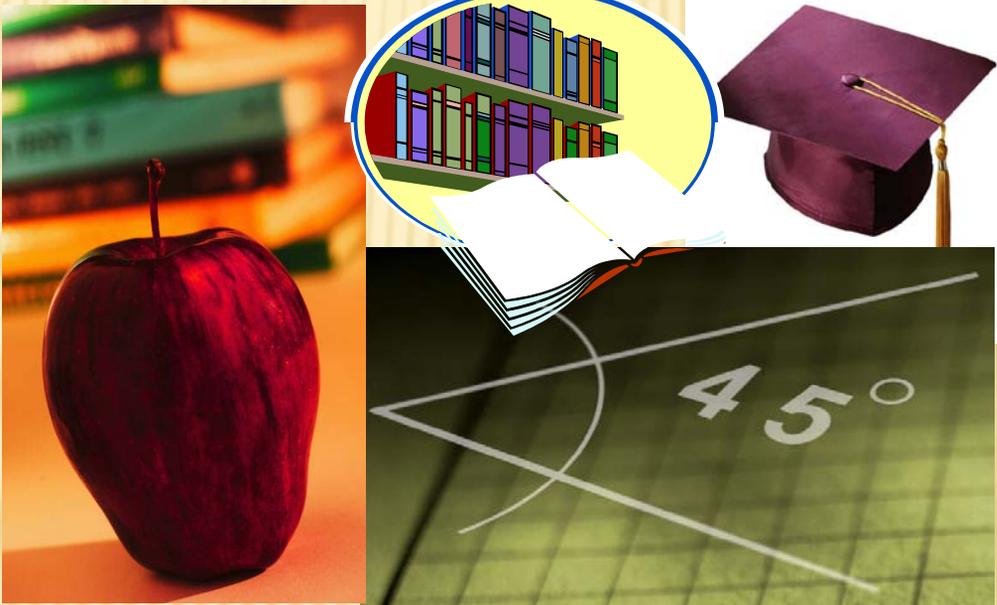


**THE
EDUCATION
COORDINATING
COUNCIL
FOR
JUVENILE SERVICES
EDUCATIONAL
PROGRAMS**

**Annual
Report**



FY2010

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Introduction

The Education Coordinating Council for Juvenile Services Education Programs was established in 2004 by Education Articles §22-305 to create educational programs for each Department of Juvenile Services (DJS) residential facility. The establishment of the Council was predicated upon the creation of the Juvenile Services Education (JSE) Program within the Maryland State Department of Education (MSDE) and the transfer of the provision of education programs in the Department of Juvenile Services residential facilities by July 1, 2012. This date has been adjusted to July 1, 2014.

The Council resides within the Maryland State Department of Education (MSDE) for administration and budgetary purposes and is chaired by State Superintendent of Schools, Dr. Nancy S. Grasmick. The Council's responsibilities are outlined in Education Article §22-305 of the Maryland State Annotated Code. The Council "shall develop, recommend, and approve educational programs for each residential facility" operated by the Department of Juvenile Services. The Council is required by Education Article §22-306 to submit a report on its activities to the Governor and, in accordance with §2-1246 of the State Government Article, to the General Assembly.

The Council met on June 2, 2010 and discussed the Juvenile Services Education Program academic, special education, CTE, library media, transition, and instructional technology programs. This report describes the state of the Program for the year ending June 30, 2010.

Need

Approximately 3,000 youth were served by the MSDE Juvenile Services Education program operating at the Charles H. Hickey Jr. School (CHHS), Baltimore City Juvenile Justice Center (BCJJC), Lower Eastern Shore Children's Center (LESCC), Victor Cullen Center (VCC), and J. DeWeese Carter Center (JDCC). At entry, the average reading and math scores for this population indicate substantial deficits in these areas. The majority of students assessed fell below the 50th percentile on education assessments and a significant number fell below the 25th percentile. Additionally, approximately 50% of the student population arrived at the facilities with documented education disabilities. Of the students identified with disabilities, nearly 56% are designated with an Emotional Disability and 21% as having a Learning Disability. Given the average stay of these youth at the various facilities of 15 to 225 days, and the unique instructional challenges illustrated by the population, the need for effective and well planned instruction is evident.

