



Connecticut Department of Correction
Annual Report
2023-2024

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 Coordinator: 860-692-7537



CT DEPARTMENT OF CORRECTION

MISSION STATEMENT

The Department of Correction shall strive to be a global leader in progressive correctional practices and partnered re-entry initiatives to support responsive evidence-based practices aligned to law-abiding and accountable behaviors. Safety and security shall be a priority component of this responsibility as it pertains to staff, victims, citizens, and offenders.

**State of Connecticut Department of Correction
Unified School District #1
24 Wolcott Hill Road**

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 STATEMENT

Unified School District #1 will be an instrument of transformative learning and growth to those we serve.

MOTTO

Our USD#1 motto is defined by the Latin phrase contained on the District's seal. The phrase, "Non Sum Qualis Eram" translates into English as, "I am not, what I once was." The hope is that through education, returning citizens will be provided with some of the core tools required to change their path in life.

Meet the Unified School District #1 Leadership Team 2023-2024



Back row left to right: Matthew Reinke, Richard Andersen, Steve Miller, Daniel Cambra.
Second row left to right: Lenore Gagain, Nickko Checoves, Heather Mroz.
Front row left to right: Rosann Sessa, Rigopoula Rita Halkias, Veron Walters- Beaulieu, Latesha Jones
*not pictured Petrina Evans, David Chris Hempel, Heather Verdi

School Administrators 2023-2024

Central Office Administrators:

Veron Walters-Beaulieu
Lenore C. Gagain
Rigopoula Halkias

Superintendent of Schools
Director of Curriculum & School Improvement
Director of Special Education

School Administrators:

Richard Andersen
Daniel Cambra
Nickko Checoves
Petrina Evans
David Chris Hempel
Latesha Jones
Steve Miller
Heather Mroz
Matthew Reinke
Roseann Sessa
Heather Verdi

State School Department Head
State School Department Head
State School Department Head
State School Department Head
State School Department Head
State School Principal 2
State School Department Head
State School Principal 2
State School Principal 2
State School Principal 1
State School Principal 2

Unified School District #1 Central Office Administrative Team



Veron Walters-Beaulieu
Superintendent of Schools
Unified School District #1

Superintendent Veron Walters-Beaulieu is the lead learner and head education administrator for Unified School District #1 with Connecticut's Department of Correction. Although her current role focuses on education leadership, her career experience includes sales management, counseling, teaching and leadership mentoring. Superintendent Walters-Beaulieu earned her BA in Psychology at Post University, her MA in Education at The University of Bridgeport, and her 092 in Educational Leadership and 093 in Executive Leadership Superintendent Certification at The University of Connecticut. Her diverse background allows her to approach leadership and education in the correctional environment, with a unique blend of empathy, strategic thinking, and creative ways to reach nontraditional learners. Veron's focus on professional development for educators has led to enhanced teaching practices and a more engaged learning community, where students benefit beyond the classroom.

Since starting with CTDOD in November 2001, Veron has held the positions of Correctional Counselor Trainee with Addiction Services, Teacher, State School Department Head, Principal, Director of Vocational Career and Technology and Fiscal Services, Deputy Superintendent and currently, Superintendent. She currently serves on two community boards, helping to support the arts through philanthropy and alternative education. By advocating for education access for all learners, she aims to break down barriers and ensure that faculty, staff and students of USD#1, have the opportunity to reach their full potential.



Lenore C. Gagain
Director of Curriculum and School Improvement

Lenore C. Gagain has been the Director of Curriculum and School Improvement for the district for over two years. Prior to this role, she worked with at-risk youth as a Resident Advisor at Youth Continuum Inc. in New Haven and as a Child Development Specialist at Waterbury Youth Services. She then served as the Director of Education at the Boys and Girls Club of the Lower Naugatuck Valley.

Lenore has a deep passion for education, which she cultivated during her decade-long tenure with Waterbury Public Schools. There, she taught in elementary schools, oversaw afterschool and summer programs, and held a school administrator position. Additionally, she has experience as both a school administrator and teacher in USD#1.

Lenore earned her Bachelor's degree in Psychology from Southern Connecticut State University and her Master's degree in Elementary Education from the University of New Haven. She further enhanced her qualifications by obtaining a Sixth Year Certificate in Educational Leadership from Southern Connecticut State University and completing the Superintendent of Schools Certificate Program at Sacred Heart University. Lenore is dedicated to education and is committed to the mission and vision of USD#1 and the Connecticut Department of Correction.



Rigopoula "Rita" Halkias
Director of Special Education

Rigopoula "Rita" Halkias obtained a Bachelor's Degree in Special Education and a Master's Degree in Assistive Technology from Southern Connecticut State University. In 2015, she furthered her education and obtained a 6th Year Degree in Educational Leadership from Quinnipiac University.

Rita's passion for teaching was sparked during her student teaching experience at the Department of Correction in 2002, where she discovered profound satisfaction in guiding students eager to change their lives. Recognizing the transformative potential of education, she continued her work at Manson Youth Institution until 2007.

In 2007, Rita relocated to Athens, Greece, where she became an advocate for students whose voices often went unheard. As a special education consultant, Rita dedicated her efforts to training teachers and developing impactful curricula for students with Autism, striving to enhance their educational experiences.

Upon returning to the U.S. in 2009, Rita joined the Connecticut Technical High School System as a Special Education Teacher and later advanced to the role of Special Education Department Head at Abbott Technical High School and Wilcox Technical High School.

In 2022, Rita stepped into the position of Director of Special Education at USD #1. In this role, Rita is wholeheartedly committed to promoting diverse and inclusive Instructional practices, delivering specialized and related services tailored to meet each student's individual needs, prioritizing successful reintegration, and fostering strong community partnerships.

**Unified School District #1
Quick Stats
2023-2024**

- ⇒ Duplicated enrollment: 5,023 students
- ⇒ Unduplicated enrollment: 3,734 students
- ⇒ Average daily enrollment : 1,373
- ⇒ Diplomas Awarded:
 - *GED - 52 students
 - *SDE High School Diploma - 1 student
 - *USD #1 Adult Education Diploma – 29 students
- ⇒ 410 students were promoted to higher class levels.
- ⇒ During the 2023-2024 school year, our scores were similar to the previous school year with no noticeable gains.
- ⇒ 1,469 Career-Technical Education module achievements were awarded.
- ⇒ 138 students were awarded Career-Technical Certificates of Completion.
- ⇒ 139 student completed the ServSafe Certification.

Facility Schools

Bridgeport CC
Brooklyn CI
Cheshire CI
Cybulski CI
Corrigan CC
Garner CI
Hartford CC
MacDougall Walker CI
Manson Youth Institution
New Haven CC
Osborn CI
Robinson CI
York CI

**USD#1 Staffing
2023-2024**

School Sites

13

State School Teachers

85

Career & Technical Education Instructors

27

Library Media Specialists

1

Pupil Service Specialists

15

Correctional Transition Instructors

4 (Full time)

5 (Part Time)

Instructional Assistants

1

Clerical

8 (Full Time)

2 (Part Time)

Department Heads

6

Principals

5

Directors

2

Superintendent

1

55 Years of Making the Grade



L-R Deputy Commissioner Sharonda Carlos, District Administrator Eulalia Garcia, Superintendent Veron Walters- Beaulieu, and Key Note Speaker Danielle T. Cooper at the USD#1 Spring Conference.

The agency's Unified School District #1 (USD #1) held its Spring Conference at the Maloney Center for Training and Staff Development (MCTSD) on May 10. This year's conference was extra special as it marked the 55th anniversary since the school district was initially established due to a state statute passed in 1969. Under the leadership of Superintendent Veron Walters-Beaulieu and the Professional Development Committee Chairperson Principal Latesha Jones, a great deal of time and effort went into making sure this year's conference was truly special. The theme for the anniversary event was, "Raising the Educational Bar, For Students Behind Bars, Celebrating 55 Years of Excellence!" The district officially recognized the 2024 Teacher of the Year, Stephanie Speziali, Culinary Arts Teacher at the York Correctional Institution. She shared milestones accomplished for the 2023-2024 School Year, and acknowledged school staff for their dedication to educating the department's incarcerated population. USD #1 staff members also celebrated the fact that one of their students had the highest GED score in the entire state of Connecticut. The keynote speaker was Danielle T. Cooper, Ph.D.,

CPP, associate professor in the Department of Criminal Justice at the University of New Haven and the Director of Research for TOW Youth Justice Institute. She delivered an engaging message that thanked USD #1 staff for the work they do, and encouraged them to remember the impact they have on changing the lives of the incarcerated population. Special Guests in attendance, as well as others who were recognized for their support of USD #1 and their contribution to making the conference successful included: members of the agency's Executive Team, USD #1 Professional Development Committee, Dr. Michael Christie, Associate Chaplain; State School Teacher Kip Mundle; Correctional Vocational Instructors Daniel Carsten and Jamie Rainville; Union P3B; and the staff of the Maloney Center for Training and Staff Development.

(Excerpt from CTDOC P.R.I.D.E at Work- May 7, 2024-August 27, 2024 edition)

Historical Background

In June of 1969 the Connecticut General Assembly enacted legislation 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 be a comprehensive and dynamic component of the Agency's Programs and Treatment Unit. Today, USD#1 is a national leader in correctional education with approximately 150 employees in 13 facilities across Connecticut. Unified School District #1 continues to be responsive to the needs of our students with a focus, not only on academics and career-technical education, but on social emotional learning (SEL) which has a direct impact on our students' learning abilities.

General Information

Unified School District #1 remains dedicated to providing quality educational programming that meets the needs of its incarcerated population and prepares them to successfully transition back to society. Best practices and evidenced-based research are the foundations that support academic knowledge, vocational competencies, life skills development, multiculturalism, and technology awareness in a positive, and growth-oriented environment that prepare students to be life-long learners.

Educational programming is flexible enough to accommodate a variety of learning styles, yet designed to provide the essential structure necessary to support the orderly assimilation of academic, social, and emotional skills on a daily basis. Educational programming is designed to provide essential opportunities to offenders while supporting the specific needs of each facility and the mission of the Connecticut Department of Correction. Approximately 59% of offenders within the Department of Correction did not hold a High School Diploma or GED during the 2023-2024 school year.

While not all programs are available in each facility, throughout the district USD#1 offers a K-12 High School Program, Adult Basic Education (ABE), General Education Development (GED), Credit Diploma Program (CDP), English Second Language (ESL)/ Teaching English to Speakers of Other Languages (TESOL), and a wide variety of Career-Technical Education (CTE) programs. Additionally, certified educators provide opportunities for students to explore other topics vital to their personal growth and development. The talented and dedicated professionals in USD#1 are grounded in the knowledge that recidivism is reduced by helping offenders become educated and mature citizens who transition from prison as positive and responsible contributors to the larger community.

Organization

The Commissioner of the Connecticut Department of Correction is designated as the Chairperson of the school board for Unified School District #1 per General Statute 18-99a. The authority to administer, organize, manage, and supervise the daily operations of the district is the responsibility of the Superintendent of Schools who may further delegate this authority to other school administrators and staff, as necessary.

The Superintendent is responsible for: (1) Maintaining oversight and compliance with Agency and State Department of Education policies, procedures and regulations, (2) Developing and implementing progressive district school improvement projects and managing the operational needs of all schools in USD#1, and (3) Implementing measures to evaluate the effectiveness of teaching and learning as well as providing support and guidance about education to the Commissioner and his executive team. The Superintendent is also responsible for hiring, retention, and termination decisions for the school staff in collaboration with Human Resources.

Under the guidance and leadership of the Superintendent, the USD#1 administrative team supports the effective operation of the district. USD#1 employs both certified educational staff and direct and indirect support staff employees in a variety of settings.

All professional staff members are CT State certified and must maintain their certification to ensure compliance with Connecticut State Department of Education certification requirements. Ongoing professional development opportunities are provided to all certified staff in accordance with best practices. All professional development is founded upon the principle of results-based accountability and focused on improving school effectiveness and achievement for all students in USD#1.

Personnel

Unified School District #1 employs full-time certified educators across a wide spectrum of endorsement areas including Superintendent of Schools, State School Principals, State School Department Heads, Pupil Services Specialists (School Counselors, School Psychologists, and School Social Workers), State School Teachers, Vocational Instructors, and Library Media Specialists. The District also employs full-time clerical staff at Central Office and in many of our facility-based schools. Other support services are also provided by federally funded part-time clerical staff, and Correctional Transition Instructors/Instructional Assistants. All professional educators are appropriately state certified under an Initial, Provisional, or Professional certificate issued by the Connecticut Department of Education.

Teacher Education & Mentoring Program (TEAM)

Teacher Education & Mentoring Program (TEAM)

Supporting beginning teachers through quality mentorship has been a goal of the Connecticut State Department of Education for decades and continues to be a focus point of Unified School District #1. The demands placed on new teachers can lead to professional exhaustion and inconsistencies in teaching practices if not given opportunities to celebrate success and assess failure with guided support. Teachers are the most valuable resource in education, and high quality performance in teaching is an essential component of educational improvement and reform. Connecticut recognizes that supporting beginning teachers through a well-designed mentoring program is critical for inducting and retaining new teachers to the profession and positively impacting student achievement. TEAM is a state initiative implemented by the district which is intended to assist teachers who are new to the profession in the transition from pre-service to professional practice. TEAM is designed around five professional growth modules in order to provide a framework for the support of new teachers. These five modules are focused on the following domains of the Connecticut Common Core of Teaching (CCT): classroom environment, planning,

curriculum requirements and school and district goals. Working in collaboration, mentors and beginning teachers establish the focus of each module and develop a professional growth action plan for the beginning teacher based on an individualized needs assessment. At the culmination of each module, a written reflection paper is submitted by the beginning teacher to a district to determine if the beginning teacher has successfully completed the module. All teachers holding an initial educator certificate in the following endorsement areas: bilingual education, elementary education, English language arts, health, mathematics, science, history/social studies, special education, music, physical education, visual arts, world languages and teachers of English as a second language, receive two years of mentorship and will be required to successfully complete all five modules in order to be eligible for the provisional educator certificate. All teachers holding an initial educator certificate in the following endorsement areas: business education, vocational agriculture, agriculture, home economics, technology education, partially sighted, hearing impaired, blind, marketing educator, occupational subjects in a technical high school, trade and industrial occupations in a comprehensive high school, health occupations in a technical high school, health occupations in a comprehensive high school and unique endorsements in dance, theater and Montessori, receive one year of mentorship and are required to successfully complete two modules of their choice (selected from modules 1-4) and module 5 to be eligible for the provisional educator certificate.

Technology Access

In partnership with DOC, USD#1 has outfitted Bridgeport Correctional Center School (BCC) with WiFi capability. The new student laptops were configured at the end of the year, and the school is excited to integrate this new opportunity in lesson planning this upcoming school year. Also, GED laptops have been imaged in order to support mobile GED testing at BCC and Walker Correctional Institution. USD#1 anticipates the Pearson GED site ID being activated in the upcoming school year. Then, students will have the ability to test at BCC and Walker.

NHCC laptops were upgraded with newer specs which include larger screen, faster processor, and a larger capacity hard drive. To supplement lessons, teachers are using Essential Education. Throughout the school district, our Khan Academy has been updated to the newest Kolibri edition.

USD#1 purchased a subscription to Newsela, an online platform that provides new content and resources for students and teachers to help improve their reading skills, critical thinking skills, and media literacy. The Newsela platform provides the opportunity for students and teachers to choose text at the students' individualized level, topics of interest to the student, and wide array of culturally responsive teaching materials. USD#1 has also purchased a subscription to STEM Sims. STEM Sims is an account that provides access to interactive simulations of laboratory experiments and engineering design projects capturing the characteristics of Universal Design for Learning with highly engaging activities, accessible instructional strategies, and multiple paths to solutions.

Early College Experience- UB partnership

Manson Youth Institution partners with University of Bridgeport to offer ECE Business courses for college credit while working towards their high school diploma.

Professional Development

As required by law, USD#1 provides at least 18 hours of planned professional development for its certified staff annually. In collaboration with the Superintendent of Schools, topics are identified by a professional development committee and are based on State Mandates, district goals, staff surveys, and student test results as well as other student academic, social and behavioral needs. In addition, certified staff have contractual language that provides an opportunity to attend 3 days of appropriate and approved professional development activities each school year. Site administrators and Directors also have the ability to identify and deliver professional development. During the 2023-2024, Unified School District #1 delivered approximately 380 hours of professional development across the district focusing on various topics that are directly related to each school's needs.

District Improvement Goals

District Improvement Goal 1: Student Achievement and Instructional Improvement

Students of USD #1 will demonstrate competency in literacy, numeracy, and college and career readiness skills through implementation of evidence-based instructional practices.

District Improvement Goal 2: Data Informed Decision-Making

USD#1 will create a culture of data-informed decision-making practices to drive the district's purpose.

District Improvement Goal 3: Talent Development

USD #1 will provide high-quality, differentiated professional development opportunities for staff, to better meet the needs of the student population and the district.

School Culture and Climate

Unified School District #1, in collaboration with the Department of Correction, is committed to creating and maintaining an educational environment free from bullying or teen dating violence, harassment, and discrimination. In an effort to foster an atmosphere conducive to teaching and learning, the district's School Culture and Climate Committee has developed a Safe School Climate Plan in accordance with state law Public Act 11-232, An Act Concerning the Strengthening of School Bullying Laws and Public Act 19-166, An Act Concerning School Climates.

We believe that a school environment in which students feel safe, supported, engaged, and appropriately challenged is foundational to optimal learning and healthy development. USD #1's goal is to promote a positive and sustained school climate that nurtures social, emotional, ethical, and academic skills to realize students' fullest potential built upon clear and equitable policies and practices where all members of the school community feel safe, included, and accepted.

Students

Unified School District #1 provides education services to offenders incarcerated as adults in the CT Department of Correction. Students under the age of 18 without a high school diploma or GED are required to attend school while school is voluntary for offenders ages 18 years or older.

Age Group	Education
15-17 year olds	Required to Attend
18 years old and up	Voluntary

Academic Program Options

Unified School District #1 offers the following academic program options; however, not all options are available to all students.

Academic Program Options			
Ages	K-12 Education	Adult Education	
15-17 years old	High School Program		
18-21 years old	High School Program	ABE/GED Program	Credit Diploma Program
22 years old or older		ABE/GED Program	Credit Diploma Program

Program Descriptions

USD#1 offers a variety of educational opportunities for students. Not all programs are available in all facilities and eligibility is based on individual review of student credits and other pertinent information.

