

# **PERU CENTRAL SCHOOL DISTRICT**

# **STATE OF THE DISTRICT 2009 REPORT**

**PRESENTATION TO THE BOARD OF EDUCATION  
JANUARY 2009 AT THE REGULAR MONTHLY MEETING**



**BY A. PAUL SCOTT, SUPERINTENDENT OF SCHOOLS**

# PERU CENTRAL SCHOOL DISTRICT

## JANUARY 12, 2009 STATE OF THE DISTRICT REPORT

### TABLE OF CONTENTS

Introduction.....	2
Peru CSD since 1937.....	3
Mission and Multi-Year District Goals.....	4
Forecasted Priorities and Challenges.....	5
Values, Vision and Performance.....	6
Longer Term Planning.....	7
Return on Investment.....	9
Policies, Protocols and Practices.....	11
Refresher on the Peru CSD Community Summit.....	12
Support Operations.....	14
Campus Infrastructure & Capital Planning.....	15
Leadership Development.....	16
Human Resources and Recruitment.....	17
Peru CSD Core Values.....	18
Strategic Performance Objectives.....	19
Albany’s Report Card on Peru CSD.....	Appendix A
Snapshot on Expenditures & Revenues.....	Appendix B
Student Enrollment.....	Appendix C
Peru CSD Student Enrollment Projections.....	Appendix D
Budget Development Timetable.....	Appendix E
District Goals for 2009-2010.....	Appendix F

# PERU CENTRAL SCHOOL DISTRICT

## JANUARY 12, 2009 STATE OF THE DISTRICT REPORT

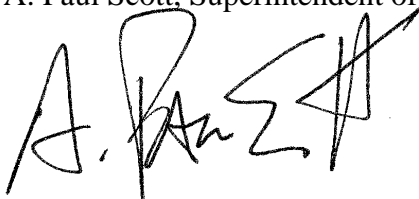
### INTRODUCTION

Best wishes to you for year 2009! This year's State of the District report is intended to:

- A. Provide the Board of Education and district stakeholders with facts and perspectives on the status of the school district's programs and support operations at the start of this new calendar year;
- B. Highlight some notable accomplishments of students, faculty, support staff, administrators, operations supervisors, the Board of Education and other Peru CSD volunteers in recent years associated with continuous improvement and accomplishment of district goals;
- C. Identify forecasted priorities and challenges for the near term future;
- D. Offer pertinent information to assist the school board with construction of a proposed 2009-2010 school year spending plan, subject to voter consideration in May of 2009.

Thank you!

A. Paul Scott, Superintendent of Schools

A handwritten signature in black ink, appearing to read 'A. Scott', with a stylized flourish at the end.

# **PERU CENTRAL SCHOOL DISTRICT**

## **JANUARY 12, 2009 STATE OF THE DISTRICT REPORT**

# **1937 THRU 2009: CAPSULE HISTORY**

Peru Central's mission is honorable and durable: Provide a solid public school education to the children of this rural community. That mission calls for each of us to help make each day of school as safe, successful and productive as possible. The definition of a 'solid public school education' has been evolving since the inception of our school district in 1937.

For most community members, Peru Central has always been a part of public education in our community. Yet this was not always so. In the year 1937, fifteen public school districts, including one through fourteen in the town of Peru and a school district in the town of Schuyler Falls became the centralized rural school district of Peru CSD. The intent was to provide a modern, safe, fireproof and sanitary building in which to educate the community's children.

Seven decades later, in January 2009, much has changed, since the definition of a 'solid public school education' has evolved. Public education in the 30's through the 70's was high expectations for some students and very low expectations for most other students. In the 1950's, a rural school district was identified as successful if half the students in a given community graduated from high school.

Success in year 2009 is identified as success for every child, every student. At Peru Central, public education is not what it used to be – it's better. Yet there's much good work ahead. The other sections of this report offer details regarding that 'good work' ahead.

# PERU CENTRAL SCHOOL DISTRICT

## MISSION

Our school district is to be a community of learners\* involved in and dedicated to the learning process. We believe that every student should be provided with opportunities, and accept responsibility, to grow educationally, socially and emotionally.

Therefore, we expect our staff to: Teach all students a continuously updated curriculum, using a variety of practical, proven research-based methods to actively engage students and meet individual learning styles. Further, we expect our entire school community\* to: Provide a positive, safe, caring and child-centered environment where teaching and learning are emphasized and rewarded, and where there is mutual respect. We will hold ourselves accountable for this through continuous assessment of programs, practices and operations.

*\* Staff, students, parents, other family members, school volunteers, employers, service clubs and others.*

## MULTI-YEAR GOALS

1. Continuous improvement and strengthening of student achievement, instructional programs and support services.
2. Updating school procedures and practices to reflect increased expectations among stakeholders for accountability and service, in consultation with those who will implement such practices.
3. Providing quality support services as necessary to meet the district's mission and to maintain good stewardship of district facilities and grounds.
4. Ensuring fiscal responsibility and cost-effectiveness associated with expenditure of funds to support the goals above.

# FORECASTED PRIORITIES & CHALLENGES

## Forecasted Priorities for 2009-2010 and 2010-2011:

- A. Responding as thoughtfully as possible to the prospect of a net cut in state aid for 2009-2010, associated with the severe national & statewide economic downturn.
- B. Bolstering student success during transition years, such as from fifth grade in the Intermediate School to sixth grade in the middle school, and from eighth grade in the middle school to ninth grade in the high school.
- C. Sustaining the Peru CSD early grades literacy development program constructed during years 2006 thru 2008.
- D. Promoting fact-based discussion led by Principals at each grade span, focused on the annual Peru CSD curriculum data books summarizing student achievement and conduct associated with state accountability testing, extra-curricular programs, continuous improvement initiatives for that grade span's programs, staff development and staff changes.
- E. Engaging the Peru CSD internal curriculum audit process featuring peer-to-peer gathering, examining and reporting of pertinent findings and recommendations to help teacher teams further strengthen the K-12 pathway of learning for the students we serve.
- F. Further strengthening of fiscal accountability and program accountability measures, to reflect increasing federal, state and local expectations for public accountability engaged with instructional programs & support operations, as follow-up to the various Peru CSD audits and Comptroller's Office audits of winter, spring and fall 2008.
- G. Increasing citizen and school community discussion of global, national and regional climate change.
- H. Continuing the pattern of increased student achievement on state accountability tests at each grade span.
- I. Striving for even higher numbers of percents of Peru CSD graduates who earn a diploma coupled with one or more college credits, via our strong partnership with Clinton Community College and via AP coursework.
- J. Making thoughtful decisions regarding use of instructional time, given a static schedule and growth in mandates for programs and coursework.
- K. Sustaining the Peru CSD legacy of strong instructional program for this community's children in the midst of a fiscal climate increasingly focused on regionalization and inter-municipality partnerships to streamline costs.

