

***2001 Malcolm Baldrige National Quality Award***

# Education Application

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**Pearl River School District**

*“Quality in Public Education”*



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[www.pearlriver.k12.ny.us](http://www.pearlriver.k12.ny.us)

**Preface: Organizational Profile**

**P.1 Organizational Description**

The Pearl River School District (PRSD) is located in Rockland County 20 miles north of New York City on the west side of the Hudson River. It is primarily located in the hamlet of Pearl River and is required by law to provide a free education for all children in the district. PRSD is one of 8 public school districts in the county.

**a. Organizational Environment**

(1) PROGRAMS: The School District offers a k-12 grade public school educational program under the registration of the New York State Educational Department (SED). Our educational program leads students to graduate with a high school diploma, with a majority awarded the highest level of achievement in the State- a Regents diploma. We are mandated by SED to teach State developed curriculum standards that are organized by grade level. We are also mandated to assess our students with SED exams at different checkpoints during the year. All of these test

results are published in newspapers.

To maintain a clear line of sight curriculum and instructional our programs and services the district uses the plan-do-study-act (PDSA) cycle to facilitate continuous improvement.

The program is delivered by teachers certified by SED in their respective content and/or

grade level. The delivery of our program and services is organized around the traditional grade level structure. Our kindergarten program is ½ day. The elementary curriculum is delivered in grades 1-4 in three separate schools.

Multidisciplinary teams that allow the transition from self-contained grade level classes to department level classes organize our middle school of grades 5-7. Our high school is unusual in that the 8<sup>th</sup> grade is part of the 8-12 school. This has been in place for over 15 years and was original done because of space but now is kept in place by the belief it is best for academic performance.

(2) CULTURE: PRSD is 100-year-old school district. It has strong support and involvement of parents and community members. The students have expectations of attending college and participating in co-curricular activities. The educational services are driven by the district mission - *Every child can and will learn*. We hold as core values:

- Our students are our customers, and the product we deliver is to allow them to achieve to their highest ability;
- Educational opportunity is for all students;
- Learning is an active process where students discover and create knowledge;
- Tracking academic performance is a consistent and constant practice;
- Active involvement from all stakeholders is integral to district operations;
- District employees are highly-valued resources;
- The district recognizes the value it has in the community and the people it serves;
- Our business operations are cost effective while maintaining quality and protecting program.

(3) FACULTY/STAFF: The district has a total of 332 employees. The central office is lean by design consisting of six administrators. The district eliminated most of the middle manager positions eight years ago as a means to empower district employees to make decisions and to improve the response to needed change. Each of the five school buildings has a principal with the high school and middle school having an assistant principal as well. The employees belong to the following bargaining units:

Education	Admin.	Teachers	Teaching Assts.	Nurses	Clerical/ Custodians
Doctorate	4	2			
MA+60	1	56			
MA+30		36			
MA + 15	9	20			
MA		47			
BA		19	11	3	4
Technical			41	3	76

The bargaining units are as follows:

- Administrators- PRSD Administrators association
- Teachers/Nurses - NYS United Federation of Teachers
- Teaching Assistants - PRSD Teaching Assistants Association
- Clerical/custodians- Carpenters Local and Clerical/monitor Unit

Staff needs are represented in a variety of formats such as the LMC, PDC, BLT, annual climate surveys, ad hoc surveys on issues, monthly faculty meetings, and reports to the BOE at public meetings. All staff have the opportunity to participate in education and training. Yearly goals are established for staff members, which support the district long range plan. Professional staff have annual observations of performance in the classroom and annual reviews of performance. There are a wide variety of education workshops, visitations, and professional organizations, which staff can participate in at no cost.

(4) FACILITIES: The district facilities include 5 school buildings, a maintenance facility, staff development center, and 2 older school buildings that are rented to an adult rehab center and a pre-school respectively. A total of 2,368 students are enrolled.

High school- 825 (grades 8-12)

Middle school – 612 (grades 5-7)

Evans Park elementary school- 299 (grades k-4)

Franklin Ave. elementary school-301 (grades k-4)

Lincoln Ave. elementary school- 331 (grades k-4)

(4) TECHNOLOGY: The three-year technology plan of which the district is in the second year calls for the incremental placement of computers in each of the elementary classrooms and the removal of the computer labs. At the middle school 6 new computer labs have been built to support the team structure. At the high school computers are incrementally being added to each of the departments. A new computer lab was also built. The administrative computers were changed over to Windows 2000NT this year. Web sites were built and are being maintained at each of the buildings. The district can be found at [www.pearlriver.k12.ny.us](http://www.pearlriver.k12.ny.us). A student data warehouse was built and maintained. The essential staff development activities were planned so that technology could be fused with the curriculum.

(5) REGULATORY: The district is governed by federal and state laws. The primary regulatory agency is the NY State Board of Regents, which is a nine-member board, appointed by the state legislature, that oversees SED. The Regents mandate curriculum standards and have extensive state assessment systems at certain grade levels and for high school courses. The Regents are in the process of changing the state assessments to measure the new state standards. As part of this, reading and math assessments at the elementary and middle school grade levels are moving from 3rd grade to 4th grade and from 6th grade to 8th grade. A high school diploma is awarded after a student completes 21.5 credit hours in prescribed subject areas. The Regents provide statewide exams in eight different areas which are required if a student wants to achieve a Regents high school diploma, the highest level of achievement. The Regents regulate certification for all administrators, teachers, teaching assistants, coaches, and nurses. County civil service regulates the clerical and custodial staff. The Regents mandate regulations for the health, safety environment and employ the county fire inspector, health commissioner and state police to monitor compliance. The Regents regulate financial

areas. The district employs an independent auditor who reports annually financial information to the Regents. Local control of the school district is maintained by a five-member elected Board of Education establish code of conduct and policies. The superintendent of schools is the CEO. The Middle States Association of Colleges and Schools accredit the school district.

#### **b. Organizational Relationships**

(1) STUDENTS: The students are the primary customers of the school district's educational services. Students expect that the district will teach them how to discover and create knowledge and allow them the opportunity to attain the highest level of achievement. For most students this means they will graduate from high school with a New York State Regents diploma. In a recent survey 90% of the 8th graders entering high school report that they expect to earn a Regents diploma. This diploma is the highest level of achievement. Furthermore, 100% of these students expect that they will be prepared to enter and be successful in college. To accomplish these requirements, students avail themselves of a wide offering of academic, extra and co-curricular activities with a continuous emphasis on achievement. Students' needs are represented through student government activities at all buildings, by student representatives reporting directly to the BOE twice a month in public meetings, and by surveys of present and past graduates. Every student has his/her progress reviewed quarterly by an administrator and teacher or teachers. Central office administrators monitor these reviews. Students are supported by special education teachers, the coaches and director of the athletic teams, and guidance counselor personnel.

The racial composition of the student body is 92% Caucasian, 1% Black, 4% Hispanic, and 3% othe4. Approximately 4% of our students are eligible for free or reduced lunch. Student mobility is very low with about 94% of those students who begin their schooling in Pearl River completing their education in the district.

(1) STAKEHOLDERS: Pearl River's primary stakeholder groups are parents, business community and district residents who have no children in the district.

Parent and community needs are represented in such systems as PAC, PTA, memberships on all hiring interview committees, membership on district planning and evaluation committees, QRC, and through yearly surveys and focus groups. Business partnerships have been developed. The district reaches out in a variety of ways to include its senior citizens in the school activities.

Through parent university, the district offers adult education courses to over one thousand adults. The district provides training for parents to teach courses to other parents.

The involvement of the various stakeholder groups in planning and implementation of district goals and objectives is an integral part of the daily regimen. Our stakeholders require that the district provide strong student achievement, is perceived as a

quality educational provider, and is financially stable and fiscally prudent with the taxpayers' resources.

An important involvement of stakeholders is in the election of the five-member Board of Education, whose terms expire every three years, and the voting on the district's annual operating budget every May for the following school year. The district employees deploy a number of strategies to educate and involve our stakeholders in the planning and evaluation of the district budget.

Because of the direct involvement of our student and stakeholder groups in planning, implementation and evaluation, there are little differences on requirements of this service. In those areas where there are differences, the district has designed groups where stakeholders from the various groups can openly deal with any issues. The true value of this involvement lies in the opportunity it provides for two-way communication, with stakeholders being able to share needs and concerns, and district staff being able to educate and communicate about the business of education.

(2) SUPPLIERS/PARTNERS: Two key student support suppliers are the Chestnut Ridge Transportation Company for those students who ride the bus and the Board of Cooperative Educational Services (BOCES) for information technology (IT) services.

Partnership relationships are maintained with the student council, alumni association, the PTA and its various committees, local pre-schools for those children who transfer to district schools, labor management committee, the senior citizens, and all those adults who participate in our education classes.

Communication is achieved through the local newspapers, the district web site, internal PRSD *NewsGram*, daily announcements at the schools, and emergency and information provided over the county radio system.

## **P.2 Organization Challenges**

### **a. Competitive Environment**

(1) COMPETITIVE POSITION: There are about 80 private and parochial schools, within a 15-mile radius of free busing, which our students can choose to attend. About 90% of the eligible students choose the PRSD. The district maintains an attractive class size ratio of 1:18 in kindergarten, 1:22 in elementary school, and 1:25 in secondary schools. Total district enrollment has grown in the past 8 years at about 3% each year.

(2) SUCCESS FACTORS: The chief reason the district is successful is that everything it does is aligned with its three strategic goals: 1) improve student academic achievement, 2) improve public perception of the district, and 3) maintain fiscal stability and improve cost-effectiveness. Our students and parents see the district as being ranked in the first percentile of all school districts in the State in student academic achievement. Our success requires that taxpayers perceive us as having low per pupil cost and high academic achievement – and they do! PRSD uses the continuous improvement cycle of plan-do-study-act to drive its programs to achieve this success. We do not envision any changes in the next 5 years, which would effect our competitive

situation. The charter school movement or school voucher system may become a challenge but it is not a threat in our region for at least 5 years and may never gain ground here.

### **b. Strategic Challenges**

The present 9<sup>th</sup> graders need to obtain a Regents diploma if they wish to graduate from high school as SED is phasing out the local diploma. Presently about 80% of our students obtain a Regents diploma so the district needs to continue to design and deliver curriculum and instruction to meet the needs of all students. College acceptance is becoming more competitive so PRSD needs to provide more exposure to high-level college oriented courses like AP and encourage more students to take the SAT exams. The community is continuing to demand high quality student achievement at lowest possible cost. The challenge is to continue to maintain taxpayer and parent perception of a quality school district especially for those who have no children in the schools. The challenges to meet the rigorous new curriculum standards and assessments demands that we have a well trained professional staff. The district needs to continue to provide quality training to its staff.

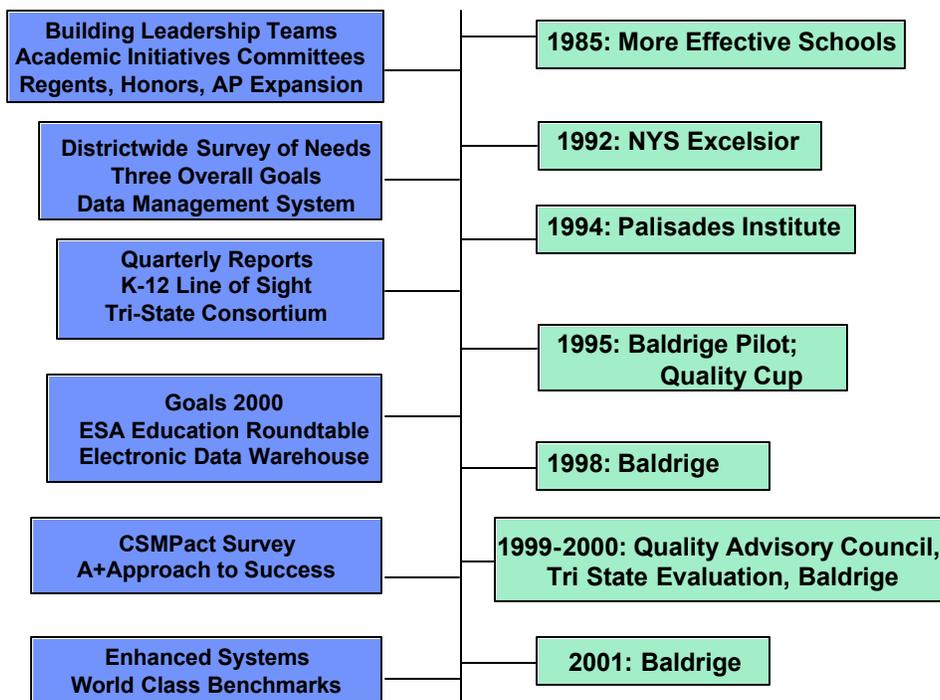
### **c. Performance Improvement System**

PRSD uses a continuous improvement cycle of plan-do-study-act to drive the performance improvement of the district. A disciplined performance review process is used to collect and analyze data to evaluate whether the district goals, objectives and projects, organized in a golden thread quality structure, are being accomplished. This performance review cycle is structured according to the school year starting in July with validation of the district mission, values and goals. Throughout the school year the district uses a number of formal and informal check points to monitor and evaluate performance. Data is collected from student performance, environmental scanning, demographic and enrollment trends, student and stakeholder surveys, national standardized tests, NYS tests, NYS learning standards, audits and inspections. Knowledge of student needs and expectations is very important to PRSD since the students are our customers. We use formative and summative data of students based on qualitative and quantitative collection points. Student utilization of district services is measured. We use surveys of our alumni, both qualitative and quantitative, to determine whether we are meeting the expectations of the world outside. Our business community and college admission officers provide data on our success in preparing students for leaving the district. We monitor federal and especially State requirements to ensure that our students meet academic criteria. Our stakeholders' needs are determined through surveys, focus groups, voting on the district budget, local business surveys, and higher education surveys. Our faculty stakeholder group has both formal and informal surveys and organizations like the labor management committee to provide information on needs and expectations. Student and stakeholder needs are analyzed through a formal process to determine if the needs are central to the mission, consistent with mandates from the federal government and the State, and whether the resources are available. A modified Balanced Scorecard is used to organize

our key performance measures and aid in a structured review process. This allows us to prioritize and organize our goals so that they support each other and to ensure that they are directed at meeting our three strategic goals. The work system design is an important part of the performance improvement system. We consider over fourteen variables in designing how we deliver curriculum and instruction to students. This system is evaluated as part of our annual planning cycle and adjusted throughout the year to align with the successful completion of district goals. Faculty and staff development is integrated with the work design systems so as to improve employee performance. Every one of our employees has annual goals and an evaluation, which supports district goals. Everyone of our faculty participates in a

minimum of over 42 hours of professional development each year. All of our staff participate in a minimum of 21 hours of training. The district’s plan-do-study-act continuous improvement cycle has been modified and customized in an A+ approach so that the classroom teacher can use it. The process allows for curriculum alignment to meet federal and State standards and faculty instructional delivery improvement so that all students learn, the mission of the district. All of our key student service and support processes are measured to ensure that they contribute to the district goals. The district is proactive in meeting all federal, State, and local regulatory, legal and ethical requirements. Milestones in the history of continuous improvement at PRSD can be seen in the figure below.

### PRSD Continuous Improvement Timeline



# 1.0 Leadership

## 1.1 Organizational Leadership

The leadership system at the Pearl River School District (PRSD) has evolved through ongoing commitment to continuous improvement. District leaders, beginning with the superintendent and board of education (BOE), are personally involved in listening to student and stakeholder needs, facilitating the accomplishment of district goals, and monitoring results, all through organized performance improvement systems.

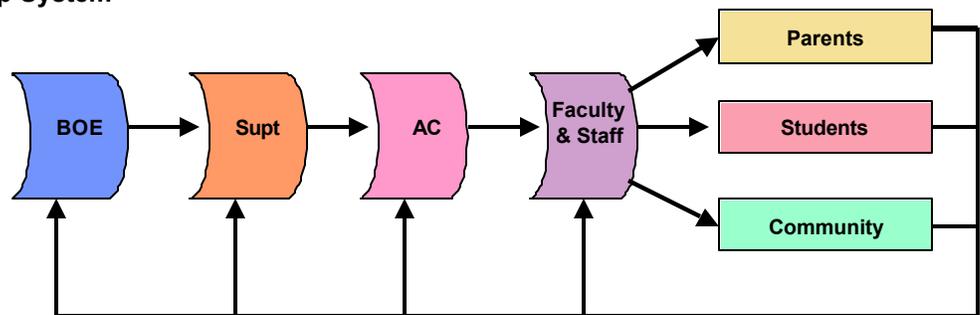
Their primary focus is to establish district policy and direct the district's superintendent, Dr. Richard E. Maurer. Together with the Administrative Council (AC), they develop policy jointly based on dialog with the staff, students, parents, and community. The AC consists of Dr. Maurer, his direct reports, and the building principals. The principle deployment mechanism is the AC working with the education and support services staff (Figure 1.1-1). They regularly seek feedback from the students, their parents, and the community-at-large through surveys and involvement to verify the effectiveness of, and continuously improve, the district's policies, goals, practices, and performance results.

### 1.1a Senior Leadership Direction

**1.1a(1)** The PRSD leadership system begins with a five-member BOE elected annually on a rotating basis for three-year terms.

**Figure 1.1-1: PRSD Leadership System**

The AC has clearly defined responsibilities that include translating BOE policies into specific goals, plans, actions, and procedures throughout the district. There are regular, structured meetings to review performance results, determine actions, and evaluate the district's effectiveness. The typical agenda of an AC meeting includes review and presentation of analysis on test scores or survey results, progress updates on annual projects, staffing issues, budget planning and/or adjustments, environmental scanning, and building/departments updates. Meetings are usually prefaced with a professional development session led by a member or a visitor or discussion on an assigned reading. The foundation of the district's leadership system is the values, directions, and expectations listed in Figure 1.1-2.



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**Figure 1.1-2: PRSD Quality Program**

Pearl River School District Quality Program
<b>District Mission: <i>Every Student Can and Will Learn.</i></b>
<b>Core Values</b>
<i>Our students are our customers and the product we deliver is to allow them to achieve to their highest ability.</i>
<i>Educational opportunity is for all students.</i>
<i>Learning is an active process where students discover and create knowledge.</i>
<i>Tracking academic performance is a consistent and constant practice.</i>
<i>Active involvement from all stakeholders is integral to district operations.</i>
<i>District employees are highly valued resources.</i>
<i>The district recognizes the value it has in the community and the people it serves.</i>
<i>Our business operations are cost-effective while maintaining quality and protecting program.</i>
<b>District Goals</b>
<b>1. Improve academic performance.</b>
<b>2. Improve the perception of the district by incorporating quality principles and values in all areas of operations.</b>
<b>3. Maintain fiscal stability and improve cost-effectiveness.</b>

These are deployed throughout the district using a variety of mechanisms including:

- Easy access by staff into the planning process, i.e.: Building Leadership Team (BLT), site based groups of stakeholders who guide action plans at each school building, and Labor Management Council (LMC), committee of leaders and representatives of all labor groups working alongside administration
- Provision of the necessary resources to fund agreed plans, i.e.: maintaining a full Continuing Adult Education Program while many other districts have eliminated them
- Inclusion in leaders' daily interaction, i.e.: building principals recognizing staff with outstanding accomplishments during monthly faculty meetings
- District-wide communications, i.e.: annual reports to residents structured around the three district goals with information and results reported under each.

For example, a key expectation of PRSD leadership is anticipating future needs of students. In their annual review of the middle school, Dr. Maurer and the middle school principal saw the potential negative effects of retirements across the building, leaving a relatively novice staff with little veteran support. They involved key district and building staff to develop

an action plan, studied successful middle school models, and visited other districts. They determined an action plan that converted the building to a team structure and added a professional development specialist to the school staff. They monitor the effectiveness of the plan through regular faculty and staff input, classroom observations, and ultimately, student performance results, and make adjustments accordingly.

**1.1a(2)** Methods senior leaders use to create and sustain various environments at PRSD are summarized in Figure 1.1-3 (at right).

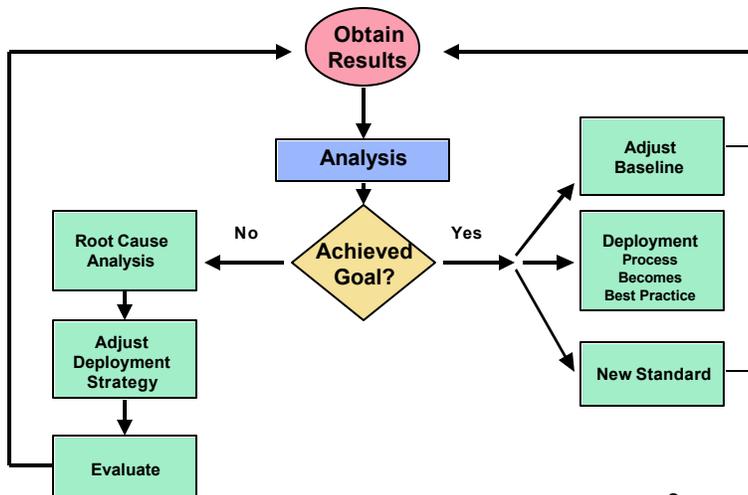
**1.1b Organizational Performance Review**

**1.1b(1)** Public education is in continual fluctuation with new students in new grades each year, new mandates from state and federal authorities, and changing variables relative to the economic climate such as potential community support for a budget, private school enrollment, and the threat of vouchers and charter schools. Dr. Maurer and the AC use the PRSD Performance Review Process (Figure 1.1-4), a data-driven system, to consistently and comprehensively review organizational performance annually at district planning and review retreats, and throughout the year as new data become available (i.e.: test scores, survey results, etc.) The process provides for leaders to adapt the organization’s operations when warranted, either by adjusting minimum expectations (baselines), or by deploying new practices and/or setting new standards based upon positive results. PRSD applies this process within the structure of a balanced scorecard model, outlined in section 4.2, whereby we align the district goals with strategic objectives and corresponding lag and lead goals. Senior leaders review the performance results for the lag and lead goals as per Figure 1.1-5 (next page).