Adult Basic Education (ABE)

ABE is the primary program of education designed to provide academic skills instruction in the areas of English Language Arts, Mathematics, General Science and Social Studies. Students are placed in classrooms based on their academic proficiency at an appropriate instructional level. This tiered program aligns with Common Core and College and Career Readiness standards and focuses on increasing proficiency through the eighth grade level.

General Education Development (GED)

The GED program is designed for students whose academic skills are above the eighth grade level. Instructional content is aligned with College and Career Readiness standards and is designed to provide ample opportunity for students to improve their skills in English Language Arts, Mathematics, General Science and Social Studies while they are preparing to earn a high school diploma through the examination process. Students who qualify may take the GED in Spanish.

High School Program

The High School Program (HSP) offers students an opportunity to continue along their traditional path to a State of CT High School Diploma (120 hours of instruction per credit). The sending district's school records and transcripts are audited by the School Guidance Counselor and coursework and programming are determined to meet the students' needs and assist with meeting the current graduation requirements set forth by the State Department of Education.

Adult High School Credit Diploma Program

The Credit Diploma Program (CDP) is an Adult Basic Education model for achieving a high school diploma. Students will complete at least 48 hours of instruction per credit. Generally, in order to be considered for this rigorous path to high school diploma, the student must be performing on a minimum academic level recommended by the State Department of Education. The sending district's school records and transcripts are audited by the School Guidance Counselor and coursework and programming are determined to meet the students' needs and assist with meeting the current graduation requirements set forth by the State Department of Education.

Career-Technical Education

Career-Technical Education (CTE) programs are offered at many of our facilities. These programs combine theory and practical instruction using industry-standard equipment and 21st century pedagogy across a wide array of trades and vocations. Students are taught a variety of marketable skills and have the opportunity to earn micro-credentials in preparation for entry-level employment when they transition to their respective communities.

USD#1 vocational instructors, certified by the Connecticut Department of Education in their particular trade area, participate in curriculum and professional development in order to keep abreast of rapidly evolving industry standards. Community partnerships are established and maintained with many organizations to provide on-the-job experiences for students in their respective fields of study and many such partnerships have led to employment for our returning citizens.

Special Education and Related Services

Special Education and Related Services at the Connecticut Department of Correction prioritize the well-being and academic success of all students, including those with diverse learning needs. A thorough identification and referral process ensures that individuals remanded to the Connecticut Department of Correction receive the appropriate special education services. Whether a student has an Individualized Education Plan (IEP), is eligible for accommodations under Section 504 of the U.S. Rehabilitation Act, or requires Scientific Research Based Interventions, certified special education teachers and pupil services specialists work collaboratively to provide tailored support.

The goal is to integrate students with disabilities into the classroom alongside their non-disabled peers in the least restrictive environment. This collaborative effort involves implementing strategies, modifications, and accommodations to facilitate progress in the general education curriculum. Additionally, related services such as counseling, occupational therapy, physical therapy, and speech and language therapy are available based on recommendations from the Planning and Placement Team (PPT).

Pupil Service staff also administer standardized tests, achievement tests, and vocational interest assessments to aid in student growth and development. Emphasis is placed on developing problem-solving, communication, and employability skills to help students reach their full potential academically, behaviorally, and socially. Utilizing data, Pupil Services further enhance the student experience by offering guidance and counseling in various areas including transition planning, self-advocacy, self-determination, goal setting, and career exploration. Certified school psychologists, counselors, and social workers support students in making informed decisions about their educational and career paths.

Inter-agency and intra-agency collaboration are key components in ensuring that special education students receive the necessary support when transitioning back to their communities. Unified School District #1 values collaboration and fosters positive relationships with all stakeholders, placing high priority on mutual respect, and effective communication.

Pupil Services Specialists

USD#1 provides support services to our students. Staffing includes certified school psychologists, school counselors (Guidance), and school social workers. Our pupil services staff provide guidance and counseling in the areas of social emotional development, executive functioning, functional life skills, transition, student recruitment and placement, high school credit and diploma options, group and individualized services and student evaluation.

Pupil Services staff also create and maintain career information centers and career guidance activities for students. Counselors and psychologists assist students with the exploration and identification of career path plans to enable them to make informed decisions about educational and workplace options. In many cases, pupil services staff coordinate and administer standardized tests, achievement tests, and vocational interest and aptitude tests to support student growth and development. Focus is placed on student acquisition of problem-solving skills, communication skills and employability skills that assist students in reaching their full potential academically, behaviorally and socially.

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

This program provides instruction for students whose primary language is not English. Focus is placed on learning to speak, read, and write English and to assist students in the development of skills necessary for career readiness and post-secondary opportunities.

Transition and Support Services

Transition and Support Services at the Connecticut Department of Correction provide a continuum of services aimed at improving employment outcomes, facilitating academic success, and preparing students for post-secondary/training, and employment. Transition planning along with intra-agency and inter-district collaboration, is used to ensure students returning to their communities receive the appropriate support and guidance to be successful and positive contributors to society.

Library/Media Centers

Libraries/Media Centers are operated at select facilities based on student needs and staff availability. Borrowing privileges are extended to students and, when appropriate, general population inmates to support literacy and personal growth. Additionally, teachers may work with certified library staff to provide their students with extended opportunities to read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Many teachers also maintain classroom literary collections for student use.

Correspondence Courses

Post-secondary students may participate in earning college credits through correspondence courses paid for by the students. Work is completed independently and exams are usually timed in a proctored room by school staff.

Assessment

USD#1 administers the Test of Adult Basic Education (TABE) to all students three (3) times each year to assess student growth. Additionally, TABE tests are used to assess individual student grade level performance in the areas of Reading, Math, and Language Arts. At the site level, testing data is used to inform appropriate placement, plan programming, and measure student progress. At the district level, USD#1 uses student information to evaluate, enhance, and sustain programmatic needs.

The CASAS Reading GOALS are administered to all students enrolled in Adult Basic Education or the General Education Development Diploma programs. This series is administered at the start of the school year, and students are continuously and individually assessed to determine growth in alignment with the learning targets. The CASAS competency-based series provides vital data that helps schools in USD#1 identify the reading skills that students need to succeed in the workplace and align to the Common Core State Standards. The CASAS Reading STEPS (Students Test of English Progress and Success) series is administered to all those enrolled in our English as a Second Language classes. This series is administered at the start of the school year, and students are continually and individually assessed to determine growth in alignment with learning targets. This assessment aligns with the English Language Proficiency (ELP) Standards for Adult Education and includes 5 test levels to support improved accuracy resulting in better student outcomes.

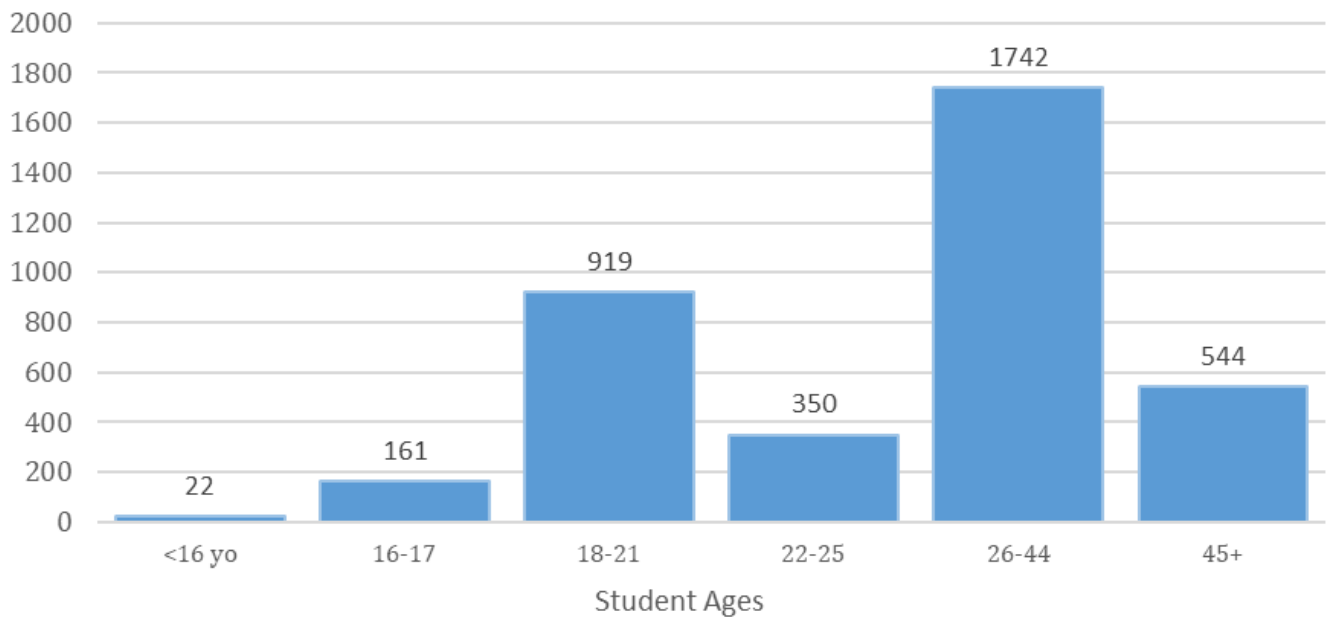
In addition to standardized testing, USD#1 utilizes other prescribed testing tools to determine cognitive and/or behavioral needs, social-emotional skills, specific academic strengths and weaknesses, and provide additional information to educational professionals in our schools.

2023-2024 Educational Offerings by Type

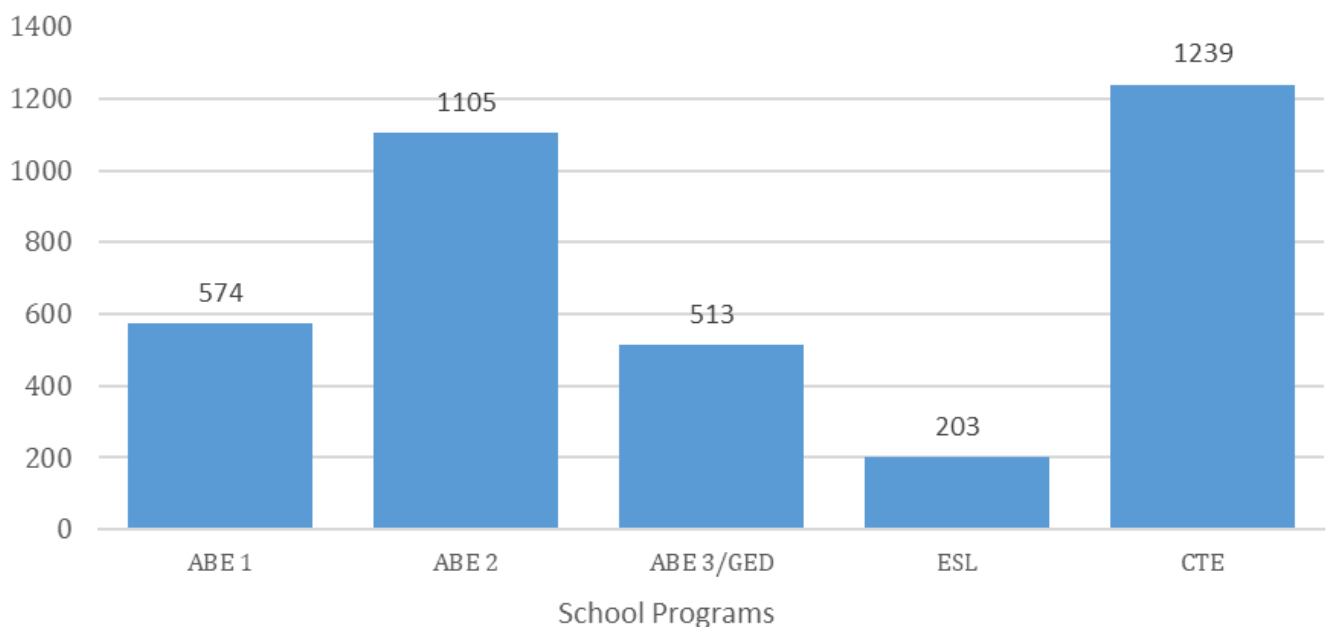
Program Type	Educational Offerings*
Academic & Enrichment	Adult Basic Education (ABE) Credit Diploma Program (CDP) English as a Second Language (ESL)/Teaching English to Speakers of Other Languages (TESOL) General Education Development (GED) K-12 High School Diploma Special Education Technology Education
Student Services	Academic Assessments Career Resource Fairs Continuing Education Correspondence Courses Counseling Services Special Education and Related Services Social Emotional Learning
Career-Technical Education	Advanced Manufacturing Auto Body Repair Technology Automotive Detail Automotive Technology Barbering Building Trades Business Education Carpentry Commercial Cleaning Commercial Driver's License Cosmetology Culinary Arts Technology Graphic Arts Technology Hospitality Operations Technology Principles of Manufacturing Small Engine Repair Technology