# PERU CENTRAL SCHOOL DISTRICT

## JANUARY 12, 2009 STATE OF THE DISTRICT REPORT

### VALUES, VISION AND PERFORMANCE

Continuous improvement was bolstered by stakeholder engagement during year 2007. A set of values broadly supported among stakeholder representatives as reflecting our school community's vision for the future were reduced to writing.

That set of Peru CSD core values (*page 18 of this report*) and strategic performance objectives for years 2007 thru 2012 (*page 19*) were adopted by the school board in 2007, and re-adopted in 2008.

The construction process for those core values and strategic performance objectives engaged various students, extra-curricular student clubs and advisors, parents, faculty and support staff, instructional team coordinators, administrators and supervisors, shared decision making teams, district volunteers, presidents of collective bargaining units, parent association leaders, various town supervisors, various service clubs and the Chamber of Commerce.

These core values and strategic performance objectives will help us, as a progressive school district, to 'set our sights' on what our performance and accomplishment levels will look like after making substantial progress toward more fully accomplishing of our organization's mission in three years from now, January of 2012.

As part of helping to 'set our sights', the school board is approximately half-way toward completing the first comprehensive updating of the Peru CSD district policy handbook and administrative protocols since year 1991.

That comprehensive policy updating initiative is slated for fall 2009 completion.

# PERU CENTRAL SCHOOL DISTRICT

## JANUARY 12, 2009 STATE OF THE DISTRICT REPORT

### LONGER TERM PLANNING

Global warming and climate change will impact on our nation and on our region. Challenges and opportunities will likely result from that, too.

Impacting on our longer term is the growing conversation nationally on career-technical training for increasing numbers and percents of America's children, given the increasing importance of a more highly skilled workforce.

Most American children are cared for during the daytime by caregivers other than their parents. Recent national studies indicate one quarter of the nation's children live in poverty. Such factors will likely influence public education programs and priorities in years ahead.

Most of America's school districts were established at a time when a much more substantial segment of the population was engaged with agriculture. Our agrarian calendar continues to be the basis for our eight weeks of annual summer recess: providing time for our community's children to 'help bring in the crop' despite the fact the 'crop' is brought in by a relatively small number of adult workers using specialized machinery.

If relatively inexpensive oil and fuel become less available or unavailable, we might return to our rural roots with a focus on local and regional production/consumption of food, staples and durable goods, while a surge of technology development is focused on alternatives to oil-based energy



production. It may be that innovations in energy production and/or disruptions to energy distribution would have impacts on our school district's customary programs and services.

Another aspect of longer-term planning may be substantial re-engineering or re-establishing from 'ground-up' how we assess student achievement, award credit, track performance and add convenience or flexibility for students to complete diploma requirements and demonstrate success.

Such focus might include alternatives to the customary six-hours per day, 180-days per year requirement for each student, September through June.

Priorities for planning and continuous improvement in the years ahead will likely include:

- Striving to raise the high school graduation rate at Peru CSD;
- Routinely updating school safety and security policies, protocols and plans;
- Extending our community outreach efforts via student projects and exhibitions, volunteerism, community service and broadened public access and community relations initiatives to increase the number and percent of households within the school district's boundaries where there is a personal and constructive relationship with Peru CSD;
- Sustaining the focus on fiscal accountability, results-based 'return on investment' and solid performance sustain strong programs and student performance while being stewards focused on thoughtfully balancing costs and revenues;
- Helping the organization, its employees and its programs to better reflect current and emerging community expectations for 21<sup>st</sup> Century public service.

# PERU CSD RETURN ON INVESTMENT:

## CONTINUOUS IMPROVEMENT SINCE 2001

### Curriculum

- ☑ Revamped the written & delivered English [ELA] curriculum for each grade, K-12.
- ☑ Constructed, piloted and moved ahead with the Peru CSD internal curriculum auditing process, to promote further advances in student success and professional practice, across campus [2008].
- ☑ Policy is put into place regarding assessment, delivery, leadership and management of curriculum [2007].
- ☑ Established grades 6-8 middle school curriculum in 2001, replacing the legacy 'junior high school' structure at Peru CSD.
- ☑ Middle school ELA 'toolkit' booklet published for all students and teachers.
- ☑ Applied for and received \$2M federal 'Reading First' that supported a complete re-design of the grades K-3 early literacy development curriculum.
- ☑ Revamped physical education curriculum for elementary and secondary grades students.
- ☑ Cost-effective alternative education curriculum after regular hours in place since 2005.

### Instruction, Assessment, Student Achievement and Conduct

- ☑ Increased student achievement on state tests in ELA and math [2007 and 2008].
- ☑ Nine percent increase in number of eighth grade students enrolled in accelerated high school Integrated Algebra coursework as part of their eighth grade program [2008].
- ☑ Delivery of academic intervention service is re-designed to better reflect updated instructional practices and student learning [2008].
- ☑ Intermediate school commended by the SED as a 'gap closing' school [2005 and 2008].
- ☑ NASA recognizes Peru CSD earth science program for our on-line national research project.
- ☑ Peru CSD students nearly triple their enrollment in college advancement program coursework.
- ☑ Differentiated instruction strategies workshops to promote increased student success [2006].

