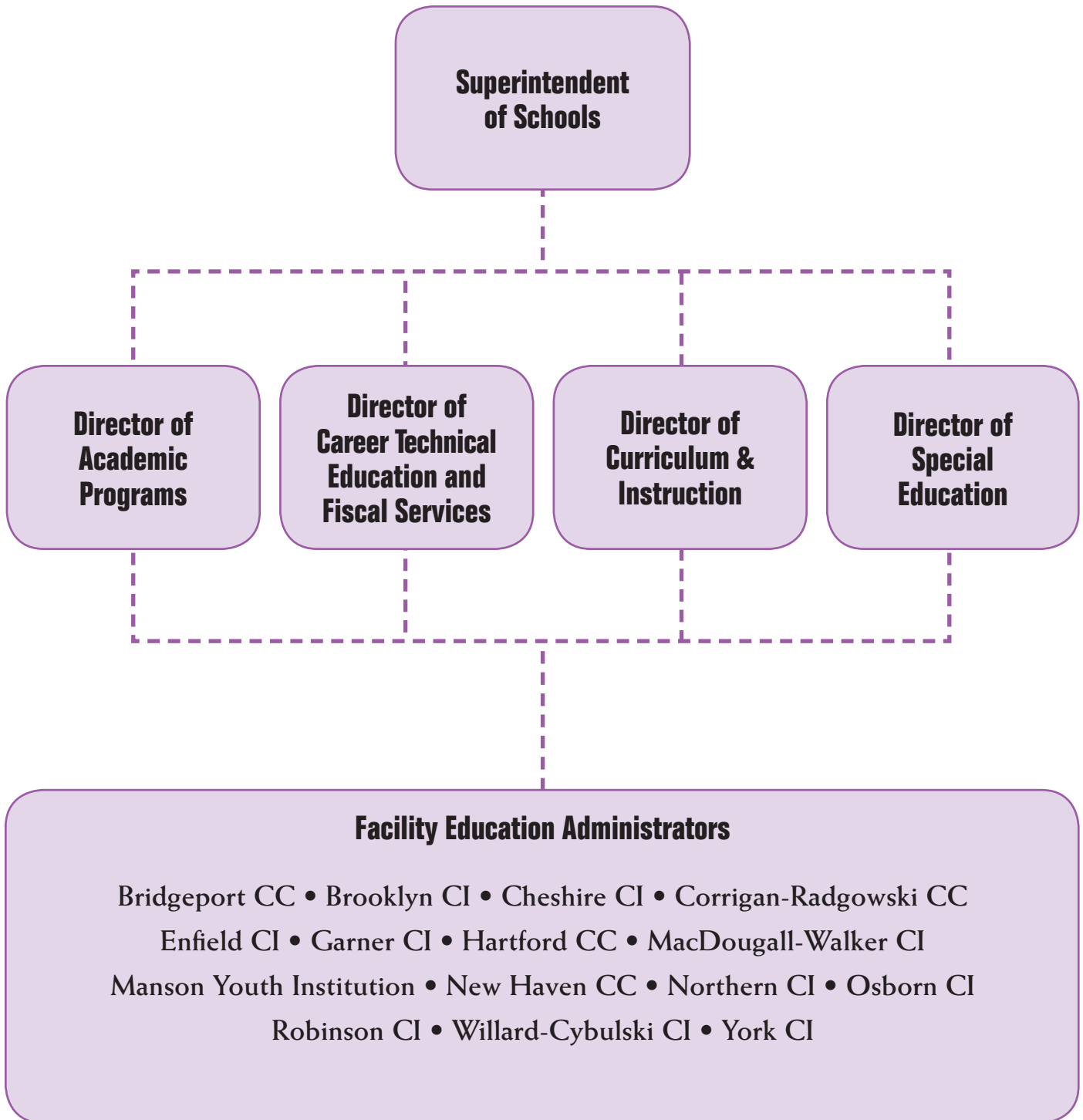
There are 13 education administrators who oversee the education programs in 15 facilities. Their responsibilities include various duties ranging from administering student programming to evaluation of staff. Four central office directors are responsible for the coordination of school district academic & career technical programs and policies, new initiatives, state mandates, curriculum and instruction and various staff issues.