**Figure 1.1-3: Senior Leader Methods for Environments**

Environment	Methods
Ethical Values	BOE Code of Conduct Administrator Code of Conduct Lead by example Title IX participation
Student Equity	Optimal student: faculty ratio Provide sufficient course offerings Provide sufficient extra-curricular offerings
Empowerment	Labor Management Council Parent Advisory Council Committee representation Building-based budget development
Innovation	Environmental scanning Support for pilot projects Attendance/support for new programs Technology Plan
Safety	Immediate response to concerns/threats Zero tolerance for threats/actions Continual monitoring Partnerships with Orangetown Police and BOCES
District Agility	Support for pilot projects Building-based schedule development Maintain small class sizes Cross-training of staff
Faculty/Staff Learning	Study circles Support for workshops and conferences

**Figure 1.1-4: PRSD Performance Review Process**



The superintendent assigns collection and maintenance of data to the individual whose administrative authority includes the data area. Externally obtained results such as NYS test scores and CSMPact Survey results are sent to the keeper. Internally tracked results, such as (Advanced Placement) AP participation or cost-area breakdowns, are compiled by the keeper of that data. The data keeper prepares preliminary reports immediately upon collection of the results. The superintendent and assistant superintendent or director of operations review all preliminary reports as they become available for accuracy and completeness. The data keeper prepares a final report with comparative data and conducts an analysis, either individually or with key staff. The final report and analysis are distributed to the full AC and placed on the agenda for the next subsequent AC meeting. AC members review the results using the PRSD Performance Review Process (Figure 1.1-3). For results not meeting criteria, they adjust deployment strategies. For results meeting criteria, they adjust goals and baselines, and standardize practices.

**Figure 1.1-5: Senior Leaders Performance Review**

<b>Key Performance Measures Current Findings</b>	<b>Data Keeper Analysis Participants</b>	<b>Frequency of Review</b>
<b>Lag Goal Results</b>		
College Attendance Rate <b>90%</b>	<u>High School Principal</u> Guidance Counselors Assistant Superintendent	Annually: June Progress towards tracked quarterly
Regents Diploma Rate <b>79%</b>	<u>High School Principal</u> Guidance Counselors Director of Curriculum Assistant Superintendent	Annually: June Progress towards tracked quarterly
AP Participation Rate <b>58%</b>	<u>High School Principal</u> Guidance Counselors Director of Curriculum Assistant Superintendent	Annually: September
AP Performance Rate <b>70%</b>	<u>High School Principal</u> Guidance Counselors Director of Curriculum Assistant Superintendent	Annually: July
Budget Vote Plurality <b>72%</b>	<u>Director of Operations</u> Superintendent Assistant Superintendent Community Relations Director	Annually: May

Market Share <b>90%</b>	<u>Transportation Supervisor</u> Superintendent Assistant Superintendent Community Relations Director Building Principals	Annually: September Projections for following year in April
Per-Pupil-Expenditure <b>Less than half CPI</b>	<u>Director of Operations</u> Superintendent	Annually: September
<b>Lead Goal Results</b>		
4 <sup>th</sup> Gr. NYS Exam Results <b>ELA Proficiency: 95%</b> <b>Math Proficiency: 96%</b>	<u>Director of Curriculum</u> Elementary Principals Elementary Teachers	Annually: ELA in May Math in June
8 <sup>th</sup> Gr. NYS Exam Results <b>ELA Proficiency: 74%</b> <b>Math Proficiency: 71%</b>	<u>Director of Curriculum</u> Middle/High School Principals 5 <sup>th</sup> -8 <sup>th</sup> Grade Teachers	Annually: ELA in May Math in June
CTPIII Reading and Math Test Results <b>Reading Mastery: 85%</b> <b>Math Mastery: 87%</b>	<u>Director of Curriculum</u> Principals English/Math Teachers	Annually: June
SATI & II Participation Rates <b>SAT I: 91%</b> <b>SAT II: 38%</b>	<u>High School Principal</u> Guidance Counselors Director of Curriculum Assistant Superintendent	Annually Tracked quarterly
Special Ed Opportunity <b>10.8% Classified</b> <b>87% in General Education Classes</b>	<u>Director of Special Services</u> Principals Guidance Counselors Assistant Superintendent	Annually Tracked quarterly
Stakeholder Satisfaction Survey Results <b>Percentage Satisfied</b>	<u>Superintendent</u> Community Relations Director Building Principals Support Service Managers	Annually
Adult Education Participation Rate <b>2,903 students</b>	<u>Community Relations Director</u> Superintendent Director of Operations	Twice Annually: December and June
Cost-Area Breakdowns <b>43% Instructional</b>	<u>Director of Operations</u> Support Service Managers Superintendent	Annually Tracked monthly

**1.1b(2)** PRSD translates organizational performance findings into priorities for improvement using the Performance Review Process and a “golden thread” quality structure, the PRSD Goals to Action System (Figure 2.2-1). For example, as part of the new NYSED Regents requirements, all 4<sup>th</sup> and 8<sup>th</sup> grade students take annual tests in math and English/language arts (ELA) which serve as barometers to the Regents curriculum. Fourth and 8<sup>th</sup> grade exam performances are lead indicators for the lag indicator, Regents performance. Students who score at least a “3” out of “4” are more likely to pass the Regents examination in that subject area. The director of curriculum and principals conduct thorough analyses of the student performance results, looking for cause and effect relative to individual and group performance. They then develop projects to address the causes in order to achieve projected results. Through working partnerships with our suppliers and open, frequent communications with our feeder schools, PRSD keeps these important stakeholders informed of district priorities and directions through meetings and written communications. Faculty and staff from the feeder schools and our two main suppliers, transportation and foodservice, have open invitations to district training days.

**1.1b(3)** The AC relies on quality tools and techniques to review their leadership performance. During monthly AC meetings, we use the Performance Review Process to evaluate our own leadership effectiveness and leadership system. Some of the key data include student and stakeholder satisfaction surveys which provide direct feedback on principal, central office, and BOE effectiveness as well as effectiveness of communications and fiscal management. Dr. Maurer integrates this feedback into his annual review of each AC member, as does the BOE for Dr. Maurer. Additionally, Dr. Maurer seeks individual feedback from each of the staff he supervises directly relative to his performance each year. Each monthly AC meeting ends with a review of the meeting including informal and formal evaluation of the effectiveness of the meeting. This same evaluation takes place in task force and committee reviews and is inherent in closing projects with an eye towards improvement for the next cycle (i.e.: bomb threat response, district calendar development, bidding process, etc.) In addition to internal review, the AC has partnered with other educational leaders in school districts using the Baldrige criteria as a framework to share effective leadership techniques.

**1.2 Public Responsibility and Citizenship**

PRSD administrators realize their responsibility as role models for staff and students in the areas of public responsibility and citizenship. All take active roles in those civic and community organizations that directly impact and involve PRSD families. Participation provides opportunities to garner input and build relationships.

conducting an assessment of associated risks, setting improvement goals, and establishing measures. Figure 1.2-1 shows PRSD’s key practices, measures, and targets for regulatory, legal, and ethical requirements. The district maintains full compliance with regulatory, legal, and ethical requirements through advance communications, anticipating problems through key practices, and by adopting a proactive rather than reactive approach to issue management and problem solving. PRSD leaders view full compliance as the minimum standard and concentrate efforts on projects identified in the PRSD Goals to Action system in order to attain desired satisfaction levels, largely concentrated in Goal 2 – improving public perception through quality operations.

**1.2a Responsibilities to the Public**  
**1.2a (1)** The district is subject to various federal, state, and local laws, rules, and regulations. We incorporate these requirements into the strategic planning process by evaluating conformance,

**Figure 1.2-1: Key Practices, Measures, Targets for Regulatory, Legal and Ethical Requirements**

	Key Practices	Measures	Targets
Regulatory	Right to Know	# Of complaints	0
	OSHA	# Of violations	0
	NYSED	Record of compliance	100%
	IDEA (Disabilities Act)	Rate of compliance	100%
	Health/Safety Committee	Potential # of alerts	0
Legal	Sexual Harassment	Complaints	0
	Policy Book	Lawsuits	0
	Contracts	Grievances	0
	Fire Inspections	Infractions Noted to SED	0
Ethical	BOE Code of Ethics	# Of violations	0
	Student Code of Conduct	# Of violations	0
	Athlete Code of Conduct	# Of violations	0

**1.2a(2)** PRSD anticipates public concerns with its operations, assesses potential impacts on society and addresses these concerns in a proactive manner through a planned approach. The approach is part of the district’s strategic planning process. Long-term, the AC conducts environmental scanning and trend analysis through attendance and participation in local, regional, and national professional organizations and through accessing available research on topics relevant to district operations and community concerns. On a short-term basis, AC members continuously monitor potential health and safety concerns. The district subscribes to AccuWeather service for prompt and detailed warnings of potential weather related concerns. The superintendent's office maintains open communications with the local police department who notifies the district of anything

that may impact the school community. Monthly meetings with LMC and the Parent Advisory Council (PAC), together with an open door policy, provide ongoing opportunity for these key groups to communicate potential concerns. These varied approaches to anticipating public concerns are then deployed and evaluated as follows:

**Figure 1.2-2: Deployment and Evaluation of Anticipatory Approaches**

Deployment	Evaluation Mechanisms
Health and Safety Committee Meetings	Concerns addressed prior to reaching problem state
Emergency Management Plan	Annual Review
Emergency Go Home Plan	Annual drills and follow-up evaluation
Delayed Openings/School Closings <i>Radio, Voice Mail, Website</i>	Monitor students arriving at school unnotified
Need to Know Training	Percentage staff participation
Annual Fire Inspections	Inspection reports
Bus Drills	Bus incident log
Sports Injuries/Certified Trainer on Site	Injury log
Sexual Harassment	Report log
Tri-Annual Asbestos Evaluation	Inspection reports
Parent Notifications <i>i.e. head lice, illness, testing, etc.</i>	Number of calls, compliance with district policy
Budget Impact on Taxpayers	Budget support
Parent University	Attendance rates
Good Neighbor Activities <i>i.e. signage, newsletters, student community service</i>	Complaint log

Many AC members hold leadership positions in their professional associations including a number of state presidents, legislative committee chairpersons, and national roles.

**1.2a(3)** Adherence to the highest ethical standards is a fundamental component of the district’s mission and core values. The Board has established policies on ethical conduct, such as Public Conduct on School Property, Prohibited Conduct, and Student Rights and Responsibilities, and these policies are deployed to all students and stakeholders. The 3-day orientation of new teachers and staff includes a one-hour review of the code of conduct. The district communicates these policies to parents as part of the new-parent orientation. At the beginning of each academic year, each parent - new or returning - signs the Student Handbook that includes the code of conduct. All teachers have developed a code of conduct, aligned with the district’s policies on ethical conduct, at the classroom level. The AC conducts monthly reviews of compliance with policies on ethical conduct, including analysis of discipline referrals (if any).

**1.2b** Identifying and supporting key communities is integral to PRSD goals two and three - improving district perception and maintaining fiscal stability. The core value, district recognition of the value it has in the community and the people it serves, is manifested in active community involvement. In selecting targeted areas for community involvement, the district assesses the breadth and scope of each community organization’s activities. If the AC determines a high correlation between the organization’s mission and the district’s mission (including student and stakeholder needs), the district supports the activities of that community organization. For example, two major initiatives of the Rotary Club of Pearl River are scholarship and a safe community, both aligned with PRSD objectives. Hence, we provide substantial support to the Rotary Club through membership (the superintendent and director of community relations), through participation in Rotary projects, and through partnership in maintaining a Rotary Interact Club at PRHS. Other key organizations in our community include the Pearl River Parks and Activities Committee, the Pearl River Chamber of Commerce, the Pearl River Senior Citizen Centers, the Orangetown Police Department, and the Pearl River Alumni Association, all of whose missions coincide in some way with that of PRSD.

To align faculty and staff actions to the district’s support of key communities, the district recently included active community involvement as a criterion in the employee recognition program. In addition, all high school students have a community service requirement of 10 hours per year or 40 hours by graduation, which many exceed. Figure 1.2-2 enumerates the district’s key communities and the forms of support provided to these communities.

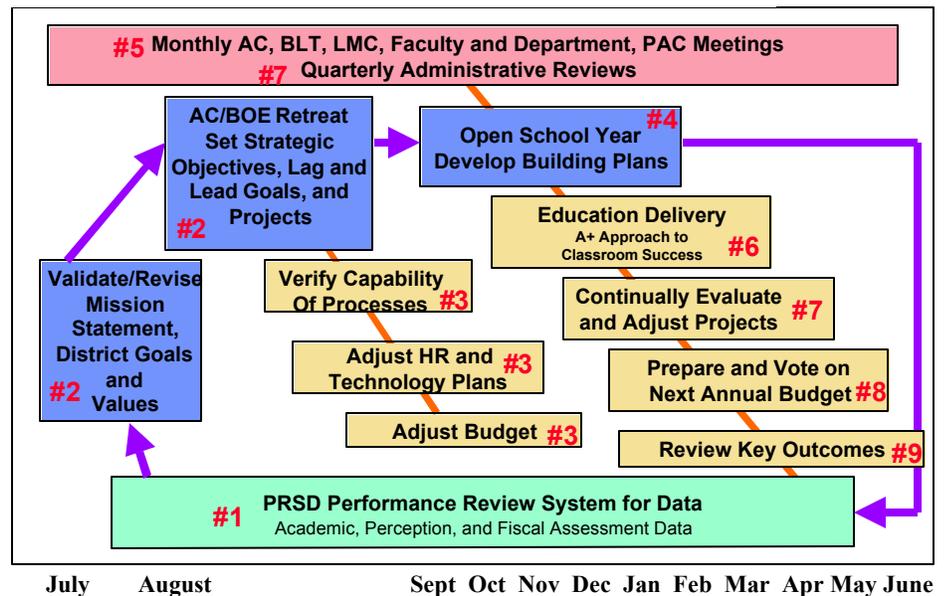
## 2.0 Strategic Planning

PRSD uses a disciplined planning process that is led by Dr. Maurer. Planning is based on identified student and stakeholder needs, sound education policies and practices, and faculty input.

### 2.1a Strategy Development Process

**2.1a(1)** The planning process occurs primarily at three levels: the district level, the building level, and the classroom level. At the district level, administrators consider general student and stakeholder needs and establish a long-range plan, revisited annually through validation of the district goals and strategic objectives. On an annual cycle, they identify lag and lead goals and projects (one-year or less) in order to reach their target performance. This is an annual process, evaluated quarterly, structured according to the school year cycle and related to budget development and approval cycle. At the school level, BLTs, comprised of all building-level stakeholder representatives, establish annual operating plans based on the district plan. Teachers use the “A+ Approach for Success in the Classroom” for planning in all classrooms. The cycles and timelines are outlined below.

**Figure 2.1-1: PRSD Planning Cycle**



For the past decade and outlined in Figure 1.1-2, PRSD has maintained a constant mission and three district continuous improvement goals:

**Mission: Every Pearl River student can and will learn.**

1. **Improve academic performance.**
2. **Improve the perception of the district by incorporating quality principles and values in all areas of operations.**
3. **Maintain fiscal stability and improve cost-effectiveness.**

The superintendent and BOE arrived at the mission and three goals after analysis of all of the district's stakeholder groups. We revalidate the mission and goals each year. While they have remained unchanged, the strategic objectives, lag and lead goals, and annual projects are updated and changed annually. Adapting the practices of Baldrige winners, we formally articulated core values in 1999 and review them annually along with the mission and goals at the summer retreat (Figure 2.1-1).

Key steps to the planning process include:

1. AC members collect student and stakeholder assessment data as outlined in Figures 3.2-1 and 3.2-2, together with comparative analysis of benchmark schools, into a comprehensive data book at the close of each school year.
2. Over the summer months, AC and BOE analyze the data and gather in retreat settings for performance review, long-range planning, and goal setting. Decision-makers analyze the data by school, grade, class, teacher, and section to assess strengths and weaknesses relative to management, program and personnel. Leaders establish targets using comparative and benchmark data. They outline strategic objectives, lag and

lead indicators, and projects. They also evaluate the planning process itself as to what worked and where they can improve.

3. AC members operationalize strategies, deploy human resources, and make necessary budget revisions. School opens in September.

4. At the building level, principals and BLTs disaggregate the data by grade, teacher, and section to assess progress and plan annual building strategies.

5. AC and BLTs communicate objectives, goals and projects to staff and stakeholders through meetings and written communications.

6. Principals and faculty operationalize instructional programs (beginning in September) and improvements, including improved teaching methods, faculty re-deployment, professional development, and curriculum re-alignment. Teachers employ the “A+ Approach for Success in the Classroom.”

7. The superintendent conducts formal quarterly reviews of progress towards objectives. Interim reviews are conducted at building and department levels. Adjustments in staffing, programming, professional development are made to accomplish strategies.

8. AC and BOE begin the planning process for next year's budget based upon mid-year progress and interim student and stakeholder assessments. Budget is presented for vote to district residents in May.

9. School year closes. Review key outcomes. Cycle back to step #1 (above).

2.1a(2) Integral to the PRSD Planning Cycle is our consideration of relevant data and information. Figure 2.1-2 depicts the major categories of data PRSD uses:

**Figure 2.1-2: PRSD Data Collection and Utilization**

<b>Data</b>	<b>How Used</b>
<b>Student Performance Data</b> Test scores, quiz scores, quarterly grades, interim reports, homework completion/grades, project completion/grades	By AC for daily/weekly/quarterly tracking towards goals By AC/classroom teacher for early identification/intervention By BOE for year-end review
<b>Environmental Scanning</b> Issues and trends in our community and the educational arena including political, economic, educational, cultural, technological	By AC, classroom teachers, and student support personnel to anticipate and plan for new and changing student and stakeholder needs
<b>Demographic/Enrollment Trends</b> Biometrics birth rate data, private school enrollment data, real estate development data, kindergarten registration data	By AC and BOE to plan for changes in enrollment
<b>Student/Stakeholder Survey</b> CSMPact Survey administered districtwide to all parents, students, and staff every three years and to representative samples annually	By AC, BOE, classroom teachers and support service staff to assess satisfaction levels and determine areas for improvement
<b>National Assessment Data</b> CTPIII and ERB test score data	By director of curriculum, director of special services, building principals, and classroom teachers to align curriculum
<b>NYS Assessment Data</b> 4 <sup>th</sup> and 8 <sup>th</sup> grade exam results, Regents exam results/diploma rate	By AC, BOE, and classroom teachers to track progress towards goals and plan interventions
<b>NYS Learning Standards</b> Learning requirements from NYS Education Dept. (NYSED)	By AC and classroom teachers to plan curriculum and instruction
<b>Audit/Inspection Results</b> Feedback from internal and external auditors including fiscal, health and safety, fire, etc.	By director of operations and support service staff for early identification and intervention of potential health and safety threats; By AC and BOE to track fiscal health of district
<b>Baldrige/Quality Feedback</b> Evaluations from Baldrige, Tri-State, Quality Cup, Palisades Institute and other continuous improvement programs	By AC and BOE for validation of strengths and articulation of areas to improve; intergrated into annual district plans
<b>Technology Data</b> NYSED Technology Learning Standards, utilization rates, new products and trends	By AC and BOE to anticipate student needs and plan for programs and equipment
<b>Higher Education Requirements</b> Admissions criteria and acceptance rates	By guidance counselors to advise students and by AC to plan programs that support requirements

**2.1b Strategic Objectives**

PRSD’s three overall district goals are: improve academic performance, improve perception of the district, and improve and maintain fiscal stability. Through the district planning process, we identify key strategic objectives for each of the three district goals.

**Figure 2.1-3: Key Long-Term Strategic Objectives**

<b>Strategic Objectives and Lag Goals (Long Term)</b>	<b>Performance</b>	<b>Target 2003</b>	<b>Long Term Target</b>
<b><i>Goal 1: Improve Academic Performance</i></b>			
Regents diploma rate	% of graduates	83%	100%
AP course participation and performance rate	% seniors taking at least on A P course; % of exams attaining score of “3” or better	60% participation by 2003 85% at/above “3” by 2003	70% 85%
SAT I/II participation rates	% of seniors taking SAT I/II exams	95% for SAT I by 2003 45% for SAT II by 2003	100% 50%
% graduates attending college	% graduates attending 2/4 yr college	96% by 2003	96%
<b><i>Goal 2: Improve the Perception of the District</i></b>			
Budget vote plurality	% yes to no votes	Maintain at least 2:1	3:1
Market share of enrollment	% all eligible students attending public schools	90%	90%
<b><i>Goal 3: Improve District’s Financial Stability and Maintain Cost-Effectiveness</i></b>			
Contain (PPE) at/below county average and less than CPI	% increase in PPE compared to % increase in CPI	PPE less than half CPI	PPE less than half CPI

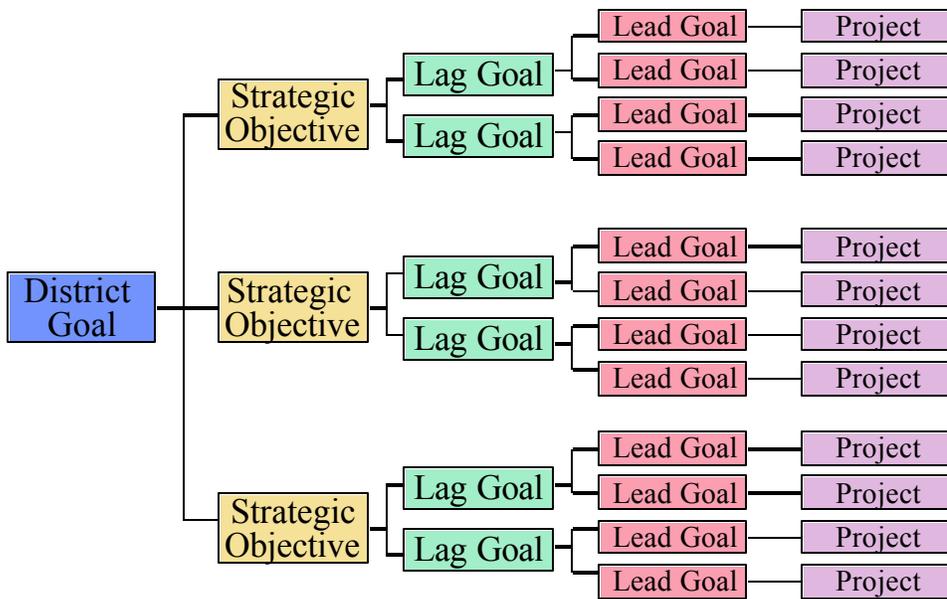
**2.1b(2)** PRSD’s strategic objectives are in direct response to the challenges we face: higher learning standards and an all-Regents curriculum; using technology to enhance learning; effective professional development for all staff; maintaining fiscal stability while incurring increasing costs for unfunded NYSED mandates; and the threat of charter schools and vouchers. Academic performance objectives such as the Regents diploma rate and AP performance rate are in response to the higher learning standards and also require effective use of technology and well-trained staff. Maintaining a healthy market share and receiving strong community support for the district as evidenced by the budget vote relate to protecting the district against the threat of charter schools and vouchers. We use input from our student and stakeholder assessments and conduct correlational analysis to identify the strategic objectives. We revalidate them annually during our summer retreat and have modified some as a result of this revalidation. One example is a change in the way we evaluate our Per-Pupil-Expenditure (PPE). Until last year, we tracked the PPE against the annual tax rate increase. Analysis two years ago revealed too many variables outside of district operations that affected the tax rate. As a result, we changed that objective to the PPE vs. the CPI, a more constant variable in our economy. We use best-in-class benchmarks for short-term targets and stretch those targets further for long-term goals if there is realistic, attainable room.