**Continued Next Page**

## **Professional Practice**

- ☑ Cross-campus focus on practical, proven research-based instructional strategies.
- ☑ Peer coaches to help support first year teachers at Peru Central.
- ☑ Peer presenters cadre to sustain and strengthen professional practice across campus.
- ☑ Multi-year induction program for all new Peru CSD faculty and administrators.
- ☑ Leadership academy to strengthen classroom, school and district level leadership.
- ☑ Streamlined and strengthened professional development planning [biennially since 2001].
- ☑ Custodial services team and supervisors re-vamped cleaning practices and protocols.
- ☑ Updated protocols for recruitment, observation & assessment of state-certified employees.
- ☑ Portfolio assessment process for all administrators to promote continuous improvement.

## **Goal Setting and Public Reporting**

- ☑ Fifty-three school board accountability reports examined in public session [2008].
- ☑ Forty-two media releases to print & broadcast media [2008].
- ☑ Annual calendar for continuous improvement, goal setting and public reporting [since 2001].
- ☑ Individual professional goals process for probationary appointment certified staff.
- ☑ Extensive program, budget, progress reports, media releases and school data via Web site.
- ☑ Revised and extensive public session budget development process and detail documents.
- ☑ District Web site commended by regional newspaper for extent of information available.

## **Financial Accountability & Environmental Initiatives**

- ☑ Expanded energy conservation protocols cross-campus & with transportation services [2008].
- ☑ Quarterly 'Community Report' mailed to residents of school district [since 2001].
- ☑ Budget development based on district goals established in advance of the budget process.
- ☑ Budget advisory committee to broaden discussion of finance matters [annually since 2005]
- ☑ Annual benchmarking report to publicly report on comparisons with bordering districts.
- ☑ Strengthened fiscal accountability and internal controls as an ongoing priority.
- ☑ All district policies available continuously to the public via district's Web site home page.
- ☑ Various Peru CSD policies and procedures are used as benchmarks by other school districts.
- ☑ Conservative approach to expenditures & revenues as part of fiscal management.
- ☑ Very favorable per-pupil spending comparisons with similar schools statewide.

# **PERU CENTRAL SCHOOL DISTRICT**

## **JANUARY 12, 2009 STATE OF THE DISTRICT REPORT**

### **POLICIES, PRACTICES AND PROTOCOLS SLATED FOR YEAR 2009 EXAMINATION**

Since January 2001, policy development at Peru CSD has been a priority. Many key policies have been updated since then. We are well underway with the first comprehensive updating of the policy handbook since year 1991. The New York State School Boards Association is assisting with that.

Peru CSD continues to move ahead with examining policy practices and protocols, in response to constituent requests, questions and increased expectations. Particular district policies, protocols and guidelines for professional practice slated for year 2009 examination and updating include:

- Fiscal management;
- Facilities;
- Support services;
- Personnel and negotiations;

Ongoing examination and updating of district policy serves the school community well, given the accelerated rate of change and the value of updated policy in a dynamic environment.

# PERU CENTRAL SCHOOL DISTRICT

## JANUARY 12, 2009 STATE OF THE DISTRICT REPORT

### REFRESHER ON THE PERU CSD COMMUNITY SUMMIT

Peru CSD hosted a November 7, 2006 school community summit featuring four town supervisors, officials from higher education and workforce development agencies associated with Peru Central, along with administrator Chris Angevine and faculty member Cheryl Dodds, who helped represent Peru CSD at the October 10, 2006 USNY Regional Summit hosted at Peru Central School District. The November 7<sup>th</sup> summit ‘moved the conversation ahead’ regarding the future of public education at Peru Central. Summit participants were:

- Supervisor **Sandy Senecal**, Town of AuSable
- Supervisor **Don Covell**, Town of Peru
- Supervisor **Bernie Bassett**, Town of Plattsburgh
- Supervisor **Harold Ormsby**, Town of Schuyler Falls
- President **Dr. Maurice Hickey**, Clinton Community College
- Dean of Education, Health & Human Services **Dr. David Hill**, SUNY at Plattsburgh
- Executive Director **Jim Calnon**, North Country Regional Workforce Investment Board
- **Chris Angevine**, Principal, Peru Primary School
- **Cheryl Dodds**, President, Peru Association of Teachers
- **Garry Douglas**, Executive Director, Chamber of Commerce

Moderator for the November 7<sup>th</sup> summit gathering was A. Paul Scott, Superintendent of Schools.

Top priorities for advancing elementary and middle grades programs and practices so that all students are better prepared at Peru Central to enter high school and earn a diploma suggested by Peru CSD summit participants included:

- Connect students and what they are learning in school with the community, via the local and regional ‘real world’ of events, venues and commerce.
- Foster collaboration, social skills and civic engagement.
- Acknowledge there is a ‘culture of poverty’ that has an impact, employ research-based strategies to provide students with authentic experiences via the school program, to offset poverty’s impact.
- Engage in broader fashion with vocational technical programs at CVES.
- Continue and expand use of the Peru CSD Web site for teacher-specific connections for parents.

Top priorities for advancing high school programs and practices to better ensure each Peru Central high school student will stay in school, do quality work and complete diploma requirements offered by Peru CSD summit participants included:

- Have Peru CSD move forward with proactive and enthusiastic commitment to vocational education.
- Need more mention and focus on vocational education and workplace skills being as important to focus on as advanced placement coursework and dual-enrollment coursework.
- Show high school students the realities of what is 'out there' for local and regional workplace opportunities.
- There's a 'bottleneck' between middle school and high school, since student needs are not met effectively in ninth grade when students transition from middle school to ninth grade, given the differences in class sizes, expectations, etc.
- Class size at the high school warrants examination, such as large science classes and the challenge that places on teachers to actively engage students in 'hands on' authentic learning.

Top priorities for helping our students gain respectful habits of work and conduct for the job market, continued education and productive citizenship suggested by Peru CSD summit participants included:

- Provide direct instruction as to respectful habits, and engage every Peru CSD employee in modeling of those habits of work ethic and conduct daily, so our students see such habits among the adults.
- We need heroes that are 'real life'.
- Model and pass along that learning is a lifelong pursuit – we'll be learning to learn the rest of our lives.
- Regional employers are calling for schools to address the lack of soft skills – employers are concerned about deterioration of the work ethic.
- Be sure to have access to good quality local information so that students may engage with and learn about the regional community and environment.
- Be aware of what we are rewarding – offer opportunities for students to earn the 'Peru Colors' and 'Peru Jackets' and 'Peru Logos' via other pursuits being athletic pursuits. Enable students to earn 'Peru Colors' via academics and via soft-skills.
- If you want it ... teach it.
- Every Peru CSD employee needs to model 'soft-skills' and good work ethic.