Unified School District #1 employs state school teachers, vocational instructors, school counselors, school social workers, school psychologists and library media staff, as well as librarians, clerical and other support staff.

Educational programs are offered in the areas of Academic Education, Vocational Education and special services for students with disabilities. Specific offerings in these district-wide programs include Adult Basic Education (ABE), General Educational Development (GED), alternative high school programs including the National External Diploma Program (NEDP), Credit Diploma Program (CDP) Teaching English to Speakers of Other Languages (TESOL)/English as a Second Language (ESL), and various career technical education trades.

Other programs include community re-entry/transition services, family education and parenting, and numerous other personal and social development programs. College credit programs are offered to eligible students through grant programs, as well as through correspondence courses and the CLEP/DTTS testing program.

Unified School District #1 Administration



Program Descriptions and Participation

USD #1 offers a number of educational opportunities for students. Not all programs are available in all facilities.

ACADEMIC EDUCATION

■ Adult Basic Education (ABE)

ABE is the primary program of education designed to provide academic skills instruction in the areas of reading, mathematics, language arts, general science and social studies. Students are placed in classes according to their academic skills. This program focuses on increasing proficiency to the eighth grade level.

■ General Educational Development (GED)

The General Educational Development program is instruction for students whose academic skills are above an eighth grade level. These students receive instruction in the areas of reading, mathematics, language arts, science and social studies. Students in this program are preparing to earn a high school equivalency diploma through the examination process.

■ Teaching English to Speakers of Other Languages (TESOL)/English as a Second Language (ESL)

The TESOL/ESL program is an instructional program for students whose primary language is not English. TESOL/ESL instruction helps students to speak, read and write English and assists them in developing the language skills necessary for overall academic and vocational progress. Certified TESOL/ESL teachers provide instruction in vocabulary and oral language development.

CAREER-TECHNICAL EDUCATION

■ Career-Technical Education (Vocational Programs)

Career-Technical Education (CTE) programs are offered at many of our facilities. These programs provide both classroom instruction and hands-on training in a number of different trades. Students are taught a variety of marketable skills in preparation for entry level employment when they re-enter the community.

USD #1 vocational instructors, representing each technology trade area, continue to participate in curriculum revision and development to meet entry-level industry standards as necessary. Community partnerships for services are established with many non-profit organizations to provide on-the-job experience to students in their respective fields. As part of the learning experience, students receive instruction in the technologies specific to the course of study in which they are enrolled.

The following CTE programs are offered:

■ Auto Body Technology

This program emphasizes the fundamentals of safety, welding, straightening, refinishing, mechanical principles, manual skills, framework and good work habits. Students complete 300 hours of theory and 600 hours of shop practice. The program includes safety, metalworking, surface preparation, painting, glass and estimating. This vocational training prepares inmates to acquire a skilled, well-paying job in the community.

■ Automotive Technology

This is a technical program designed for students that wish to make a career as an automotive technician. Theory and practical applications of automotive systems and components are studied in detail. Instruction in diagnostic testing, precision measuring tools, and troubleshooting of the automobile are emphasized. This vocational training positions inmates to acquire a skilled, high-paying job in the community.

■ Building Maintenance

The Building Maintenance program teaches the skills and techniques used in many building trades including electrical, plumbing, carpentry, masonry and more. The students learn how to repair and maintain residential and commercial structures and their systems. The knowledge and skills taught will provide the basics needed for related career paths.

■ Business Education

This program prepares students for entry-level employment requiring basic business skills.

■ Carpentry

In this program students learn shop safety, the proper use of tools, and terminology related to carpentry. The student drafts a blueprint of a house using basic math skills and calculations used in the construction field. With these skills the student builds a model house to scale following applicable building codes.