**2.2 Strategy Deployment**

The PRSD strategy for planning centers on the three district goals, validated annually through assessments of current and future needs of students and stakeholders. The process embodies our core values (Figure 1.2) that active involvement from all stakeholders is integral to district operations and that district employees are highly valued resources.

**2.2a(1)** PRSD uses a “golden thread” approach to developing and deploying action plans to achieve our strategic objectives. (Figure 2.2-1). As per the planning cycle in Figure 2.1-1, district leaders set strategic objectives based upon the student and stakeholder needs identified through assessments. We then establish lag goals (long-term, end-process) and lead goals (short-term, in-process) during the summer months. We then establish annual projects to accomplish the goals. Building principals become the champions and carry the strategic objectives, lag goals, and lead goals down to the building level. Projects and building level plans support the long-range plan. Likewise, the director of operations, as a champion, carries the plan to the various support operations, the managers of whom also define individual department goals to support the long-range plan and strategic objectives. Lag goals, lead goals and projects all follow the SMART goal guidelines – Specific, Measurable, Achievable, Relevant, and Timely. Staff, equipment, materials, staff development, and other resources are then allocated towards the projects. The budget and human resource plan is adapted, if needed.

**Figure 2.2-1: PRSD Goals to Action**



For example, under goal one, *improve academic performance*, is one strategic objective of academic achievement. Based on prior research correlating Regents performance with success in college, PRSD adopted attainment of a Regents diploma as a lag goal. During 1999, the NYSED introduced new assessments at the 4<sup>th</sup> and 8<sup>th</sup> grades that aligned with the Regents curriculum. PRSD immediately integrated performance on the new assessments as a lead goal. Annually, the AC identifies projects to support students to meet standards on these exams. As a result of the strategies, PRSD increased the percentage of 4<sup>th</sup> graders meeting standard on the ELA from 75% in 1998-99 to 95% in 2001.

2.2a(2)

**Figure 2.2-2: PRSD Key Action Plans**

Strategic Objective	Lag Goal	Lead Goal	Annual Project 2000-2001
<b>Goal 1: Improve Academic Performance</b>			
Academic Achievement	Regents diploma rate	4 <sup>th</sup> and 8 <sup>th</sup> grade NYS exams proficiency rate CTPIII Reading and Math achievement Special education opportunity	Align 5-12 math curriculum Replace 7 <sup>th</sup> grade assessment instrument Implement differentiated instruction in grades 5-8 Implement 2 <sup>nd</sup> year technology plan
College Admissions	AP course participation rate	Regents exam passing rate	
	AP exam performance rate	SAT I/II participation rates	
<b>Goal 2: Improve the Perception of the District</b>			
Parent/Community Satisfaction	Budget vote plurality	Stakeholder satisfaction rate Adult education enrollment	Complete middle school white paper Improve middle school student bus behavior Implement cost-effective changes in building security Develop webpage guidelines Implement new alumni survey
	Market share of enrollment	Student satisfaction rate Prospective homeowner requests New resident survey	
<b>Goal 3: Improve District's Financial Stability and Maintain Cost-Effectiveness</b>			
Cost-effective Fiscal Management	Contain (PPE) at/below county average and less than CPI	Reduce costs in non-instructional areas	Implement print center Implement Phase 2 of bond construction Develop 2-year technology plan for support services Develop specifications for Year 3 of technology plan

Lag goals are long term and lead goals are the targets to accomplish the long-term. Annual projects are the activities to accomplish those lead goals and typically take one year or less. During the current school year, to date, PRSD has implemented only moderate changes in two projects. Firstly, the alumni survey may spill over to the beginning of the 2001-2002 school year, depending on delivery of the updated database from the directory company. Secondly, replacement of the high school track as part of Phase 2 of the bond project will move to summer 2001, due to the bid return process.

assessments as alternatives to the standard classroom observation.

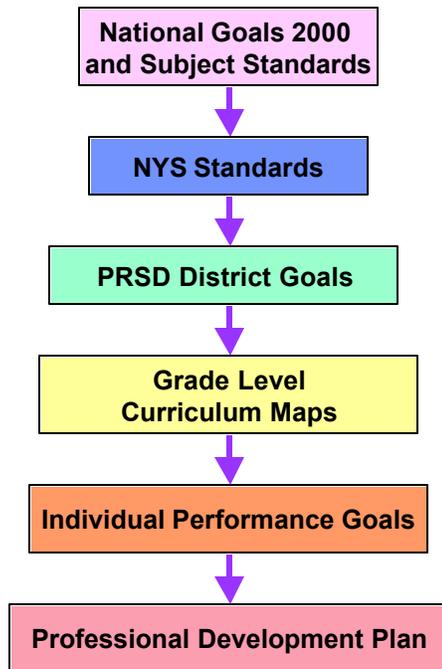
- Professional Development Plan: A comprehensive approach to standardize and improve the skills of entry level employees and upgrade the skills of veteran staff developed with input from faculty and staff and complete with expectations and a full evaluation cycle.
- Labor Relations Plan: Ongoing process to encourage partnerships with all labor units to foster employee satisfaction and maximize human resource capacity.

**2.2a(3)** PRSD's key human resource plans derive from short and long-term objectives. To ensure staff competence necessary to achieve lag and lead goals, we implement the following:

- New Staff Orientation Plan: A two-year process to acclimating new employees into the PRSD culture of a data-based, planned system for continuous improvement.
- Performance Evaluation Plan: The process by which employees and managers develop individual goals for each employee based upon annual projects, lead and lag goals, and strategic objectives (Figure 2.2-3), and how they are evaluated accordingly. Recently expanded to include a variety of participatory and authentic

**Figure 2.2-3: District Goals to Employee Goals**

2.2a(4) Each annual project has measurement standards by which the project is determined to have been completed. Some examples appear in Figure 2.2-4. The administrator assigned to each project tracks progress regularly and reviews the progress with Dr. Maurer during quarterly reviews. Progress is tracked following a Plan-Do-Evaluate approach against the performance standards set. During the summer review, the AC relates all annual projects back to the lead and lag goals to determine whether the projects, in fact, helped the district improve. The AC uses this evaluation to determine new projects.



**2.2b Performance Projection**

Performance projections for key measures are outlined in Figure 2.1-3. Short term projections are based upon the expected results of successful implementation of annual projects. For example, by successfully aligning our grade 5-12 math curriculum, we hope to improve performance on our 4<sup>th</sup> and 8<sup>th</sup> grade math assessments, and ultimately improve our Regents diploma rate for which passing math Regents exams is a requirement. PRSD performance generally falls markedly higher than national and state averages, among the highest of similar schools, and varies in our proximity to best-in-class performance. Data as reported in Section 7 reveals positive trendlines on virtually all measures. Since PRSD’s adoption of a continuous improvement process a decade ago, many measures have been abandoned and replaced with higher stakes assessments as part of our continuous improvement process and raising the bar.

**Figure 2.2-4: Performance Standards for Annual Projects**

Annual Project	Performance Standard
Align 5-12 math curriculum	Curriculum maps for grades 5-12 follow in progressive sequence, cover all required content areas, and meet math learning standards. To be completed by June 2001.
Improve middle school bus behavior	Reduce the number of incident reports on middle school busses by 20% by June 2001.
Implement print center	Operationalize a networked document print center for all district buildings and work locations by April 2001.

### 3.0 Student, Stakeholder, and Market Focus

#### 3.1 Knowledge of Student, Stakeholder, and Market Needs and Expectations

PRSD considers knowledge of student needs and expectations essential to our success and articulates it in the core values that students are our customers and that active involvement from all stakeholders is integral to district operations. Maintaining awareness of student needs and of our potential market base of district families is central to our primary goal - academic excellence.

**3.1a(1)** As a public school district, PRSD exists to serve all of the school-aged children residing within our district boundaries. This defines our potential market. Beyond the K-12 program we address as a matter of NYS education law, we also identify other learning needs through ongoing formal and

informal methods including surveys, diagnostic assessments, and community involvement and interaction with other potential student groups including preschoolers and adult learners. We consider the needs identified relative to other services available and potential cost to the district in determining program additions or changes.

**3.1a(2)** PRSD maintains awareness of the key general and special needs and expectations of our former and current students through a variety of sources and methods, outlined in the Figure 3.1-1. Overall, students expect an educational program in a safe environment that maximizes their individual capabilities and best prepares them for college and/or employment.

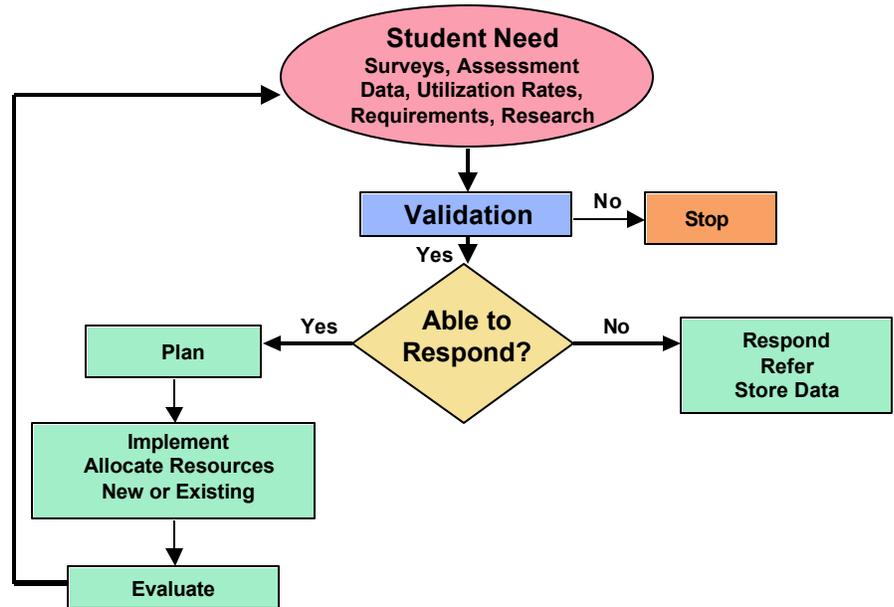
**Figure 3.1-1: Knowledge of Student Needs and Expectations**

Needs Determination Methods	Information Collected and Shared, and Frequency	Methods to Evaluate and Improve [3.1a(3)]
Quantitative, qualitative, formative and summative assessment data on individual students and cohort groups	Collected daily, weekly, quarterly and annually and deployed to BOE, AC, curriculum office, building principals, guidance counselors, faculty, students and parents in written form, presentations, conferences and meetings.	Quarterly and annual reporting process and format evaluated annually by BOE and AC for relevancy of data, usefulness and applicability of format and instrument, need for additional or improved data, etc.
Student surveys	Administered at the building level for feedback on teachers, technology, atmosphere, extra-curricular activities, guidance and support services. Results distributed to decision-making bodies relevant to survey topic.	Survey results reviewed for relevancy and accuracy relative to building plans and needs assessment. Recommendations for improvements noted for next survey cycle.
Student utilization of offerings, facilities, and services	Collected by semester, academic year, sport season, and support program completion and deployed to principals, guidance, AC.	Reviewed by AC for relevancy to student needs and applicability to program planning.
College entrance requirements	Collected by guidance department from colleges annually including those who typically accept PRSD graduates and those who do not. Data also maintained on each graduate's SAT scores, college acceptances/selection. Data shared with AC, faculty, students and parents.	College survey questions and survey pool reviewed annually for relevancy to student needs based upon recent applications and acceptances. Data collection reviewed annually by BOE and AC for relevancy, usefulness and applicability.
Alumni surveys	Conducted every three years of first and fifth year graduates to determine areas of strength and weakness relative to preparedness of graduates for college and employment. Shared with BOE, AC, faculty, students and parents.	Conducted by outside research firm and reviewed after each survey cycle and prior to next survey cycle for modifications and improvements.
State and federal requirements	Solicited and received through district administration and deployed to BOE, AC, faculty, students and parents.	Multiple sources accessed for information and corroborated for accuracy and relevancy to PRSD students.
Education research from hallmark organizations	Solicited and received through curriculum office and deployed to BOE, AC, faculty, students and parents.	All major sources canvassed and cross-referenced. Considered alongside state and federal requirements and district findings.
Active student participation and communication in school decision making	Student government from elementary through high school; student representation on the BOE, BLTs, PTA, recruitment teams, and key district committees and school constituency groups.	Participation and input evaluated annually or after committee/project closure by student participants and key faculty to determine effectiveness and adjust process.
Business as employers	Focus groups on an as-needed basis (IE: Superintendent search, Goals 2000 assessment). Ongoing interaction with business leaders through civic and community involvement.	District findings compared with school-to-work data gleaned from county organizations for consistency and relevancy to PRSD.

PRSD relies on a formalized process for needs analysis, Figure 3.1-2. AC members assess student needs through surveys, assessment data, utilization rates, state and national requirements, and external research.

**Figure 3.1-2: PRSD Needs Analysis System**

This system is consistently portrayed by how PRSD monitors and adapts programs and services to accommodate the needs of student segment groups. While PRSD is not ethnically diverse, segmented populations across other strata become evident through the Needs Analysis System. Student course selection determines preferences and need for adequate number of sections. Participation in academic support programs such as remedial courses, academic labs, resource room, extra-help and supervised learning sessions before and after school is tracked to support individual learning needs. Participation in athletic and extra-curricular activities is tracked to determine interest levels and student capabilities. Club and sport offerings are adjusted accordingly and process for requesting new programs



communicated regularly to students and parents. Principals and the director of special services analyze the utilization of guidance, health, and other student support services. On an individual basis, Pearl River High School (PRHS) and Pearl River Middle School (PRMS) guidance counselors have the smallest case load in the county, allowing for more individualized attention to students. Child Study Teams review programs of at-risk learners to improve student performance and prescribe intervention strategies. An interdisciplinary elementary team conducts thorough diagnostic screenings for each incoming kindergartner during the spring prior to their enrollment. Students new to the district at all higher grade levels are also screened and prior educational records analyzed. Students also have a collective voice through student government at elementary and secondary levels.

PRSD uses a systematic means to anticipate changing needs and expectations of future students, elements of which are birthrate data, pre-school program enrollment, student and alumni surveys, and tracking proposed legislation regarding NYSED requirements and educational legislation. The AC incorporates this information into the annual review process for planning future programs.

**3.1a(3)** PRSD integrates a final evaluation phase into our listening and learning methods to keep current with educational service needs and directions. Figure 3.1-1 identifies the evaluation and improvement mechanisms that we employ. The following are examples of refinements that have been made as a result of internal and external evaluations:

- As a result of feedback from Baldrige, Tri-State, and the district’s external Quality Advisory Council (QAC), we replaced satisfaction assessment instruments formerly developed in response to specific needs with a professionally-developed instrument that measures student, parent, and employee satisfaction levels in consistent areas according to consistent measures. The instrument also provides comparison with national and similar schools.
- The quarterly process for tracking student needs relative to student performance was streamlined last year to incorporate the plan-do-evaluate format.

The implementation of these improved approaches for determining student needs and expectations contributed to the increase in student enrollment from 70% of all eligible students in 1989 to 90% in 1999 (Figure 7.3-7).

**3.1b Knowledge of Stakeholder Needs and Expectations**

**3.1b(1)** PRSD relies on a wide variety of methods to collect information about stakeholder needs. Similar to student needs, we use the Needs Analysis System (Figure 3.1-2) to analyze stakeholder needs relative to our ability to respond.

**Figure 3.1-3: Knowledge of Stakeholder Needs and Expectations**

Needs Determination Methods	Information Collected and Shared, And Frequency	Methods Used to Evaluate And Improve 3.1b2
<b>PARENTS</b> Surveys, Feedback through parent involvement, Feedback through parent-teacher conferences and other meetings with faculty and staff, Parent participation data, National and organizational research on parents and families	Collected as it becomes available, quarterly and annually, analyzed and made available to BOE, AC, faculty and staff through meetings, memos, reports	Quarterly and annual reporting process and format evaluated annually by BOE and AC for relevancy, usefulness and applicability of data, format and instrument, need for additional or improved data, etc.
<b>FACULTY AND STAFF</b> Surveys, Feedback through LMC, Input through faculty meetings, staff conferences, committee meetings, Staff utilization and performance data, National and organizational research on the workplace	Collected as it becomes available, quarterly and annually, analyzed and made available to BOE, AC, labor leaders, faculty and staff through meetings, memos, reports	Quarterly and annual reporting process and format evaluated annually by BOE and AC for relevancy, usefulness and applicability of data, format and instrument, need for additional or improved data, etc.
<b>DISTRICT RESIDENTS/TAXPAYERS SENIOR CITIZENS</b> Budget voter plurality analysis, Input through public forums and board meetings, Adult education participation data	Collected annually and as it becomes available, analyzed and made available to BOE, AC, and director of adult education	Reporting process and format evaluated annually by BOE and AC for relevancy, usefulness and applicability of data, format and instrument, need for additional or improved data, etc.
<b>LOCAL BUSINESS</b> Surveys, Career day and school-to-work program evaluations	Collected annually and as it becomes available, analyzed and made available to BOE, AC, guidance and faculty	Survey results and data collection process reviewed for relevancy and accuracy relative to student needs. Recommendations for improvements noted for next survey cycle.
<b>HIGHER EDUCATION</b> Surveys, Student application and acceptance data, Alumni feedback	College surveys and student acceptance data annually; Alumni feedback every three years; , Analyzed and made available to BOE, AC, guidance and faculty	Survey results and data collection process reviewed for relevancy and accuracy relative to student needs. Recommendations for improvements noted for next survey cycle.

**3.1b(2)** In addition to the evaluative methods outlined in Figure 3.1-3, PRSD also relies on research and information from external professional sources and organizations to keep learning and listening methods current. Some of these include

- Attending professional conferences such as School-to-Work, MBNQA Quest for Excellence, National School Public Relations Association Seminar, etc.
- Accessing regional and national research on stakeholder relations such as NYS School Boards Association, PRIDE Survey, Education Week, etc.
- Ongoing interaction with stakeholders face-to-face at senior citizen meetings, chamber of commerce meetings, Rotary meetings, public forums, etc.

**3.2 Student and Stakeholder Relationships and Satisfaction**

Having a clear understanding of who district stakeholders are and how they interact with the district underlies all three district goals. Two core values further underscore our commitment to relationships - our students are our customers and the product we deliver is to allow them to achieve to their highest ability, and, the district recognizes the value it has in the community and the people it serves.

**3.2a Student and Stakeholder Relationships**

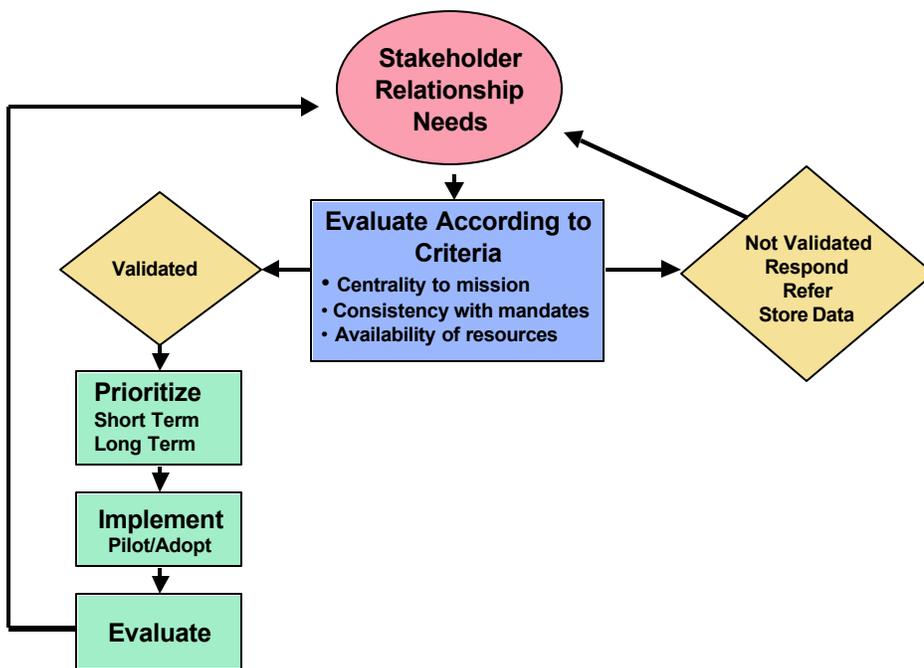
**3.2a(1)** PRSD builds proactive relationships with current and future students and six key stakeholder groups: parents, employees, district residents and taxpayers including senior citizens, and local business. To ensure mutually beneficial relationships, we have identified the key needs of our stakeholders and communicated our needs and expectations to them. These are outlined in Figure 3.2-1.