General comments offered by summit participants included:

- Engage the school district and local government and workforce development agencies as a team that is striving for community development.
- Peru's staff are great mentors for college students at SUNY Plattsburgh who are interested in a career in public education.
- Emphasize the importance of workforce development for the future of our North Country.
- Help students make good decisions regarding workplace skills and their future careers.
- Transformation of the North Country is underway. Change is in the wind, change needs to be in the wind. Change is happening and will happen.

Participants indicated the November 7, 2006 Peru CSD public education summit was time well spent, and the conversation should continue. Various participants requested we 'invite them back.' We will likely do so during fall of 2009.

# PERU CENTRAL SCHOOL DISTRICT

## JANUARY 12, 2009 STATE OF THE DISTRICT REPORT

### SUPPORT OPERATIONS

#### **Buildings & Grounds Services**

This department engaged last school year – and continues to engage this school year – with examining and bolstering particular buildings & grounds department practices, procedures, work patterns and staffing patterns, implementing changes when feasible, as part of continuous improvement. During 2008, new management protocols and a set of custodial team member rubrics for day-to-day expectations were put into regular practice, reflecting the importance of this function being done well. A bolstered staffing pattern for gymnasium cleaning during the particularly busy winter sports season months was established in 2008.

#### **Cafeteria Services**

The most recent New York State Education Department comprehensive audit of the cafeteria services program focused at the Primary School. The audit resulted in an ‘Excellent’ rating. Increased focus on nutrition is evident at each grade span.

#### **Transportation Services**

The school day for nearly all our students begins when a Peru CSD school bus picks them up for transport to the consolidated central campus. Given the extensive miles traveled daily and the varying weather and road conditions, we depend on – and receive – high levels of fleet maintenance, professional and dependable ‘on the road’ habits of drivers, and ongoing replacement of vehicles identified as needing replacement. Fuel conservation and route consolidation are part of continuous improvement.

#### **CSEA Support Staff Association and Operations Supervisors**

I commend the Peru Central’s CSEA support staff president and the vast majority of CSEA support staff with moving ahead on strengthening of various support operations functions at Peru Central.

Peru CSD is fortunate to have an experienced, very capable trio of support operations supervisors, all with extensive experience within their area of operations.

# **PERU CENTRAL SCHOOL DISTRICT**

## **JANUARY 12, 2009 STATE OF THE DISTRICT REPORT**

### **CAMPUS INFRASTRUCTURE & CAPITAL PLANNING**

Most of the Empire State's public school buildings – Peru CSD included – were constructed fifty or more years ago. As a result, the state requires school districts to identify and report priorities for school building renovations, repairs and modernization every five years.

At Peru Central, priorities identified during the most recent state-mandated comprehensive buildings conditions review included replacement and updating of various original elementary grades windows, screens and blinds, classroom toilet rooms, wall coverings, shelving, blackboards, storage cabinetry, doors, floor tile, power receptacles, plumbing and information technology upgrades. High school priorities include renovating the auditorium and band room, student cafeteria, updating and making more efficient various environmental controls and systems, replacing casework, non-rated doors, blackboards, floor tile, door hardware and other such modernization steps for various classrooms, hallways and office areas. Those areas were included in the spring 2008 EXCEL project referendum.

The Board of Education, administration and staff at Peru CSD appreciate the March 2008 voter approval of the EXCEL capital project referendum, making use of over \$700,000 in state EXCEL funding for such renovations. The EXCEL capital project also makes use of capital project reserve funds which were authorized by voters in May 2006 and May 2007.

Capital project details were published in recent Peru CSD Community Reports and in various print and broadcast media feature stories.



# PERU CENTRAL SCHOOL DISTRICT

## JANUARY 12, 2009 STATE OF THE DISTRICT REPORT

### LEADERSHIP DEVELOPMENT

Peru Central emphasizes the importance of leadership development at the classroom, department, grade span and district level. We must sustain and broaden our leadership development efforts, because leadership development is the catalyst for continued strengthening of achievement among students, staff and volunteers at Peru Central.

We'll continue and strengthen in the years ahead the Peru CSD **summer leadership academy** that's been in place since 2001. The academy promotes strengthened professional practice among new and returning faculty, support staff, administrators and operations supervisors.

This coming summer, Peru CSD is slated to host its third annual **Instructional Accountability Academy** to broaden faculty and administrator engagement on a peer-to-peer basis examining state accountability assessments, student work samples, the links between assessments and day-to-day instruction at each grade span, and the links between state standards and day-to-day classroom assignments/projects/teacher-made tests. As was the case summers of 2007 and 2008, a prime focus of the summer 2009 Instructional Accountability Academy will be to help prepare faculty members for service as internal curriculum audit team members.

#### **Faculty Support and Engagement with the Faculty Association**

I commend the faculty at Peru CSD and faculty association leaders for their support and active engagement with leadership development. Since 2001, Peru CSD has engaged the faculty association to establish a peer presenter cadre, a Peru CSD peer coaching program for all first year teachers, a set of internal curriculum audit criteria and re-vamped the roles of instructional team coordinators for grade level and department teams. We've advanced leadership across campus.

# PERU CENTRAL SCHOOL DISTRICT

## JANUARY 12, 2009 STATE OF THE DISTRICT REPORT

### HUMAN RESOURCES & RECRUITMENT

Peru Central has many highly qualified and experienced faculty and support staff. Those individuals are supported and supervised by three operations supervisors, eight program administrators, our School Business Administrator and the Superintendent of Schools.

It is through the human resources of the organization that students are transported, instructed, coached, fed, supervised and provided with a positive learning environment.