Student Enrollment Data

**Unduplicated Enrollment by Age
2023-2024**

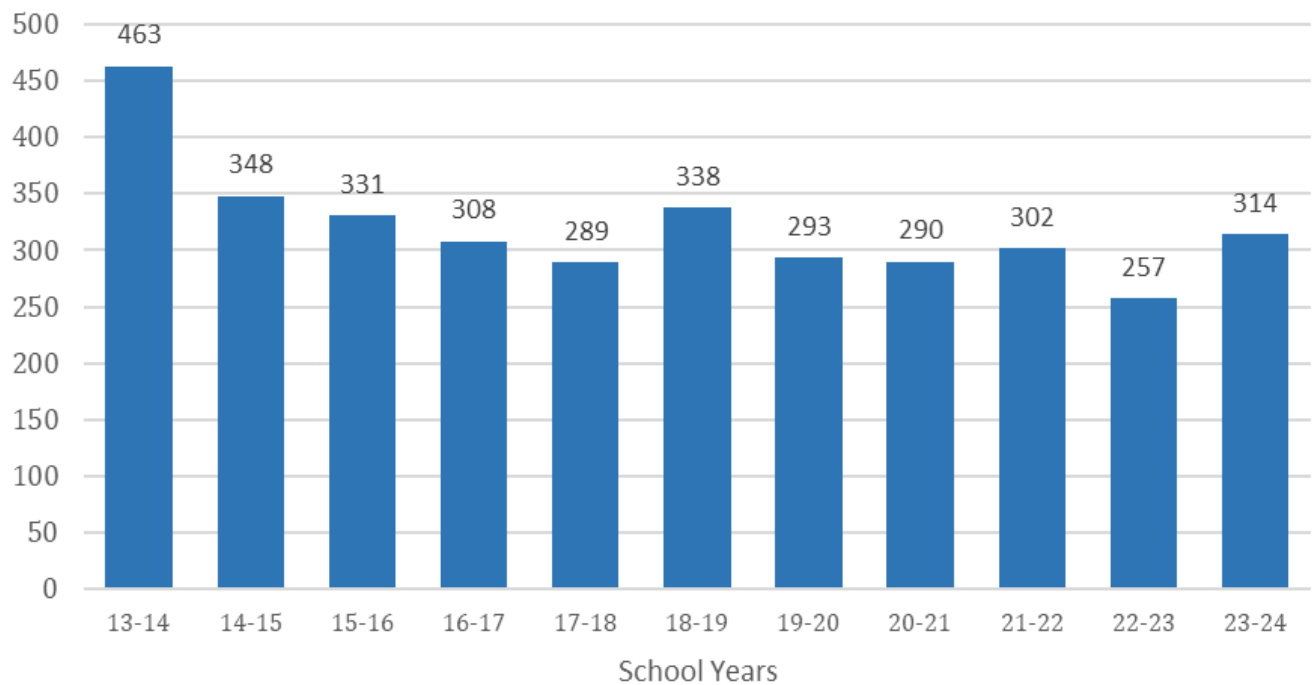


**Unduplicated Enrollment by Program
2023-2024**

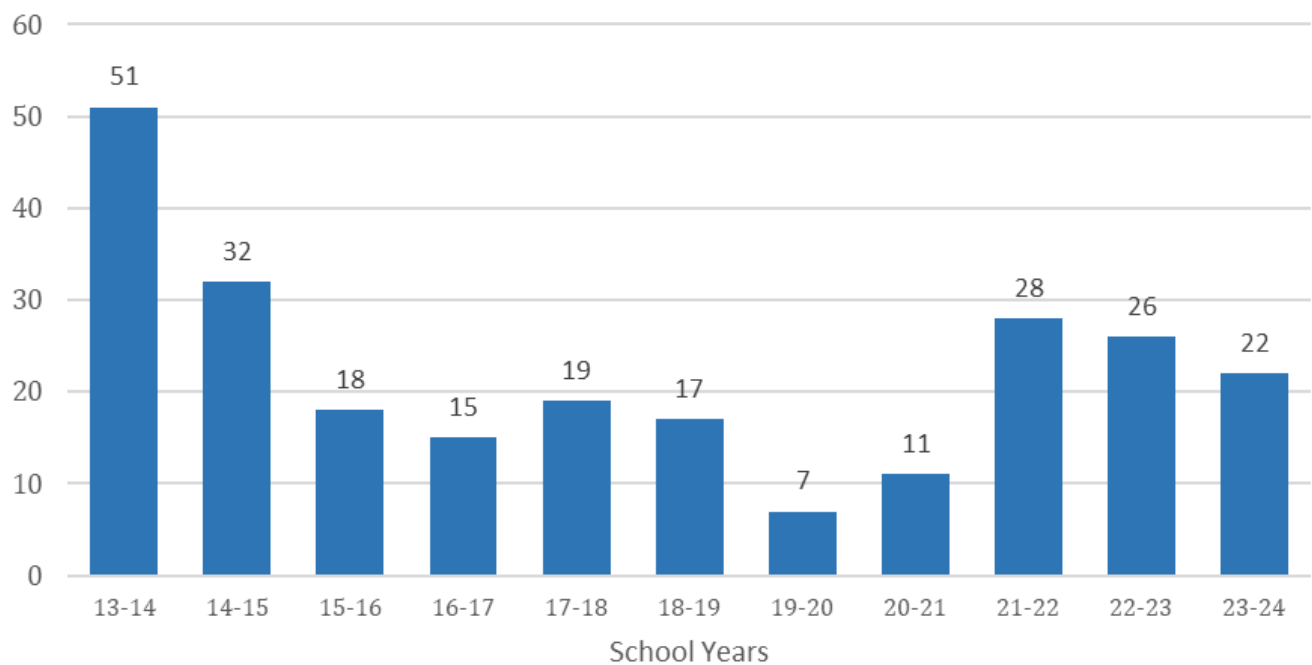


Enrollment Trend Data

Special Education Students

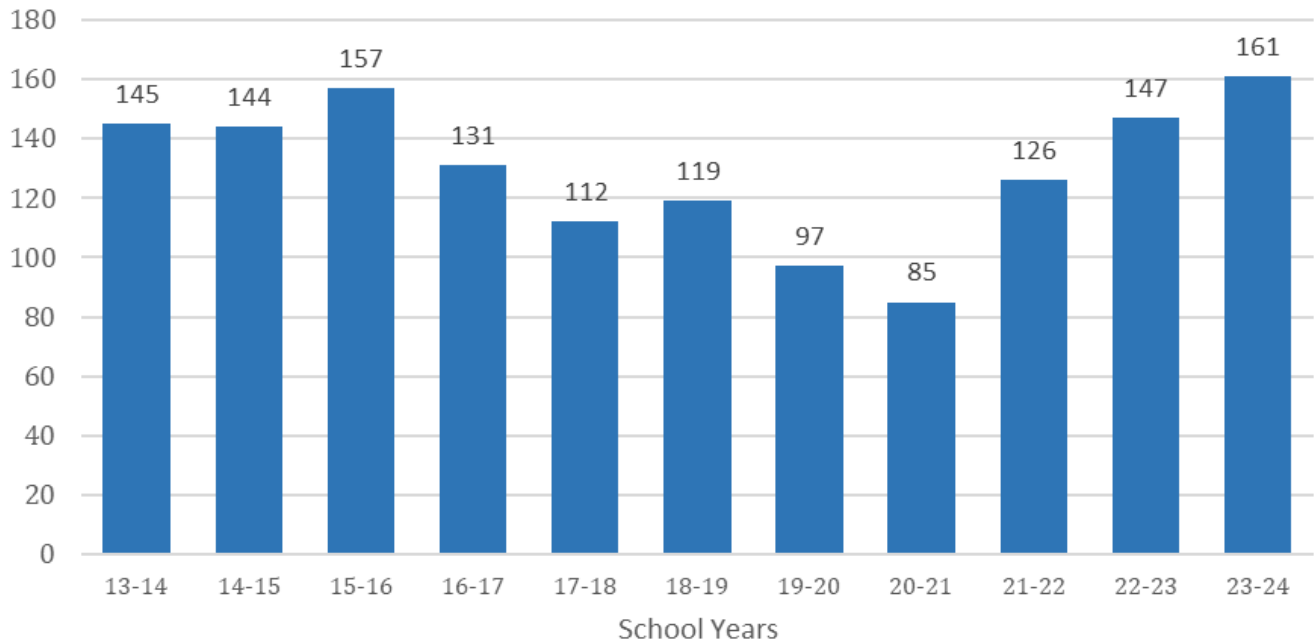


<16 Year Olds

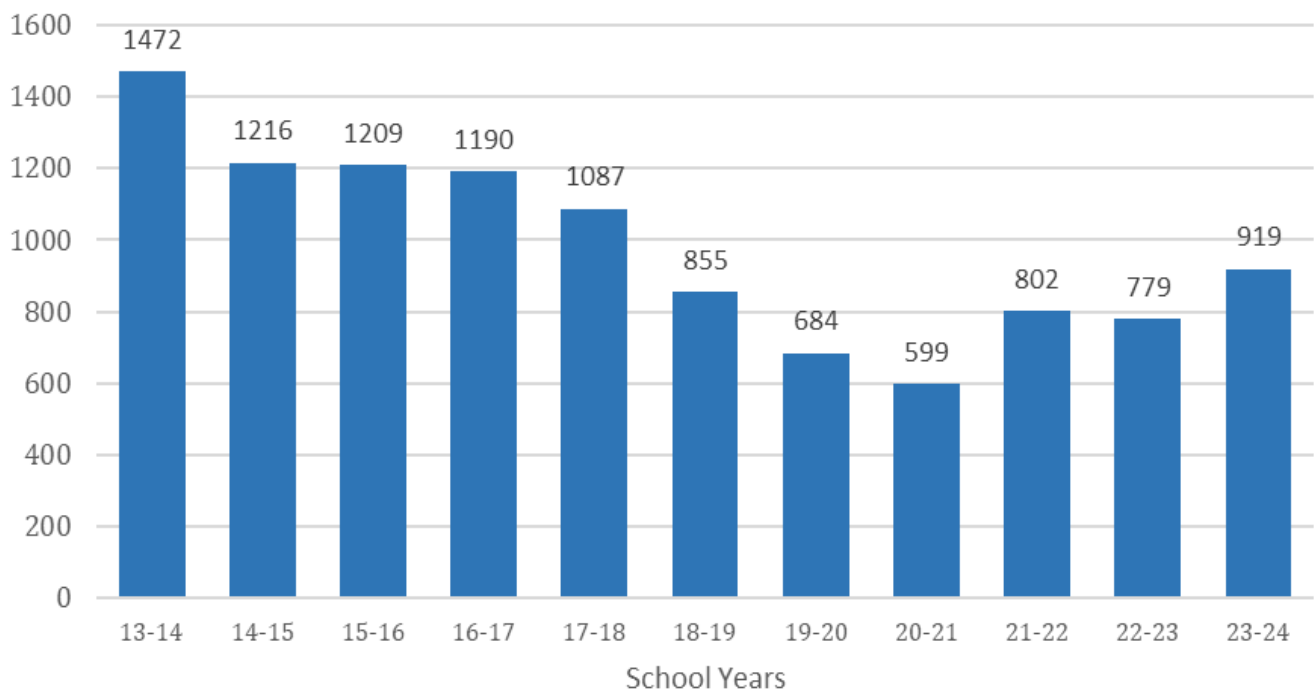


Enrollment Trend Data

16 & 17 Year Olds

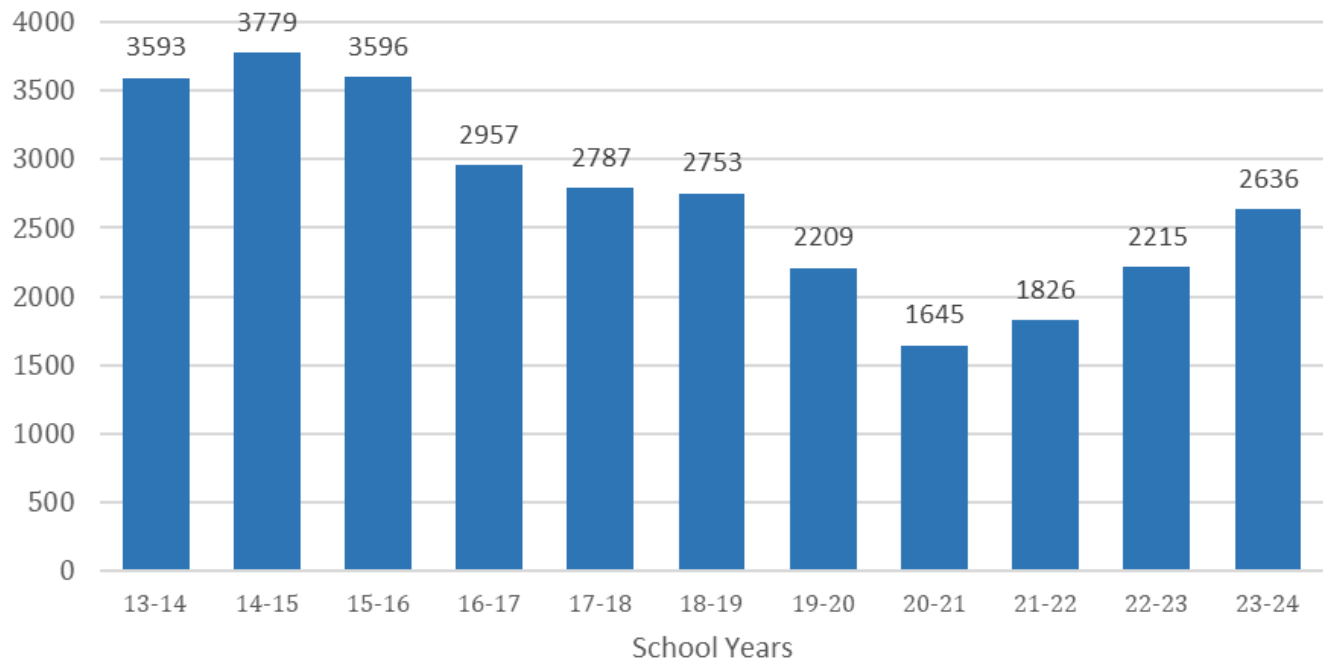


18-21 Year Olds

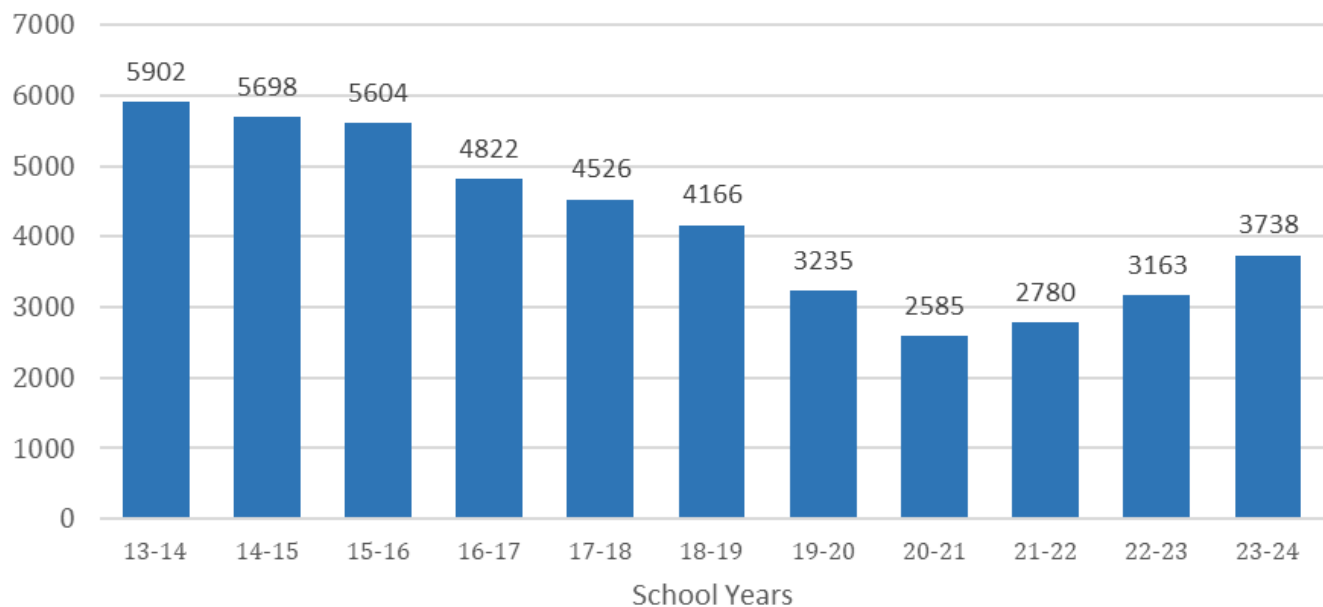


Enrollment Trend Data

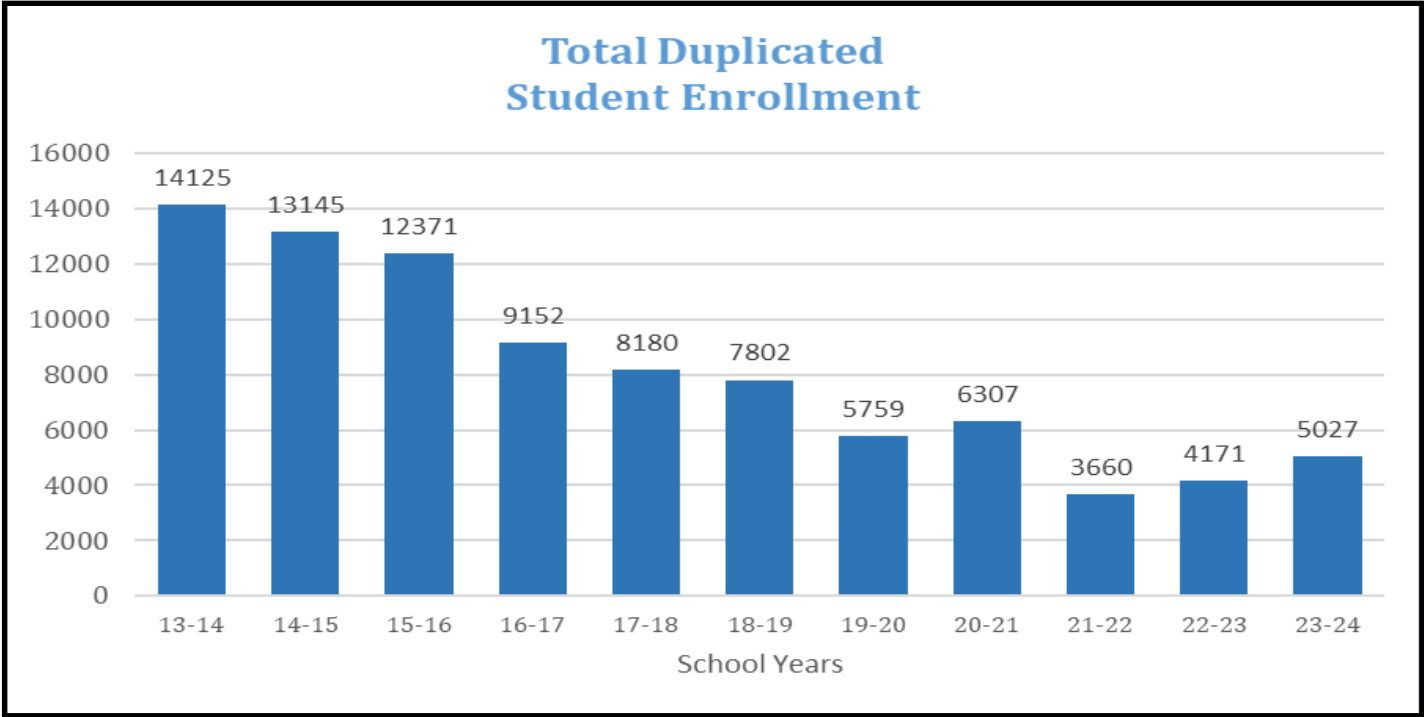
22+ Year Olds



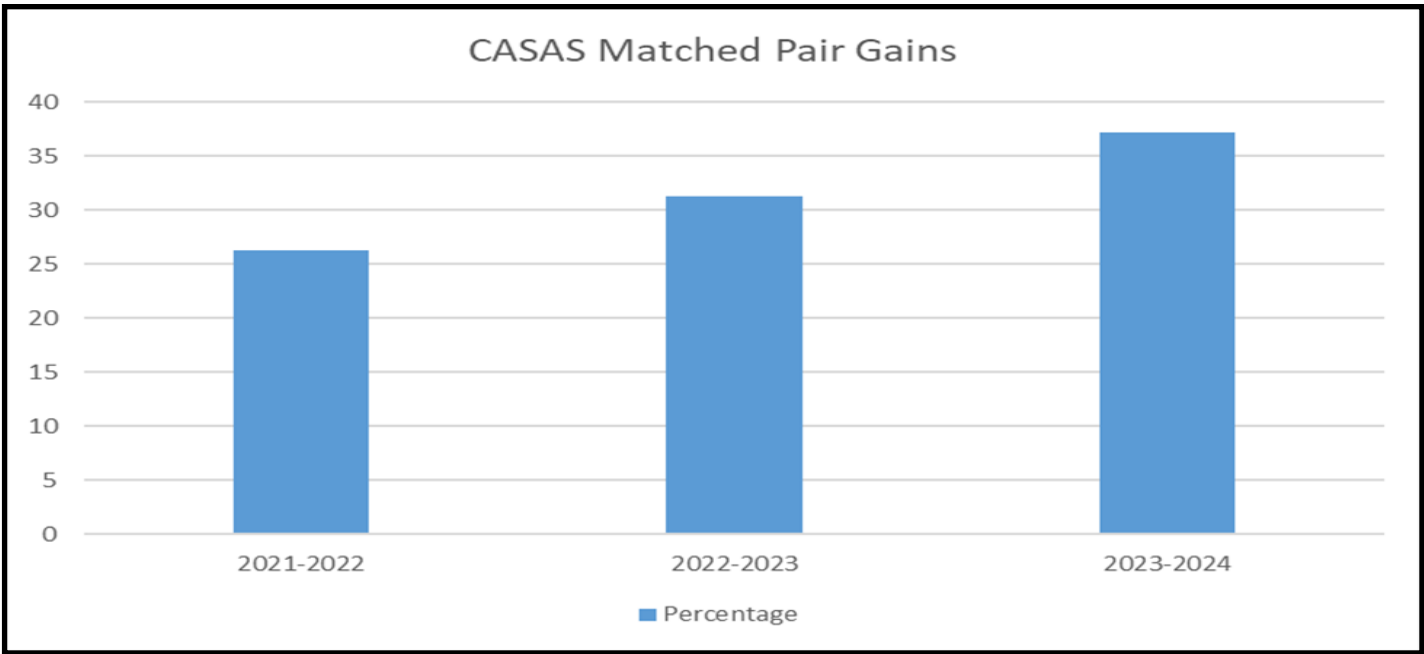
Total Unduplicated Student Enrollment



Enrollment Trend Data



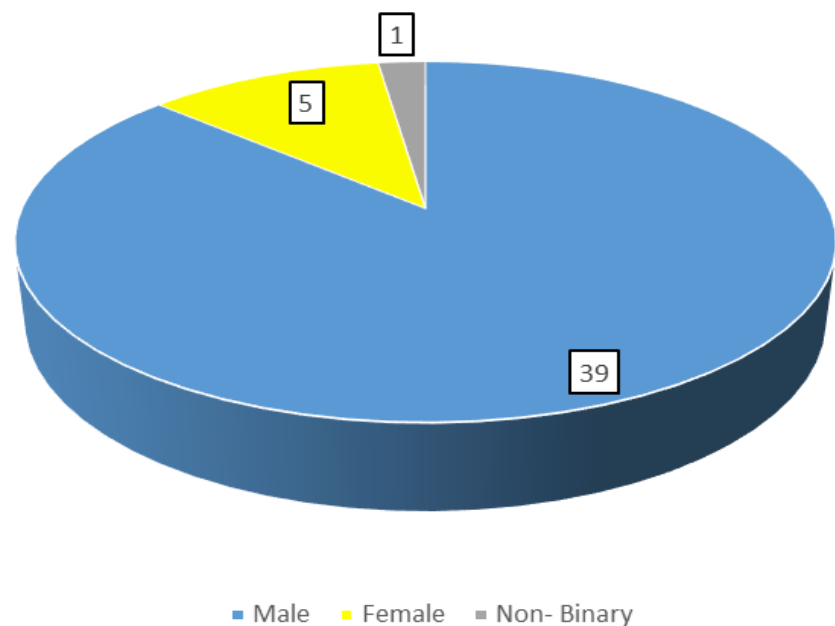
CASAS Data



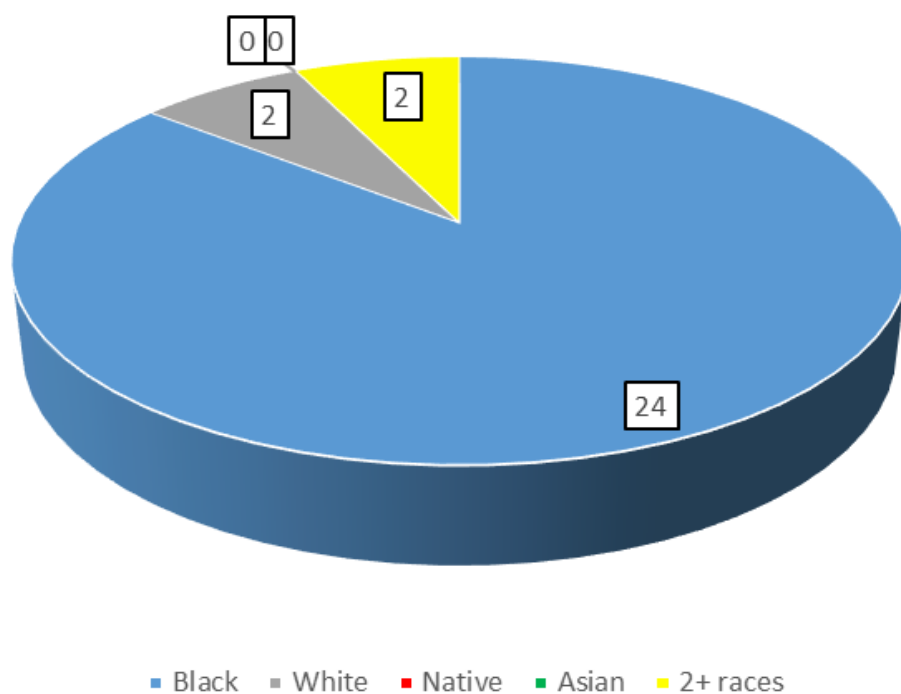
From the 2021-2022 school year and forward, we have seen our CASAS matched pairs jump up 11 points! With revisions on implementation and stronger communication with testing procedures and deadlines, we have seen our percentages go up year over year.