**Figure 3.2-1: Student and Stakeholder Relationships**

Stakeholder and Key Objectives of Relationship	Methods to Support Educational Delivery	Methods to Support Continuing Interaction
<b>STUDENTS</b> - Mutual commitment to educational excellence - Well rounded students - "Every student can and will learn."– District Mission"	Student Orientation Programs Extra help sessions Voice mail/E-mail for all teachers Preschool special education program	Student government Daily announcements Faculty as coaches and club advisors
<b>PARENTS</b> Active support and involvement in child's education	Back to School Nights Parent Teacher Conferences Voice mail/E-mail for all teachers Parent University	PAC Principal dialogues by grade level/topic
<b>EMPLOYEES</b> Commitment to educational excellence and continuous improvement	Faculty and staff meetings Grade level meetings Department meetings	LMC District social events
<b>DISTRICT RESIDENTS/ TAXPAYERS</b> High quality educational program for all learners while containing costs	Continuing adult education program Reports at public board meetings Community forums on topics of concern	Community use of facilities Lease of facilities to pre-kindergarten programs
<b>SENIOR CITIZENS</b> High quality personal growth programs for all learners while containing costs	Continuing adult education program Presentations at senior centers Partnerships with classes on projects IE: intergenerational chorus; pen pals, etc	Déjà vu Dance
<b>LOCAL BUSINESS</b> High quality schools while containing costs	Active district representation in: Pearl River Chamber of Commerce Rotary Club of Pearl River	American Education Week Restaurant Placemats Restaurant Lecture Series Community use of facilities

3.2a(2) PRSD interacts with students and stakeholders through an organized approach depicted in Figure 3.2-2. AC members use surveys, external research, and direct involvement and interaction with stakeholder groups to ascertain these needs.

**Figure 3.2-2: PRSD Stakeholder Relationship Needs Assessment System**



Stakeholder feedback through interaction is reviewed at various levels and then translated into improvement actions. The results are tracked through key effectiveness measures and, in some cases, partnerships form (Figure 3.2-3). Contact requirements are determined using the means delineated in the first column. For example, when planning the annual budget, parents, employees, and business leaders inform administrators of their key needs and concerns. This stakeholder feedback, in addition to formal assessment data, enables the AC to prepare an annual budget that is responsive to stakeholder concerns. As evidence of this responsiveness, the annual budget has consistently passed by a better than 2-1 plurality.

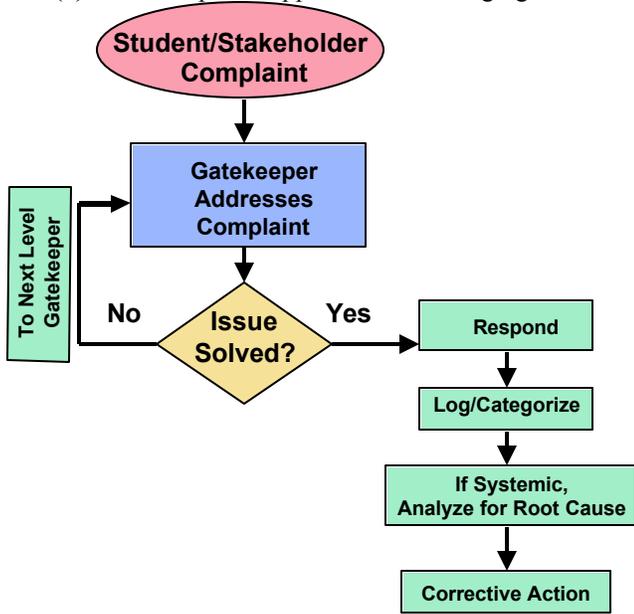
**Figure 3.2-3: Student and Stakeholder Relationship Management**

How PRSD Addresses Relationship Needs	Building Relationships and Interaction Follow-up	Key Effectiveness Measures	Partnerships
<b>STUDENTS</b> - Student government - BOE, BLT and committee representation - Teacher and counselor interaction - Support staff interaction - Child Study Team evaluation	- Quarterly guidance reviews - Report cards and interim progress reports - Individual and cohort group analyses - Peer helper program - Committee on special education reviews	- Standardized test score performance - mastery levels - Regents diploma rate - AP course registration - College acceptances - Student satisfaction survey - Guidance survey - Alumni survey	- Student Council - Alumni Association
<b>FUTURE STUDENTS</b> - Demographic data - Kindergarten screening - New student screening	- Kindergarten orientation - New student orientation - Back to school nights	- Public vs. private school enrollment - New resident survey	St. Margaret’s School
<b>PARENTS</b> - Open door policy - PAC and Parent Teacher Association (PTA) meetings - BLT and strong committee involvement - Leadership roles - Voice mail and e-mail	- Same day return call policy - Issue resolution process - Annual review of PAC - Parent newsletters and regular written correspondence - Cross representation on committees: Elementary, PRMS, PRHS	- Public vs. private school enrollment - Parent survey - Budget vote passage	- PAC and PTA - Special needs forums IE: State aid, RPC, etc. - Budget vote committee - BLT - Parent University
<b>EMPLOYEES</b> - LMC meetings - Monthly faculty/staff meetings - Open door policy - Superintendent’s Conference Days -Building Leadership Team -Strong committee involvement	- Contract negotiations - Labor leader conferences - Cross representation on committees - Staff newsletter and regular written correspondence	- Attendance rates - Turnover rates - Grievance levels - Employee survey - BLT effectiveness - Communication between grades	- LMC - Budget vote committee - Restaurant placemat program - Deja Vu senior citizens dance
<b>DISTRICT RESIDENTS/ TAXPAYERS</b> - Open door policy - Media relations program - Community bulletin board -Committee involvement - Community Service graduation requirement	- Dipsticking - Face-to-face interactions - “Questions, concerns, praise” at BOE meetings - District newsletters and mailings	- Budget vote plurality	Adult Education Program
<b>SENIOR CITIZENS</b> All listed above in District Residents, plus... - Senior Advisory Council - Adult Education Program	- Senior Advisory Council - Adult education program - Senior Center visitations and presentations - Déjà vu Dance	- Budget vote plurality - Adult education program participation levels	- Senior volunteer program - Alumni Association
<b>LOCAL BUSINESS</b> All listed above in District residents, plus... - Civic participation	- Chamber of Commerce - Rotary - Rockland Economic Dev. Corp - Rockland Business Assoc.	-Budget vote plurality -Survey	- School to Work -Classroom in the Mall

**3.2a(3)** PRSD employs the PRSD Issue Resolution Process (Figure 3.2-4) to manage complaints and maintains a same-day call back policy for all parent/stakeholder complaints. Complaints originate from students, parents, employees, and district residents. Students, employees, and parents receive guidelines on where to take concerns at the beginning of each school year. Staff are instructed where to direct complaints in each school/department. To encourage empowerment and early resolution, complainants are directed to the gatekeeper (individual most directly responsible over the complaint area) first. The gatekeeper responds to the complaint. If the gatekeeper is unable to resolve the complaint, a formal hierarchy supports resolution at different levels, with the final level being to the BOE. All complaints are logged and categorized. Gatekeepers review the logs with the superintendent during their quarterly reviews. When patterns or frequencies dictate, they analyze for root causes. When systemic problems are uncovered, they take corrective action.

**Figure 3.2-4: PRSD Issue Resolution Process**

3.2a(4) PRSD keeps our approaches to managing effective relationships current through the continued internal and external



assessment measures and comprehensive two-way communication system we have developed and refined since first adopting a quality approach. The AC and BOE formally review student and stakeholder relations information (outlined in the second column in Figure 3.2-3) during the annual review. Employees continuously monitor needs through daily interactions and scheduled reviews (third column in Figure 3.2-3).

**3.2b Student and Stakeholder Satisfaction Determination**

**3.2b(1):** AC members review student satisfaction levels at the building/department level and district levels. Figure 3.2-5 (next page) describes the student satisfaction methods and data and how they capture information on student motivation and active learning. Stakeholder satisfaction (Figure 3.2-6, next page) is also measured across a wide variety of assessments including participation and perception stratas. Most key measures cut across more than one stakeholder group. The recipient of the data reviews and verifies accuracy of the data immediately upon receipt and forwards it to Dr. Maurer. Dr. Maurer disseminates it to other AC members. They hold formal reviews during AC and BOE meetings to determine if and when action is warranted. AC

members assume responsibility for actions according to their areas of responsibility. Results are also part of the district’s comprehensive summer review for goals verification and annual planning.

**3.2b(2)** Issues gatekeepers (faculty, staff, administrators) are responsible for following up on interactions with students and other stakeholders in order to get prompt and actionable feedback following complaints (Issues Resolution Process). For example, when a high school student survey revealed moderate satisfaction levels with the cafeteria food, the high school principal assembled a student government task force to work with the foodservice company to obtain more specific information from students and enact enhancements to the cafeteria foodservice.

**3.2b(3)** PRSD uses benchmarks for all of our lag and lead indicators and certain in-process measures which we determine to be critical to achieving our goals and action plans. We seek best in class comparisons as benchmarks whenever available. When not available, we seek the best performance of all data we have available to us (IE: adult

education participation rates – not all schools have programs and not all those who do collect data). For our fiscal conservancy goal, the CPI is the benchmark. Dr. Maurer assigns AC members with the responsibility to collect the benchmark data. When satisfaction data becomes available, the AC compares the results with the benchmarks and seeks new benchmarks as they become available.

**3.2b(4)** When needs change, we determine how we can best respond and pilot our revised approach. We monitor the outcomes and make any adjustments warranted. When the new approach is verified as workable, we standardize the practice and train staff accordingly. PRSD also relies on external feedback such as Baldrige and researching best practices from other Baldrige and quality organizations to keep our satisfaction determination approaches current.

**Figure 3.2-5: Student Satisfaction Determination**

<b>Data and Frequency 3.2b(1)</b>	<b>Objectivity and Reliability 3.2b(1)</b>	<b>Measurement of Student Motivation and Active Learning 3.2b(1)</b>	<b>Sources of Data on Comparable Schools 3.2b(3)</b>
Students, Parents, Faculty and Staff CSMPact Surveys: Annually	Representative sampling required; Minimum response rate required; Conducted by outside research firm beginning in 2000	Surveys assess issues specific to student motivation and active learning including school climate, satisfaction of teachers, communication, etc.	Best in class of CSMPact Survey participating districts
Alumni Surveys: Every three years of one/five year alumni	Conducted by outside research firm	Surveys assess issues specific to student motivation and active learning	Not relevant
Attendance and Dropout Rates	Measured and compared according to consistent state standards	Attendance reflects student interest in learning and satisfaction with school climate	Best in class; Benchmark school

**Figure 3.2-6: Stakeholder Satisfaction Determination**

<b>Education Climate and Student/Stakeholder Needs</b>	<b>Data Frequency</b>	<b>Objectivity and Reliability</b>	<b>Sources of Data on Comparable Schools</b>
Community support for budget spills over to support for school programs STUDENTS, PARENTS, FACULTY AND STAFF	Budget Vote Plurality: <i>Annually</i>	Voting held in accordance with standard procedures; Recounts for accuracy	Best in Rockland County
Schools viewed as strong asset to community STUDENTS, PARENTS, DISTRICT RESIDENTS, TAXPAYERS, SENIOR CITIZENS, LOCAL BUSINESS	Market Share: <i>Annually</i>	Every student tracked according to textbook and transportation funding	Best in Rockland County
Public schools serving all learners in community, not just K-12; Schools valued as resource for whole community, not just 25% with children in schools; Increases opportunities for face-to-face interaction with schools DISTRICT RESIDENTS, SENIOR CITIZENS, LOCAL BUSINESS	Adult Education Participation Rates: <i>Annually</i>	Registration and attendance monitored semi-annually	Best in Rockland County
Surveys assess issues specific to education climate and student and stakeholder needs STUDENTS, PARENTS, EMPLOYEES, NEW RESIDENTS, ALUMNI	Satisfaction levels on key school areas <i>Annually</i>	Written survey administered by professional research firm; Focus groups conducted according to industry standards	Best in class of CSMPact Survey participating districts
District valued for fiscal conservancy while delivering high quality program DISTRICT RESIDENTS, TAXPAYERS, SENIOR CITIZENS, PARENTS	Per Pupil Expenditure (PPE) vs. Consumer Price Index (CPI) <i>Annually</i>	CPI reported by Federal Reserve Bank; Method for calculating PPE consistent year-to-year	CPI is benchmark
Direct relationship between resources allocated for student programs and extent and breadth of programs STUDENTS, TAXPAYERS	Percentage of budget to student programs <i>Annually</i>	Data reported to NYS Education Department consistent for all districts	Best of tri-county districts

## 4.0 Information and Analysis

### 4.1 Measurement and Analysis of Organizational Performance

The PRSD Data Management System (DMS) is the core of the district’s information and analysis processes. The AC and BOE determine the selection and use of data. Our assistant superintendent maintains the data management system, with AC members and other key faculty and staff providing data. Since adopting a disciplined system of data collection and analysis in 1991, the DMS is under continuous refinement. It exists in the form of annual comprehensive data books and was expanded last year to include an electronic warehouse to enhance access and manipulation.

#### 4.1a Performance Measurement

**4.1a(1)** The AC guides data collection at PRSD, relying on a comprehensive system of input from across the district. Figure 2.1-2 in Section 2 portrays the key categories of district data. Potential users of the data at all levels – board, administrator, faculty, and staff - offer input on the availability and relevance of the information. The AC relies on this input to determine which data we will use to drive district, building and department performance using these criteria:

1. Availability of data: This includes timing, accessibility and format for review and manipulation capacities.
2. Relevance of data to student and stakeholder needs: Does the information relate to what our students and stakeholders are telling us?
3. Relevance of data to district goals: Does the information relate to where we are headed as an organization?
4. Reliability and validity of data: Is the source reliable and was the research conducted according to standard research/assessment practices?
5. Availability of best-in-class benchmarks: Is there benchmark data available to establish continuous improvement targets?

This evaluation takes place annually at the AC/BOE summer retreat, as well as throughout the school year as new data becomes available, new standards adopted, or programs evaluated. Responsibility for actual collection is assigned to individual staff members. For example, the director of curriculum maintains all of the student performance data on the NYS 4<sup>th</sup> and 8<sup>th</sup> grade assessments. The business officer maintains all of the financial performance data. Our assistant superintendent oversees the PRSD Electronic Data Warehouse which captures most of the key student census and performance data and interfaces directly with many NYSED and other electronic formats. Individual staff members may opt to collect additional data on their own, such as item analysis data on certain exams, cancellation rates of adult education courses, attendance patterns of students or staff, to support their own performance.

**4.1a(2)** The AC and BOE organize our key performance measures using a modified Balanced Scorecard (Figure 4.1-1). This includes leading and lagging indicators relative to strategic objectives under each of our three district goals. Lag indicators represent long-term results and lead indicators are either short-term or line-of-sight predictors for our lag indicators. For example, stakeholder satisfaction rates as determined through the CSMPact survey are key factors in the level of support we can expect in our annual budget vote. The fourth and eighth grade NYS exams are designed to be predictors of student success on the Regents examinations. Individual AC members and key staff (IE: guidance counselors, business office staff) have the responsibility for collecting, monitoring and conducting preliminary analysis of specific data as assigned by Dr. Maurer. The assistant superintendent coalesces all of the information into an annual data book for year-end review and continuous reference throughout the following and subsequent school years.

**Figure 4.1-1: PRSD Balanced Scorecard**

Strategic Objectives	Lag Indicators (long-term)	Lead Indicators (predictive)
<b>Academic Performance</b>		
Academic Achievement	Regents Diploma Rate (7.1-1)	Achievement on 4 <sup>th</sup> and 8 <sup>th</sup> grade NYS exams (7.1-17 to 20) CTPIII Reading and Math Achievement (7.1-2 & 3) Special Education Opportunity (7.5-3&4)
College Admissions	AP Participation Rate (7.1-13) AP Performance Rate (7.1-14)	Passing rate on Regents exams (7.1-4 to 11) SAT I & II Participation Rate (7.1-16) Scholar Athlete Teams (7.5-6)
<b>Perception</b>		
Parent/Community Satisfaction	Maintain 2:1 Plurality on Budget Votes (7.2-12) Market Share (7.3-7)	Stakeholder Satisfaction Surveys (7.2-7 to 11) Adult Education Enrollment (7.5-18) Student Satisfaction Surveys (7.2-1,2,3,5) Prospective Homeowner Requests (7.2-15) New Resident Survey (7.2-17)
<b>Fiscal Stability</b>		
Cost-effective Fiscal Management	Contain Per-Pupil Expenditure (7.3-1&2)	Reduce Costs in Non-Instructional Areas (7.3-3)

Figure 4.1-2 portrays the other key supporting data we use to track our day-to-day progress towards these lead and lag goals

**Figure 4.1-2: Key Supporting Data**

Academic Performance Data
Graduation Plans College Admission Data Quarterly, Interim, and Final Average Grades Academic Lab/Library Usage Special Education Utilization Rates
Perception Data
College Admission Survey Student Dropout and Attendance Rates Participation Rate in Extra-curricular Activities Transportation Satisfaction Data Attrition Rate Positive Referral Source
Fiscal Data
Program Expenditures Instructional Expenditures Support Service Expenditures
Faculty and Staff Data
Workman’s Compensation Injuries Faculty Turnover Rate Labor Grievance Rate Professional Development Evaluation Data
Organizational Effectiveness Data
Employee Performance Evaluations Efficiency/Effectiveness Analysis of Programs Baldrige, Tri-State, and other External Feedback

**4.1a(3)** PRSD uses the Seven-Step Benchmarking Process to select key comparative data.

1. Determine which functions to benchmark
2. Identify key performance variables to measure
3. Identify the best-in-class
4. Measure performance of best-in-class
5. Measure your own performance
6. Specify programs and actions to meet and surpass
7. Implement and monitor results

Staff and faculty are trained in the understanding and use of comparative data and information through in-service courses, Superintendent’s Conference Days, faculty and staff meetings, individual employee conferences, district publications, and external resources on quality. In response to Baldrige feedback, we are now looking outside the academic community and have established best-in-class for our benchmarks. Dr. Maurer, the BOE, principals, and department chairs require all evaluations, decisions, and program modifications be based upon solid evidence, not intuition. Except for the lag goal of containing the per-pupil-expenditure below the CPI, we use best-in-class for all other indicators. We identify best-in-class for academic data as the top performer among all school districts in NYS and for perception data as the highest performance on the CSMPact

surveys. For the other fiscal data, we use the best performance among all districts in the lower Hudson Valley in order to keep comparisons relevant to our economic area (salaries, property tax rates, wealth ratios, etc.).

**4.1a(4)** The AC formally reviews the DMS annually during the summer retreat. After review of the actual performance data, the AC and the BOE jointly evaluate the DMS from a user-standpoint. The evaluation includes:  
*Did the measurement accurately reflect performance relative to the key measure?*  
*Are the measurements understandable for all users?*  
*Were the data collected relevant, valid, and reliable?*  
*Are benchmarks valuable as stretch goals?*  
*Are goal projections relative to the benchmarks realistic?*  
*Did we maximize district resources in the collection process? (No duplication of effort)*

As a result, types of data are continuously deleted, replaced, or added. Annual goals and benchmarks may also be revised. AC and other key staff involved in the planning process participate in external quality organizations and reviews. Through this participation, PRSD learns of new and better information gathering and analysis tools. One earlier example of a process improvement was the standardization of the charting process in 1994 across school and grade levels for hand-scored data. More recently, PRSD established a comprehensive electronic data warehouse and analysis system to speed data collection, extend access, and enhance manipulation. During his participation in an Empire State Roundtable consortium on data collection and analysis, Dr. Maurer brought best practices from other districts back to Pearl River.

AC members also seek input from other data users among the faculty and staff as they use the data during the school year. They bring this input to Dr. Maurer and to the full AC during the course of the school year when feedback warrants immediate intervention. Otherwise, they incorporate the input into the annual review.

**4.1b Performance Analysis**

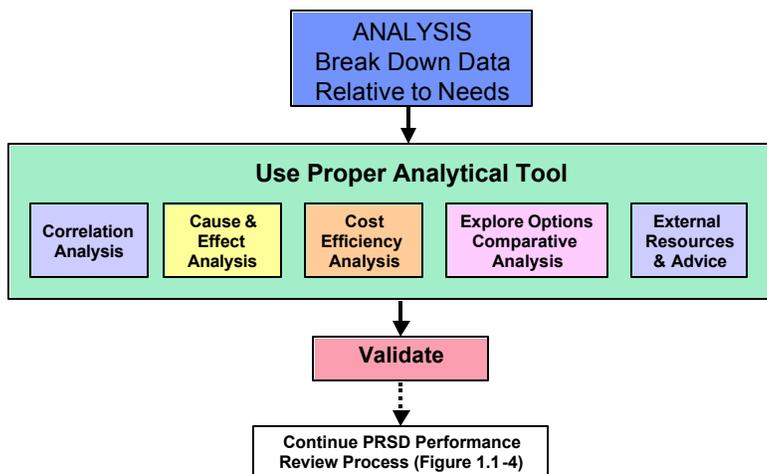
Data analysis relative to organizational performance is continuous throughout the district’s annual cycle, as represented in the core value “tracking academic progress is a consistent and constant practice” and described below.