Various key employees have reached a point in time when they are either nearing eligibility, at that point of eligibility or serving beyond their point of eligibility to take a well-earned retirement from public service at Peru Central School District. In the years ahead, Peru Central will be faced with the need to recruit replacements for some very valuable, talented individuals to replace those whose service with the school district will come to an end due to retirement, accepting another position or moving ahead with their career. In some cases, the candidate pool will be almost entirely local. In other cases, the candidate pool will be regional and/or statewide.

With each vacancy, the focus will be on recruiting the individual who appears to be the closest and best 'match' for Peru Central from among those who apply for the position. Doing so is important. For example, various research reports make clear that teacher effectiveness is a key factor in student success. That is why the school district and its administrators place substantial focus on recruitment for any and all vacancies at Peru Central School District. Such efforts will be evident throughout 2009.

# PERU CENTRAL SCHOOL DISTRICT CORE VALUES

Peru CSD advances the mission and student success through:

- A. Visionary district leadership complemented with management by facts.
- B. Worthwhile district goals coupled with high, reasoned expectations.
- C. Clearly stated expectations for achievement and success.
- D. Focus on professional development, lifelong learning and recruitment of top quality employees.
- E. Clearly defined conduct expectations, coupled with consistent, equitable enforcement of those expectations.
- F. An academic 'core' curriculum at each grade level that is written in clear fashion, delivered day-to-day in classrooms and assessed by appropriate means to measure student achievement and progress.
- G. Respect for and tolerance of differences among individuals.
- H. Making recommendations and performing assigned tasks with the needs of students placed first in mind, as part of focusing on good public service.
- I. High levels of accountability for each grade level and department, coupled with public reporting on progress, recognition of success.
- J. Sustaining and strengthening an environment of mutual respect.
- K. Variety in how students may demonstrate achievement and reach success.
- L. Well being, satisfaction, professional practice and development of faculty, staff and volunteers, because success depends increasingly on solid performance of duties and good stewardship by each administrator, supervisor, employee and school volunteer.
- M. Benchmarking programs, practices and finances with the best of other progressive public school districts having similar socio-economic profiles.

# PERU CENTRAL SCHOOL DISTRICT

## STRATEGIC PERFORMANCE OBJECTIVES THRU 2012

The following Peru CSD strategic performance objectives are in place:

- A. Ninety percent of 2<sup>nd</sup> grade students who have been enrolled at Peru CSD since kindergarten will read at or above grade level by the end of second grade.
- B. Ninety percent of students in grades three and above who have been enrolled at Peru CSD for at least one year will meet or exceed NYSED benchmarks for being 'on track' with preparation for Regents-level work in high school, as measured by the NYSED accountability testing program for English language arts and math.
- C. Ninety percent of annual 'customer satisfaction' snapshot surveys for students, employees, parents and residents will indicate a satisfaction with measurable progress toward providing high quality programs, management by fact and focus on continuous improvement via reporting of results.
- D. Ninety-five percent of children who enter Peru High School as ninth graders and continue to reside within the school district will earn a diploma and a Peru CSD 'workforce readiness certificate' to be ready for the workforce, continued education, and productive citizenship.
- E. Ninety-five percent of Peru CSD graduates who seek to be part of the region's workforce upon completing diploma requirements and the Peru CSD 'workforce readiness certificate' program will be viewed by the region's employers as a 'cut above' other applicants via an annual employer satisfaction survey.
- F. HVAC systems will be 'tuned' in each school to improve temperature stabilization and energy conservation goals will be set annually, as good environmental stewardship for the children and community we serve.

# PERU CENTRAL SCHOOL DISTRICT

## 2008 NYSED STATE TEST DATA FOR PERU CSD

### SNAPSHOT REPORT FROM THE SUPERINTENDENT

#### JANUARY 12, 2009

The New York State Education Department 2008 School District Report Card for Peru CSD is a fifty-two page document, including a fourteen page district summary, plus school-specific sheets for elementary and secondary grades. The school district **reached or exceeded** state expectations **each** of the **fourteen** criteria, based on 2006-2007 school year testing. The snapshot summary is provided below for you.

### Intermediate School

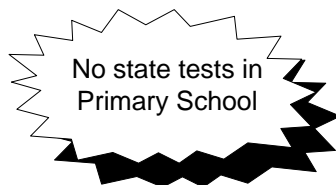


**Overall Accountability Status:**

Good Standing.

**Priority for Strengthening:**

Sub-group of students with disabilities, based on State test performance 2006-2007, particularly with English language arts.



### Middle School



**Overall Accountability Status:**

Good Standing.

No longer identified by NYSED as a school in need of improvement.

**Priorities for Strengthening:**

1. Sustain incremental progress of all sub-groups.
2. Increase achievement among sub-group of students with disabilities, based on 2006-2007 'safe harbor' status for annual yearly progress and performance on English language arts state tests among students with disabilities.

### High School



**Overall Accountability Status:**

Good Standing.