■ Commercial Cleaning

This thirty-week program focuses on basic and advanced commercial cleaning procedures. The program covers the chemistry of cleaning, handling of hazardous and infectious waste, and the basic cleaning procedures for floor, tile, carpeted areas and restrooms. In phase two, the student is taught advanced procedures for maintaining all types of surfaces, as well as the necessary skills to recognize and operate various types of equipment. Graduation from this program can assist inmates in obtaining a job in the community.

■ Computer Education

The Computer Software Application Technology course is designed to provide students with an introduction to computer operations and with the application of various software packages and programs. Students begin by learning simple software programs and then progress to more sophisticated packages as their individual skills develop. Software programs introduced include but are not limited to the following: Access, Visual Basic, Adobe PageMaker, Excel, Microsoft Works, Power Point, Micro-Soft Word, Micro-Soft for Windows, and Adobe InDesign Adobe Illustrator. Students design and complete projects using this software.

■ Computer Repair

A+ Certification in Computer Repair means that students will possess the skills, knowledge, and customer

relations skills essential to be a successful computer service technician, as defined by experts from companies across the industry. The Computer Repair Course covers a broad range of hardware and software technologies. It trains student to satisfy the standards of the computer industry and readies them to later become A+ Certified.

■ Computer Support Technology

The class prepares students to support personal computers. This class includes the most current technology such as managing and maintaining notebook computers and Windows XP. This class takes students from the -just a user- level to the -I can fix it - level for common PC hardware and software concerns. The course was designed to be self-paced to maximize learning potential, includes step by step instructions on installation, maintenance, optimizing system performance and troubleshooting.

■ Cosmetology/Barbering

This program prepares students to become licensed barbers and cosmetologists. Course requirements are 1500 hours of theory and practical experience to qualify for licensure. A rigorous set of criteria is required for entrance into the program. The classroom is set up to simulate an actual salon environment including appropriate business behavior. Upon completion students receive information about receiving a grant from the Department of Labor to take the state examination. Approval for licensure is determined through the State Board of Health and Addiction Services.

■ Culinary Arts

This course stresses safety and sanitation as well as tool and equipment usage. Through practice and discussion, students are taught skills in basic cooking, methods, culinary techniques, weights, measures and recipe conversions. Participants earn a Safe Serve Certificate after passing a test administered by the National Restaurant Association. This program is an apprenticeship approved through the CT State Department of Labor.

■ Drafting CAD/CAM

The curriculum includes mechanical/architectural drafting and blueprint reading and is broken-up into two sections: Hands-on and CAD. The hands-on portion of the course takes approximately 6 months to complete and includes the drawing of plans in 2D and 3D. Orthographic, sectional auxiliary, perspective, dimensioning and isometric drawings are a few of the areas covered. The second portion of the course covers Computer Aided Drafting. Drawing fundamentals, rendering, plotting and mesh are some of the units that are covered. Mathematical computations and problem solving abilities are some key areas developed when working in CAD. The course takes approximately 1 year to complete and is designed for entry level employment.

■ Electro-mechanical Technology

This program provides students with theory-based instruction and hands-on experience in the areas of electronics, electrical circuits, mechanics, pneumatics, hydraulics and computer programming. It also includes repair of equipment to include washing machines, dish washers, electrical hand and bench tools such as lathes, drills, saws, grinders and polishers. Technicians apply their knowledge of programming and installation to repair robots, and related equipment such as programmable controllers, end of arm tools, conveyors and parts orientators. Students use power tools, hand tools, testing instruments and follow manuals' schematic diagrams and blueprints. Graduation from this program can assist inmates in obtaining a job in the community.

■ Electronics

The electronic/repair & service course is designed to provide students with the tools and skills needed for employment in the electronics field. Students study AC/DC theory, solid state theory, digital logic, microprocessor theory and application, networking, fiber optics and communication lasers, interfacing, bus structures and other applicable courses of study. The course includes the use of higher-level math skills needed to perform

diagnostic testing and repair of all types of electronic equipment. Students learn how to use various testing equipment currently in use in the field. Technicians repair inmate television sets and radios. Students who have finished and completed the course can become technicians.