Statutory Requirements

Authorization for the Maryland State Department of Education's Juvenile Services Education Program is provided under Education Article §22-301, et seq., Annotated Code of Maryland. The development of programs, creation of a Director and Coordinating Council, and the responsibilities of the Juvenile Services Education Program are specifically outlined within Education Articles §22-301 through §22-310. The federal Individuals with Disabilities Education Act (IDEA) mandates appropriate educational services for all students under 22 years of age with legally determined disabling conditions.

Organization

The Director of the Juvenile Services Education Program reports to the Assistant State Superintendent for Career and College Readiness and is responsible for providing appropriate educational services to youth in the Department of Juvenile Services residential facilities. The services are under the ongoing direction of the Education Coordinating Council for Juvenile Services Educational Programs. The Juvenile Services Education Program consists of Program Coordination Services administered by the Office of the Director, and education and special education services administered through the Field Director of Juvenile Services Education and designated coordinators. The Office of the Director monitors the educational needs of the youth in DJS residential facilities and plans appropriate programming, conducts ongoing programs of assessment, instruction, library/media services, educational guidance and transition services; coordinates educational services offered to residents by other agencies; promotes a public understanding of the educational needs of youth housed in DJS residential facilities; coordinates the development of policies and procedures pertinent to the general operation of educational programs in conjunction with officials of the Department of Juvenile Services; provides legally mandated special education services to youth as prescribed by state and federal statute; and coordinates the development of short term and long term program development plans based upon evaluation data.

Program Coordination Services are under the authority of the Director. This function is responsible for the academic, library media, and occupational curriculum as well as special education and instructional technology services with a particular emphasis on staff development and program evaluation. The program coordinators are responsible for developing funding proposals for federal and other grant funds with regard to the implementation of program goals; assisting the Field Director and Principals in the development and implementation of local programs services; assisting the Field Director and Principals in the selection, training, and evaluation of program staff members; developing and administering programs to assess the effectiveness of program services; assisting in the identification, evaluation, and selection of instructional equipment and materials; and providing support to the Field Director and Principals in the conduct of the effective instructional programs within the Juvenile Services Education Program.

MSDE education programs operate under the supervision of a Maryland certified administrator; i.e., a principal who reports directly to the Field Director for Juvenile Services Education. Each administrator is responsible for operating a comprehensive educational program at each residential site staffed by certified teachers. For FY 2010, there were five MSDE Juvenile Services Education program sites throughout the State. Principals are responsible for operating education and library/media programs in each of these sites; coordinating the development and delivery of services with DJS facility administrators and other appropriate facility personnel; assuring records are kept of student participation and progress and that such records are submitted to the Field Director on a monthly basis; initiating the selection and purchase of necessary equipment and materials to support the operation of the various program services; maintaining accountability for allocated staff resources and contractual services; and providing for the recognition of student achievement, attendance, and participation in the program.

MSDE Juvenile Services Education Program sites are located in the following DJS residential facilities:

Central Maryland

Baltimore City Juvenile Justice Center	Baltimore
Charles H. Hickey Jr. School	Parkville

Eastern Maryland

Lower Eastern Shore Children’s Center	Salisbury
J. DeWeese Carter Center	Chestertown

Western Maryland

Victor Cullen Center	Sabillasville
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The following DJS residential facilities have education programs which will become part of the Juvenile Services Education Program by July 2014 in adherence with the legislative mandate:

Central Maryland

Alfred Noyes Children’s Center	Rockville
Thomas J. S. Waxter Center	Laurel
Cheltenham Youth Facility	Cheltenham
William Donald Schaefer House	Baltimore

Western Maryland

Western Maryland Children’s Center	Hagerstown
Youth Centers	
• Green Ridge	Flintstone
• Savage Mountain	Lonaconing
• Meadow Ridge	Grantsville
• Backbone Mountain	Swanton

Academic Program

During the FY 2010 school year, the Juvenile Services Education Program provided academic services to 2848 at-risk students, ages 12-18 in five schools located in Baltimore City, Parkville, Salisbury, Chestertown, and Sabillasville. Students were enrolled in one of three types of programs including detention, pending placement, or treatment.

Significant accomplishments were made in attaining the program's major goals of increasing students' academic achievement; providing effective support services to successfully transition students to further schooling, postsecondary education, and increasing the capacity and proficiency of teachers and administrators through continuous professional development; and analyzing student achievement data.