**Priorities for Strengthening:**

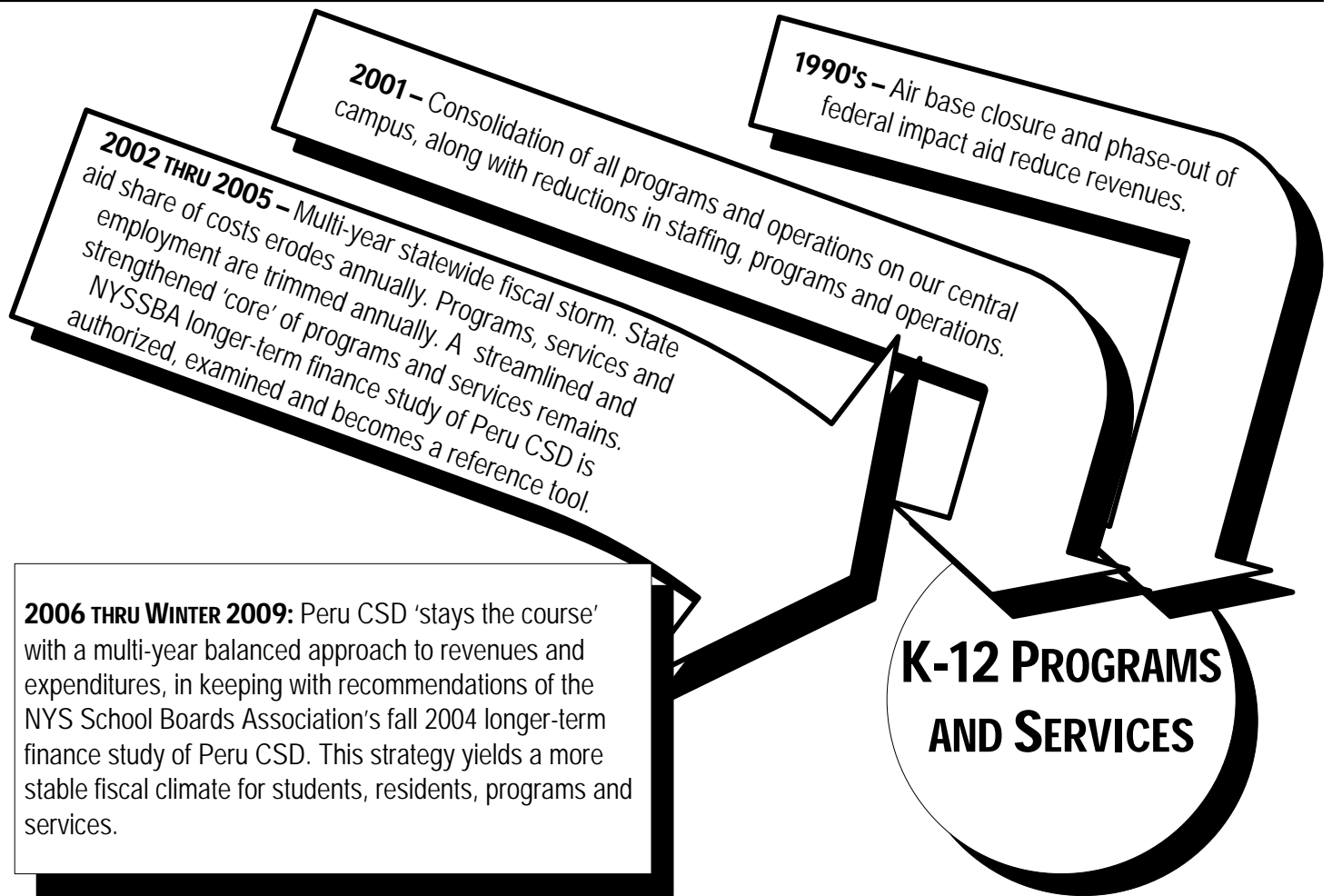
1. Achieve 100% graduation rate.
2. Increase percent of students achieving at mastery level on Regents examinations [85%+].
3. Identify particular Regents courses as priorities for continued improvement of student achievement, using 2005-06 and 2006-07 school year Regents exam scores as one key indicator to help identify such courses.

This snapshot report is intended to provide interested individuals with a summary of the state's summer 2008 report on student achievement at Peru CSD, using 2006-2007 school year achievement, as measured by state tests published by or contracted through the New York State Education Department.

A. Paul Scott,  
Superintendent of Schools

# PERU CENTRAL SCHOOL DISTRICT

## JANUARY 12, 2009 SNAPSHOT ON EXPENDITURES AND REVENUES



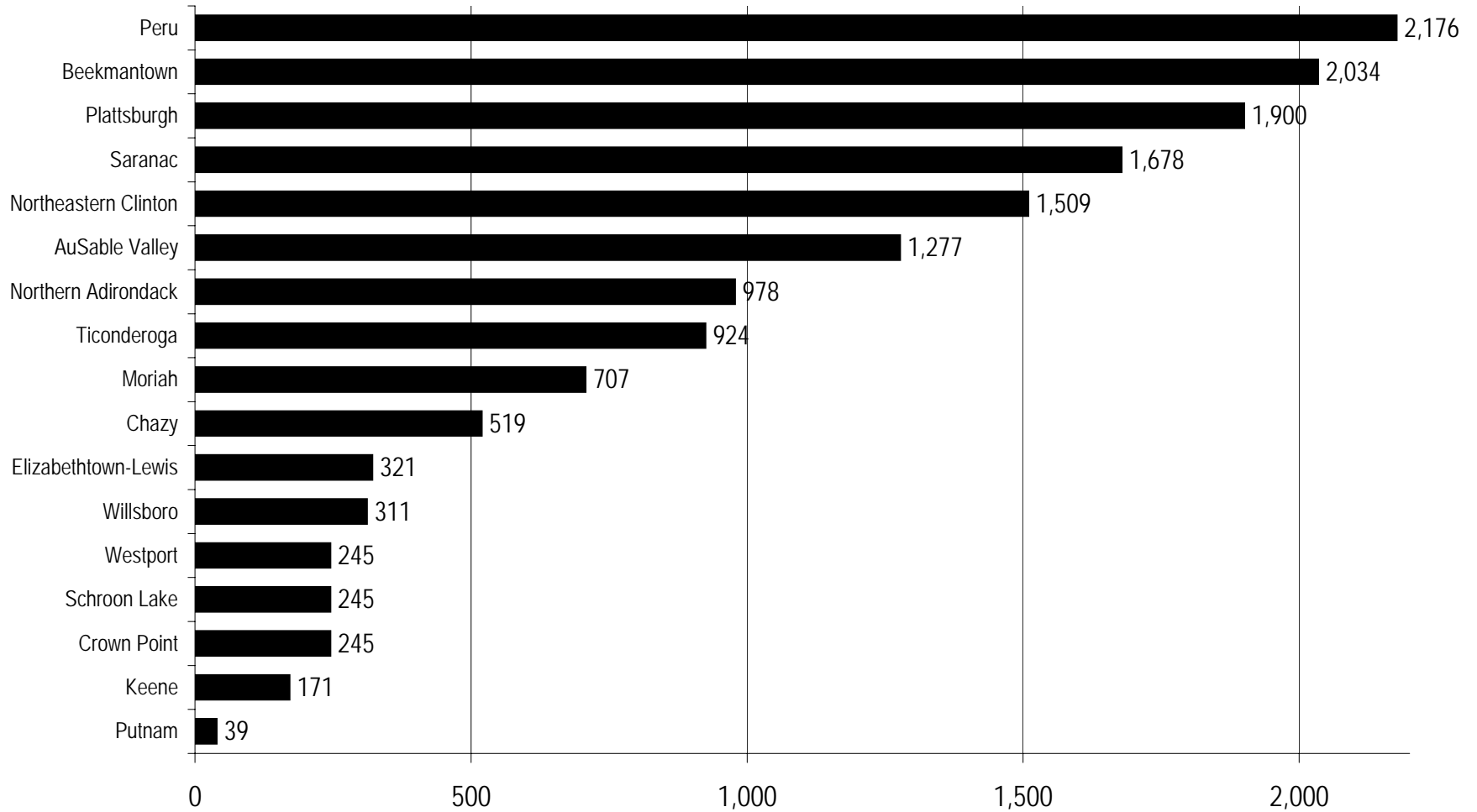
[1] Peru CSD continues to compare favorably with bordering school districts in regard to fiscal accountability, as evidenced in annual benchmarking studies. Top priorities for programs, support services and continuous improvement are the focus throughout each year's budget cycle. All programs and services are examined thoughtfully by administration and the school board with an eye toward program effectiveness and efficiency, increased student success and conduct, enhanced efficiency of day-to-day support operations, and more effectively promoting a safe, secure learning environment.