**4.1b(1 and 2)** PRSD’s data analysis occurs on four levels - district, building, classroom, and individual - as portrayed in Figure 4.1-3 and relates to the Balanced Scorecard Data (Figure 4.1-1) and supporting data (Figure 4.1-2) outlined above.

**Figure 4.1-3: PRSD System of Data Analysis**

Key Analyses	Frequency	Types of Analysis
<b>District Level</b> Conducted largely by the AC and BOE - Balanced Scorecard Data - Academic Performance Data - Perception and Satisfaction Data - Faculty and Staff Data - Fiscal Data - Organizational Performance Data	Bi-weekly at CO meetings Monthly at AC meetings Quarterly with superintendent and AC Annually with BOE and AC	Analyzes progress towards lead and lag goals including test performance trends by segment; Integrates information from across district to assess overall performance; Analyzes cost/financial implications of current and new programs; Dipsticking and interim data analysis to shorten cycle time; realign strategies and interventions
<b>Building/Grade/Department Level</b> Conducted largely by principals and department heads with faculty and staff - Balanced Scorecard Data - Academic Performance Data - Perception and Satisfaction Data - Faculty and Staff Data - Fiscal Data - Organizational Performance Data	Monthly at faculty meetings Monthly at department meetings	Analyzes student performance data including gap analysis on tests to adjust curriculum; Compares elementary school performance data to insure consistency across three schools; Analyzes student and stakeholder satisfaction data and department performance data to realign strategies and interventions
<b>Classroom/Teacher/Employee Level</b> Conducted by principals and department heads with individual employees - Balanced Scorecard Data - Academic Performance Data - Organizational Performance Data	Weekly with elementary teachers Scheduled with principal/department manager for secondary teachers and support staff	Analyzes student performance data including gap analysis on tests to adjust instruction; Analyzes interim employee performance results to realign strategies and interventions including supervision and professional development intervention; Analyzes benefits and costs associated with professional development
<b>Individual Student Level</b> <b>Conducted by teachers</b> - Academic Performance Data - Perception and Satisfaction Data	Formal assessments every four weeks with parents Daily to weekly dipsticking depending on individual student needs	Analyzes student progress towards academic requirements to adjust instruction to insure success; Disaggregated by content and skill area to determine individual student strengths and weaknesses; Analyzes student and stakeholder satisfaction data to realign strategies to meet goals

**Figure 4.1-4: PRSD Data Analysis Process**



Data analysis is a key step in the PRSD Performance Review System for Data portrayed in Section 1.1b, Figure 1.1-5. The ANALYSIS step in this process is developed in further detail here in Figure 4.1-4. (This figure expands upon the analytical step of our performance review system for data, beginning with the analysis step and ending with validate step, whereby it continues as per Figure 1.1-5.) As the figure depicts, PRSD data users select one or more of five different analytical steps to determine whether we are accomplishing our goals or if we have needs or performance results we must address. They evaluate the results relative to our criteria and proceed accordingly depending on whether we meet criteria or not. Results are communicated back to the faculty and staff through meetings and conferences so that they can use the information to improve their instructional methods and work processes.

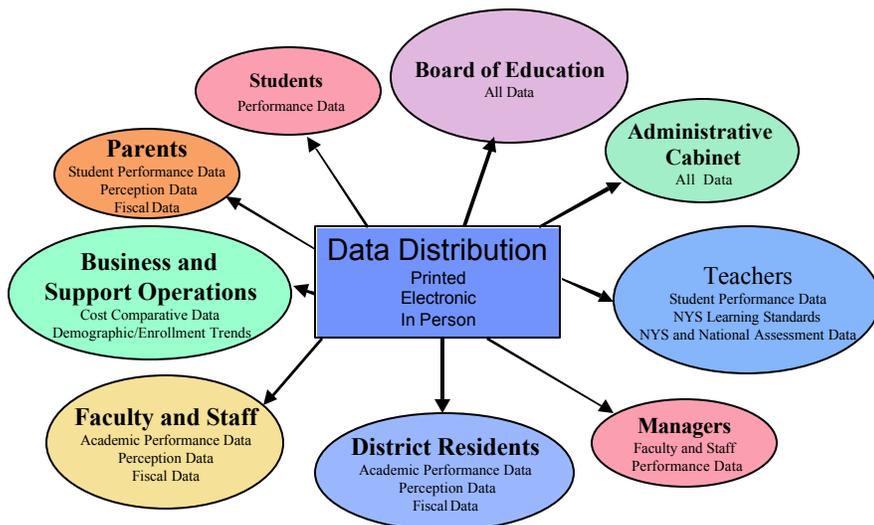
**4.1b(3)** AC members use operational measures as ways to determine how effective day-to-day instruction and support programs drive continuous improvement. Faculty and staff performance results aligned through the process by which individual performance goals are developed as described in Section 5.1a(2). Utilization and short-term effectiveness rates of intervention programs align with lead and lag goals. For example, high school students struggling with certain concepts in math are referred to the academic math lab for additional support. The principal tracks the students’ participation relative to their continued performance. She also tracks the cost to maintain the lab relative to other support programs and their relative performance increases.

## 4.2 Information Management

### 4.2a Data Availability

**4.2a(1)** AC members determine who receives which data based upon the overall premise to keep constituents informed and on the primary premise that faculty and staff have the information they need in order to carry out their specific functions. PRSD communicates data and results through print distribution, electronic distribution, and across a wide spectrum of face-to-face interactions including faculty and staff meetings, department and grade-level meetings, individual employee conferences, and committee and task force meetings. Interim data is shared in order to inform constituents of progress towards goals. Figure 4.2-1 captures the key recipients of data analysis and the key areas of analysis they obtain and use.

**Figure 4.2-1 PRSD Data Utilization**



Some examples of analysis dissemination include:  
*BOE and AC:* Immediate summary reports from building principals; monthly AC meetings; quarterly reports; monthly principal and department head meetings with superintendent  
*Faculty and Staff:* Monthly faculty and staff meetings; departmental and grade level meetings; monthly LMC meetings; individual employee evaluation conferences and interim meetings with principal; staff memos; Annual Report; in-service trainings; new teacher symposium  
*Central Office Staff:* Monthly meetings following full AC; memos; individual employee conferences  
*Parents:* Report cards; interim progress reports; parent/teacher conferences; letters and telephone calls; Parent Teacher Association (PTA) meetings; memos; school newsletters; monthly PAC meetings; Reverse 911 bulletin message system; PRSD Web Page

**4.2a(2)** To ensure information integrity, reliability, and accuracy, PRSD relies on a qualified network of professional data sources such as NYSED, Harris Interactive, and Educational Testing Service. For internal collections, we adhere to standard research practices including representative sampling, independent administration and scoring, etc. The assistant superintendent, who oversees the DMS, has rigorous systems in place including independent internal scoring and re-checking critical data sets by AC and other specially trained staff. PRSD achieves timeliness through electronic communications and the direct access work environment we maintain. Information is shared regularly through an organized structure of formal regular meetings among the AC, BOE, faculty and staff, parent leaders, and labor leaders. Broadcast features on our voice mail system, 24-7 update capability to our web page, e-mail and voice mail also facilitate timeliness. Security and confidentiality are priorities for independent student data and individual employee performance data. Special education issues are presented to the BOE and other faculty through the use of identification numbers in place of student names.

**4.2a(3)** User input on data and information availability is elicited formally through the CSMPact Survey and informally through meetings, conferences, and other face-to-face interactions. Examples of how user input have resulted in improved distribution methods include parental input that resulted in the adoption of the Reverse 911 call system to all district families for emergency notifications and movement to a Windows 2000 environment for additional security and confidentiality based upon review of unauthorized access to network files.

### 4.2b Hardware and Software Quality

**4.2b(1)** The use of technology at PRSD encompasses two main areas – educational and administrative/support. While the two are distinct and separate functions, they must have the capacity to interact with one another. A director of technology oversees the function with a support technology manager and director of instructional technology leading the two areas. A district-wide technology plan developed with input from students and stakeholders encompasses general needs and directions based upon research. More specifically, the Information Technology Plan and Software Acquisition Process guide the adoption of new hardware and software, respectively. The director of technology continuously seeks formal and informal input from users for user-friendliness and reliability.

**4.2b(2)** Forecasting ahead in three to five year intervals provides a proactive structure for PRSD to anticipate educational and support technology needs. Regular attendance at conferences, workshops, and trade shows provides direct access to the latest technology as do visitations to districts using cutting-edge technology such as Hunterdon Regional High School, Bronxville Schools, and Nanuet Schools. Since technology has grown to become a major expenditure for school districts, planning for technology coincides with other district planning as part of the annual budget process. PRSD also partners with our BOCES regional information center, which specializes in technology support for schools. The center provides staff training, a help desk, support for hardware maintenance and repair, and new product development. PRSD was the originating district to contract with BOCES to build our web-based Data Management System, which has now become the benchmark for such systems in our region.

## 5.0 Faculty and Staff Focus

### 5.1 Work Systems

PRSD work systems center around the core value of active involvement from all stakeholders, including faculty and staff, in district operations. Employees are considered essential in the design and delivery of educational and support services.

**5.1a(1)** The AC organizes and manages work and jobs, beginning with the planning phase in January for the school year beginning in September. The variables they take into account during the planning process to keep current with student and stakeholder needs include: enrollment, state and national requirements, labor contracts, retirements/resignations/terminations, technology, gaps in course offerings, higher education requirements, business/employer requirements, individual student needs, economic climate, cost-efficiency, student/parent surveys, civil service requirements, and available work space.

PRSD's education work system is organized by school and grade level, kindergarten through grade 12, allowing faculty to align curriculum congruently with NYS grade-level standards. School administration, pupil personnel support (guidance, speech, psychology, etc.), and clerical and maintenance support also operate at the building level. Central to all of the school buildings are the district administration, business office, transportation, and buildings/grounds depts.

PRSD maintains a work design that fosters maximum involvement of classroom teachers in the design and delivery of the instructional program. We made the conscious decision to eliminate department chairs and organize all instructional staff under one K-12 curriculum director. Elementary teachers work in grade level teams, middle school teachers work in cross discipline teams, and high school teachers work in subject area departments. Teachers have the collective responsibility for success in their grade level (elementary), on their team (middle school), and in their department (high school). Likewise, AC members manage through grade-level meetings at the elementary school, team meetings in the middle school, and department meetings in the high school. Building principals have dotted line, day-to-day responsibility to manage the faculty and staff in their buildings and are functionally supported by the centralized administration (i.e.: director of curriculum, director of facilities, director of athletics, etc.).

Because research supports its effectiveness and our size permits, PRSD fosters face-to-face interaction to promote cooperation and capitalize on staff and faculty interaction for initiative and innovation. The PRSD work system is facilitated through:

- Monthly faculty/staff meetings in each building/department
- Weekly grade level meetings attended by teachers in each grade level
- High school offices designated by subject area
- Monthly LMC meetings to facilitate coordination

Print and electronic communication systems support the personal interactions. Examples of these include:

- Voice mail system with broadcast and multiple recipient features
- E-mail system across all buildings and all staff
- New automated print center to facilitate copying and distribution

The AC reviews all work systems quarterly for alignment and support with the annual plans. For example, consistency among instruction at the elementary and middle school levels is critical since all students eventually take the same Sequential Math I

course. We maintain a fluid approach to work systems and adapt the structure to meet changing needs through collaborative, involved efforts.

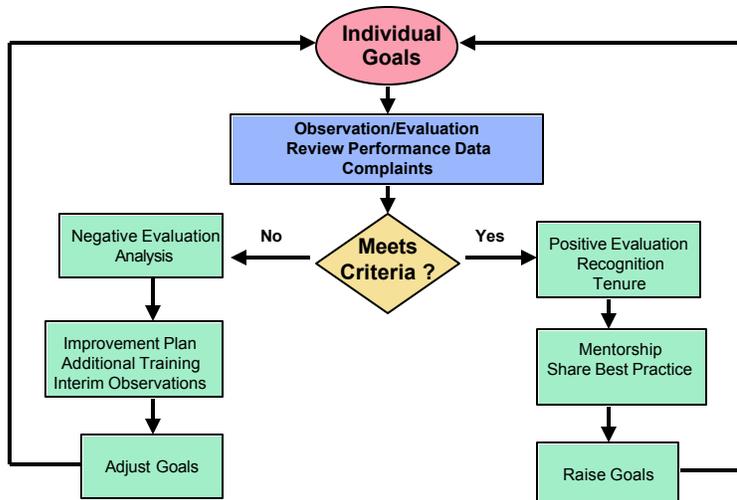
Final evaluation of work systems takes place during the annual summer retreat. One example of the effectiveness of our process is the decision to downsize from five curriculum directors down to one in response to the need to align curriculum across disciplines and to funnel a greater percentage of the district's resources directly into classroom instruction.

**5.1a(2)** In order to do their jobs better and advance their careers, employees establish annual improvement goals as part of their annual goal setting with their managers. Within the PRSD culture that supports high performance and employee satisfaction, employees are encouraged to stretch themselves while pursuing their individual professional interests. One example of this culture would be the friendly competition that exists between teachers for best student performance. The superintendent and assistant superintendent review all professional staff goals for alignment with the district's annual plans. Managers then provide the support for staff to accomplish their individual development goals. Some of these include mentoring (both as mentors and those being mentored), conference and workshop participation with substitute relief, study circles, district visitations, and a certain amount of flexibility within the curriculum. Formal recognition takes place during the Superintendent's Conference Day prior to the start of each year. Dr. Maurer recognizes all staff with significant professional accomplishments with the entire employee population present. Buildings and departments conduct formal recognitions internally. Central office staff award supportive "fun" certificates for outstanding accomplishments, such as maintaining a perfect payroll or 100% compliance with civil service regulations.

Accomplishments are also supported through notification to the local media. The district newsletter features a centerfold section, *A for Achievement*, that focuses on staff accomplishments.

**5.1a(3)** Figure 5.1-1 portrays how managers evaluate staff. All individual goals stem from district short-term goals and projects. In addition to the formal evaluation process based upon clearly defined goals, administrators provide support through their daily management practices – in feedback following class visitations, at staff and department meetings, during employee conferences, in memos and notes, and through daily management by walking around. Dr. Maurer visits each building every week where he meets with the principal and visits classrooms. He also meets with the director of operations and director of facilities weekly. The focus on continuous improvement and high performance aligned with district goals is constant. They conduct formal reviews quarterly. The BOE ultimately holds the AC accountable for high performance results based upon positive faculty and staff performance.

**Figure 5.1-1: PRSD Performance Evaluation Process**

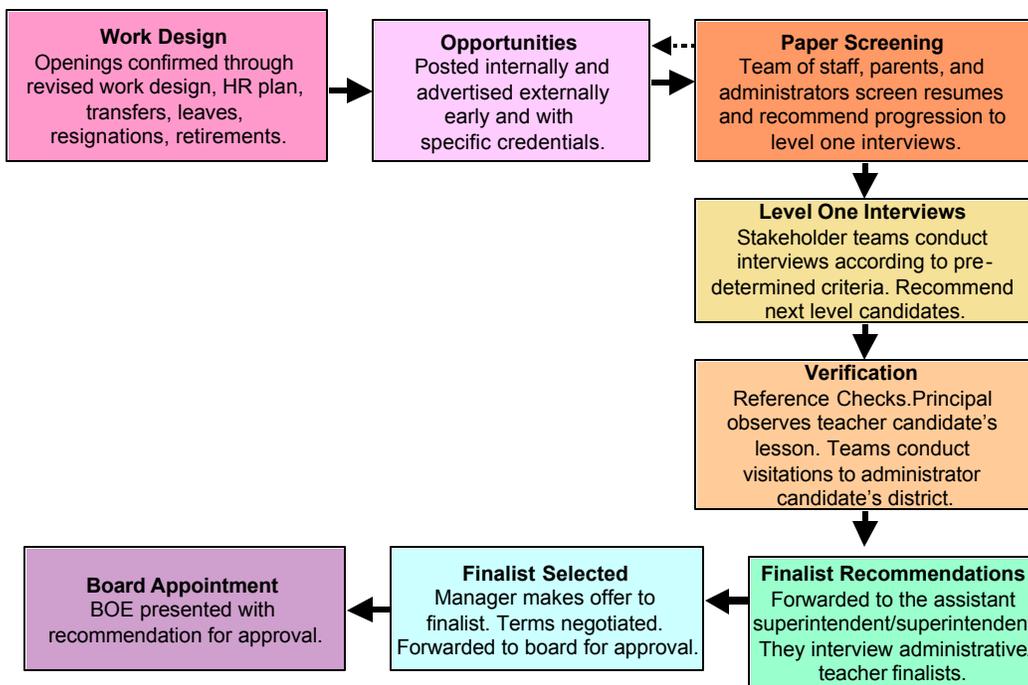


5.1a(4) Limited opportunity exists for traditional succession at PRSD. With no department chairs and a lean group of managers, vacancies occur infrequently. When they do, the BOE casts a wide net through a formal search process in search of the most eligible candidate.

Other succession opportunities exist such as student teacher or substitute teacher-to-teacher, temporary civil service to permanent, and movement through the clerical and custodial positions. Managers promote succession through collaboration in recruitment seeking to provide promotional opportunities to employees who receive positive evaluations and contribute positively to the district in other ways such as extra-curricular activities and professional development. Job openings are posted internally before advertising outside the agency to give first priority to existing staff. Labor supports the process through collective bargaining. Promotions, transfers, and internships are supported whenever possible.

5.1a(5) AC members develop job descriptions using many of the inputs delineated in 5.1(a). The process begins with a draft description by the immediate manager with input from the stakeholders to be impacted by the position. Labor representatives review for contract compliance. The assistant superintendent and/or director of operations review for compliance with personnel and civil service regulations. Legal counsel may be invited for additional review if necessary. The superintendent gives final review and approval and affirms the salary parameters. PRSD maintains a highly structured recruitment and hiring process, Figure 5.1-2.

**Figure 5.1-2 PRSD Recruitment/Hiring Process**



With a shrinking available pool of certain subject area teacher candidates (high level math, science, foreign language, music) and school administrator candidates, PRSD has responded with more innovative approaches to recruitment. Early anticipation of needs is crucial to capitalize on the available pool. We have strengthened relationships with well-respected teacher colleges, such as Columbia, Fordham, and NYU, to recruit candidates prior to graduation. We are also maintaining relationships with PRHS alumni in teacher programs and encouraging current students to consider the teaching profession. Candidates must meet pre-determined criteria to be considered for first-round interviews, criteria which link to our action plans. For example, a teacher vacancy position may require that the

candidate be trained to teach an AP level exam because that is a new course offering or we experienced a retirement or resignation in that area.

With a limited candidate pool, retention takes higher priority. Part of our retention strategy is to provide a strong orientation program to acclimate newcomers to the district's culture. PRSD maintains a supportive environment for new teachers and staff, beginning with a two-day orientation before they begin and continuing with a new teacher symposium throughout the first two years. Curriculum focuses on acclimating to the PRSD culture and fostering success. Teachers and labor leaders provide input into the curriculum and evaluations are ongoing. For example, a session was added on the need for more assistance with classroom management. Managers provide other additional support through personal meetings, printed and electronic correspondence.

The PRSD community is not ethnically diverse. Approximately 92% of our students are Caucasian. Some religious diversity does exist. All candidates for employment are considered equally according to the criteria determined. When candidates of similar capabilities reach finalist status, hiring will support diversity across gender, religious, racial, age, and other backgrounds, whenever possible.

## 5.2 Faculty and Staff Education, Training, and Development

Professional development for all staff at all levels is integral to the human resource function at PRSD and manifested in the core value that district employees are highly valued resources.

**5.2a(1)** Staff development activities exist at all buildings and in all departments and are organized by the Professional Development Committee (PDC) in the district's Professional Development Plan (PDP) for certificated staff and the Support Development Plan for non-certificated staff. The PDC is comprised of administrators, staff, parents, and representatives from higher education. In response to Baldrige feedback and new NYSED requirements, the committee revised the comprehensive plans last year to follow the plan-deploy-evaluate framework. Both plans are linked directly to the district's lag and lead goals, and annual projects. The committee uses student and staff performance data to outline specific staff development programs. They determine the skills we need, assess whether those skills exist among the current staff, and design and deliver training programs accordingly. They then evaluate the effectiveness of the training and re-train or adapt training programs if necessary. Professional development is management-driven and viewed as a responsibility for all staff. Figure 5.2-1 portrays two examples from the PDP.

**Figure 5.2-1: Sample from PDP Supporting Key Measure for 4<sup>th</sup> Grade NYS Assessments**

Need	Plan	Deploy	Evaluate
Reading and Writing	Consultants work with K-4 teachers on integrating writing in the content areas.	100% K-4 teachers trained. Selected K-4 teachers will assume "lead role" at each grade level in each building for planning instructional units integrating writing.	Student performance on ERB writing assessment and percentage of students achieving mastery on ELA writing prompt will increase.
Constructivist Math	Consultant will work in classrooms at elementary schools to model Constructivist lessons.	100% teachers will work with principals and curriculum director to integrate constructivist approach into instruction.	Work logs and math writing assignments will focus on students' understanding of both concepts and procedures.

**5.2a(2)** Figure 5.2-2 outlines faculty and staff input and the design, evaluation, and reinforcement methods, 5.2a(4&5), the committee uses in developing training programs.