The academic program was enhanced for students through systemic consistency and uniformity of focus on content standards and core learning goals embedded in the Maryland State Curriculum and use of the Baltimore County Public Schools curriculum. In addition, each school adhered to uniformity in course offerings and used the same textbooks for the four core subjects.

In obtaining descriptive diagnostic data on student performance, the Basic Achievement Skills Inventory (BASI) was implemented to assess students' skills in reading and mathematics. The BASI is correlated with Maryland's State content standards. The assessment results were used to inform instruction to meet student's diverse learning needs and to increase academic outcomes. Staff expanded their skills using BASI assessment results to develop instructional strategies for individual students following a professional development session on data analysis. As appropriate for grade level, students were also administered specific content tests from the Maryland School Assessment (MSA) and the High School Assessments (HSA).

Classroom instruction was primarily delivered to students using differentiated instructional strategies, a researched-based approach proven effective in meeting the needs of diverse learners and increasing student achievement. In facilitating differentiation, staff in each school participated in weekly focus groups to discuss research-based strategies, and to dialogue and reflect on best teaching practices. During implementation of differentiation strategies in the classroom, teachers developed and implemented academic units across curricular content areas and used flexible instructional grouping to provide opportunities for students to learn with others of similar and different needs, styles, or preferences. Teachers also used a variety of instructional approaches to modify content, process, and/or product in response to readiness and the interest of academically diverse learners.

Literacy instruction was delivered to students using three different programs based on students' current performance levels and academic needs: Read 180, Read On, and the Edge Reading, Writing, and Language Program. Moreover, in order to enhance literacy development, four schools within the Juvenile Services Education Program instituted block scheduling and a 90-minute reading block wherein an integrated approach was employed in teaching all components of the Read 180 Program, skill deficits identified from the BASI assessments, the Read On Program, and the Edge Reading, Writing, and Language Program. An Itinerant Reading Specialists position was created and filled by an existing staff person in Juvenile Services Education in May 2010 to assist

school staffs with the delivery of literacy instruction in the classroom. Student performance data accumulated from July 2009-June 2010 suggest an increase in students' overall academic skills of 48% in reading and 53% in mathematics, respectively.

A current data-base program was reviewed by staff in the Juvenile Services Education Program to enhance and organize daily data entries resulting from student assessments and attendance. A recommendation was made to implement a data focus group to assess the current functionality of the system. Staff was trained in the collection and input of data and proactive measures were instituted to monitor its utilization.

An art education course was integrated into the curriculum at the Baltimore City Juvenile Justice Center. The Juvenile Services Education Program will evaluate expanding art into other facilities depending on the success of this pilot program.

Using the previously developed systemic measure of uniform procedures, staff issued grades and academic credits for students pursuing a high school diploma. In addition, a systemic structured GED program, including academic preparation and testing, continued to provide instruction to students sixteen years old and older who have not earned ample credits toward high school graduation. Moreover, a system-wide transcript and report card were developed and used to record and report students' grades and academic credits.

The Juvenile Services Education Program received an outstanding rating from the Title I Neglected and Delinquent audit conducted in September 2009 along with the recommendation to continually expand the postsecondary education program. In this light, students who earned high school diplomas participated in a postsecondary education initiative comprised of Scholastic Aptitude Test (SAT) curriculum, Advanced Placement (AP) courses, and courses from the Access 21st Century Program. A collaborative partnership was also formed with Hagerstown Community College to offer courses to high school graduates. In preparation for college, students and parents completed applications for college entry and for the federal student aid (FAFSA) Program; received tutoring for entry exams; passed reading and written assessments for college entry; and attended orientation sessions.

Following several professional development sessions pertaining to the development of service learning projects, in May 2010, each school began developing and engaging students in both academic and school-wide service learning projects. The projects vary to include concepts related to bullying, strategies for handling natural disasters, knitting caps for student cancer patients, horticultural, and a letter writing campaign to men and women in the arm forces.

A broad array of professional development activities were conducted on various concepts across all aspects of the Juvenile Services Education Program to increase staff capacity and their academic and leadership skills for delivering quality instruction and improving students outcomes. It is also noteworthy that the Juvenile Services Education Program conducted its first system-wide professional development session via video conferencing. Additionally, eighteen staff members across the system earned four hours of Continuing Professional Development credit through participation in a differentiated instruction course approved by the Maryland State Department of Education.