■ Graphic & Printing Technology

The graphic arts/printing course is designed to provide students the opportunity to learn the skills necessary to work in the printing field. Students gain an understanding of the overall printing process to include graphics layout, design, production printing and binding. Students concentrate on proper shop safety procedures, and desktop publishing skills. Each student receives "hands on" instruction operating single color offset presses, two color presses, paper cutters and bindery equipment. Class theory work includes learning terminology related to the field and methods of managing quality control processes. Students learn basic equipment upkeep and care, as well as equipment problem diagnosis and minor equipment repair.

■ Horticulture/Landscaping Technology

This vocational program is used to prepare offenders for entry level jobs in the field of agriculture/horticulture. Participants complete both classroom and hands on components.

■ Hospitality Operations Technology

This program prepares students to work in the field of hospitality. Skill based training for 12 of the major positions of employment within the hospitality industry are available. During this 6 month course, students learn about guest service professionalism, safety and effective communication. The lodging and hospitality industry is a diverse, rapidly growing field. Many opportunities are available for entry level staff who are dedicated to a career in this field.

■ Machine Tool

This course provides students with a basic understanding and training in the fundamentals and principles of machine tooling. Students study units in machine shop safety, math, blueprint reading, physical properties and identification of metals, measuring instruments, hand tools and machinery. A major area of concentration is machine shop measurement. Tools that are included in this area are: rulers, squares, calipers, dividers, protractors, indicators, and micrometers. Hands-on training for the following machinery is also introduced: engine lathe, band saw drill press, surface grinder, Bridgeport milling machine, and vertical miller. Training includes both set-up and operation of these machines.

■ Small Engine Technology

This program instructs students in the repair of two-cycle, four cycle and marine engines. It uses both hands-on training and theory classes. Group/individual instruction is offered by a qualified supervisor and periodic tests in theory and practice are administered. This program is very useful to inmates seeking employment in the community.

Community Outreach

The Unified School District #1 participated in several outreach programs within the community. These programs took many forms, such as designing and producing pamphlets and brochures for non-profit organizations, fixing wheelchairs for needy children and creating braille books for the blind.

Prospective Apprenticeship

Within the vocational education program is a smaller component known as the Prospective Apprenticeship Program. Coordinated through the State Department of Labor, this program provides real work training and experience for specific vocational programs.

ADDITIONAL PROGRAMMING

■ Extension Curriculum

An Extension Curriculum is provided for student programming in the areas of Family Education, Transition Skills, HIV/Aids, Sexual Harassment, Suicide Prevention

and Creating Climates of Respect. This curriculum is incorporated into the classes on an ongoing basis.

■ Family Education and Parenting

The parenting program is designed to help inmates with children become responsible parents. Inmates attend classes which teach them effective parenting skills. Components of the parenting skills classes include parenting from a distance, discipline techniques, and communicating with children.

The "Read to Your Children" program is designed to foster a bond between a child and his/her incarcerated parent. USD#1 creates and maintains a collection of children's books. Inmates can select from a book and read to their child during regular visiting hours.

■ Re-entry Classes

Students who are expected to be released within 6 months are encouraged to attend a 21-day curriculum which focuses on re-entry into the community. This curriculum prepares the student to return to the community and assists the student in obtaining identification, birth certificates, state identification cards, and social security cards, as well as, how to prepare for employment and housing. An additional component on reuniting inmates with family members and a component on the "Shaken-Baby Syndrome" is also included.

■ Special Education Classes

Students who qualify for special education services attend classes in a resource room setting or through collaboration with a special education teacher. Special education teachers work on specific goals and needs as identified in the student's Individualized Education Plan (IEP).

■ Technology Education

All students participate in some level of computer instruction throughout the year. Students are offered many opportunities to increase their knowledge of basic academic skills in reading, language arts, math, science, social studies and career technical education through computer assisted instruction. Non-English speaking stu-

dents and students with special needs have opportunities to use technology in their daily educational programs to supplement their instruction. The majority of classrooms within the district are equipped with computers.