**Figure 5.2-2: Faculty and Staff Development**

Employee Groups	How Input Sought 5.2a(2)	Program Delivery 5.2a(4)	Program Evaluation 5.2a(4)	Knowledge and Skills Reinforced 5.2a(5)
Teachers Teaching Assistants	PDC Annual individual goal-setting LMC Collective bargaining Conference request process	Teacher Center Degree programs In-Service programs Supt. Conf. Days Mentors Consultants External conferences Visitations Technology Institute	Professional Performance Review Plan Staff performance reviews Achievement data Employee survey	Faculty meetings and discussions Peer visitations Principal observations Mentoring Coaching Recognition & Reward
Custodians Maintenance	Unit goal-setting LMC Collective bargaining Open request process	In-Service programs Supt. Conf. Days Consultants External conferences	Annual reviews Stakeholder surveys on facilities Accident reduction Building/Safety Inspections	Supervision Peer observation Recognition & Reward
Clerical	Unit goal-setting LMC Collective bargaining Open request process	In-Service programs Supt. Conf. Days Consultants External Conferences Technology Institute	Annual reviews	Supervision Professional Sharing Recognition & Reward
Administrators Principals	PDC Annual individual goal-setting LMC Collective bargaining Conference request process	Principal Center In-Service programs Consultant External conferences Visitations Professional organizations Technology Institute	Professional Performance Review Plan Performance reviews Achievement data	AC meetings Professional Sharing Recognition & Reward

Managers include professional development in their annual goal setting with each employee. Staff use this opportunity to share their personal career goals. Managers review individual staff

performance data. Together, they develop training priorities based upon both individual and organizational needs. The

personnel officer tracks certification and licensure compliance and informs staff of gaps and/or requirements. Staff have input into the design and delivery of programs through other formal structures including representation on the PDC, collective bargaining, LMC, and the conference request process. Informally, as needs arise, staff and staff groups communicate those needs to their manager and a resolution is developed. We use these same techniques for input into both the content and delivery of professional development programs

**5.2a(3)** With the increasing prevalence of technology for instruction and support, PRSD employs a full-time director of technology education who coordinates technology training. The director runs a full schedule of technology workshops three times each year (fall, spring, summer), relying on input from faculty and staff, as well as the future technology plans of the district, for the design and content. We also partner with our BOCES for specialized trainings and locations.

Leadership training is accomplished through study circles prior to AC meetings, external conferences, programs at the Principal's Center, and participation in professional organizations.

All new staff attend a two-day employee orientation in August where they are oriented to the PRSD quality culture, district goals, district procedures, basic instructional philosophies, and human resources and benefits. They also meet key stakeholders. Certificated staff also attend a weeklong summer symposium with further detail on instructional design, use of data, curriculum standards, and classroom management. This symposium continues once a month for the two years. Staff hired during the school year are given a shortened version but must attend the full symposium the following summer. Non-certificated staff continue their training through sessions in department meetings, workshops, and in-service offerings. Training in quality performance excellence is not treated as a separate entity. Quality is the "how" of district operations and not a content area unto itself. After over a decade of integrating data, performance assessments, benchmarks, and quality tools into district operations, staff learn performance excellence as the way of their professional life at PRSD. The director of facilities coordinates safety training with input from the Safety Committee. Delivery comes through BOCES, OSHA, and by training department heads and key staff who then come in and train the rest of the staff. Diversity training at PRSD is limited because of our limited diversity. Key staff attend programs relevant to our population and our needs and integrate the information into the delivery programs described above.

**5.2a(4)** Figure 5.2-2 outlines our training programs. Last year, PRSD increased our professional development budget by 25% to cover the increased requirement of 21 hours per certificated employee. This covers all in-service programs, consultant trainers, Superintendent's Conference programs, and approved external conferences. All faculty and staff are financially rewarded through a variety of mechanisms (stipends, reimbursements, salary adjustments) to continue their education and training.

PRSD uses the Professional Performance Review Plan for program evaluation. This plan follows a quality-based approach and has as its goals:

- To provide direction for professional growth
- To promote the achievement of students' academic and social potential

- To attain district, school curriculum and/or program objectives
- To provide each staff member with a regular assessment of his/her performance
- To obtain data for administrative decisions regarding retention, tenure, and assignment

The review plan outlines cycles for supervisor and peer observation, supervision, peer collaboration, and formal reviews. Staff remain in the program until they receive a satisfactory annual summary review. The review plan also outlines an entirely new structure for evaluation of staff development programs. Participants complete Part One of the evaluation immediately following indicating whether the program met their purpose for attending and how they plan to integrate what they learned. Two months later, they complete Part Two where they indicate what aspects of the training they actually did integrate and any measured improvement results. The level of improvement is rated on a 5-step scale from non-existent/anecdotal to significant/sustained over time. The PDC analyzes the evaluations and adjusts the plans accordingly.

**5.2a(5)** PRSD managers and fellow employees alike reinforce skills and knowledge through the mechanisms outlined in Figure 5.2-2. In addition, we recognize individuals with outstanding performance through an annual recognition program during the September conference day, a staff accomplishment column in our employee newsletter, sending press releases and arranging for press coverage, announcing accomplishments in faculty, staff, and department meetings, and providing opportunities for staff to share best practices and mentor other staff.

### **5.3 Faculty and Staff Well-Being and Satisfaction**

Faculty and staff well being and satisfaction are considered a priority at PRSD as evidenced in the core value that district employees are highly valued resources.

#### **5.3a Work Environment**

PRSD managers, faculty, and staff work together to continuously improve workplace health, safety, and ergonomics. The BLTs and Health and Safety Committee manage this process under the AC. They rely on input from employees, employee satisfaction surveys, accident report and worker compensation frequency, absenteeism, grievances, and internal and external inspection results to determine improvement areas. As part of the planning process, they identify work environment requirements and measures. They assess risks and develop improvement plans, which the AC reviews, and upon approval, allocates resources. Intervention results are measured and evaluated by the BLT/Health and Safety Committee and monitored by the AC. Key measures are outlined in Figure 5.3-1.

**Figure 5.3-1: Health and Safety Performance Measures**

Factor	Key Measure	Targets
Health	Air quality levels	Acceptable ranges
	Water quality levels	Acceptable ranges
Safety	Emergency Plan in full compliance	Full compliance
	Injuries as a result of safety threats	0
	Staff trained in OSHA regulations	100% staff
	Fire and safety inspections	Full compliance
Ergonomics	Injuries as a result of school/work procedures	0

Differences exist for specific work groups such as increased risk of work-related injury for building and maintenance staff working with cleaning chemicals or heavy equipment. These differences are accommodated through the LMC involvement in health and safety issues, as well as the opportunity for any employee or group to bring their concerns forward. AC members have the ultimate responsibility for the safety and well being of the staff in their building/department, both in reacting to concerns, and anticipating potential areas for concern.

**5.3b Faculty and Staff Support and Satisfaction**

**5.3b(1)** AC members have overall responsibility for faculty and staff well-being, satisfaction, and motivation. The methods they use to determine key factors include: CSMPact annual employee survey, monthly LMC meetings, monthly faculty and staff meetings, individual employee conferences, collective bargaining, and grievance process. Overall areas assessed include school atmosphere, communication, equipment, facilities, technology, administration, and career. AC members use quality tools to determine causes and develop action plans. Through these mechanisms, the AC identifies and responds to needs of segmented groups. This relates directly to our district goal regarding perception. Staff morale is a critical factor in the perception our stakeholders have of our organization.

**Figure 5.3-2: Key Faculty and Staff Well-being Factors**

Employee Segment	Key Factor
Teachers	Appropriate work space
Guidance	Adequate supplies/technology
Nurses	Communication from principal
Teaching Assistants	Professional development Opportunities to collaborate
Clerical/Monitors	Appropriate work space Adequate supplies/technology Communication from supervisor
Custodial/Maintenance	Safe work environment Adequate tools/supplies Training Communication from supervisor
Administrators	Appropriate work space Adequate supplies/technology Adequate clerical support Communication from superintendent Professional development Opportunities to collaborate

**5.3b(2)** To support work climate, the district offers the following:

**Services** - Presence of an on-site nurse in all buildings, presence of an athletic trainer in district, access to a school physician on a needs basis, minutes of all health and safety committee meetings, recreation and sports facilities including a work-out station, employee assistance counselors, leaves of absences for one to two years, computer take home plan.

**Benefits** - Compensation for workshops attended, savings and investment plans, full health and dental plans for family, unlimited sick days, retirement incentive plans, grievance procedure, job security, monthly employee recreation activity (e.g. Broadway Plays) and theme lunches (e.g. Mexican food), career counseling and coaching, assistance in obtaining permanent license, and assistance in achieving additional licenses, availability to play a musical instrument in the school's band and be an actor in school plays, preferred participation in continuing adult education program

The PRSD work climate supports the needs of a diverse work force by giving all workers opportunity to voice their needs in the work design. One recent example would be a concern among central office clerical staff about the overuse of their main copy machine by high school teachers (located in the same building). A task force was formed with high school and business operations staff to analyze and recommend corrective actions. Another example is the cross-training and back-up support staff provide to one another to cover district functions while meeting individual scheduling needs for professional development, religious observance, jury duty, or personal time off.

**5.3b(3)** AC members rely on formal and informal evaluations for faculty and staff well being and satisfaction as depicted in Figure 5.3-3.

**Figure 5.3-3: Staff Well-Being, Satisfaction, Motivation Evaluation**

Formal Evaluations	Informal Evaluations
CSMPact Survey	Participation in PRSD social events
# Of Grievances	Building climate
Turnover Rate	Person-to-person feedback
Exit Interviews	

BLT, Health and Safety Committee, and AC members determine what to measure and how to collect the data. They assign individuals to aggregate and analyze the data, which the AC reviews when it becomes available (quarterly, monthly, annually). To the extent that there are problems or issues, the owners share the results, with the appropriate employee groups. They draft corrective action plans, implement them, monitor the results, and adjust accordingly.

**5.3b(4)** AC, BLT, and LMC members relate these evaluative findings to district lag and lead goals, relying on input from a wide body of research, using cause and effect analysis, root cause analysis, and other quality tools. For example, national research shows a strong correlation between teacher absenteeism and student success, hence regular attendance in school is a priority. Research also suggests a strong correlation between job satisfaction and job attendance. In a case where an employee or group of staff may have poor attendance or a questionable attendance pattern, the employee's manager will meet with the individual or group to identify root causes and develop a corrective action plan.

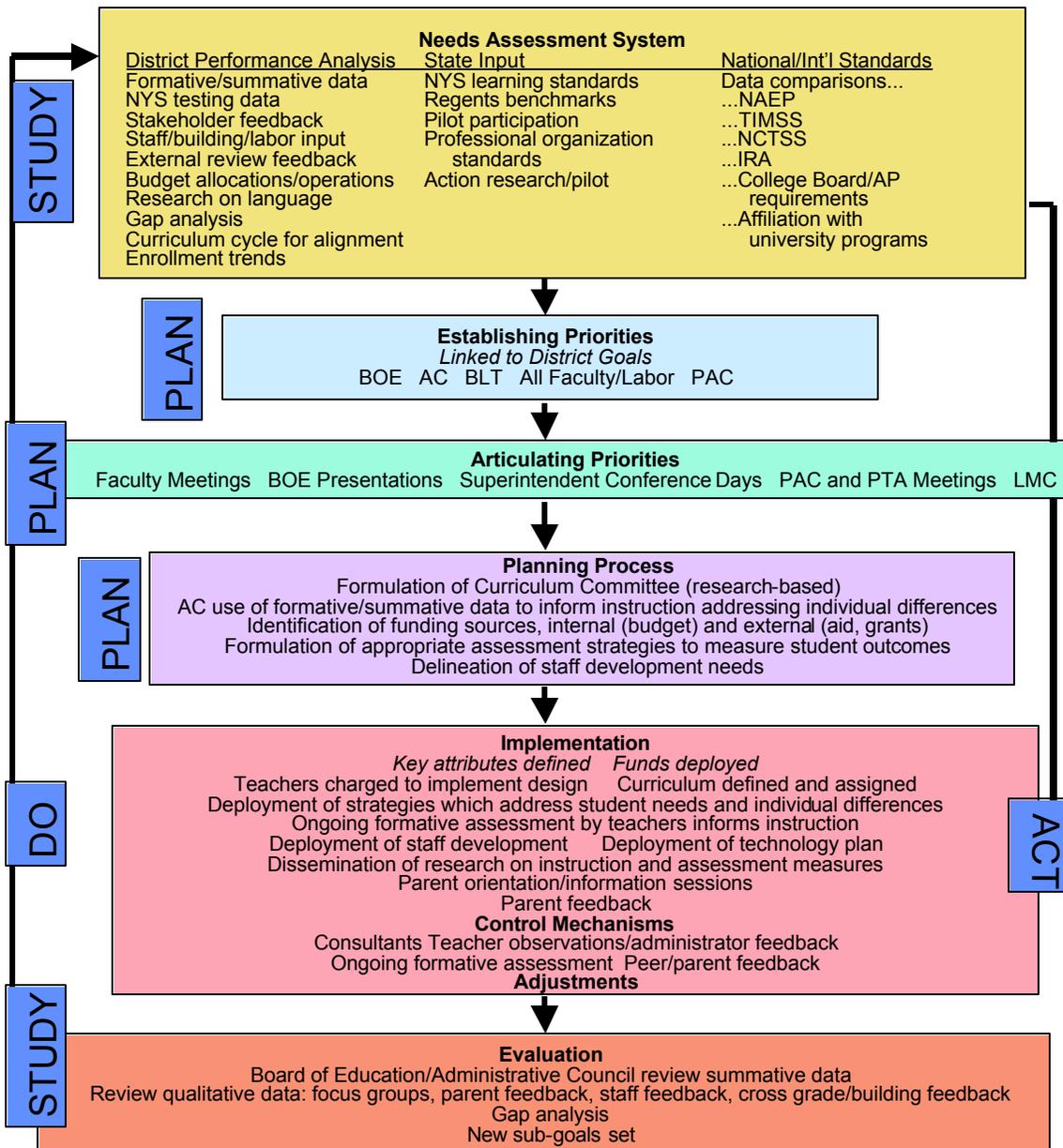
## 6.0 Process Management

### 6.1 Education Design and Delivery Processes

**6.1(a and b)** The continuous improvement cycle of plan-do-study-act drives the PRSD educational design and delivery system. PRSD employs a K-12 approach to the design and delivery of educational programs with clear articulation across grade levels and between school levels.

This design based on effective schools research was implemented about ten years ago. It was driven by the leadership of the BOE and the AC. Figure 6.1-1 exemplifies this educational design and delivery system at the district and building level.

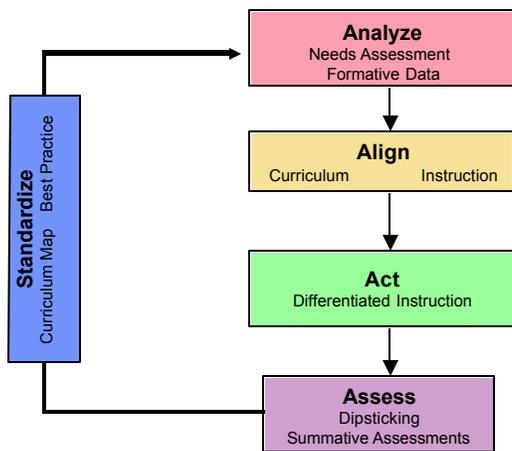
**Figure 6.1-1: Education Design and Delivery Cycle**



Six years ago the BLTs improved on the design so that it could be deployed readily at the classroom level. A modified version of the district and building level design, the *A+ Approach For Classroom Success* provides a plan-do-study-act method for teachers. As seen in figure 6.1-2 it is a five-step process. It is taught to all faculty in the new teacher orientation and in-service programs and reinforced through

supervisory, department and grade level meetings. The AC evaluates the effectiveness and design of both of these processes annually and have made numerous incremental adjustments. During the summer 2000 retreat, the "Act" step in the A+ Approach was expanded to include differentiated instruction for all staff. This is supported by the PDP where all staff will be trained in this instructional approach.

**Figure 6.1-2: A+ Approach for Classroom Success**



**1. Analyze:** Students’ needs are analyzed by studying the assessment data for gaps in achievement by grade, gender, and cohort as well as by individual student. Formative in-process assessments include classroom quiz and test grades, class participation, homework and project completion. Teachers and administrators review grades quarterly, and state and national tests results as they become available. They identify performance gaps and short-term deficiencies. Actual methodologies of analysis are depicted in the PRSD Data Analysis Process (Figure 4.1-4).

**2. Align: Curriculum:** Mapped curriculum is our design focus. Curriculum at the grade level, between grade levels, and in the classroom is adjusted quarterly based on the data analysis to align with national and state standards (see figure 6.1-3). Curriculum maps (laid out by content, skill, and mastery objectives) for each discipline are aligned by grade and across grade levels. Interdisciplinary curriculum projects support the maps. The teaching staff updates the curriculum

maps annually in response to revised requirements. Last year, for example, PRSD added a three-year plan to implement the new NYS technology standards. Implementation began at the fourth and fifth grade levels and worked outwards to kindergarten through seventh. PRSD maintains an integrated approach to technology instruction. In-classroom computers have replaced stand-alone computer labs where teachers and students use technology to enhance their learning and instruction. Technology standards also follow a K-12 line-of-sight.

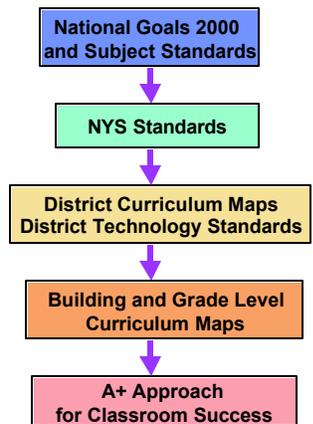
**Instructional** - Beginning each school year, teachers develop goals to improve their instructional delivery relative to the assessments they conducted. They receive support through management, supervision, and professional development. Integrating technology into instruction is accomplished through the newly devised Software Acquisition Process where teachers must clearly articulate their instructional goals and show evidence of the software’s capacity to support those goals.

**3. Act:** Student learning rates and styles are anticipated with a thorough screening of each student prior to their starting kindergarten, or, in the case of a student transfer, review of their complete educational record from their prior district. Teachers are trained in Differentiated Instruction. Teachers adjust instructional strategies mid-course based upon formative assessment feedback. For example, a teacher may group students into small cooperative learning groups based upon their mastery of quiz questions. The group of students who missed certain topic questions will receive re-instruction using different methodologies while the group who showed mastery will be challenged to take the topic to a higher level. Individualized instructional opportunities are built into the elementary, middle, and high school schedules. Technology-assisted instruction is offered in every classroom. Teachers are required to provide lesson plans and are available to ensure that individualized student instruction occurs. PRSD employs a fast response to assist teachers who have difficulty adjusting the delivery of instruction. Consultants-in-the-classroom and mentors are used for mid-course correction.

**4. Assess:** PRSD uses formal and informal assessments beginning at the individual student achievement level. Teachers conduct dipsticking assessments daily and summative assessments every six weeks. The results are reported to AC, students, and parents in the form of report cards and interim progress reports. AC members review this data with teachers quarterly. Students identified as high need from previous quarters have their data analyzed by a special child study team at each building. Through the use of the district electronic data warehouse, staff can view the educational progress of students individually and in groups. They use the data to identify adverse performance trends in order to take corrective action. Results from the assessment phase are cycled back to the analysis phase.

**5. Standardize:** When goals are met, instructional strategies and curriculum design are standardized. Curriculum becomes integrated into the curriculum map for that subject/grade. Instructional strategies are adopted as best practices. Teachers share these practices at grade level and department meetings. They may also be invited to present at faculty meetings and Superintendent’s Conference Days, depending on the transferability of the approach to other grades/subjects. This process is evidenced in the PRSD Performance Review Process, Figure 1.1-4.

**Figure 6.1-3: Curriculum Alignment**



Evaluating and improving instruction is a continual process supported by the following:

- a. Information from students, families and feeder/receiving schools is continuously attained through meetings, conferences, open door policy and surveys. AC, BOE, BLT and PAC review the information and adjust program and instruction accordingly.
- b. Benchmarking best practices is accomplished largely through the district’s participation in the Tri-State Standards Consortium, the NYS Excelsior Education Roundtable, and visitations/sharing with other Baldrige-based districts.

c. Use of assessment results provides the backbone for education design, which is organized in the electronic data warehouse and disaggregated in a wide variety of formats. This provides for analysis by student, class, grade and other segments. Student performance is assessed both short term and long term and shared within and across buildings, grade levels, and departments.

d. Peer evaluation is attained through inter and intra-visitations, a departmental mentoring program, and a co-teaching model. Teachers provide feedback to one another as “critical friends.” The recent addition and expansion of the Understanding Teaching Model is evidence of continuous improvement in this area.

e. Research in learning, assessment and instructional methods is attained via subscription to professional journals, participation in professional organizations like the NYS Science Teachers Association, and through involvement in quality organizations like Tri-State. Administrators and faculty alike take initiative to collect and share relevant research in faculty and departmental meetings. The AC conducts a monthly roundtable on a specific piece of research selected by the superintendent or any member of the group. Recent articles have focused on raising standards and homework pressure, two timely issues for the district. A monthly forum allows the opportunity to bring material forth in response to specific issues.

f. Information from employers and governing bodies is received regularly through NYSED and the district’s partnerships with the Rockland Business Association and Rockland Economic Development Council. Regulatory information is received via mail and through meetings and conferences. Through the business agencies, PRSD participates in School-to-Work, 21st Century Schools, and Classroom in the Mall, all of which have close interaction with employer groups. We also conduct periodic focus groups with local business representatives as one of the stakeholder groups of our organization. Feedback is assembled along with that of other groups and disseminated across the district.

g. The Technology Committee conducts ongoing assessments of technology needs for both learning and administrative support. Goal three of the district’s three goals - maintaining cost-effectiveness - guides the process (figure 2-X). The committee gathers information from computer companies, meets with representatives, and makes site visits to districts with proven systems and approaches. Instructional use of computers has continuously improved, from self-contained computer labs to PC’s in all classrooms and learning areas for better integration into instruction. Improved support technology is currently being developed through a partnership with a local BOCES for improved access, flexibility, and communication with student and school data.