Finally, in continuing to enhance the quality of its program and expand educational opportunities for students, staff in the Juvenile Services Education Program collaborated and partnered with all divisions within the Maryland State Department of Education and formed partnerships with a variety of external agencies across all spectrums of society.

Life Skills/Transition Program

The Workforce and Life Skills Development for Transition program integrate career development competencies with career exploration, enhanced life skills, and academic preparation with knowledge of community resources into the Juvenile Services Education Program. Students are prepared to plan and access available educational programs, career training and community resources to successfully integrate into a labor market requiring the application of academic, career pathways, life and employability skills. The program worked to maximize the implementation of classroom and computer based best practices instruction in workforce and life skills development.

Major resources of this program area include a range of individual intake interviews, career assessments, career exploration and transition planning. Many students will leave their Juvenile Services Education site with a Career Portfolio designed to support their return to school, training, and/or another community partner providing services. Career and Transition Resources have been expanded in the classrooms as well as the library media centers.

Within the Life Skills content area, students participate in Financial Literacy activities based on the Maryland standards. Other content areas include decision-making, dealing with consequences of their actions, employability and appropriate school and workplace behaviors.

Career and Technology Education (CTE)

The Juvenile Services Education Program collaborated with the Associated Builders and Contractors of the Cumberland Valley to continue an electrical wiring CTE program for eligible students at Victor Cullen. In FY 2010, CTE program offerings were expanded at selected sites to include the following short-term credentialed program areas:

- ▶ Construction: NCCER (National Center for Construction Education and Research) Core and Electrical 1; OSHA-10
- ▶ Hospitality: Serv-Safe/Food Safety National Credential
- ▶ Information Technology: Computer Literacy /IC3 national certification.
- ▶ Communications: Introduction to Telecommunication/Fiber Optics

In order to provide instructional staff that are certified to teach these programs, several existing staff were cross-trained so that the Juvenile Services Education Program will be able to sustain the programs after the federal startup funding is expended. When existing staff were not available or certified, the Program contracted with a local community college to provide part-time instructors. In June, MSDE was able to award a renewable contract to the Cumberland Valley Chapter of Associated Builders and Contractors to provide instructional and administrative services to deliver the NCCER construction pre-apprenticeship program and credential to eligible students. This

contract was approved by the Department of Budget and Management and may be renewed up to three years.

Program employment and training partners include:

- MD Restaurant Association
 - Serv-Safe- Food Safety Certification
- Associated Building Contractors (ABC) Cumberland Valley Chapter-
 - Pre-Apprenticeship Program VCC
- One Stop Career Center Network and Youth Programs services
 - Ex-Offender Reentry Initiative- Department of Labor, Licensing and Regulation (DLLR)
 - Apprenticeship referrals, short term training options,
- Community college/tech school linkages
- Maryland Community Services Locator (website and staff support).

Special Education

The Juvenile Services Education (JSE) Program ensures the provision of a Free and Appropriate Public Education (FAPE) for students with disabilities in accordance with the Individuals with Disabilities Education Act (IDEA 2004), Code of Maryland Regulations (COMAR) 13A,05.01, and the No Child Left Behind Act of 2001. Special education and related services to students with disabilities include: 1) screening and assessment; 2) psychological testing; 3) speech and language therapy; 4) social work services; 5) counseling and; 6) post-secondary transition services. The Juvenile Services Education Program is also responsible for the provision of Section 504 of the Rehabilitation Act of 1973. The enrollment of students with disabilities varies among the five JSE programs from 75 to 120 students on any given day. More than 1,500 different students received special education services during the 2009 – 2010 school year.

Among the students with disabilities, 56% are identified as emotionally disabled, 20% are identified as other health impaired (ADHD), and 21% are identified as learning disabled. The students' academic abilities range from second to twelfth grade, but a significant number of the students require intensive services to meet their academic and/or behavioral needs. JSE has positions allotted for one full-time special education coordinator; 15 full-time special education teachers; two full-time psychologists; five counselors, two transition specialists; and contracted speech/language and social work services to ensure a continuum of services.