[2] The Governor's December 2008 Executive Budget proposed state aid cut next school year for Peru CSD, coupled with the prospect for a freeze or deeper state aid cut for 2010-2011 are clear examples of why the administration and school board will be focused on updating and monitoring Peru CSD's multi-year approach to revenues and expenditures.

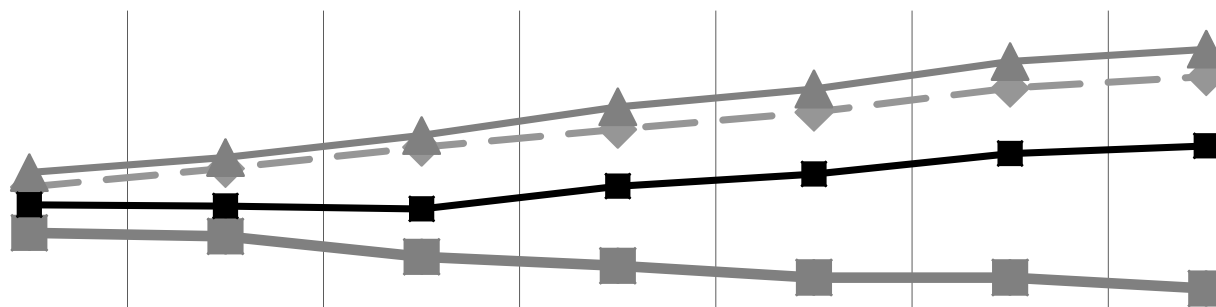
[3] Recently published federal and state reports make very clear the increasing importance of **strong public education programs** to the future of our nation, our children, our community, our regional economy, and the region's workforce development initiatives.

[4] The **recessionary fiscal storm of 2008 and 2009** is severe. Peru CSD's conservative approach to budgeting revenues and budgeting expenditures has been one follow-up to the fall 2004 NYSSBA longer-term finance study of Peru CSD. That conservative approach assisted the governing team with better positioning the district and school community for the severe recession which has been the #1 topic of discussion among family, neighbors, friends and the media for months.

## New York State Champlain Valley Region's School Districts K-12 Student Enrollment: October 2008 Data



Peru Central School District Enrollment Projections  
 November 2008 Annual Enrollment Projection Report  
 Newest Projections Forecast About 2,200 Students Next Three Years



	2009	2010	2011	2012	2013	2014	2015
—◆— Fall 2005	2240	2267	2298	2324	2349	2384	2401
—▲— Fall 2006	2261	2283	2315	2357	2383	2423	2441
—■— Fall 2007	2173	2168	2138	2125	2108	2108	2092
—■— Fall 2008	2214	2212	2208	2241	2259	2289	2300



# PERU CENTRAL SCHOOL DISTRICT

## REVISED 2009-2010 BUDGET DEVELOPMENT TIMETABLE

☑	August 12 <sup>th</sup>	Board adopts the proposed budget development timetable
☑	October 2008	Board re-examines and updates the multi-year finance plan established spring 2008, in keeping with the spring 2008 governing team agreement to have a twice annual re-examination of the multi-year finance plan.
☑	December 8 <sup>th</sup>	Initial budget advisory committee meeting to examine key budget facts and figures, discuss the October 2008 report from the NYSSBA to maximize school district resources.
☑	December 1 <sup>st</sup>	Administrator/Supervisor requests for <b>new or strengthened programs, positions or equipment</b> sent to district office.
☑	December 9 <sup>th</sup>	Board of Education <b>approves district goals and forecasted public education budget factors</b> for 2009-2010.
☑	January 5 <sup>th</sup>	Budget <b>advisory committee</b> begins to formulate particular recommendations to the Board of Education regarding the NYSSBA report.
☑	January 13 <sup>th</sup>	Board receives <b>status report</b> on budget development process to date and discusses the Governor's proposals associated with state aid revenues.
Revised	January 26 <sup>th</sup>	Budget <b>advisory committee</b> completes formulating <b>recommendation[s]</b> for Board of Education consideration regarding the NYSSBA report.
	February 3 <sup>rd</sup>	Board <b>budget workshop</b> featuring a public session discussion of the <b>budget advisory committee</b> recommendation[s].
	February 10 <sup>th</sup>	Board examines mid-year <b>State of the District Report</b> , discusses <b>Governor's proposal</b> for 2009-2010 state aid, receives progress report on crafting a preliminary first draft 2009-2010 budget, re-examine the voter exit poll survey results of May 2008, commission a May 2009 <b>voluntary voter exit survey</b> , with the May 2008 exit survey as the benchmark document, status report on <b>recommendations</b> from the school board's budget <b>advisory committee</b> .
	March 3 <sup>rd</sup>	Board workshop focused on <b>likely 'top' budget increases by category of expenditure</b> ; further discussion of the mid-year <b>State of the District Report</b> and the <b>Governor's proposal</b> for 2009-2010.
	March 10 <sup>th</sup>	Board workshop at the regular monthly meeting focused on updated <b>interim report on status of recommendations</b> from the school board's budget <b>advisory committee</b> ; preliminary draft ' <b>budgeting for adversity</b> ' and ' <b>budgeting for growth</b> ' lists for 2009-2010. ; receive and discuss the annual budget handbook and a <b>preliminary first draft 2009-2010 budget plan</b> .