## 6.2 Student Services

**6.2a (1and 2)** PRSD is proactive in its management of key student services. The AC begins with student and parent surveys, faculty input, and external research data (ie; Public Agenda Institute, Gallup) to determine which services are priorities for students and their key requirements. They also use correlational analysis, such as course registrations and extra-curricular participation. They conduct an annual assessment during the summer planning retreat. AC members revisit the analysis during their quarterly reviews with the superintendent. Figure 6.2-1 outlines PRSD’s key student services, requirements, and measures.

**Figure 6.2-1: PRSD Key Support Processes, Requirements, Measures, and Inputs**

Student Services 6.2a(1)	Key Requirements 6.2a(2)	Key Measures 6.2a(4)
Student Safety	Clean, hazard-free buildings Violence-free learning environment	Loss of instructional time Fire, mold, air quality tests
Guidance & Counseling	Academic support College placement	Student survey Graduation plans
Special Education	Placement in general education setting	NYSED reports
Transportation	Student Safety Timeliness Compliance with regulations Efficiency	Accident reports Surveys Cost per student # of complaints
Athletic Programming	Intrinsic value of sports	# Scholar Athlete teams

**6.2a(3)** Delivery of student services is coordinated between the academic management team (building principals, director of curriculum, assistant superintendent for instruction) and the support services management (director of operations, director of facilities, transportation supervisor). Articulation between the two occurs during the summer planning months whereby academic managers communicate needs in terms of student enrollment, scheduling, facilities needs, etc. Support services managers coordinate the delivery of the services. They develop possible approaches with input from key staff, and review and agree upon the best approach with the academic manager. They enact the plan, evaluate it, and adjust accordingly.

**6.2a(4)** Key performance measures are outlined above in Figure 6.2-1. BLT's, the Safety Committee, Student Governments, and PAC all provide in-process feedback to the AC regularly throughout the school year via their meetings and reports. The AC uses both formal and informal measures. For example, the high school guidance staff meets quarterly with the principal and assistant superintendent to review the academic status of every student in grades seven through eleven and the graduation status of all 12<sup>th</sup> graders. Counselors subsequently advise students of actions they must take in order to meet their individual objectives.

**6.2a(5)** PRSD continuously improves student services through analysis of the key performance results relative to the needs assessments and standardizing of those delivery processes that meet the needs. AC members analyze results as part of their quarterly review process with the superintendent. They also conduct performance reviews of the faculty and staff who deliver the services. When staff performance produces desired results, AC members identify best practices which are shared across the department, building, or district. For example, when a guidance counselor successfully assists a student in meeting graduation requirements whose eligibility may have been in jeopardy, that intervention is shared with other guidance counselors during department meetings as an intervention strategy to add to their toolbox. The AC and BOE also conduct summative, year-end assessments of key performance results during the summer retreat.

### 6.3 Support Processes

#### 6.3a(1)

**Figure 6.3-1: PRSD Key Support Processes, Requirements, Measures, and Inputs**

Support Processes 6.3a(1)	Key Requirements 6.3a(2)	Key Measures 6.3a(5)
Purchasing	Timely payments	Cycle time
Payroll and Benefits	Payroll accuracy Payroll on time	Payroll audit # of Complaints
Duplicating/Copying	Copying options Efficiency	Access to copies Cost
Technology Including Computer Support, Voice Mail, E-Mail, Internet	Up time Accessibility	Up time rate Voice mail/E-mail availability

**6.3a(2)** The process by which we determine these requirements resembles the process we use to determine our key student service requirements. AC members administer the CSMPact staff survey, seek input through BLT, LMC, and other faculty groups, conduct correlational analyses, and seek other external research data. One example of this would be the request through the LMC to increase the number of phone lines for elementary faculty and staff. After exploring options with a group of the building staff and administrators, the director of operations replaced principal's private lines with cell phones and reassigned this private line to faculty and staff. This increased accessibility in a cost-effective

way. AC members also rely on informal methods to determine staff needs. These include conducting periodic informal audits through management by walking around, speaking with staff, assessing work, and actually using the services themselves.

**6.3a(3)** Designing the key support process also resembles our process for designing student services. The director of operations, director of facilities, and director of technology develop the delivery systems based upon the needs assessments described in 6.3a(2). They assemble the needs on a district-wide basis during the budget planning phase for each year. They look at the efficiency of the current work system and the capacity of the work system to meet any new or changing needs. They review and confirm the work plan with building administrators. They then plan for any changes, additions, or deletions in job descriptions, training, workspace, and equipment, all of which are factored into the budget proposal for the following year. The overall goals are to maximize service to staff while minimizing costs. Services are centralized and/or coordinated, provided that the quality and level of service is not compromised.

**6.3a(4-5)** Meeting staff and faculty needs on a daily basis is a shared responsibility among the support services managers and their staff. They identify the key requirements of faculty and staff with regards to their effectiveness and the key requirements of the district regarding cost-efficiency. Key performance measures are outlined in Figure 6.3-1. Support service managers analyze work performance using feedback from faculty and staff, and monitor the daily complaint log as in-process measures. They make mid-course corrections as necessary. For example, maintenance workers report to the maintenance department at least twice daily to report on their progress, and more often if needed. If progress on a work order is stalled, they develop a corrective action in order to meet the staff requirements.

**6.3a(6)** PRSD relies on a system of internal auditing to minimize costs for external inspections and audits. The AC and BOE review a bi-weekly internal audit of all expenditures/purchases. The business office reconciles withholdings and tax deposits for each payroll, signed off by a third party. They also conduct a pre-audit before the annual external audit to increase the rate of compliance. The facilities department conducts internal fire and other inspections before external inspections for the same reasons.

**6.3a(7)** Processes exist for many of the delivery systems and follow the plan-do-study-act model. The department is working on ISO 9000 compliance for all of their operations. Process improvement lies in the study phase of each process, whereby support service managers review the key performance results to identify areas of strength and areas that need improvement. Areas of strength are recognized and the process standardized. Best practices are shared with relevant staff. The director of operations reviews these results with the superintendent quarterly. The AC and BOE also review these results at the annual retreat.

## 7.0 Organizational Performance Results

### 7.1a Student Learning Results

PRSD key measures for student performance reflect district results on goal one: *improving academic performance*.

Results include exit outcomes for the high school level and intermittent assessments at earlier grade levels to maintain line-of-sight. In some cases, measurements are tracked for both performance and participation reflecting the district's commitment to *all students*.

NYS develops and mandates testing at specific grade levels. These tests, while specific to New York, are based on minimum curriculum standards established by national professional organizations.

PRSD benchmarks our assessment data against two main criteria. Our benchmark district is the district in NYS that has the highest Regents diploma rate and NYS tests. This district is best in class. The second comparison is to "similar schools." This comparison category is based on the score performance of approximately 20 districts grouped by similar socio-economic levels.

We compare against "similar schools" because the local newspapers and the *New York Times* report these comparative test scores, and our parents and community judge PRSD on these ratings.

Figure 7.1-1 reports five years of Regents diploma rate. This diploma is based on successful passing of eight Regents exams in different content areas. Over the five-year period, PRSD student performance has risen steadily to 79%, outpacing similar schools and almost matching our benchmark which is at 82%. The difference is less than four students. The rate for all public schools in NYS has remained at 45% for the past five years.

PRSD disaggregates the data for gender, and over the five-year period there is little difference in the ratio of male to female Regents diploma over time. We have so few minority students that NYSED does not report PRSD data disaggregated for race. However, the district does track the data, and there are no significant differences.

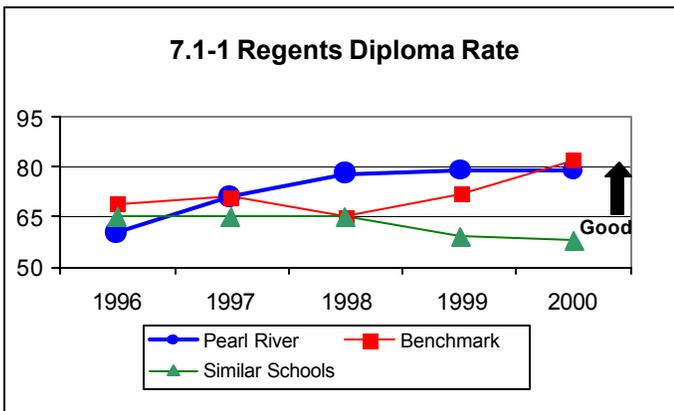
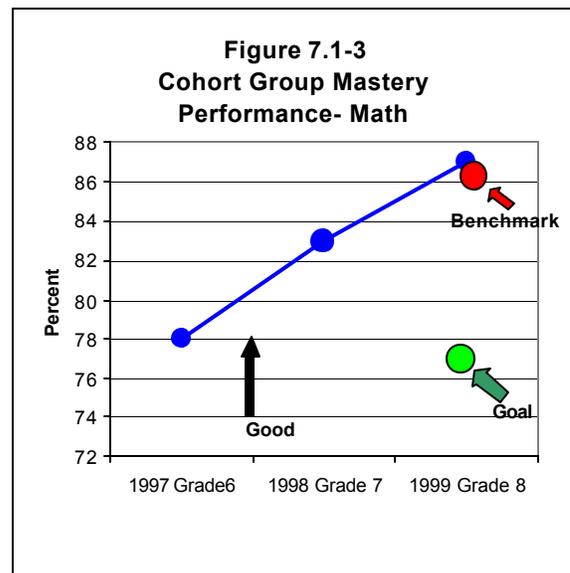
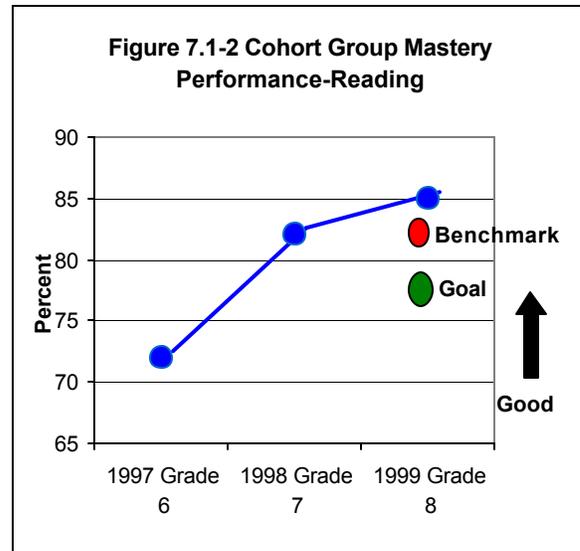


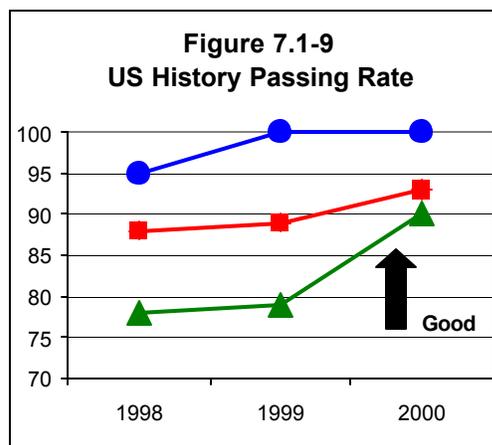
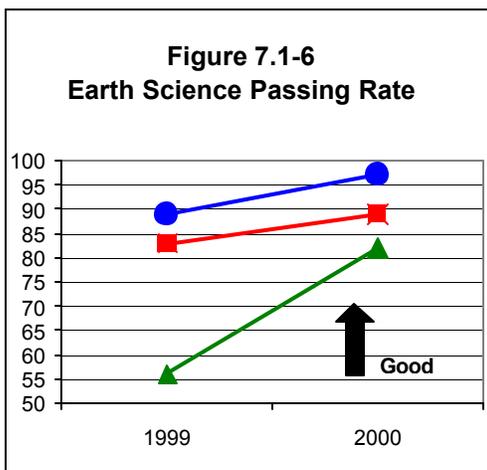
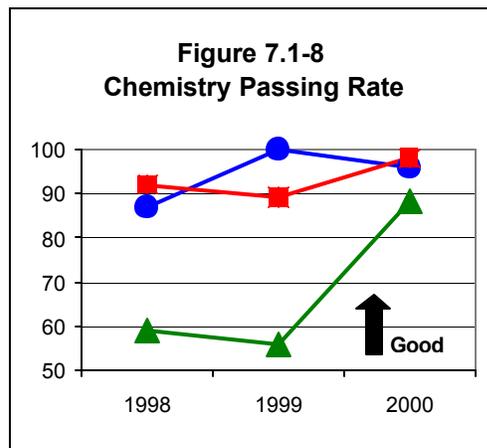
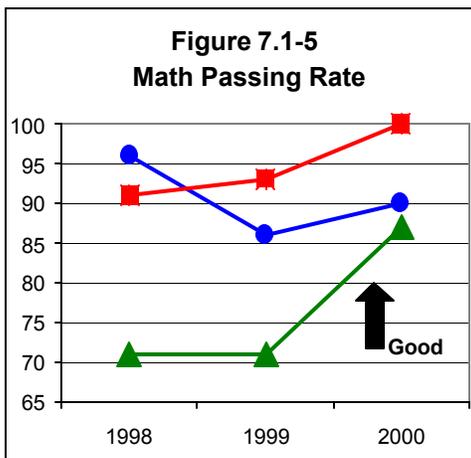
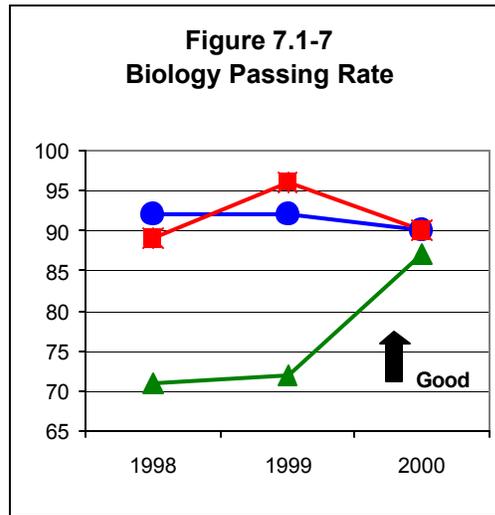
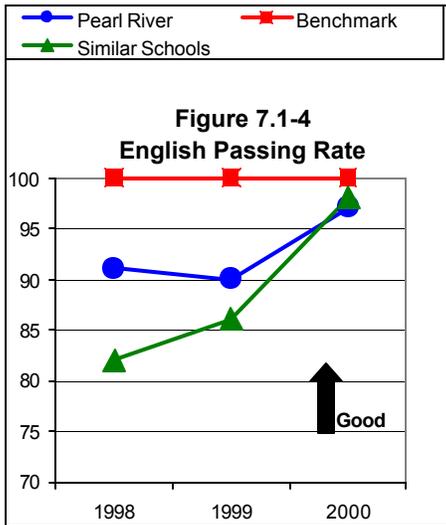
Figure 7.1-2 and figure 7.1-3 reports on the cohort mastery achievement of the present 9 graders when they were in the middle school as 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> graders. The CTP III is a nationally standardized achievement test in reading and math. PRSD rejects national norms as lacking rigor and compares our students to suburban norms provided by CTP III. That is

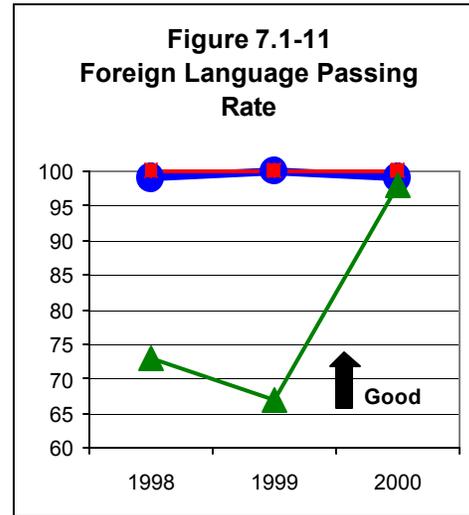
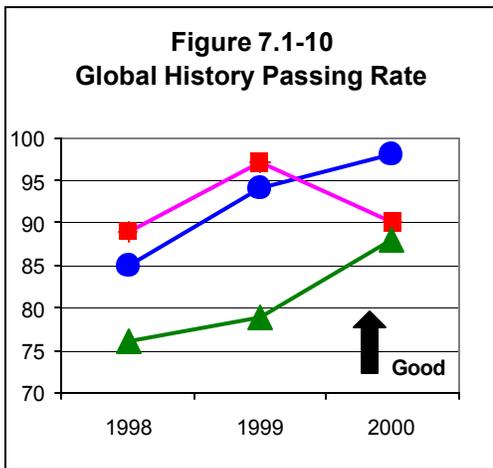
we compare our students to some of the more competitive districts in the nation that are grouped in this norm. We expect that three quarters of our students would score at the 77<sup>th</sup> percentile point or mastery level of this rigorous standard. In reading, the cohort group increased its achievement to 85% of the students achieving the goal compared to 84% of the benchmark district (the benchmark also uses suburban norms). In math, there is a steady increase in achievement over time to 87% of the students reaching the goal compared to our benchmark district of 86% percentile.



Figures 7.1-4 – 7.1-11 compares PRSD on eight different Regents content exams for the past three years. Except for chemistry, 100% of the students take each of these exams. The exams are taken over the 4+ year high school experience. The "benchmark" district data comparison shows PRSD having achieved higher grades in three exams, lower grades on three exams, and similar grades on two exams. As a

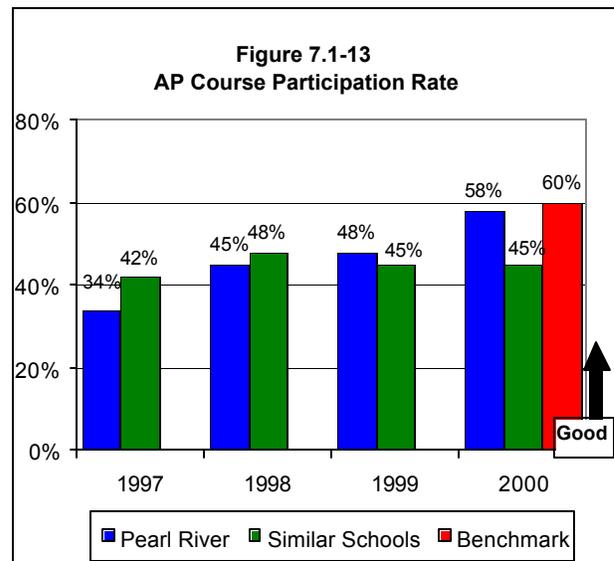
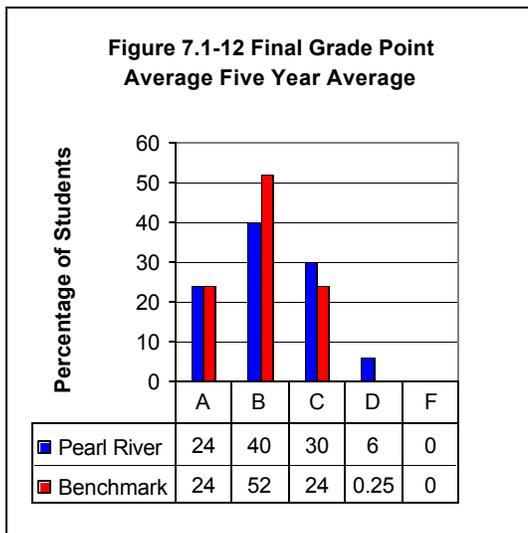
testament to the rigor of the student performance, the grades are at the mastery level in all eight content areas. It is not valid to measure continuous improvement over a three-year period. Neither PRSD nor our benchmark district can track continuous improvement because a different cohort group is measured each year. These groups have, from year-to-year, different compositions of special education, gifted, male-female ratios that make linear continuous improvement lines impossible to achieve. In addition the separation between PRSD and the benchmark is so small that in some cases we are talking about a one or two students moving the percentage point. There is no significant difference over time between male and female performance. PRSD also tracks mastery performance (+85%) on these exams, and in every 2000 exam we outperformed the similar schools and, in some cases, exceeded our benchmarks.



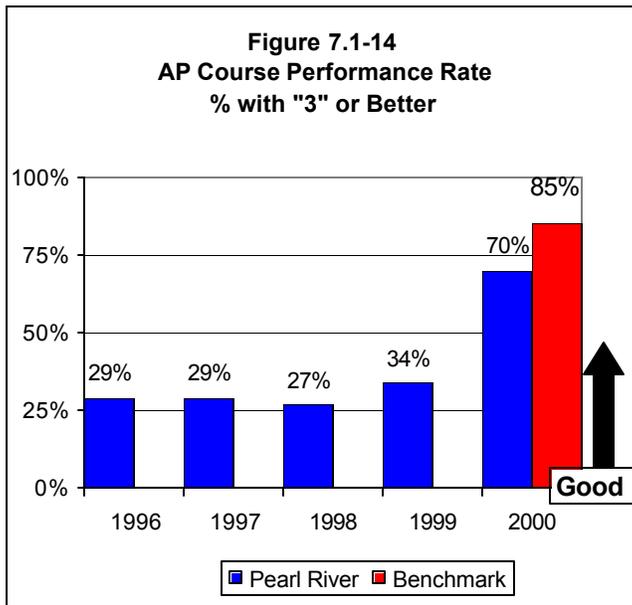


PRSD also measures student intermittent grade performance. Figure 7.1-12 reports the final grade point average of students in the past five graduating classes. Compared to the benchmark, PRSD students achieve at the same level of mastery (grade A performance). This data supports the consistently strong performance in all academic classes at the high school, not just the performance on year-end Regents exams.