JSE has made great progress with the provision of special education and related services. Collaborative training on co-teaching was provided to education staff by the JSE Special Education Coordinator. JSE special education teachers, general education teachers, paraprofessionals, school psychologist, guidance counselors and transition specialist were provide with professional development on topics such as collaborative planning, effective paraprofessional and special education teacher collaboration, transition planning, development of Individualized Education Programs (IEPs), Maryland Online IEP, co-teaching, characteristics of Attention Deficit Disorder, and managing student behaviors in the classroom.

Information Technology Program

The Information Technology (IT) Program staff continued to maintain and support every facet of technology in the schools, from assistive technology to sophisticated network configurations. The staff responded to over 200 helpdesk requests. Software application and computer upgrades were made to accommodate the expanding needs of the school, students and staff, and a new budget was drafted for future expansion and upgrades. Additionally, IT Policy and Procedures were revised to reflect the ever-evolving nature of technology, its devices, and its uses.

The Information Technology Coordinator worked collaboratively with MSDE IT staff and with the Department of Juvenile Services (DJS) staff to establish internet connectivity via Network Maryland for three schools, and has formulated plans to connect the remaining schools. The Coordinator also collaborated with DJS to obtain E-Rate funding for network cabling projects in two schools. Finally, a model was developed for a future centralized system that will enable all schools and staff to share student data and applications.

Library Media Program

The Maryland State Department of Education (MSDE) Juvenile Services Education Program (JSE) provides a comprehensive instructional curriculum to students in five detention/treatment centers. As part of the total instructional program, Juvenile Services Education is committed to including Library Media Services for all students.

A JSE Library Media Coordinator was hired in September 2009 to coordinate Library Media services and activities for all the schools. During the 2010 school year, three of the five schools had functioning Library Media Centers, and the remaining two had library print collections that students accessed through one of their academic classes. By the end of the 2010 school year, each of the three Library Media Centers had a full-time, Maryland certified School Library Media Specialist. Each Media Specialist provided direct instruction to the students as part of the regular class schedule as well as managed the Media Center functions of circulation and book advisory to the students. The Media Specialist also worked collaboratively with the teachers to implement projects in the Media Center.

The instructional focus of the Library Media Program followed the established academic curriculum of the Juvenile Service Education Program. Media Specialists attended the same professional development activities as the regular classroom teachers and provided differentiated instruction as part of their lessons. In addition, specific Library Skills were taught using the [Maryland State Curriculum for School Library Media](#) as a guideline and reference point. Because of the nature of the Department of Juvenile Services facilities, access to the Internet was prohibited in the Media Centers; therefore, the curriculum focused on research skills and recreational reading.

One of the highest priorities in FY 2010 was providing the students with access to an updated and accessible library print collection. The goal was to encourage students to develop and/or increase their interest in reading. With the transfer of Title I funds, the collections at all five of the schools were enhanced and improved with an infusion of current, popular fiction and non-fiction titles. Additionally, the reference collections at each Media Center were updated with current sets of

encyclopedias, dictionaries, atlases, almanacs and thesauruses. Every school reported that the students enjoyed coming to the Library Media Center and selecting and checking out individual reading material. Reading continues to be a priority at all the schools and the Library Media Program can play an integral role in supporting student progress.

Data Quality

Data critical to the Juvenile Services Education Program is collected during each fiscal year in order to make informed educational and policy decisions regarding school improvement and student achievement. These data are used to note the effects of the Juvenile Services Education Program policies on program outcomes, such as academic gains in math and reading, or the pass rate for the General Education Development Tests (GED).

Data is captured on a monthly basis by each Juvenile Services Education Program site for the Managing for Results Data Report and the School Improvement/Accountability Data-Based Areas and Standards of Performance. Monthly Reports are submitted by the principal of each facility with data from the Juvenile Services Education Program database. The reports are reviewed by the Education Program Specialist for discrepancies. The principal and Education Program Specialist collaborate in order to make any necessary corrections. Required data on these reports represent inputs, outputs, outcomes, quality, and efficiency measures. Each category requires an overall total or percentage representing the entire Juvenile Services Education Program system.

The following data is reported at the end of each fiscal year:

July 1 Enrollment: the total number of youth who are enrolled in the Juvenile Services Education Program on the first day of the fiscal year.