Adult High School Credit Diploma Program

CDP Graduate By Gender

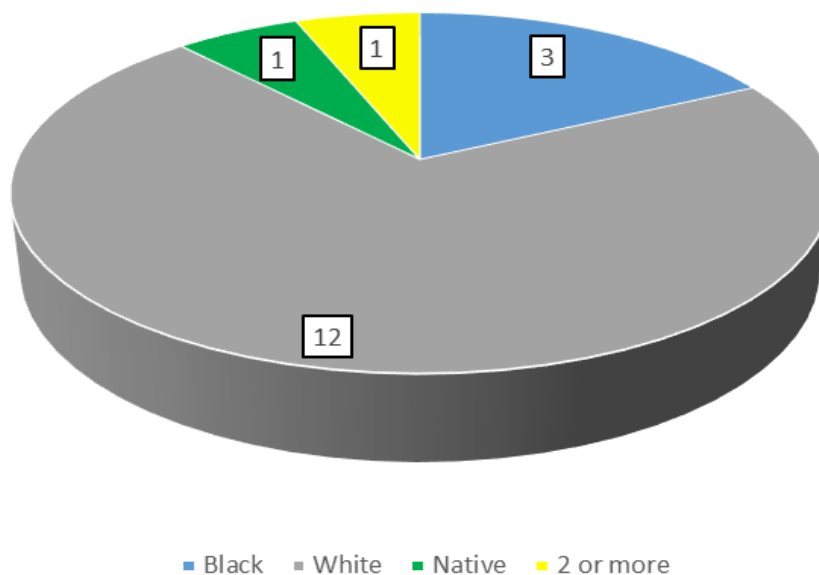


CDP Graduate - Non-Hispanic Students

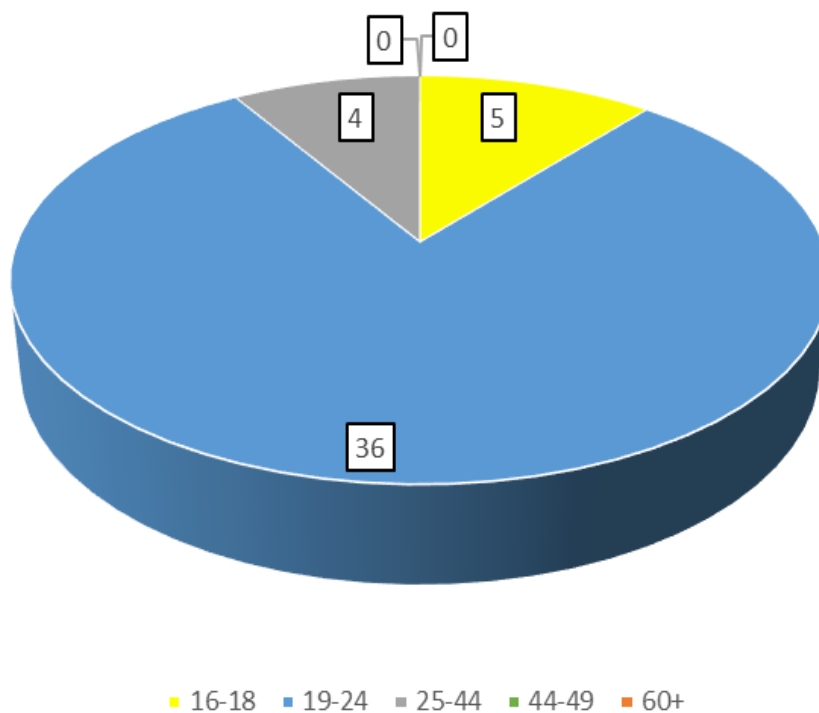


Adult High School Credit Diploma Program

CDP Graduate -Hispanic Students

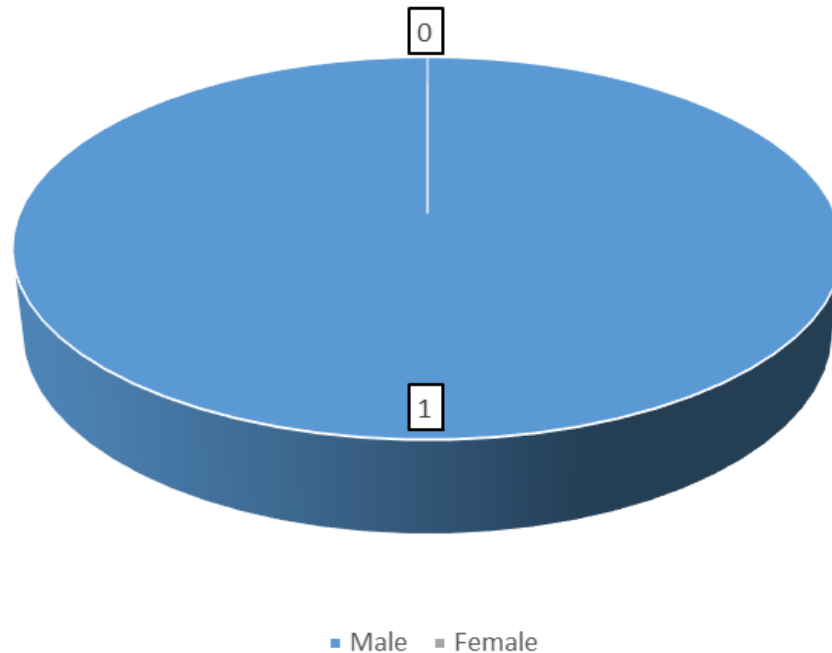


CDP Graduates By Age

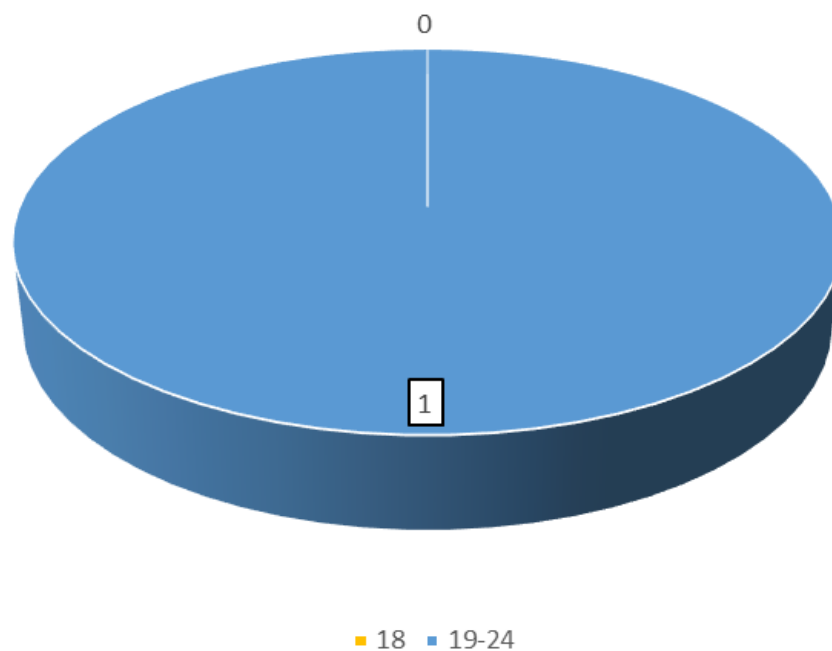


State of Connecticut High School Diploma Program

State High School Diploma Graduates By Gender

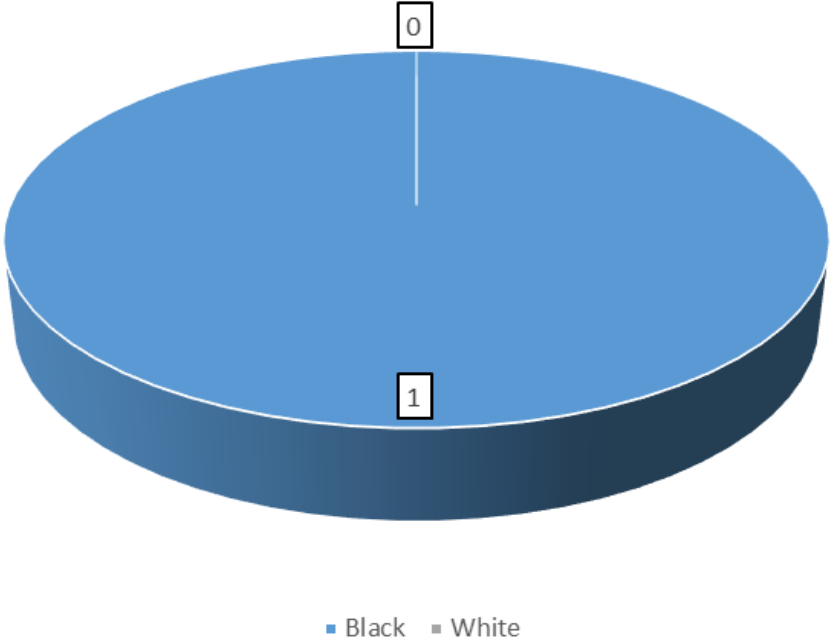


State High School Diploma Graduates By Age



State of Connecticut High School Diploma Program

State High School Graduates- Non- Hispanic Students



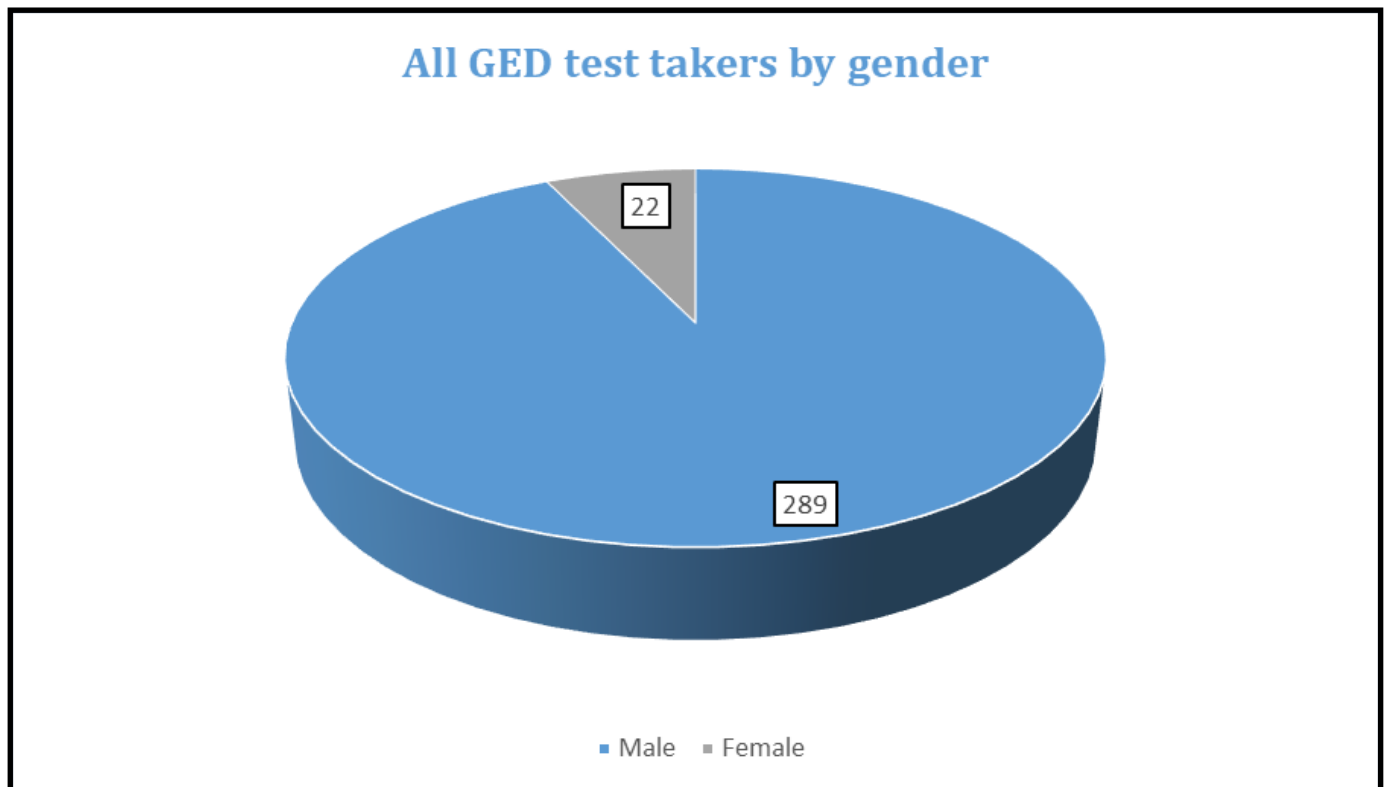
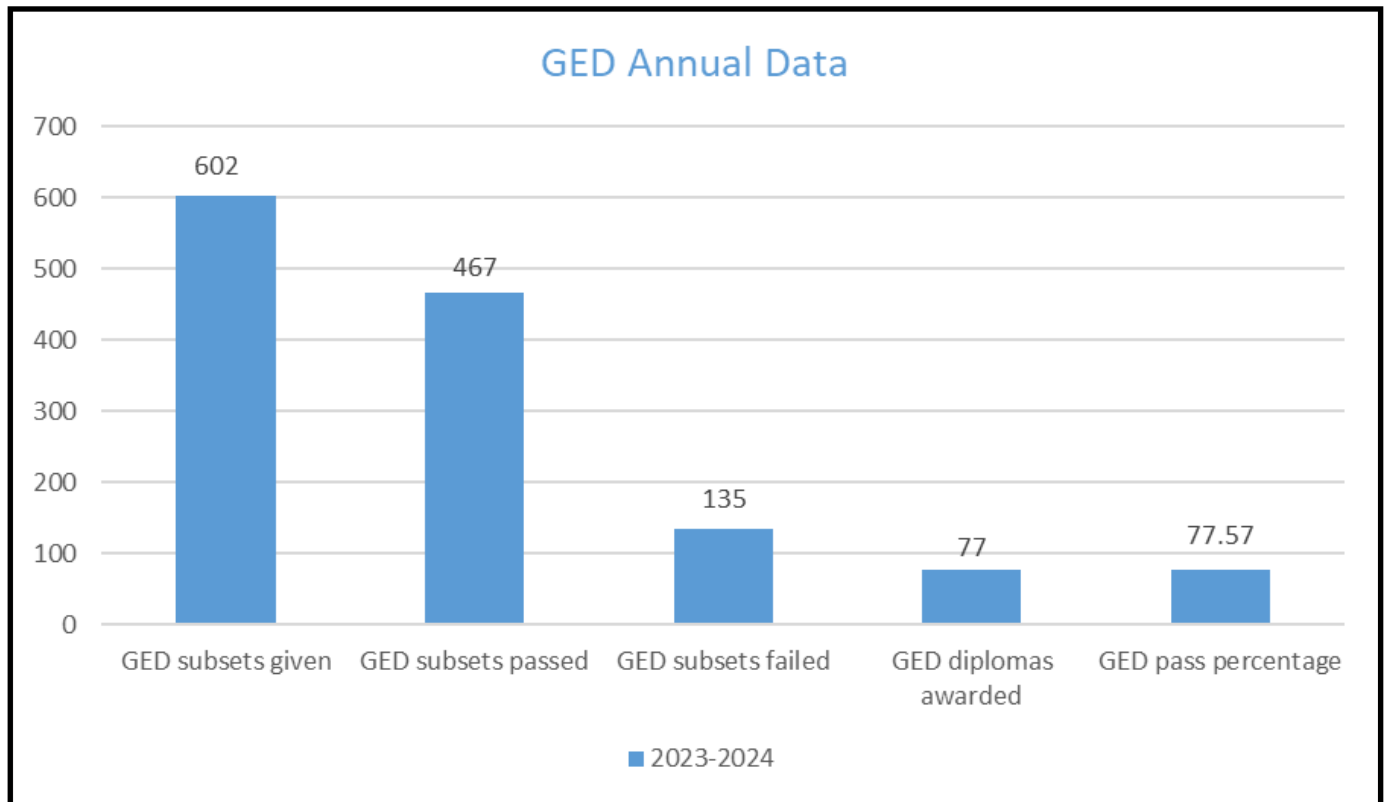
State High School Graduates- Hispanic Students

