

PERU CENTRAL SCHOOL DISTRICT

STATE OF THE DISTRICT JANUARY 10, 2012 REPORT

**PRESENTATION TO THE BOARD OF EDUCATION
BY A. PAUL SCOTT, INTERIM SUPERINTENDENT OF SCHOOLS**



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INTRODUCTION

This year’s **State of the District** report outlines various priorities ahead for Peru Central, for the Board, our school community, staff and students. Also, this report summarizes the school district’s instructional and financial ‘footings’ for the year ahead. This report highlights the importance of recruiting high quality individuals for all vacant positions. Lastly, the report re-states the core values we’ve established on our campus. Peru CSD strives to reflect those values, day to day, year to year.

I retired as your Superintendent of Schools June 30, 2011, following more than a decade of service in that role. During mid-September 2011 you asked me to return temporarily as your Interim Superintendent, associated with the unanticipated vacancy of September 2011, when your [new] Superintendent resigned. I’ll place part of my focus spring 2012 on planning and implementing a strong transition process for your successor Superintendent of Schools.

As I reflect on my eleven years of active service as your Superintendent of Schools, I am grateful to the Board, to our students, administrative team, faculty, support staff, volunteers, neighbors and friends who helped make this past decade a productive one at Peru Central School District.

I hope this **State of the District** report is a catalyst for focusing on the ‘good work ahead!’

A. Paul Scott, Interim Superintendent of Schools

TOP PRIORITIES: A 'CUT TO THE CHASE' SUMMARY

- A. Continue increasing student graduation rates at Peru CSD and increase student achievement on state accountability tests and state Regents exams.
- B. Recruit a successor Superintendent of Schools who begins service by July 1, 2012, to sustain the momentum among the governing team, the administrative team and various staff teams.
- C. Construct policy & procedures for the July 1st statewide launch of 'Dignity for All Students Act' intended to prevent and prohibit children from being harassed and stigmatized at school.
- D. Implement the state-mandated annual performance review process for teachers & Principals.
- E. Construct a proposed 2012-2013 spending plan for May 2012 voter consideration that reflects first-year implementation of the state's new 'property tax cap' threshold for school districts.
- F. Respond as thoughtfully as possible to whatever winter/spring 2012 actions the Governor and Legislature take in regard to state aid to rural school districts such as Peru CSD for 2012-2013.
- G. Continue increasing the percentage of Peru CSD graduates who earn a diploma coupled with one or more college credits or a career-technical certificate, via our strong partnerships with Clinton Community College and this region's BOCES.
- H. Sustain our early grades literacy development program, revamped years 2006 thru 2009.
- I. Update our K-12 pathways for English language arts and mathematics to reflect the New York State Education Department's adoption of the multi-state 'common core' curriculum.
- J. Continue bolstering transition programs for our students: second grade in primary school to third grade in intermediate school, fifth grade in the intermediate school to sixth grade in the middle school, and eighth grade in the middle school to ninth grade in the high school.
- K. Expand 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 staffing/budget changes.
- L. Make thoughtful decisions regarding use of instructional time, given a static daily schedule, ever-expanding State mandates and regulations, and ever-increasing demands on our time.
- M. Substantially complete the construction phase of our EXCEL capital project by October 2012. That project, authorized by Peru CSD voters in March 2008, addresses the top infrastructure priorities for campus modernization & renovation identified during years 2005, 2006 & 2007.
- N. Advance the Peru CSD legacy of strong instructional programs for this community's children, in the midst of a fiscal climate increasingly focused on accountability for each expenditure, regionalization and expanded inter-municipality partnerships to promote increased efficiency in the region's public education systems throughout Clinton County.

STATUS REPORT: PERU CSD 'FOOTINGS'

Public Education Programs & Supports to Promote Student Success and Provide a Solid Education

Category	K-2	3-5	6-8	9-12
Solid 'core' K-12 curriculum and pathway for English language arts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Solid 'core' K-12 curriculum and pathway for mathematics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Solid 'core' of academic coursework and activities for each of the state's content areas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Solid performing arts and visual arts courses and programs for all students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Solid physical education courses and programs for all students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Updated classrooms and other program spaces for all students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Updated library media center and a full-time library media specialist	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Updated information technology labs and computer workstations for all students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
School-based stakeholder teams set annual goals for student achievement & success	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Strong district policy and Principal's annual 'curriculum data book' highlighting facts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Curriculum auditing process to examine particular instructional programs & practices	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Solid array of dual-enrollment coursework with Clinton Community College				<input checked="" type="checkbox"/>
Solid set of 'Advanced Placement' coursework and BOCES 'Career-Tech' Courses				<input checked="" type="checkbox"/>
Parent-elected PTO leadership for that grade span's parent-teacher organization	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

Annual State Accountability Testing & Reporting System

Category	Regular Education	Low Socioeconomic Household Status	Special Education
Primary School [K-2]	Good Standing	Good Standing	Good Standing
Intermediate School [3-6]	Good Standing	Good Standing	Good Standing
Middle School [6-8]	Good Standing	Good Standing	See Note A*
High School [9-12]	Good Standing	See Note B*	Good Standing

Notes

- A** Middle School was identified fall 2011 as **expected to improve student achievement** as measured by federal & state 'No Child Left Behind' accountability testing measures for this particular cohort sub-group of **students identified by the Committee on Special Education as having one or more disabilities**. This BOCES region's training specialist is engaging with the Middle School Principal and faculty to respond to this matter.
- B** High School was identified fall 2011 as **expected to improve student achievement** as measured by federal & state 'No Child Left Behind' accountability testing measures for particular students identified as being of comparably low socioeconomic status, such as **students coming from households that are at or comparably near the poverty level**. There is no regional support structure for this cohort sub-group, so the Principal and faculty are devising a suitable plan of approach, locally.

Fiscal Accountability and State Fiscal Accountability Report Card

Category	Yes	No
Efficient per-pupil spending as designated by NYSED Fiscal Accountability Report Card	<input checked="" type="checkbox"/>	
Multi-year finance plan revisited and updated twice annually by the Board	<input checked="" type="checkbox"/>	
Continuously examining expenditures, employment and fund balance	<input checked="" type="checkbox"/>	
Current budget uses greater than typical % of fund balance to sustain programs/services	<input checked="" type="checkbox"/>	
Additional cost reductions and operating efficiencies likely to be necessary for 2012-13	<input checked="" type="checkbox"/>	

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HUMAN RESOURCES & RECRUITMENT

Peru Central has many highly qualified and experienced faculty and support staff. Those individuals are supported and supervised by our operations supervisors, program administrators, the 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. Peru Central will need to recruit individuals to replace employees whose service with the school district comes to an end due to retirement, accepting another position, moving ahead with their career or for various other reasons.

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 the #1 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 continue to be a priority in the years ahead.

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.