Total number of students served: the total number of youth enrolled in the Juvenile Services Education Program within the fiscal year.

High School Diplomas: the total number of students who have completed the minimum requirements necessary for awarding a Maryland High School Diploma.

CTE Module Certificates: the total number of youth receiving a certificate for completing an instructional module in a Career and Technology Education program.

Students pre-post tested who make academic gains in reading and math: the total number of students whose BASI pre and post test scores demonstrate a minimum of two months growth for every 30 days of enrollment.

GED Passing Rate: the total percent of students who pass all five sections of the General Educational Development Tests compared with the number of students who sat for the test minus the number of incomplete tests.

Attendance: the total percent of students in school during each class period of the day.

The current database is under review by a Data Focus Group in order to bring all elements of the System into compliance with the data requirements in the Juvenile Services Education Program. The goal of this group is to revamp the entire system so it meets the needs of all end users and to include interconnectivity between programs.

School Improvement

The Juvenile Services Education Program established a program improvement initiative under the direction of the Education Coordinating Council for Juvenile Services Education (Council) and the Council approved three programmatic goals for FY 2010:

School Accountability

Data-Area	Standard
GED Test Passing Rate	Satisfactory = 60%; Excellent = 70%
Attendance	Satisfactory = 94%; Excellent = 96%
Academic Achievement	Satisfactory = 60% of students tested will demonstrate a minimum of two months growth; Excellent = 70% of students tested will demonstrate a minimum of three months growth

During FY 2010, the Juvenile Services Education Program was able to achieve a satisfactory outcome in the GED Test Pass Rate.

School Information

Charles H. Hickey Jr. School

The Charles H. Hickey Jr. School is located in Parkville, Maryland. It is a secured 72 bed detention center for detained young men between 12 and 18 years of age who are awaiting trial or a commitment placement. MSDE assumed responsibility for the education program on July 1, 2004. Currently, the school staff consists of 23 instructional and support staff who provide the youth with six hours of daily instruction, special education, technology skills, library/media, and transition and guidance services.

During the FY 2010 school year, 902 students were served at the Charles H. Hickey Jr. School. The program met one of the four school improvement/accountability standards by achieving a satisfactory 63% passing rate on the GED Tests. The school did not meet the standards in attendance and reading and math gains. This performance resulted in part from the largest snow fall in Maryland history that closed the school building for several weeks.

To ensure that the Charles H. Hickey, Jr. School improves outcomes for students, data will be monitored more frequently, the number of classroom observations will be increased, feedback to staff will be provided in a more timely manner, student performance on the Read 180 will be monitored, and the education department will work more closely with the facility administration to improve student attendance.

Baltimore City Juvenile Justice Center

Baltimore City Juvenile Justice Center is located in the heart of east Baltimore. The facility provides centralized intake, assessment, court, detention services, and 125 beds for delinquent youth requiring detention. Given the large population, the Juvenile Services Education Program at BCJJC is comprised of 27 staff members. These staff members include an on-site principal, assistant principal, guidance counselor, and a transition specialist who assist the instructional staff with the delivery of educational and occupational programming. Additionally, special education services at BCJJC are provided by four certified instructional staff and a lead special education teacher.

In FY 2010, the school served 1,211 students with an attendance rate of 90%. The school had a 67% passing rate on the GED Tests, a satisfactory outcome. An art program was introduced to enrich each student's experience in art no matter what their skill level or interest. Students have created one-of-a-kind works of art using various media. Career and Technology Education and Transition services remain an important part of the program. This past year the Accelerated Learning program was restructured. The school partnered with the Circuit Court of Baltimore City to host a resource fair for students that included Baltimore City Community College, Youth Advocacy Program of Baltimore, and the Office of the Public Defender. Students were provided information about community based resources. This past year, the school partnered with the University of Maryland Medical School and the Foster Grandparents Program to enrich the educational program at the facility.

When MSDE assumed responsibility for the education program at BCJJC in January 2006, the facility was under federal monitoring by the Department of Justice. MSDE worked diligently to bring the education program into full compliance and successfully exited monitoring in June 2010.