0

■ Black ■ White

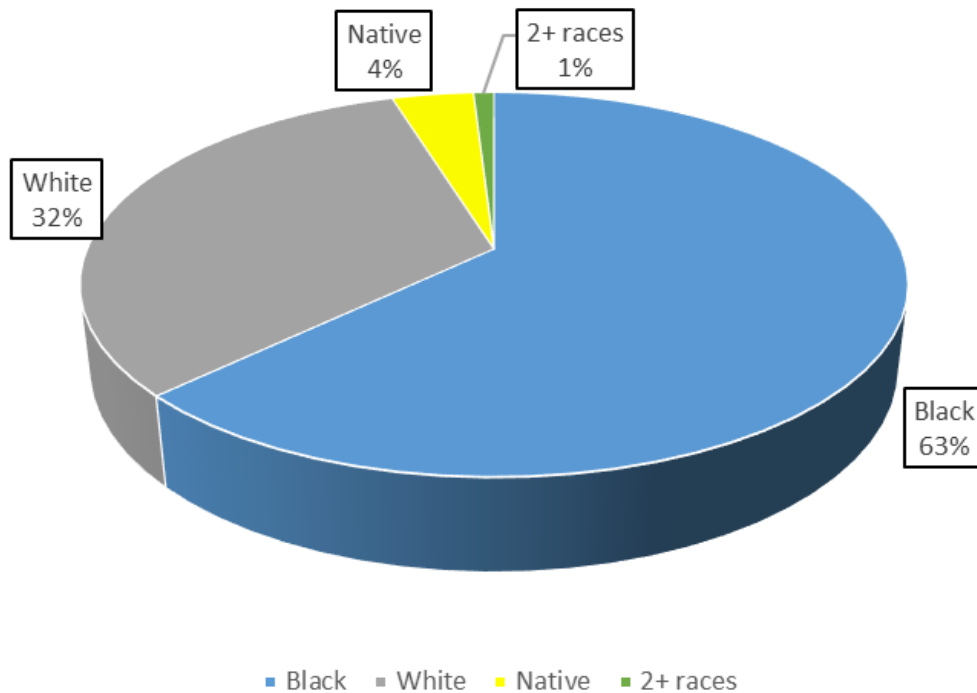
*Zero Hispanic State High School Graduates in the 2023-2024 school year

GED (General Education Development) Exam Data

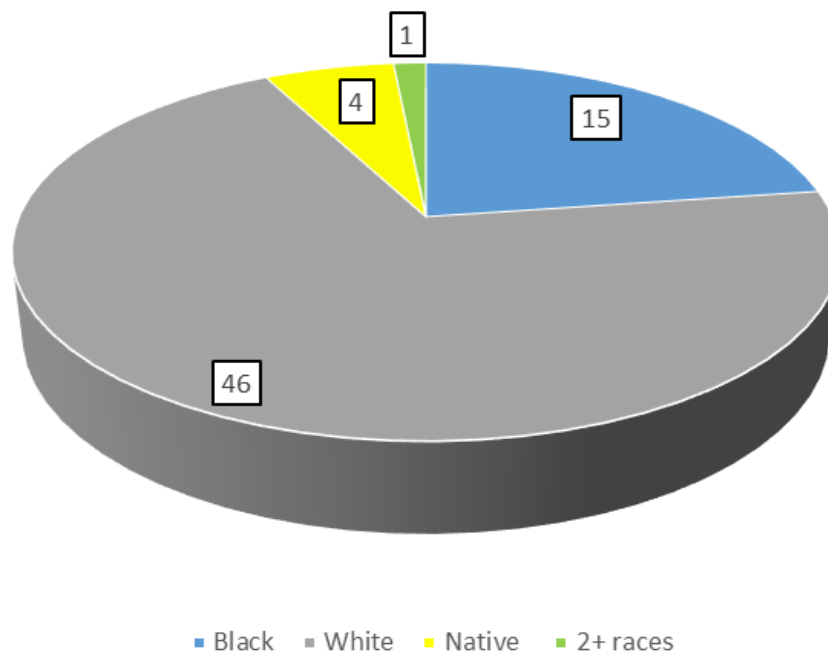


GED (General Education Development) Exam Data

All Non-Hispanic GED test takers

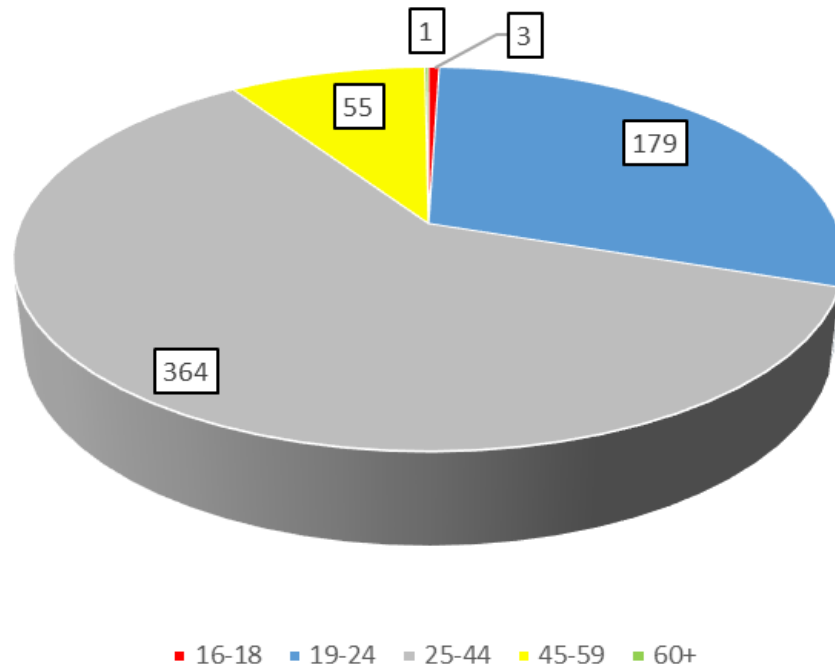


All Hispanic GED test takers

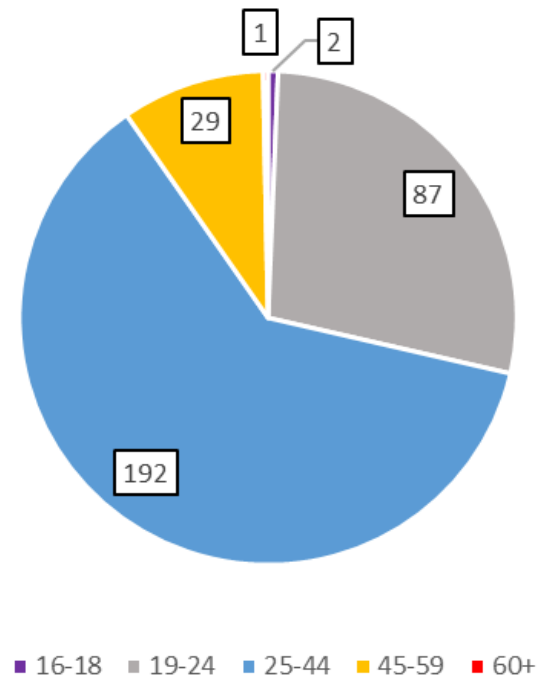


GED (General Education Development) Exam Data

All GED test takers by age (subsections)