Revised	<b>March 24<sup>th</sup></b>	Examine and discuss a <b>second draft preliminary estimated budget plan</b> , discuss <b>projected estimated increases in budget categories for 2009-2010</b> , discuss prospective use of reserve funds to sustain the school district's financial foundation.  Board re-examines and updates the multi-year finance plan, in keeping with the governing team agreement to have a twice annual re-examination of the multi-year finance plan.
	<b>March 31<sup>st</sup></b>	Examine and discuss a <b>third draft plan of action and estimated expenditures plan for 2008-2009</b> . Discuss state budget status and <b>adopt a proposed spending plan</b> for voter consideration May 19, 2009.
	<b>April 7<sup>th</sup></b>	Additional budget development workshop to be used only if needed to adopt a proposed spending plan for voter consideration.
	<b>April – May 2009</b>	<b>Community outreach briefings</b> hosted by municipalities & service clubs, along with budget briefings to district employees and bargaining unit leaders. District office construction of <b>budget detail documents</b> & community report.
	<b>May 2009</b>	Budget edition of Peru CSD <b>community report</b> mailed to residents.
	<b>May 5<sup>th</sup></b>	Budget <b>detail booklet</b> available seven days before public hearing.
	<b>May 12<sup>th</sup></b>	Annual <b>public hearing</b> on Board's spending plan for voter consideration.
	<b>May 19<sup>th</sup></b>	Annual <b>vote</b> and election.

This revised timetable was adopted by the Peru CSD Board of Education November 18, 2008.

# PERU CENTRAL SCHOOL DISTRICT

## 2009-2010 DISTRICT GOALS

### 1. Continuing to strengthen student achievement and instructional programs.

- 1.1. Continue to promote student achievement and conduct gains, with increased graduation rates as top priority, reflecting national and statewide attention on this key benchmark.
- 1.2. Sustain our local school community's contributions to student achievement and workforce development via the Peru CSD tuition 'seats' purchased annually by the school board for Peru CSD student enrollment with the career-technical center operated by the BOCES.
- 1.3. Increase the number and percent of Peru CSD graduates who apply for and are accepted at a college, a career-technical program or other continued education program after high school.
- 1.4. Complete the multi-year process of examining and re-establishing mathematics program materials, methods, textbooks and professional practices to further strengthen horizontal [*grade level*] consistency and vertical [*grade-to-grade*] alignment of our K-12 pathway, reflecting the state's renovated math syllabus and updated course curricula.
- 1.5. Continue piloting innovative approaches to providing extra support and encouragement to 8<sup>th</sup> and 9<sup>th</sup> grade students identified as particularly 'at risk' with the transition from eighth grade studies in middle school to ninth grade studies at the high school, in regard to successful completion of ninth grade studies and solid progress toward graduation.

### 2. Updating school procedures and practices to reflect increased expectations among stakeholders for accountability and service, in consultation with those who will implement such practices.

- 2.1. Complete the Peru CSD governing team's first comprehensive updating of the Peru CSD policy manual since 1991, in partnership with the state school boards association.
- 2.2. Sustain the collaborative engagement of faculty and administrators with the Peru CSD internal curriculum auditing process.
- 2.3. Sustain the collaborative updating of protocols and practices associated with extra-curricular student clubs and activities related to fiscal accountability and reporting.
- 2.4. Launch the parent portal of the school district's recently deployed Web-based student data management system, after suitable piloting, in consultation with the school board, representative administrators and representative faculty members, to better provide parents and guardians with readily available summary reports regarding their child's achievement.
- 2.5. Support the Superintendent's actively engaging administrators, operations supervisors, representative senior members of the faculty and support staff, and collective bargaining

units, to help the Superintendent identify purposeful and thoughtful strategies to sustain the organization's mission in the face of diminished revenues and fiscal resources.

- 2.6. Continue to engage the school community in examining the impact of climate change regionally, nationally and globally, to identify and promote practical steps the Peru CSD school community can take, regarding climate stability and energy conservation.

**3. Providing quality support services as necessary to meet the district's mission and to maintain good stewardship of district facilities and grounds.**

- 3.1. Select, purchase, install and launch an 'industry standard' rapid parent/guardian contact software system using external telephone lines to help provide rapid messaging in the event of an emergency, crisis or other unforeseen circumstance warranting such communication.
- 3.2. Move forward with the community on top priorities for renovations and modernization within the scope of the EXCEL capital project approved spring 2008 by voters, as part of continued stewardship of the school facilities on the consolidated central campus.
- 3.3. Continue and expand regular public reporting of support services, as part of public information outreach and continuous improvement of support operations.

**4. Ensuring fiscal responsibility and cost-effectiveness associated with expenditure of funds to support the goals above.**

- 4.1. Sustain the school district's multi-year approach to budgeting, and the school district's practice of carefully examining any prospective budget cut, prior to taking action.
- 4.2. Examine carefully class sizes, projected course section numbers, student enrollments for electives, and student access to dual-enrollment college coursework to help inform the decision making process.
- 4.3. Engage with other area Boards of Education and this region's BOCES to examine and consider partnerships to advance energy conservation, expand teacher center programming, and promote regional discussion of public education's future.
- 4.4. Sustain the initiatives by the governing team, business office, claims auditor, internal auditor and independent auditor focused on advancing school district fiscal accountability.
- 4.5. Engage the school board's budget advisory committee in examining various statewide reports, to assist the budget advisory committee in recommending to the school board specific initiatives, suggestions or proposed formal resolutions associated with maximizing and conserving school district resources while sustaining solid public education programs for this community's children.