Lower Eastern Shore Children's Center

Lower Eastern Shore Children's Center is located in Salisbury, Maryland. The facility provides secure detention for 24 youth, both boys and girls, from Dorchester, Somerset, Wicomico and Worcester counties. The Juvenile Services Education Program is comprised of seven staff including, a principal, guidance counselor, special education instructor, two regular education instructors, an instructional assistant, and a secretary/records clerk. Students at LESCC receive instruction in core academic subjects and if eligible, special education services.

The school enrolled a total of 395 students over the past year. The school met the satisfactory standard for attendance, a rate of 93% for this year. This is an improvement over last year's attendance. Of the students who stayed at the facility for more than 30 days, 49% made at least two month gains in reading and 54% made gains in math.

Victor Cullen Center

The Victor Cullen Center is a secure treatment facility located in northern Frederick County. Accepting adjudicated boys from across the state, VCC has the capacity to care for 48 youth between the ages of 14-19 years in a six- to nine-month treatment program for issues related to

mental health and substance abuse. MSDE Juvenile Services Education Program at VCC provides a full continuum of services within a daily six-hour program and has a total of 14 staff members, including a principal, three academic teachers, two special education teachers, a construction core and electrical wiring instructor, library/media specialist, guidance counselor, four instructional assistants, and an office secretary.

The education program at VCC has school improvement goals in the areas of student attendance, GED pass rate, and achievement gains in reading and math skills. For FY 2010, the program demonstrated satisfactory achievement on all four goals with a 94% attendance rate, 67% pass rate on GED Tests, resulting in 18 students earning their Maryland high school diploma, 64% of students demonstrated two-months gain in reading skills for every one-month of enrollment, and 60% demonstrated such a gain in math skills. Additionally, 46 students participated in the Career and Technology Education Construction Core program, collectively completing 196 modules in that program.

J. DeWeese Carter Center

The J. DeWeese Carter Center, located in Kent County, is a secure detention facility for 15 youth. The Carter Center provides emergency detention facilities to the nine counties of the Upper Eastern Shore of Maryland. The Juvenile Services Education Program at the Carter Center is comprised of seven staff members including a principal, special education instructor, two regular education teachers, a guidance counselor, an instructional assistant, and a secretary/records clerk. Students at Carter Center receive instruction in core academic subjects and if eligible, special education services.

The school at the Carter Center had a total of 225 students enrolled over the past year. The attendance rate was 93% for year, just one percentage point below the satisfactory standard. Overall attendance has improved over the past year. Of those students who stayed at the facility for more than 30 days, 58% made at least a two month gain in reading. In math, 63% of pre/post tested students made a two month gain, thus achieving the satisfactory accountability standard. These percentages represent gains in both of these areas over the past year.

Statistical Information

July 1st Enrollment

Facility	FY 2008	FY 2009	FY 2010
Baltimore City Juvenile Justice Center	124	113	104
Charles H. Hickey, Jr	65	67	75
Lower Eastern Shore Children's Center	25	22	25
Victor Cullen Center	12	32	35
J. DeWeese Carter Center	27	12	14
Juvenile Services Education Program	253	245	253

Total Enrollment

Facility	FY 2008	FY 2009	FY 2010
Baltimore City Juvenile Justice Center	686	1,236	1,211
Charles H. Hickey, Jr	1,551	695	902
Lower Eastern Shore Children's Center	382	377	395
Victor Cullen Center	73	72	115
J. DeWeese Carter Center	136	210	225
Juvenile Services Education Program	2,828	2,590	2,848

Average Length of Stay By Program

Detention	15 Days
Pending Placement	32 Days
Treatment	225 Days

School Improvement/Accountability Outcomes

School	Attendance	GED%	Reading Gain	Math Gain
Hickey	66,062/71,425 92% Not Met	5/8 63% Sat	56/114 49% Not Met	64/114 56% Not Met
LESCC	25,913/27,727 93% Not Met	0/2 0% Not Met	34/69 49% Not Met	38/70 54% Not Met
BCJJC	59,329/66,201 90% Not Met	2/3 67% Sat	192/454 42% Not Met	224/454 49% Not Met
Carter	13,846/14,837 93% Not Met	NA Not Met	19/33 58% Not Met	20/32 63% Sat
Cullen	37,228/39,591 94% Sat	18/27 67% Sat	78/122 64% Sat	70/116 60% Sat
System	20,2378/219,781 92% Not Met	25/40 63% Sat	379/792 48% Not Met	416/786 53% Not Met