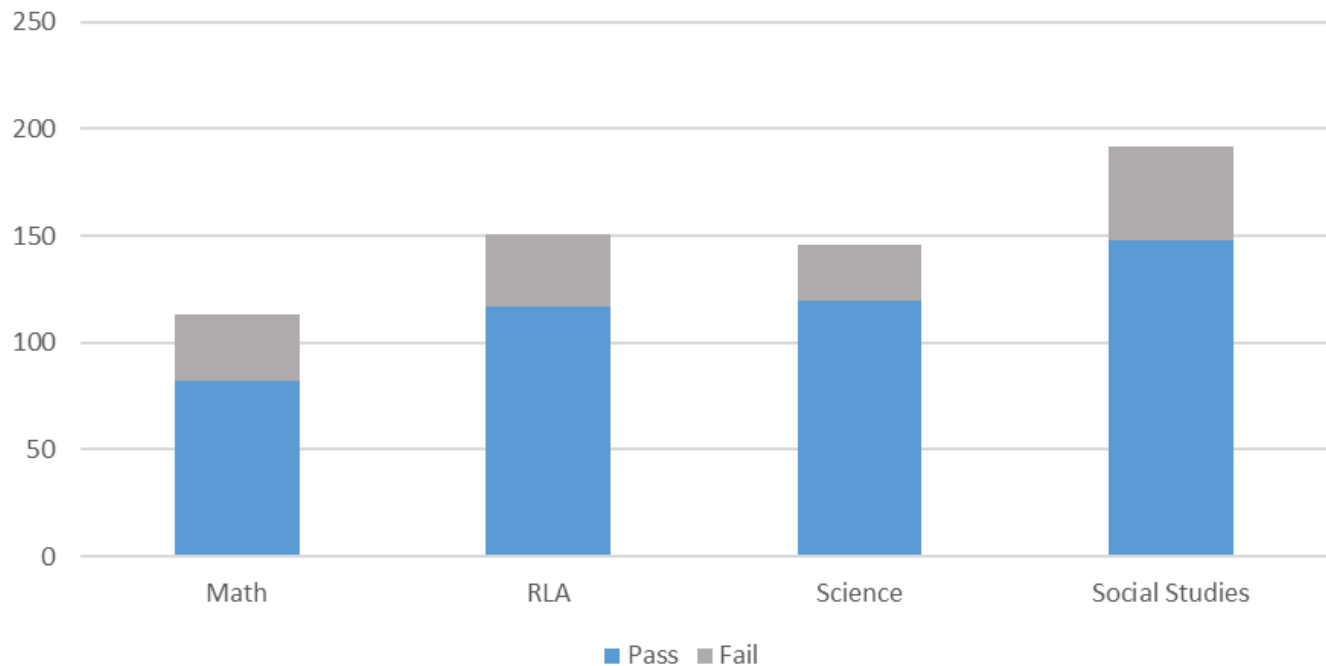


All individual GED test takers by age

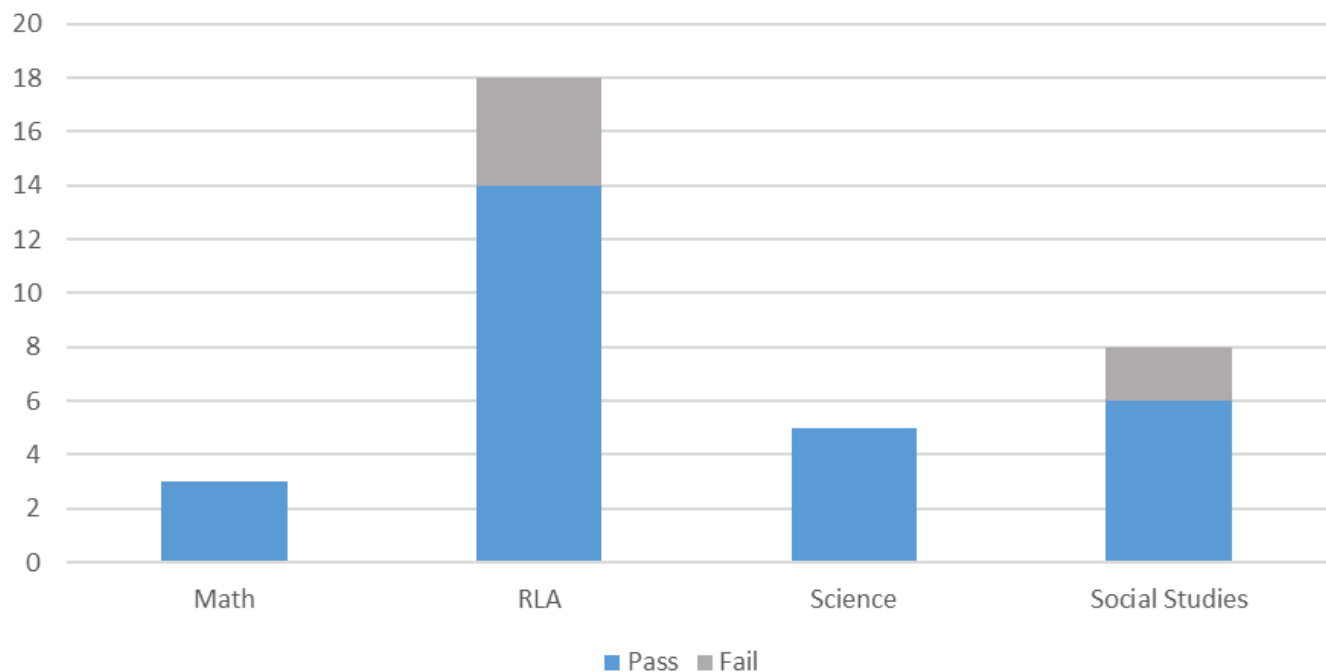


GED (General Education Development) Exam Data

Overall GED Subsections- All Students

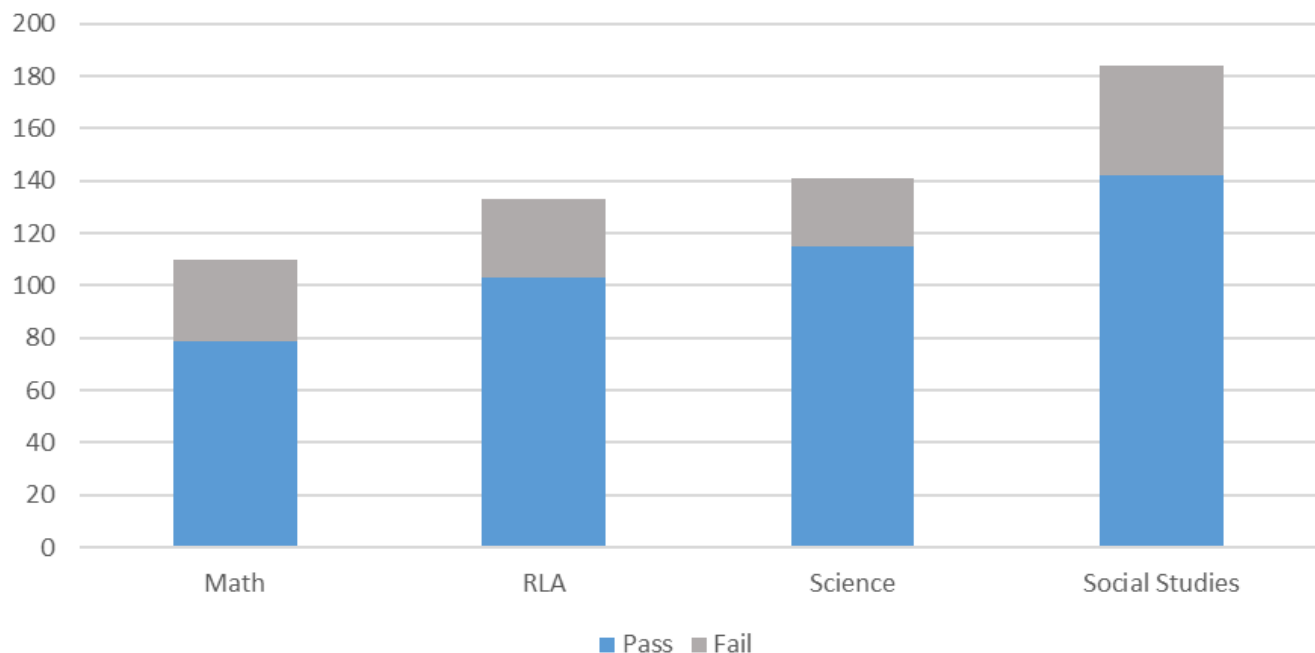


Overall GED Subsections - Female Students

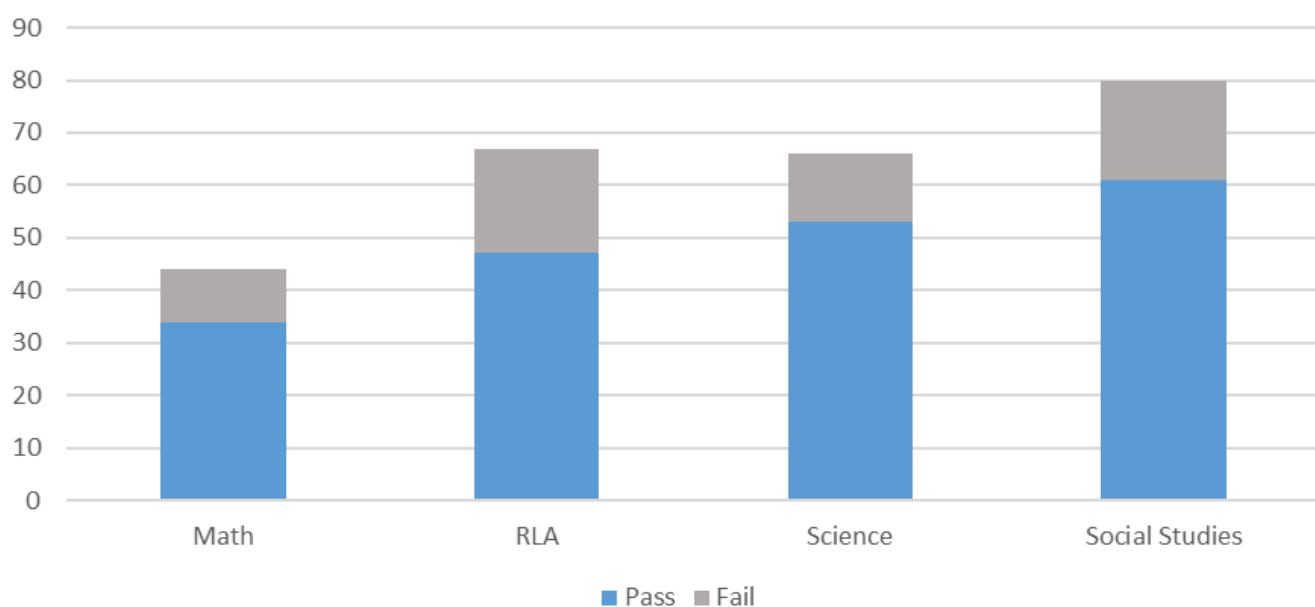


GED (General Education Development) Exam Data

Overall GED Subsections- Male Students

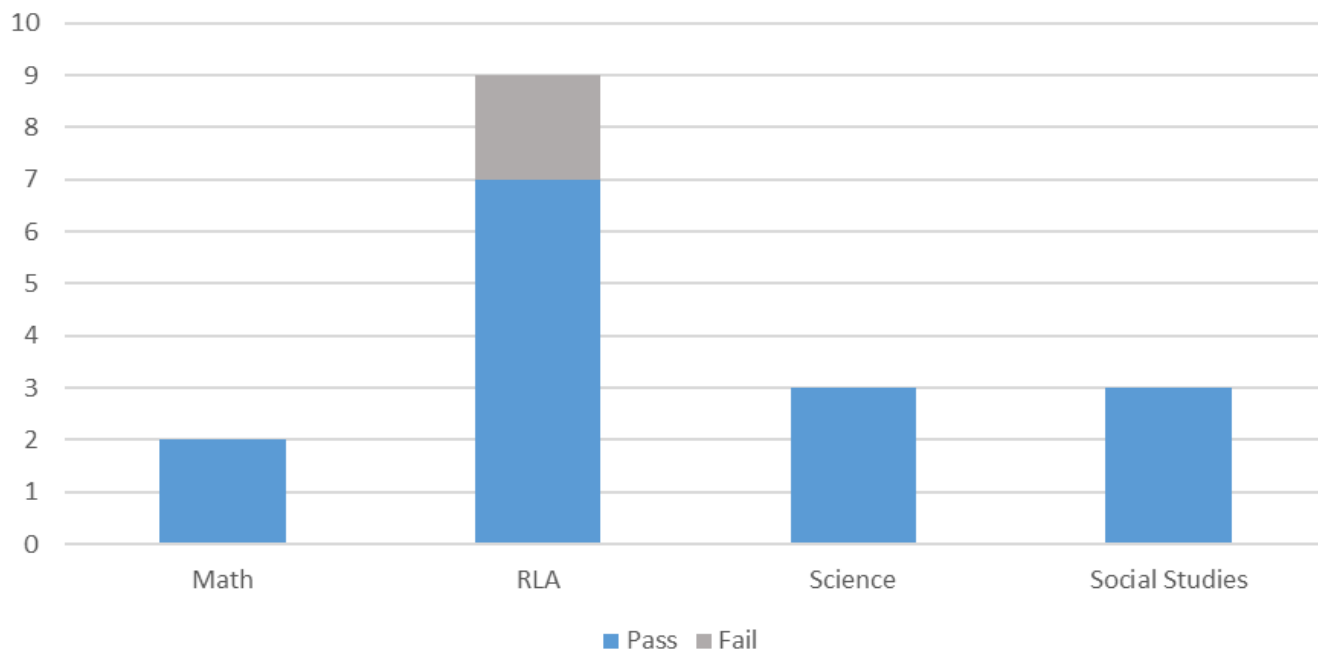


Overall Subsections- Hispanic Male and Female Students

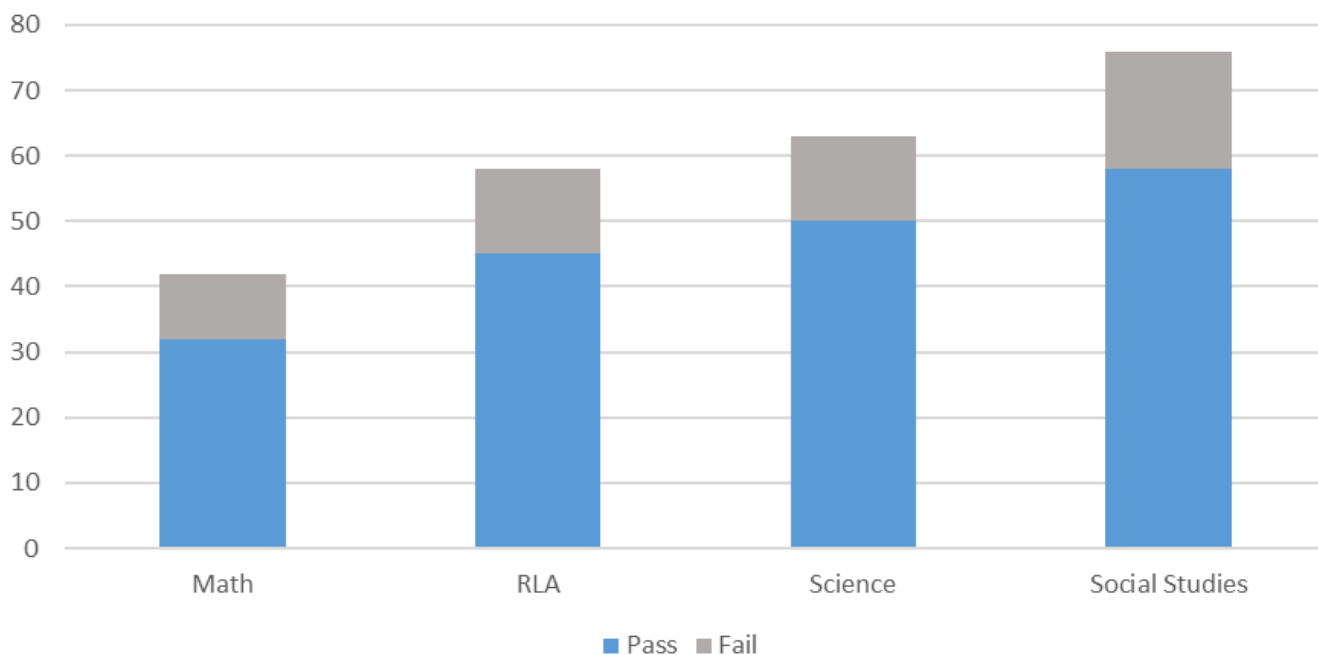


GED (General Education Development) Exam Data

Overall GED Subsection -Hispanic Female Students

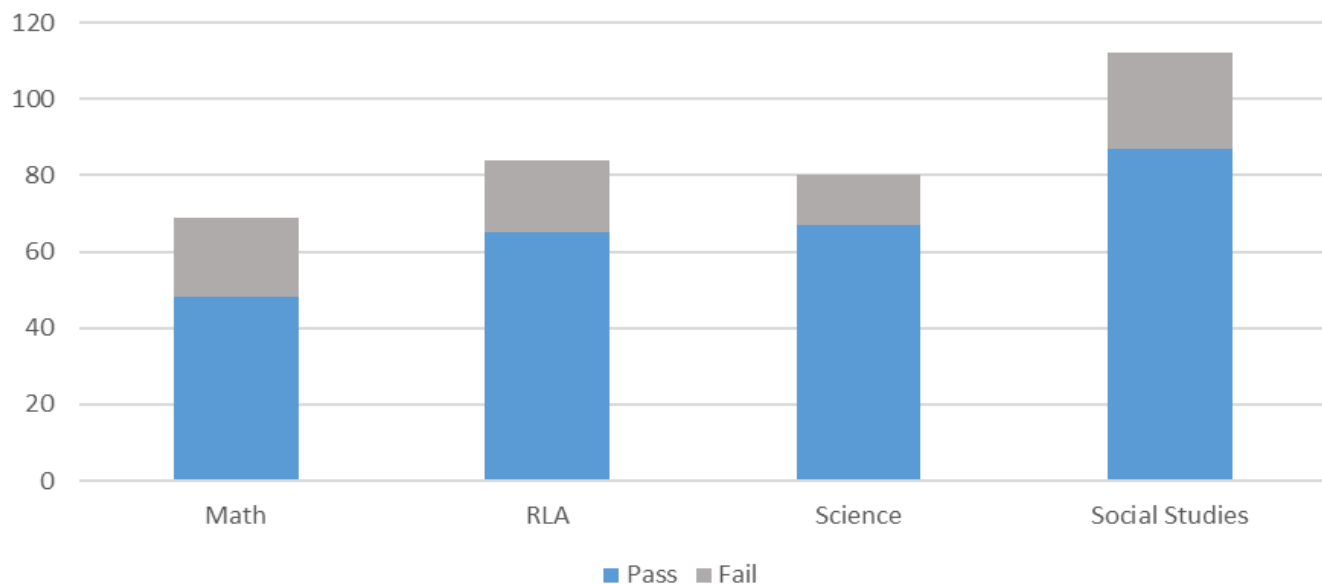


Overall GED Subsection- Hispanic Male Students

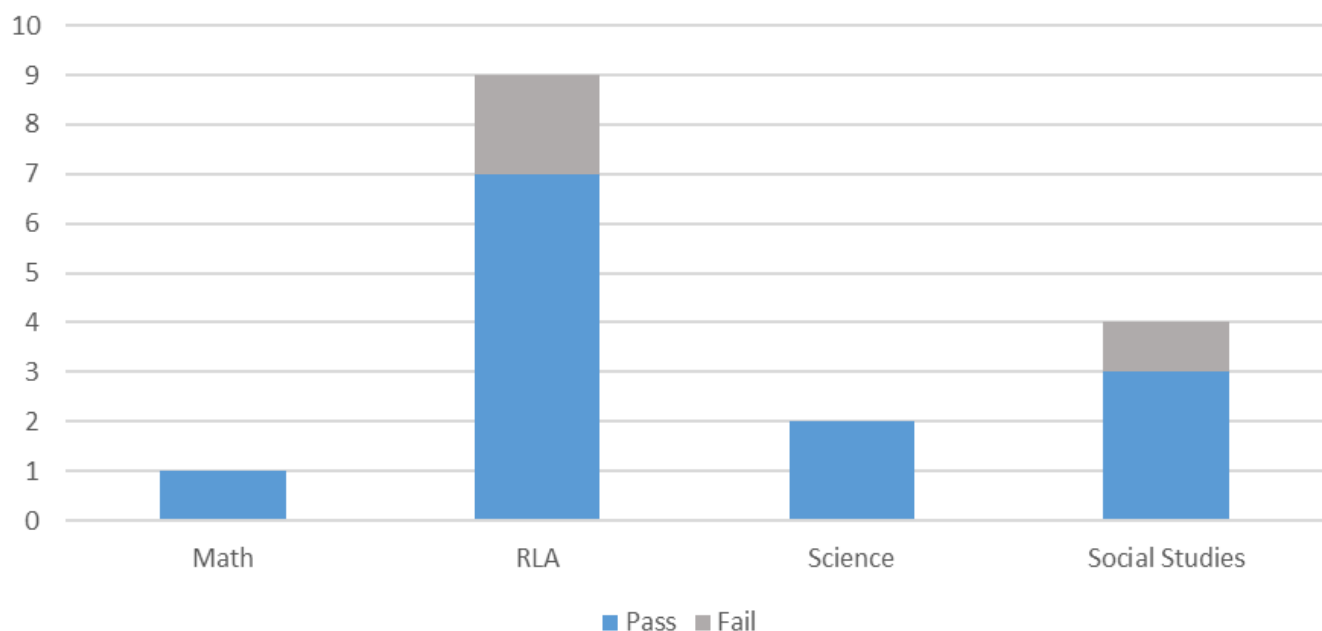


GED (General Education Development) Exam Data

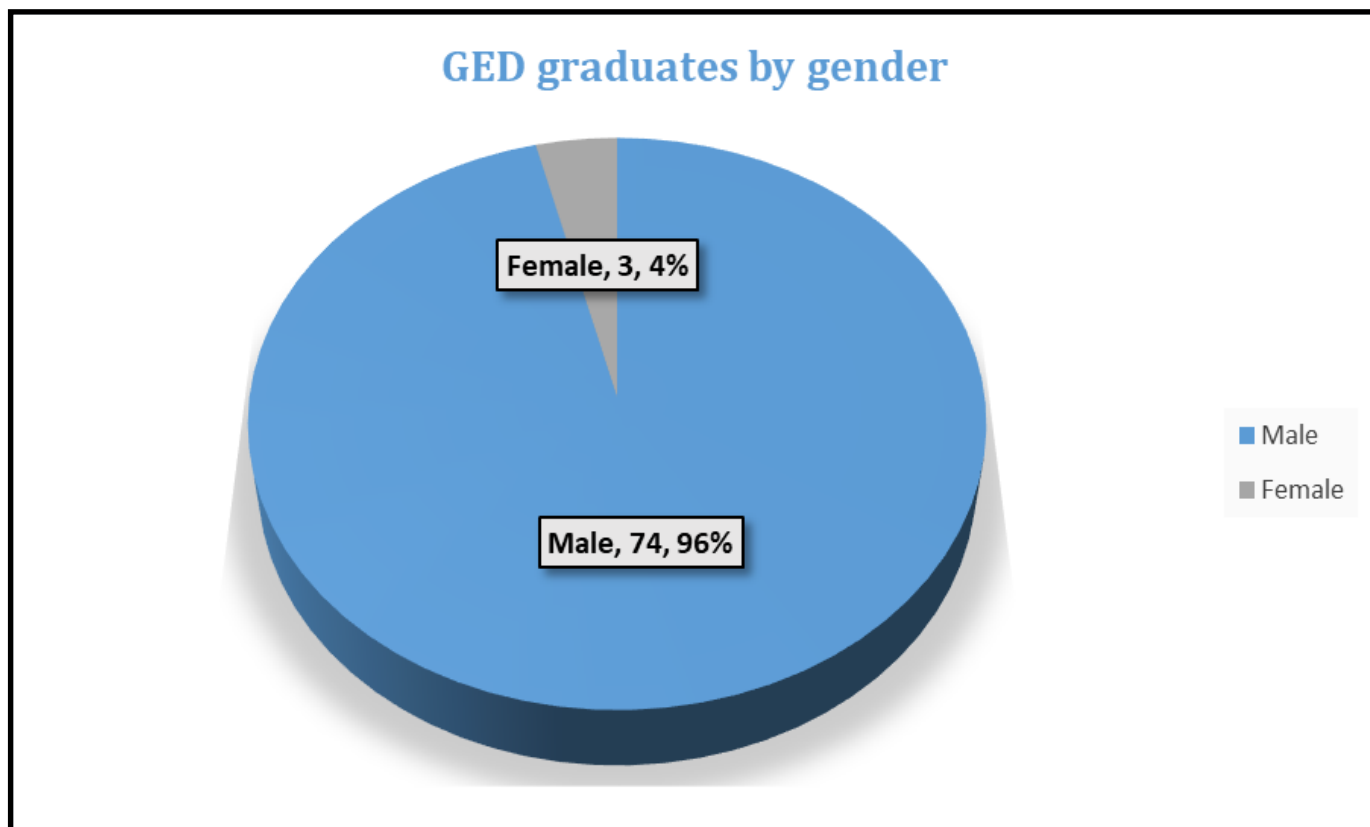
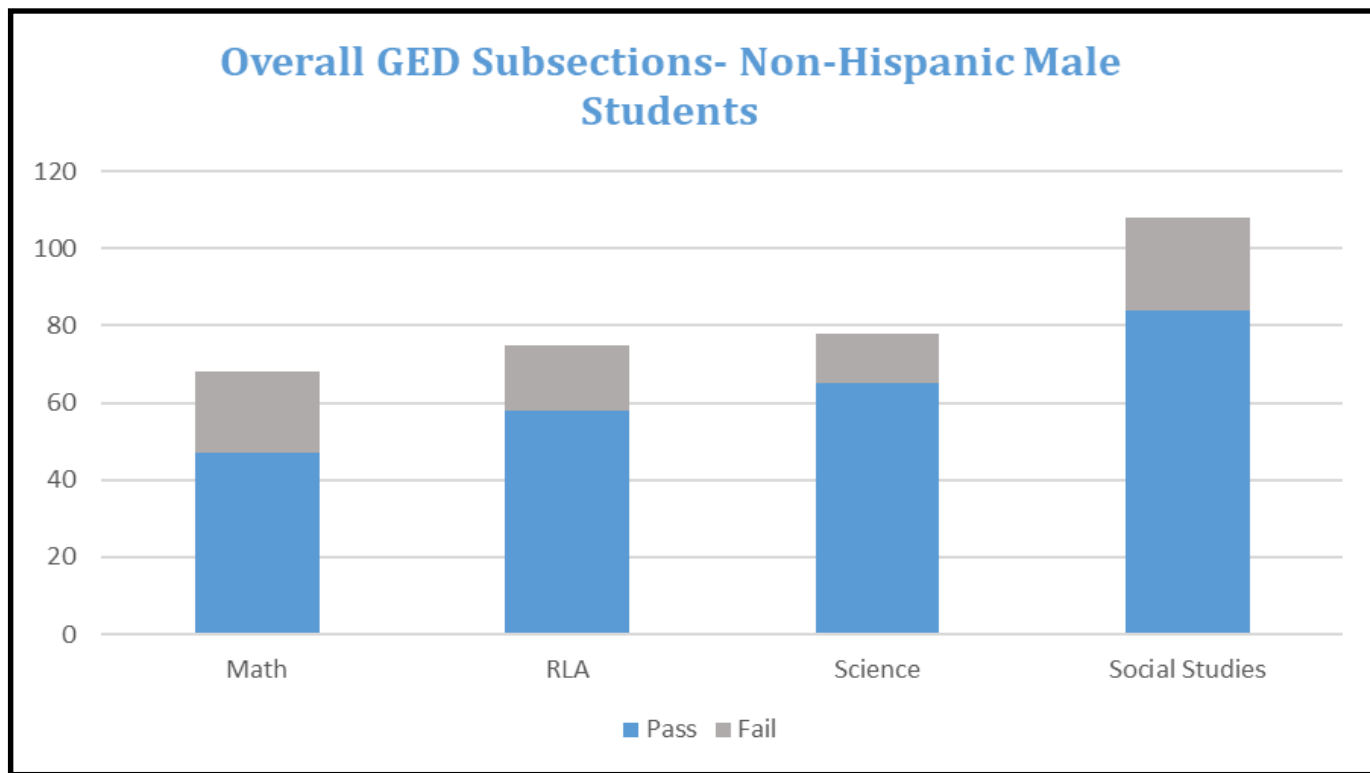
Overall GED Subsection - Non-Hispanic Female & Male Students