STUDENT SERVICES

■ Assessment

The Test of Adult Basic Education (TABE) and the CASAS Employability Competency System (ECS) are administered to all students who do not hold a High School Diploma or GED. These standardized tests are administered three times a year to assess student growth at a district level.

The TABE test is used to assess student grade level performance in the areas of Reading, Math, and Language Arts. The information gained through the assessments is used to place students into classes, plan for student programming, and assist students in their progress.

The Employability Competency System (ECS) measures a person's ability to apply reading and basic math skills to the workplace as well as in their personal life.

In addition to standardized testing, informal and other formal testing is utilized to determine cognitive or behavioral needs, assess specific academic areas, and provide additional information when necessary.

■ Career Resource Fairs

Career Resource Fairs are held for inmates, bringing representatives of outside agencies and businesses to the prison to assist with re-entry planning.

■ Libraries

Libraries are available at some of our facilities based on staffing through our Library-Media Specialists or Librarians. Students are allowed the opportunity to borrow books for use in the student's housing unit. Many teachers also provide classroom libraries for their students.

■ Pupil Services

USD #1 provides support services to our students. Staffing includes school psychologists, school counselors, and school social workers. Our pupil services staff provide guidance and counseling in the areas of transition, student recruitment and placement, high school credits and diploma options, group and individual counseling services, and evaluations.

Every facility is served by at least one full-time or part-time counselor or psychologist.

Pupil services staff also create and maintain career information centers and provide career guidance activities and placement services. Counselors and psychologists assisted students with the development of career path plans to enable them to make informed educational and occupational choices. Pupil services staff coordinated the administration of standardized education achievement tests, coordinated and administered the GED tests, and administered the vocational interest and aptitude tests. They also assisted students in developing problem-solving skills, communication skills and employability skills. Pupil services staff consult with staff members and assist with helping students achieve a level consistent with their abilities.

■ Special Education and Related Services

A comprehensive identification and referral process is used to identify those inmates who are remanded to the Department of Correction and have been found in need of special education services. Special education services are provided to students who have an Individualized Education Plan (IEP). Individualized Accommodation Plans (IAP) are developed for those students eligible for accommodations under Section 504 of the Rehabilitation Act.

Certified special education teachers and pupil services specialists provide special education services as deemed appropriate by students' Individual Education Plans. Special education staff collaborate with regular education staff to ensure identified special education students are instructed with their non-disabled peers, in the least

restrictive educational environment. This collaborative effort provides strategies, modifications and accommodations to ensure that eligible students with disabilities make progress in the general education curriculum. Related services are provided in areas such as individual and group counseling, occupational therapy and speech language therapy whenever needed. Inter-agency collaborations assist to ensure special education students returning to their communities receive the necessary support and guidance to be successful and positive contributors to society.

CONTINUING EDUCATION

Students with a GED or high school diploma may take part in a variety of continuing education opportunities. Post-secondary academic, as well as participation in the Career-Technical Education (CTE) programs are available to students who meet eligibility requirements.

■ College Grant Program

State community college academic and vocational post-secondary courses, coupled with transition services, were offered to youth offenders who met particular federal requirements for this special grant program.

■ College Courses

A number of for-credit college courses are available to students through the state community colleges and private colleges. Students are able to attend based on specific college screenings or college requirements as determined by the individual schools.

■ Correspondence Courses and DSST (Dantes Subject Standardized Test)

Post-secondary students may participate in earning college credits through correspondence courses and the DSST testing program.

Personnel

■ General Information

Unified School District #1 employs a number of full-time staff including State School Principals, State School Department Heads, State School Teachers, Vocational Instructors, Pupil Services Specialists (school counselors, school psychologists, and school social workers), Library-Media Specialists and Librarians. In addition, a number of support staff including full-time clerical and a number of part-time federal positions, including clerical, Correctional Services Aides, and Correctional Transition Instructors, are employed.