Overall GED Subsections - Non- Hispanic Female Students

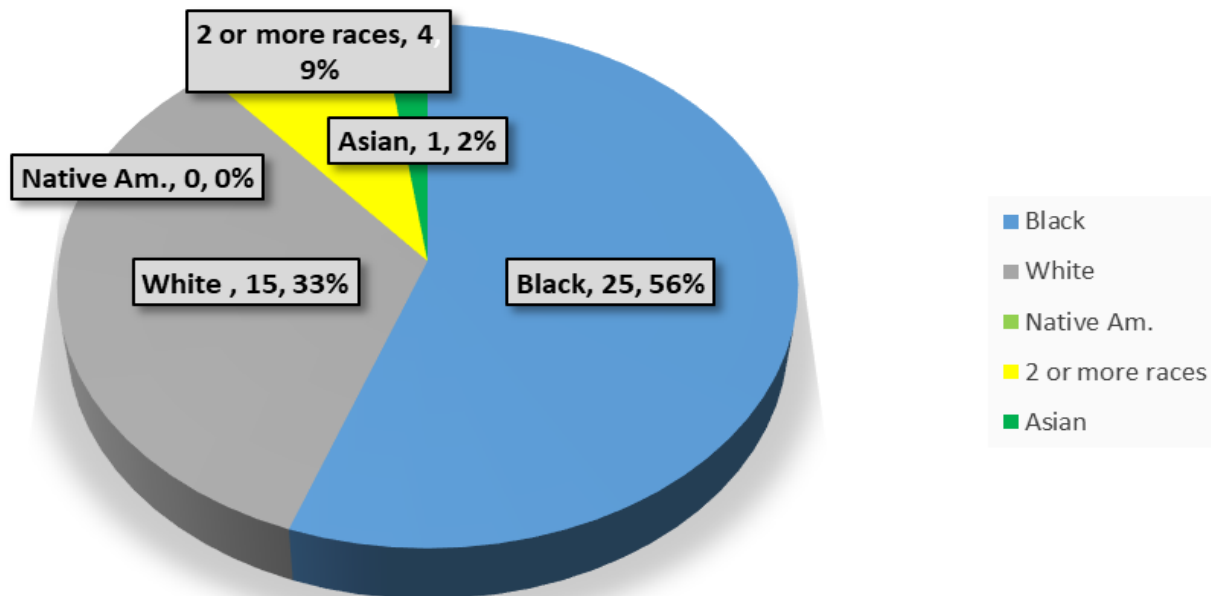


GED (General Education Development) Exam Data

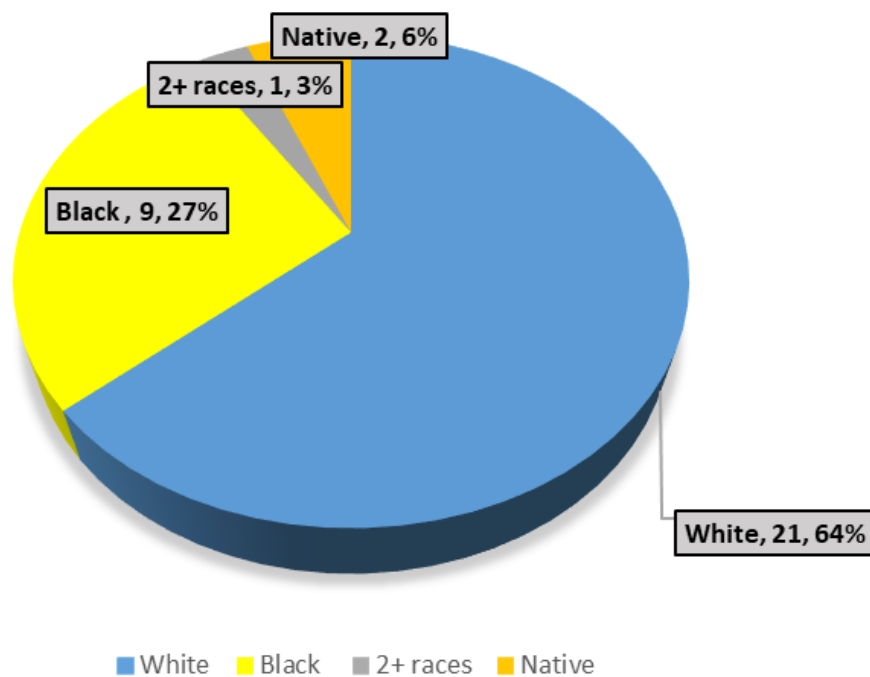


GED (General Education Development) Exam Data

Non-Hispanic GED graduates

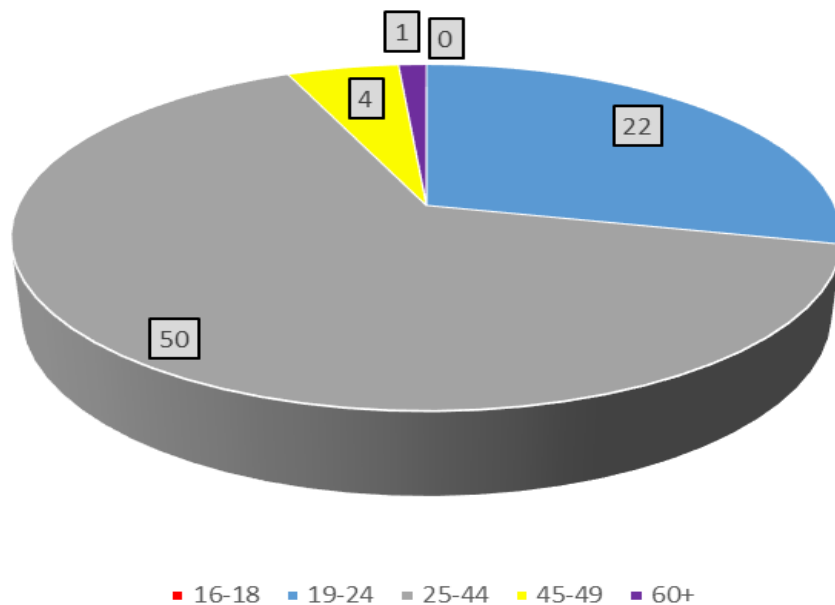


Hispanic GED graduates



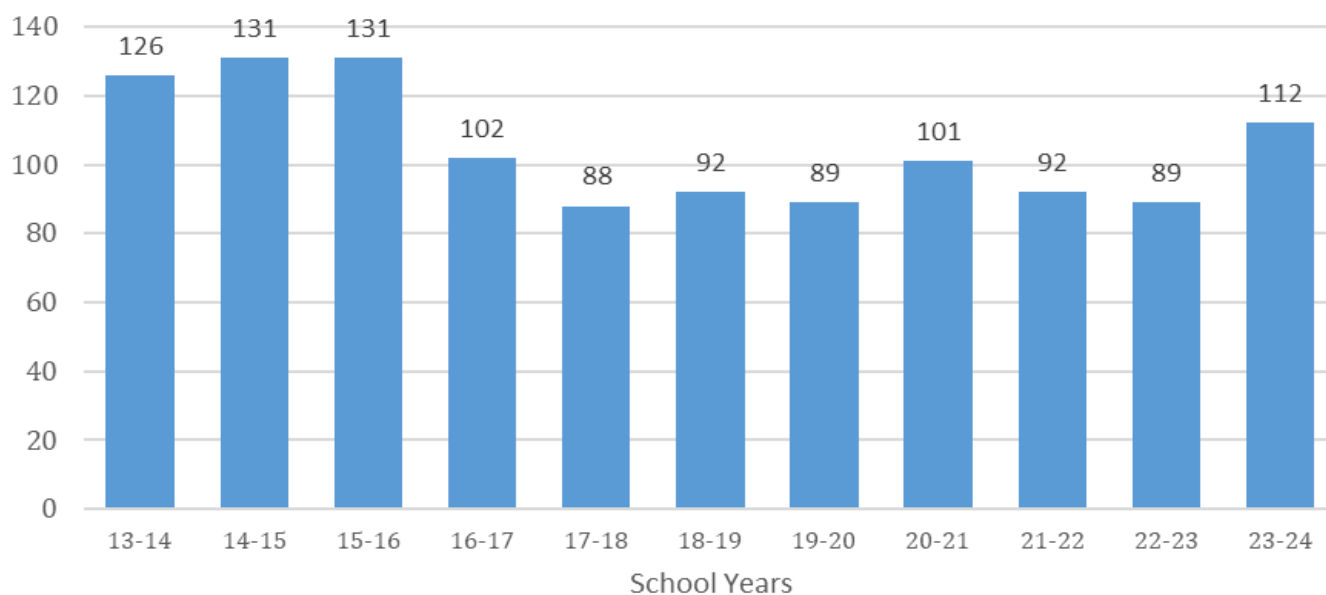
GED (General Education Development) Exam Data