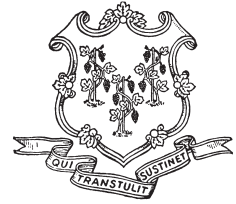
All teachers, instructors and administrators are appropriately state certified with an Initial, Provisional or Professional certification. All beginning teachers are registered in the state mandated program TEAM – Teacher Education and Mentoring Program – where they are provided with support from their districts.

■ Professional Development

As required by law, USD #1 provides two and a half days (18 hours) of planned professional development for its certified staff. Topics are chosen by a professional development committee and are based on district goals, staff surveys, test results and student needs. In addition, certified staff members are allowed two days of professional development appropriate to their personal, professional development. Professional development has included topics on Data Teams, Scientific Research Based Intervention, Affective Domain, Technology and Leadership.



Student Data by Site 2011-2012



| Correctional Facilities: | Mandated Programs Unduplicated Enrollment | Duplicated Enrollment | Number of Students Under Age 22 |
|--------------------------|---|-----------------------|---------------------------------|
| Bergin C.I. | 636 | 48 | 112 |
| Bridgeport C.C. | 235 | 343 | 152 |
| Brooklyn C.I. | 228 | 340 | 22 |
| Cheshire C.I. | 483 | 917 | 10 |
| Corrigan-Radgowski C.C. | 729 | 1,157 | 192 |
| Enfield C.I. | 373 | 635 | 51 |
| Garner C.I. | 290 | 553 | 118 |
| Hartford C.C. | 327 | 603 | 266 |
| MacDougall-Walker C.I. | 547 | 918 | 151 |
| Manson Youth Institution | 1,272 | 6,605 | 1,272 |
| New Haven C.C. | 382 | 584 | 327 |
| Northern C.I. | 37 | 41 | 34 |
| Osborn C.I. | 579 | 869 | 111 |
| Robinson C.I. | 401 | 679 | 100 |
| Willard-Cybulski. C.I. | 431 | 595 | 77 |
| York C.I. | 677 | 1,414 | 207 |
| District-Wide | 7,406 | 16,905 | 2,567 |

Participants in USD#1 programs including Post-secondary

| | |
|--|-------|
| Adult Basic Education (ABE)..... | 4,440 |
| General Educational Development (GED) Program..... | 2,687 |
| Career Technical Information (CTE) | 2,155 |
| Teaching English to Speakers of Other Languages (TESOL)..... | 385 |
| Post-Secondary | 581 |
| Re-Entry..... | 1,094 |

Certificates & Diplomas

- 1) GED Certificates of Diploma – 700, with Honors – 33
- 2) Vocational Certificates of Completion – 484
- 3) Connecticut Career Certificates – 131
- 4) Apprenticeship Training Certificates of Completion – 140

District Performance Information

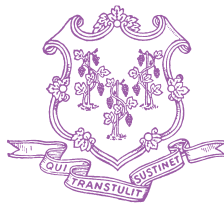
Unified School District #1 Student Performance Information 2011 – 2012

| Performance Item | District |
|--|--|
| 1) Overall growth gain on the Test of Adult Basic Education (TABE) | 2.4 year gain over the course of one school year |
| 2) Overall growth gain on Employability Competency System (ECS) | 4.6 point gain |
| 3) Number of ABE, GED, Vocational and ESL students who received certificates of achievement and attendance | 780 |
| 4) Number of students promoted to higher class levels | 1,352 |
| 5) Number of students who received Vocational Certificates of Completion | 392 |
| 6) Number of students who earned a Connecticut Career Certificate | 191 |
| 9) Number of students who earned GED diplomas | 574 |
| 10) Number of students who earned their GED with honors | 32 |
| 11) Number of students who earned their NEDP Diploma | 13 |
| 12) Number of students who earned their CDP Diploma | 16 |
| 13) Number of students who earned a High School Diploma through Carnegie Units | 20 |

Leo Arnone
Commissioner

Monica Rinaldi
Director
Programs and Treatment

Angela Jalbert
Superintendent
Unified School District #1



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