GED graduates by age



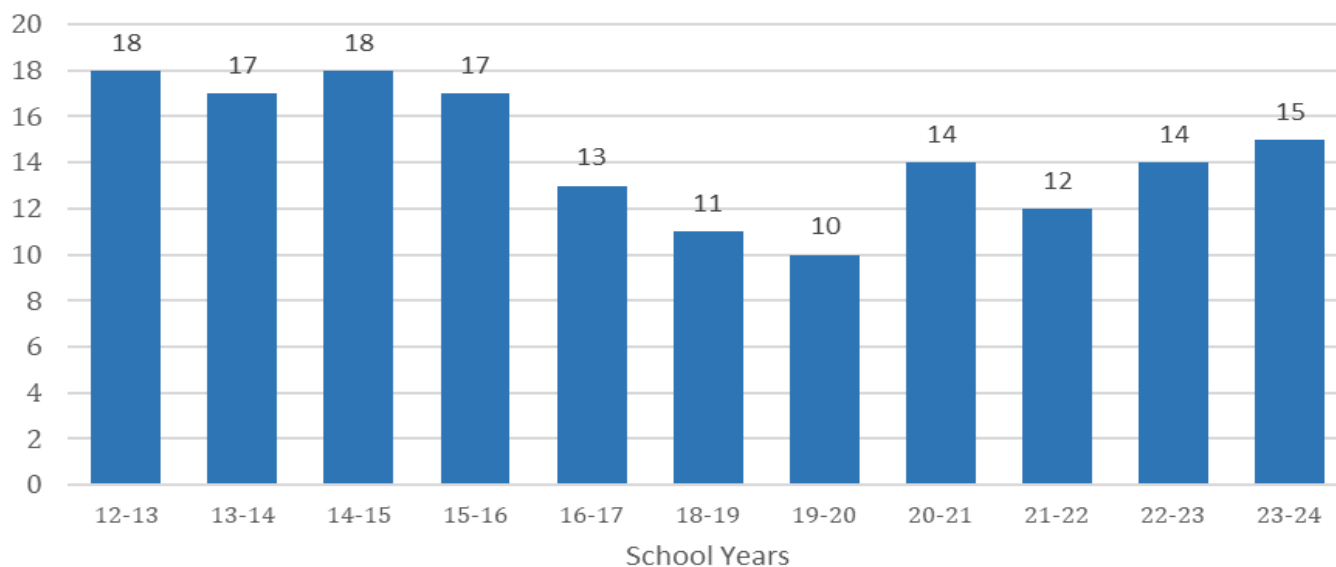
Staff Data Trend

Certified Teachers & Instructors
10+Year Trend



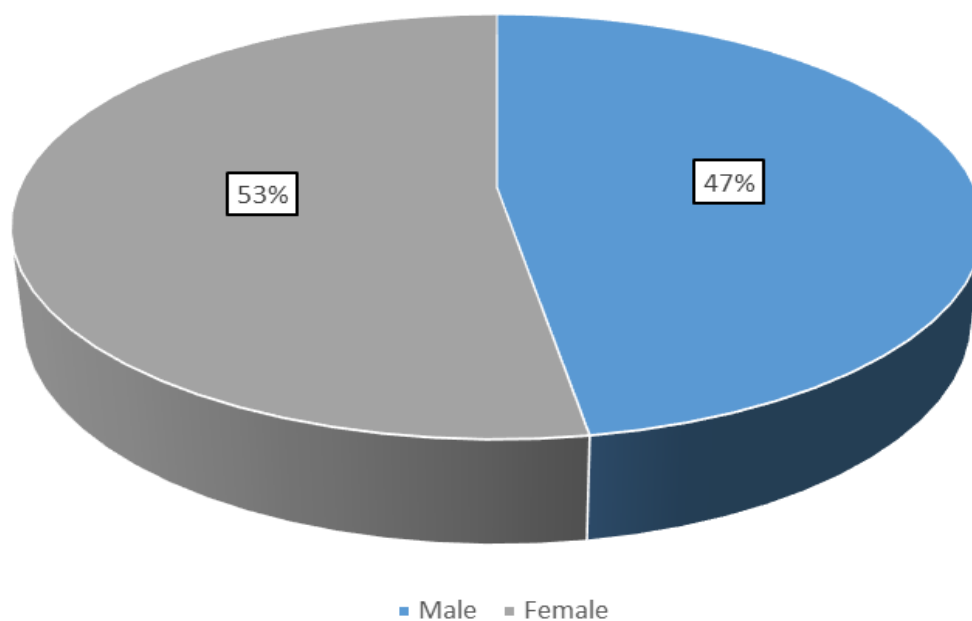
Staff Data Trend

**Certified Pupil Services Specialists*
10+ Year Trend**



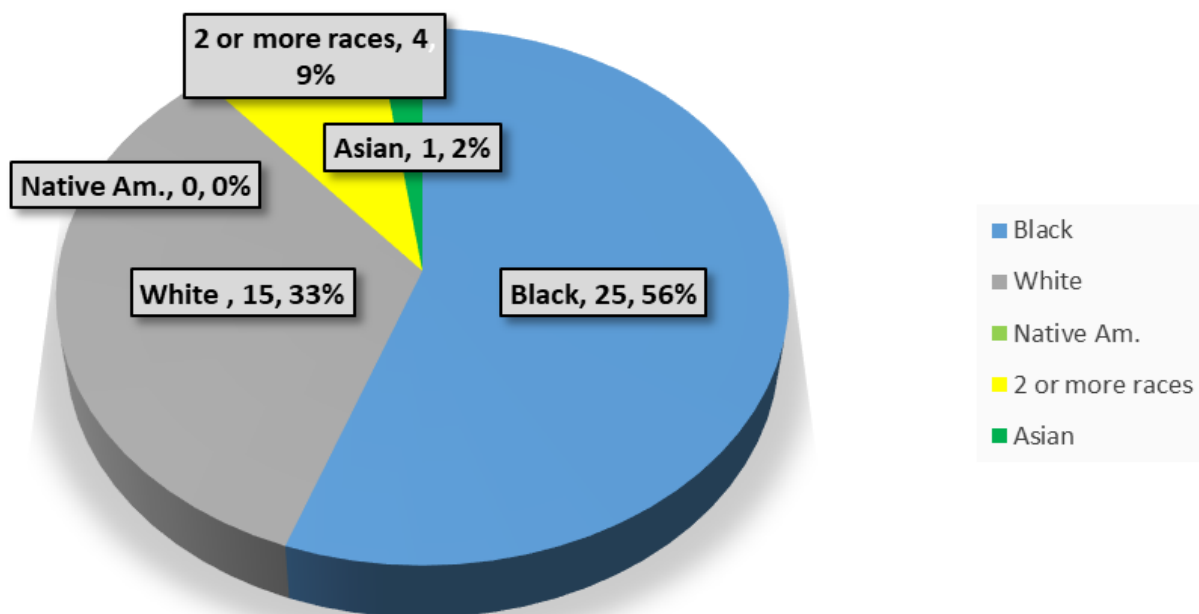
Staff Demographic Data

Gender

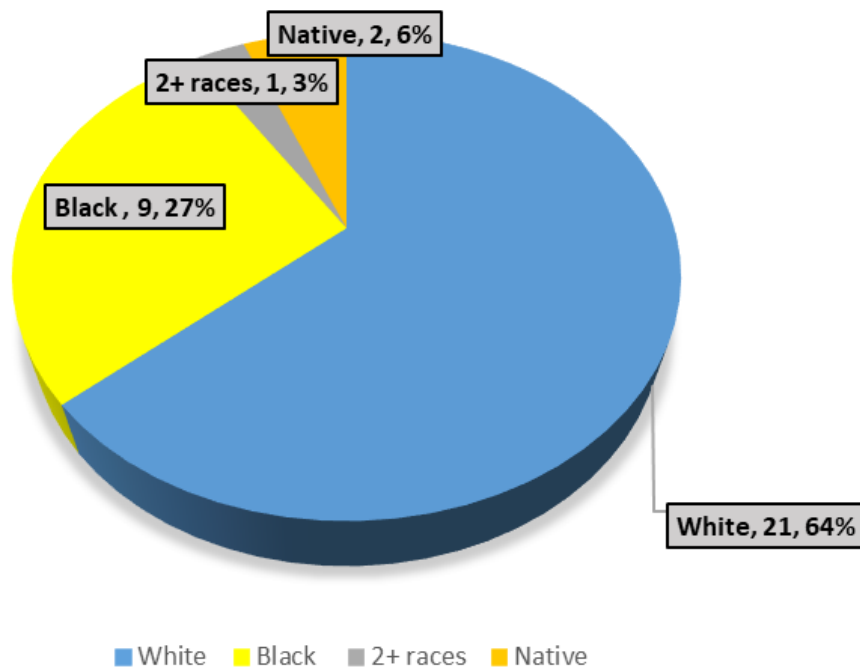


GED (General Education Development) Exam Data

Non-Hispanic GED graduates

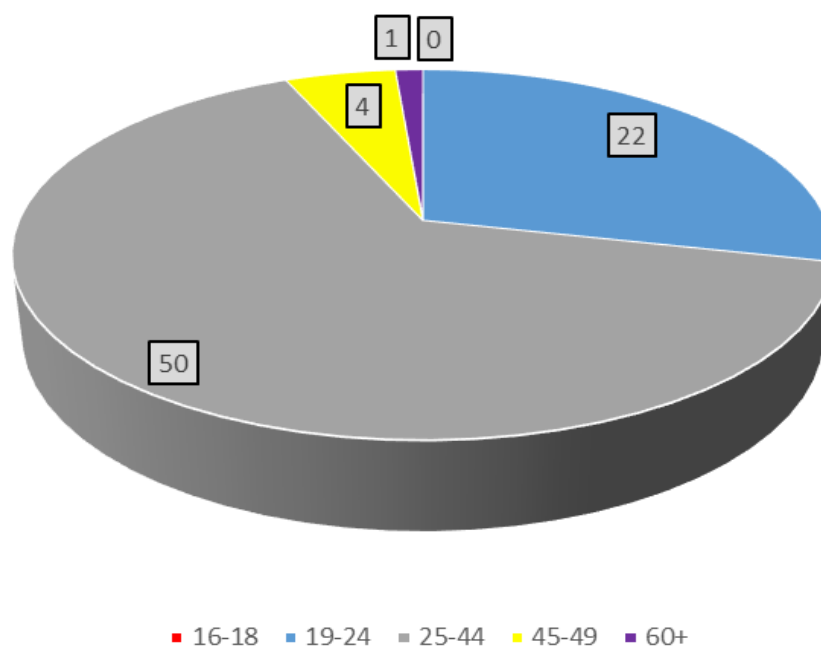


Hispanic GED graduates



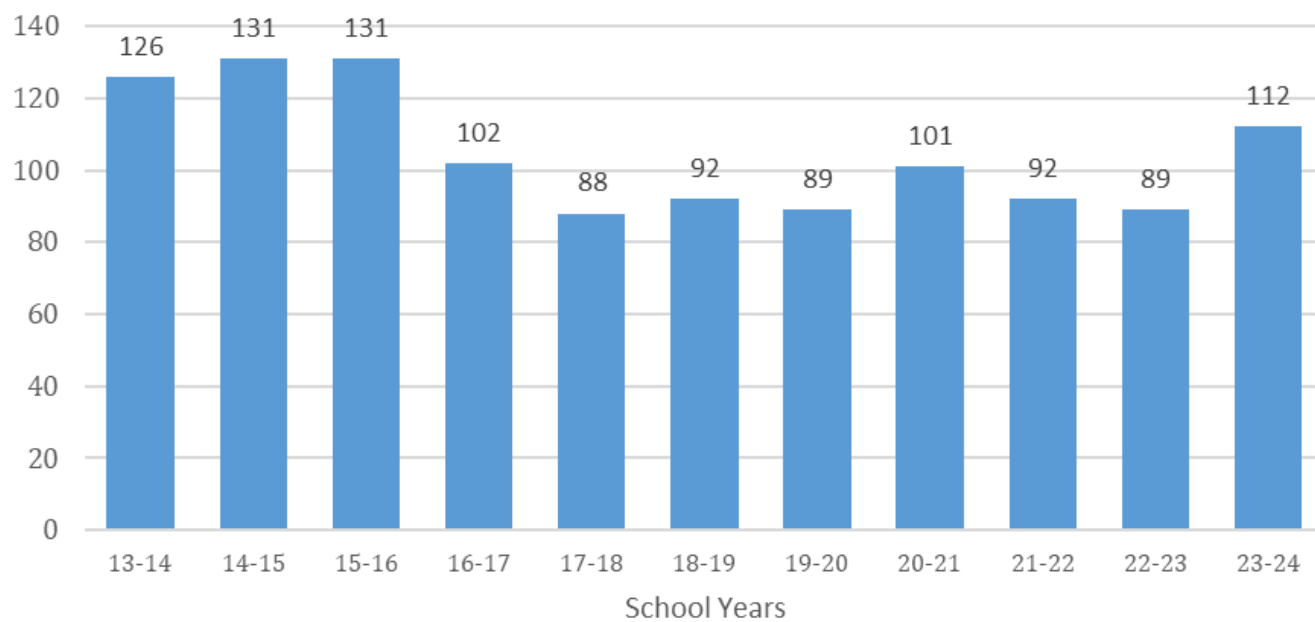
GED (General Education Development) Exam Data

GED graduates by age



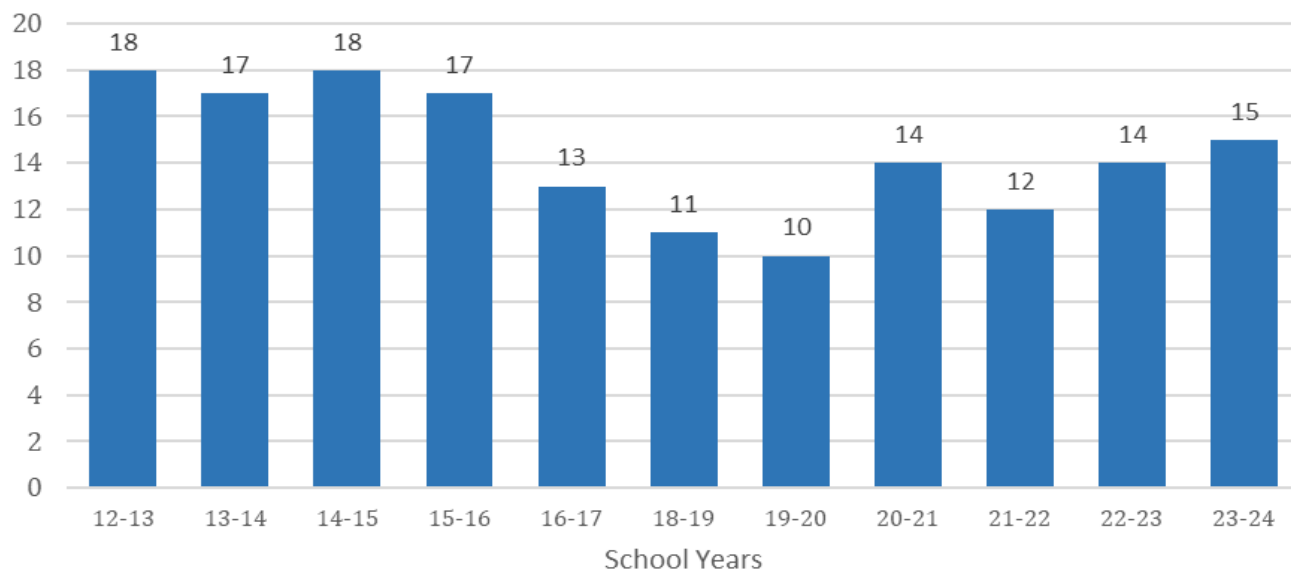
Staff Trend Data

Certified Teachers & Instructors
10+Year Trend



Staff Trend Data

Certified Pupil Services Specialists*
10+ Year Trend

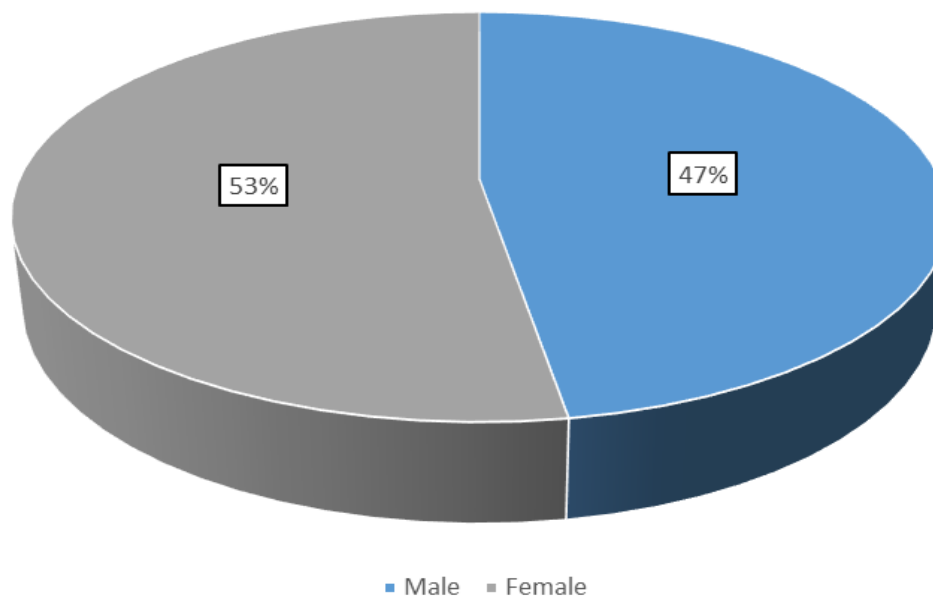


* Pupil Service Specialists include School Psychologists, School Counselors, and School Social Workers.

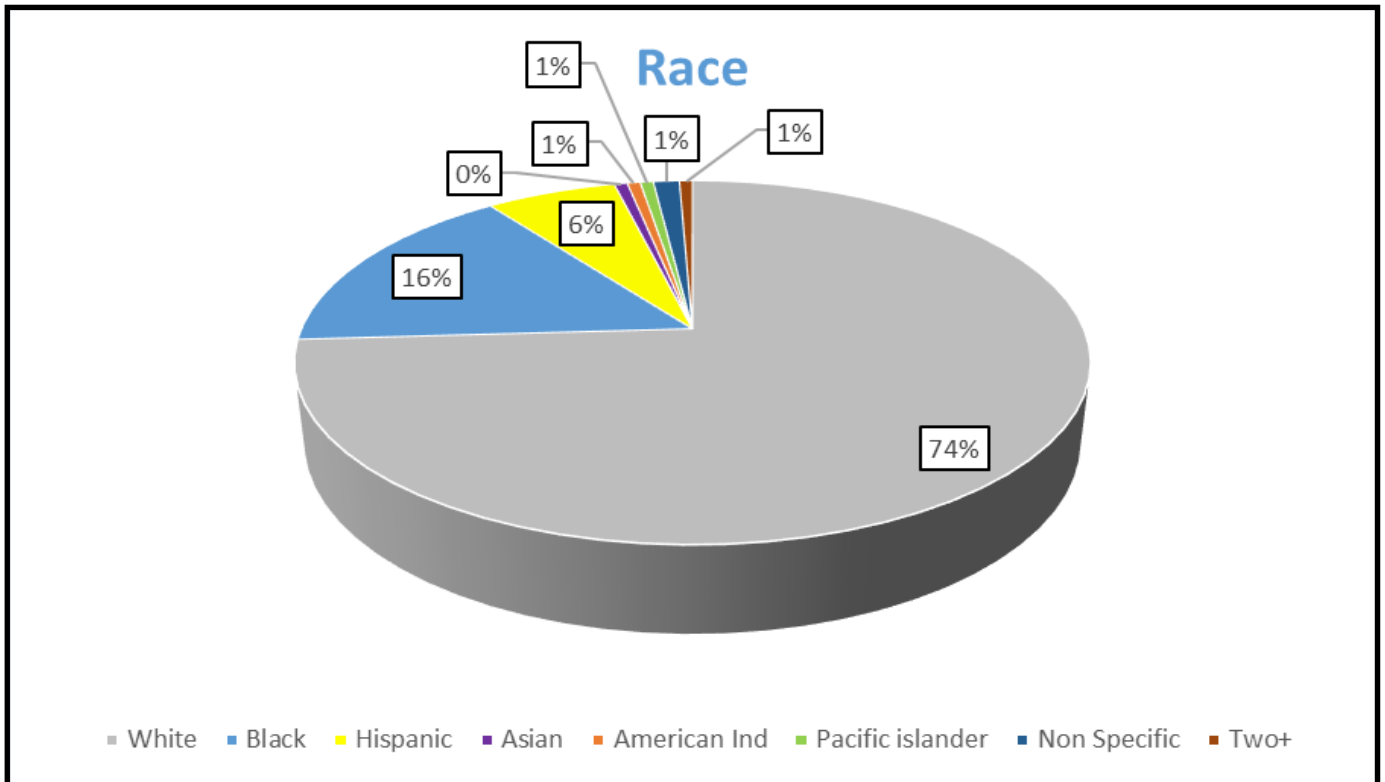
* Data on certified staff includes the entire 2023-2024 school year.

Staff Demographic Data

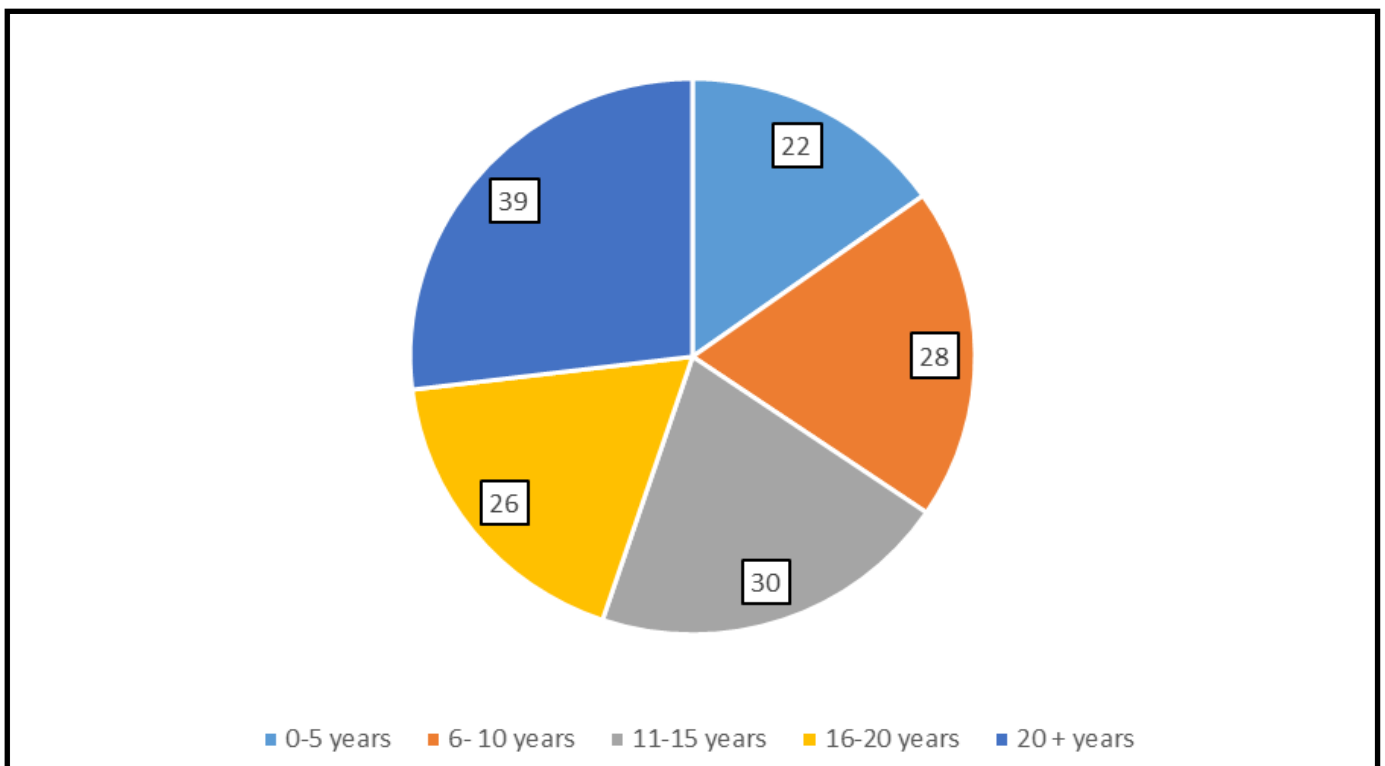
Gender



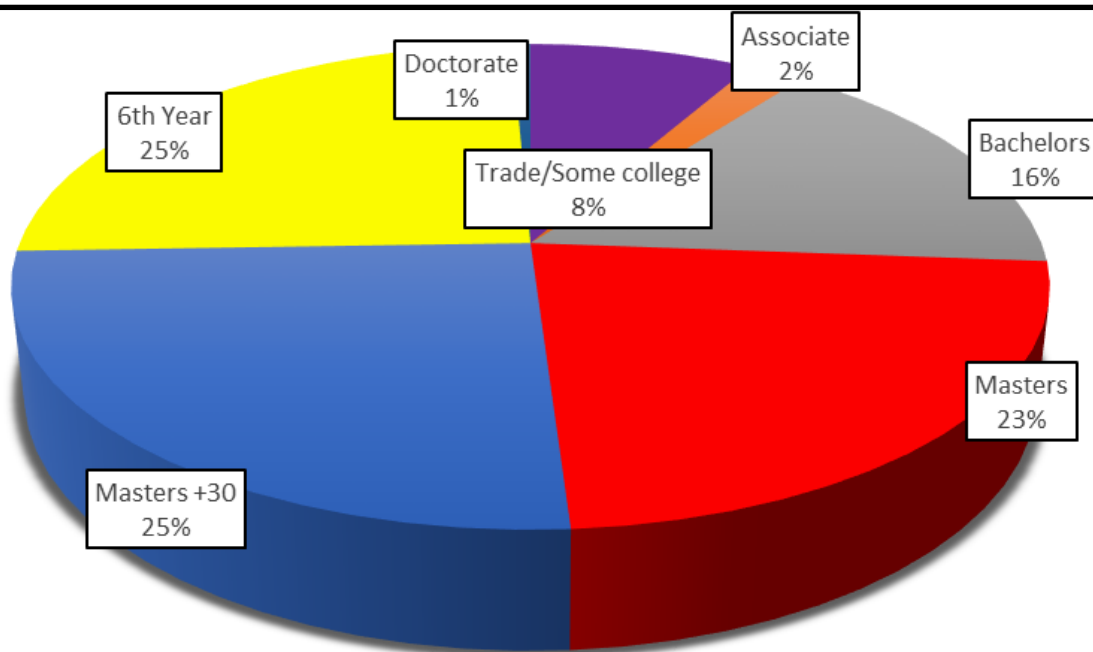
Staff Demographic Data



Years of teaching Experience



Certified Staff Education Level



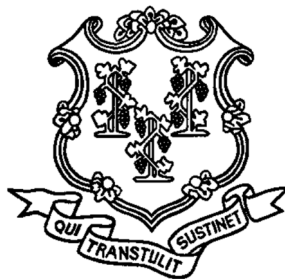
■ Trade/Some college ■ Associate ■ Bachelors ■ Masters ■ Masters +30 ■ 6th Year ■ Doctorate

Angel Quiros
Commissioner
Connecticut Department of Correction

William Mulligan
Deputy Commissioner of Operations & Rehabilitative Services
Connecticut Department of Correction

Eulalia Garcia
Director of Programs and Treatment
Connecticut Department of Correction

Veron Walters- Beaulieu
Superintendent of Schools
Unified School District #1



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