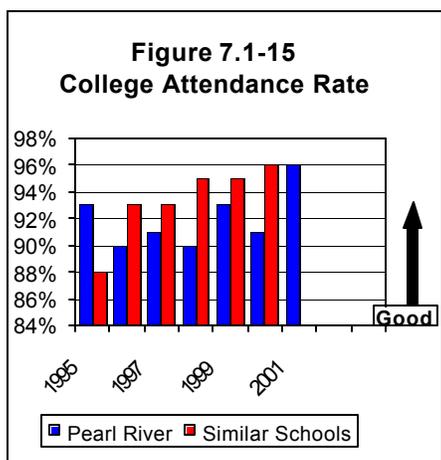
Figure 7.1-13 reports on the percentage of PRSD seniors who have taken at least one AP course during their 9-12<sup>th</sup> grade experience. This rate has increased from 34% to 58% because of the district efforts to develop courses that meet the interests of the diverse student body. AP Environmental Science was added two years ago and AP Psychology this year. We are similar to our benchmark district, which is at 60% rate. The district measures AP participation because our colleges are reporting that student enrollment in AP level courses helps prepare them for college.



In Figure 7.1-14 the number of students scoring “3” or better in the AP exam has risen from 29% to 70%, so while participation has increased 70%, the performance has increased 141%. The benchmark district reports a performance rate of 85%. The chief reason for our success has been the extra help sessions provided in the evening prior to the AP exams in May.



Since the ultimate mission of PRSD is to prepare students to enter college, Figure 7.1-15 reports the percentage of PRSD graduates attending college over a seven-year period. The annual growth rate is 9% with the 96% of the 2001 class attending college. This is identical to our highly competitive benchmark school. In alumni surveys, PRSD tracks the achievement on those few non-college bound students. Almost 100% have enrolled in some level of college within five years of graduation from PRSD.

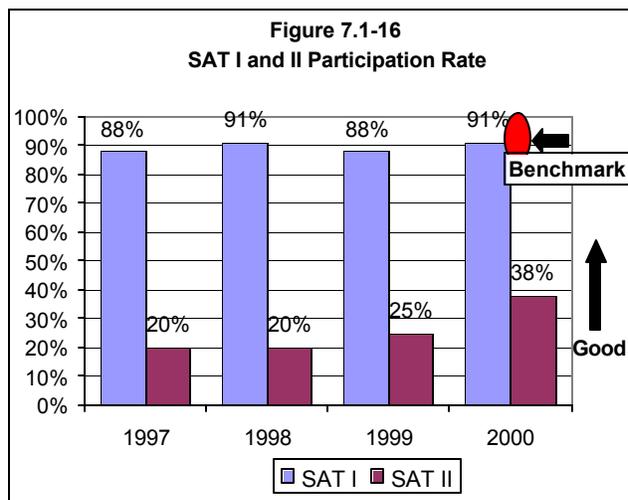


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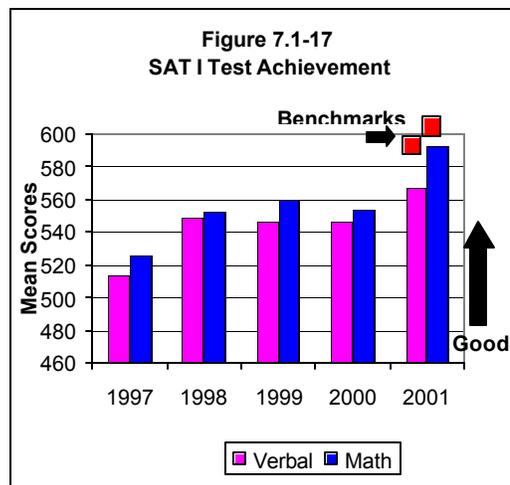
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Figure 7.1-16 represents student participation rates for SAT I and SAT II exams, gateway exams for college entrance. As the chart indicates, participation in the traditional SAT I, a basic requirement for most college entrance, is 90% for the five-year period. The year-to-year differences are not statistically significant. During this same period, participation in SAT II exams, typically requirements for more competitive college acceptance, increased to 38% of the graduating class. The SAT I participation rate is virtually the same as our benchmark district. In NYS the rate is 76% and in the nation, 43%. As a measure of equal opportunity, 75% of our seniors who are classified special education took the SAT I compared to 3% in New York State and 2% nationwide.

Figure 7.1-17 shows the continuous improvement in SAT test scores for the past five years. On the verbal section, the mean score increased 10%. On the math section, the mean score increased 13%. No significant differences exist between male and female scores.

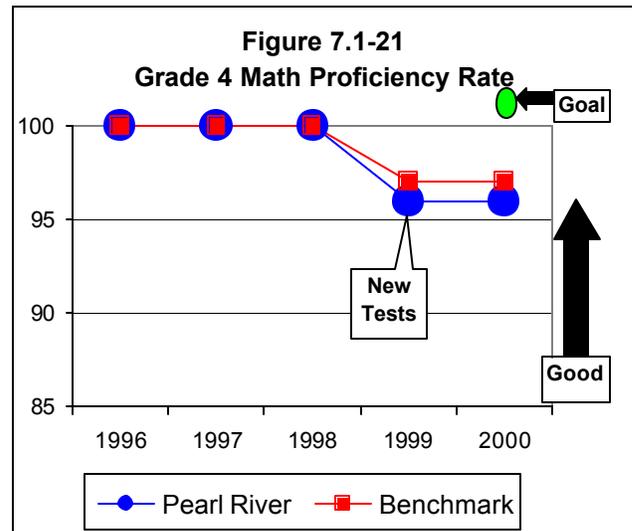
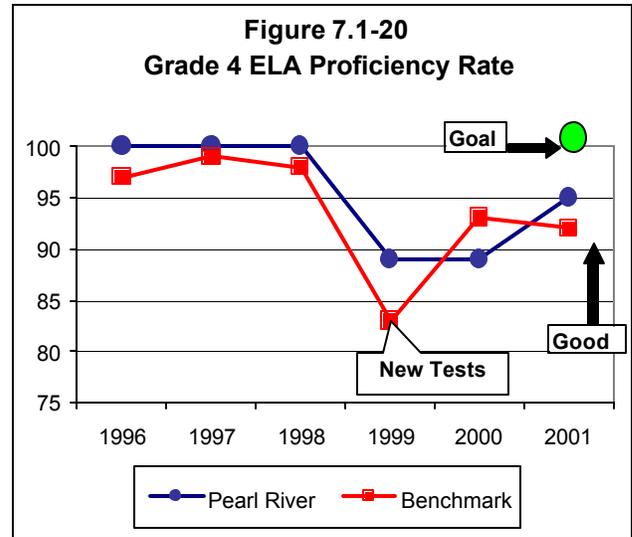
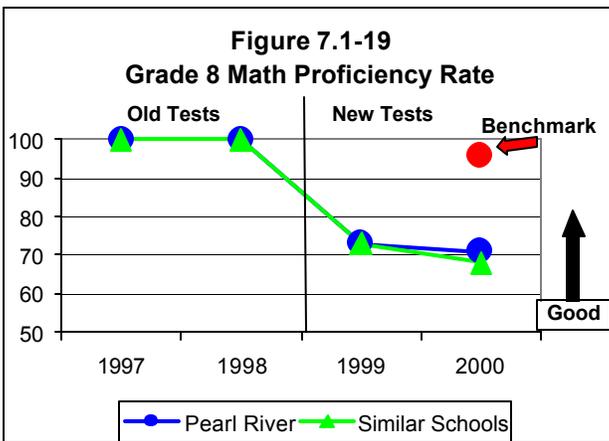
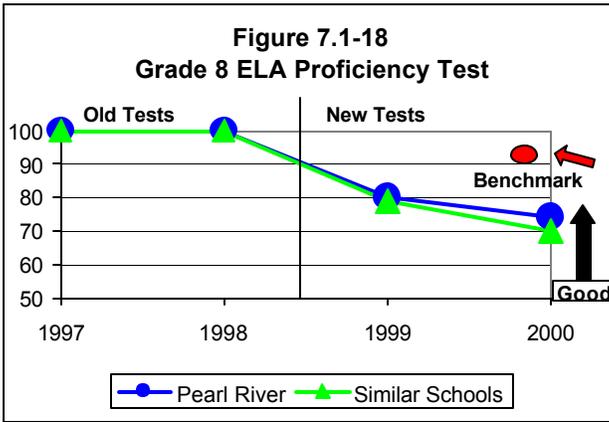


The NYSED requires the district to administer English/Language Arts and Math assessments in the 8<sup>th</sup> grade. Figures 7.1-18 and 7.1-19 (next page) reports the results of these tests. In 1999,



NYSED instituted new assessments based on higher standards. The exams moved from one hour each to three hours each, given over a two-day period. Change in tests is a major factor in the drop in proficiency level at PRSD and similar schools. PRSD has our 8<sup>th</sup> grade located in our high school, not in our middle school, which is a more typical configuration. However, NYSED requires administration of 8<sup>th</sup> grade exams even though many of our 8<sup>th</sup> graders are taking high school curriculum courses. PRSD uses similar school data as comparisons because district scores are reported to the public this way. At the same time, our benchmark district offers best-in-class comparison and serves as our long-term goal. In both ELA and Math, PRSD has moved from 100% meeting proficiency to about 75% meeting proficiency based on the new higher standards. We evaluate the proficiency results alongside other measures, such as the Regents test scores reported in 7.1-4-11, since so many of our students are studying advanced high school curriculum.

At the elementary level, ELA and Math are measured at the 4<sup>th</sup> grade. Similar to the 8<sup>th</sup> grade, new three-hour exams were administered over a three-day period based on higher standards. Figure 7.1-20 reports that 95% of the elementary students met mastery compared to 92% of the benchmark. PRSD analyzed the results by the three elementary school and they are similarly high. Figure 7.1-21 reports the elementary math achievement. The changes reported for the ELA tests were similar to that for the math exams. Longer and more rigorous tests were given. In 2000, 96% of the students met proficiency compared to our benchmark district of 97%. The disaggregate data of the three elementary schools shows no significant differences. As of the date of this application, the 2001 elementary math results were not released by NYSED.



**7.2a Student and Stakeholder Focused Results**

**7.2a(1) Satisfaction and dissatisfaction of current and past students:**

Student and stakeholder satisfaction measures are integral to PRSD’s second strategic goal – *to improve the perception of the district*. We take a proactive approach to determining satisfaction/dissatisfaction issues in creating a number of listening posts through PAC, LMC, PTA, board meetings, advisory groups and student government. Formal results are obtained through annual surveys. Figure 7.2-1 reports student overall satisfaction with the schools since 1998. In 1999, a drug survey was administered in place of the satisfaction survey. Benchmark data is provided by CSMPact as the highest rating obtained in their survey bank. We segment the data by grade level (5-12) and for gender. Generally the younger students have a higher overall satisfaction than older students. There is no significant difference between males and females. Overall, student satisfaction improved over the past four years to 92% of the students reporting a positive overall satisfaction rating. The benchmark is an 86% rate.

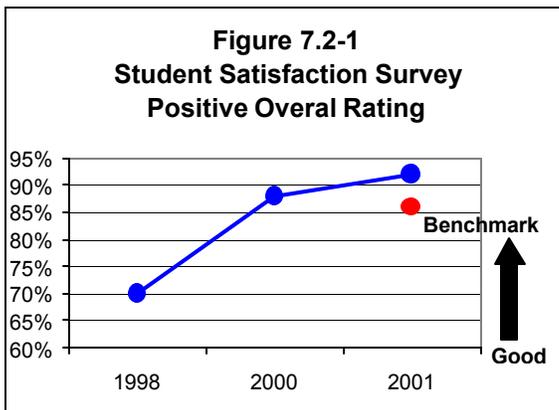


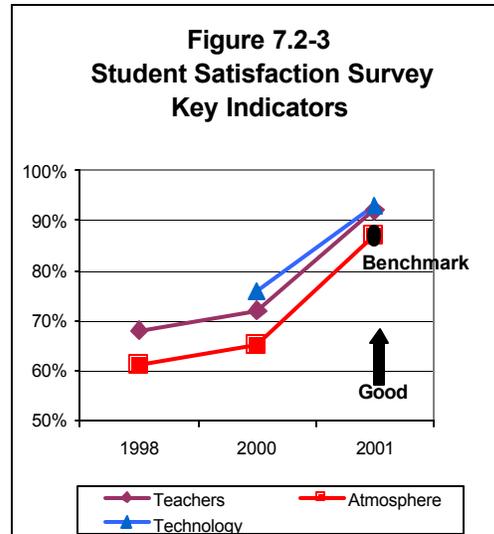
Figure 7.2-2 reports the overall satisfaction of the middle school students (grades 5-7) and high school students (grades 8-12). There is a clear distinction by level with 84% of high school students and 100% of middle school students reporting overall satisfaction.

**Figure 7.2-2 Student Satisfaction Survey-Segmented: Positive Overall Rating**

	1998	2000	2001
High School	70%	84%	84%
Middle School	-	93%	100%
Benchmark	86%	86%	86%

Figure 7.2-3 reports data on three key satisfaction measures that Effective Schools research has demonstrated are essential to positive student achievement results. Over the four years, student satisfaction with teachers, atmosphere, and technology have steadily improved and surpassed the benchmark rate.

In 1996, a national drug/alcohol-use survey of students in grades 8 and 10 indicated a strong need for additional counseling services. The district responded by hiring a drug/alcohol counselor for both the middle and high school.



In 1999, all areas except for tobacco use in 11<sup>th</sup> grade dropped and student use of drugs is below the national mean. Results are reported in figure 7.2-4. The survey will be given again in fall 2001.

**Figure 7.2-4 Student Survey of Drug Abuse\***

	1996		1999	
	PRSD	National	PRSD	National
<b>8<sup>th</sup> Grade</b>				
tobacco	33%	37.8%	19.1%	39.1%
alcohol	51.4%	41.7%	35.6%	72.3%
marijuana	11.1%	15.5%	9.0%	19.2%
LSD	1.9%	3.4%	NA	
<b>11<sup>th</sup> Grade</b>				
tobacco	42.9%	45.2%	48%	50%
alcohol	57.1%	16%	35.6%	40.4%
marijuana	35.7%	31.2%	36%	36.6%
LSD	NA		8.9%	10.2%

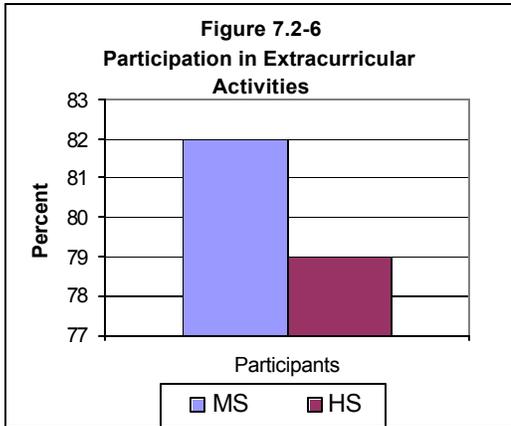
\*Percent indicates reported use

Figure 7.2-5 reports direct measures of student satisfaction through dropout and attendance rates. Compared to the benchmark district, PRSD has both a similar low dropout rate and a similar high attendance rate. The 1998-1999 data are the most recent available from NYSED.

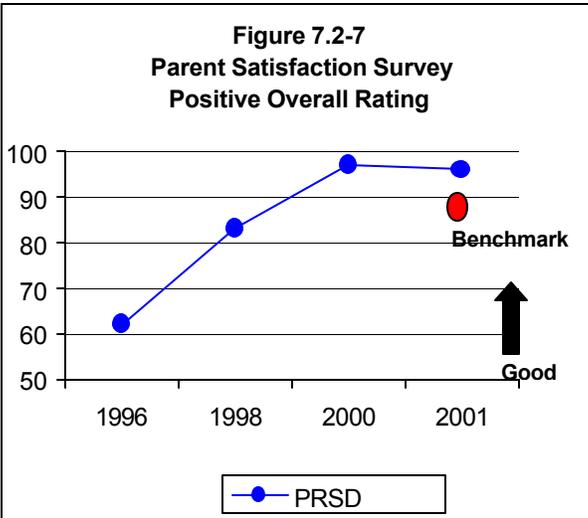
**Figure 7.2-5 Student Dropout and Attendance Rate**

	1996-97	1997-98	1998-99
<b>Dropout</b>			
Pearl River	.5%	.3%	.3%
Benchmark	0%	0%	0%
Similar Schools	.6%	.6%	.6%
<b>Attendance</b>			
Pearl River	96%	96%	96%
Benchmark	97%	97%	97%
Similar Schools	94%	94.3%	94%

Another way we measure student satisfaction is the involvement of students in such after-school activities as clubs, sports, and plays. Figure 7.2-6 shows that student involvement continues to be very high. The high school to middle school rate remains high despite the need for many high school students to find after-school work.



**Satisfaction and dissatisfaction of key stakeholders:** Parent overall satisfaction rates are reported in figure 7.2-7. Since 1994, these rates have increased to 96% for 2001 compared to the benchmark of 89%. The district segments the data for the five schools and there is little difference in the overall scores.



Home school communication is a key measure as indicated by Effective Schools research. Figure 7.2-8 reports that the positive rating has increased over the seven-year span to 90% of the parents surveyed. This compares to the benchmark of 85%. The middle school has the lowest rating among parents in this area at 82%. The district measures parent complaints to the district director of transportation as a measure of customer dissatisfaction.

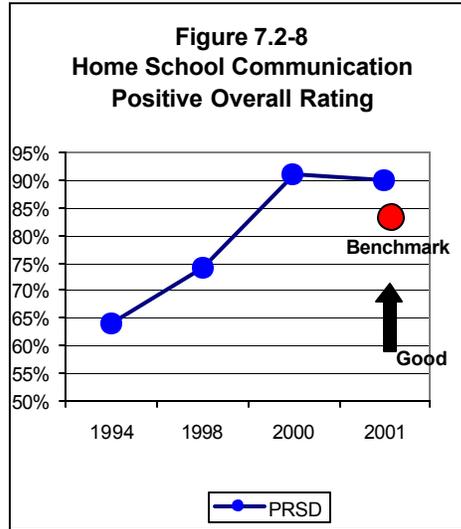
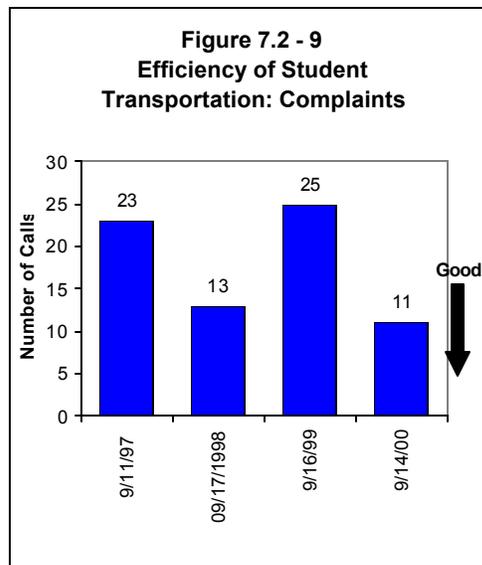


Figure 7.2-9 reports the number of complaints on the seventh day of school each September. We choose this day because many of the calls the first few days are calls inquiring about bus information, change in pickup locations by parents, and change in bus routes. Our expectation is that by day 7, parents have made all their desired changes and bus runs are normalized. Over the four-year period, the number of calls has been reduced by 50% to only 11 calls. In 1999, a hurricane made homebound bus trips run very late. The drop in complaints since 1997 is due to the institution of practice runs for kindergarten children and their parents prior to school



starting in September. Figure 7.2-10 reports local business survey results. Over the past three years, the positive response has grown to 100%. The primary reason was the addition of a 9<sup>th</sup> grade career education course requirement.

**Figure 7.2-10 Business Survey: Students Prepared for Employment**

Year	1999	2000	2001
Percentage	43%	50%	100%

Alumni of PRHS are formally surveyed every four years to determine their post-graduation success. Figure 7.2-11 reports the results of the survey for two classes. Most of our alumni report that they are enrolled in, or graduated from, college four years after graduation. A high percentage report that PRHS prepared them for college. PRSD has attempted to gain access to student college grades as a measure of success but colleges refuse to release them.

**Figure 7.2-11 Alumni Survey Response**

How useful was your high school education in preparing you for..?	Class of 1992 5 years after graduation	Class of 1996 1 year after graduation	Class of 1996 5 years after graduation	Class of 1998 1 year after graduation
Preparation for college	85%	83%	82%	84%
Guidance services	68%	75%	-	-
Writing	69%	75%	80%	79%
Math	75%	74%	78%	77%

College admission surveys are conducted formally and informally. Every September PRHS hosts a college fair for the juniors. Over 200 admissions counselors report on the success of our graduates. PRHS is the only high school in the county to do this. A formal phone survey is completed each year. For the past four years, 100% of the colleges called have reported that PRHS prepares our students to succeed in college as reported in figure 7.2-12.

**Figure 7.2-12 College Admission Survey: Students Prepared for College**

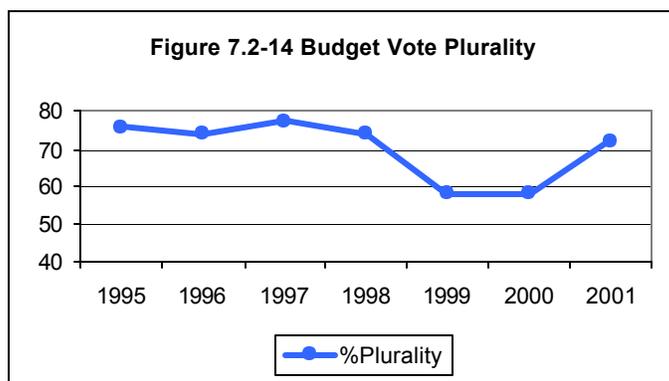
1995	1999	2000	2001
100%	100%	100%	100%

**7.2a(2) Perceived value, positive referral, and other aspects of relationships with students:** Figure 7.2-13 reports the retention power at PRSD. Over the past five years only two or three students each year have left the K-12 grade configuration to attend a neighboring school. The attrition rate is less than 1%.

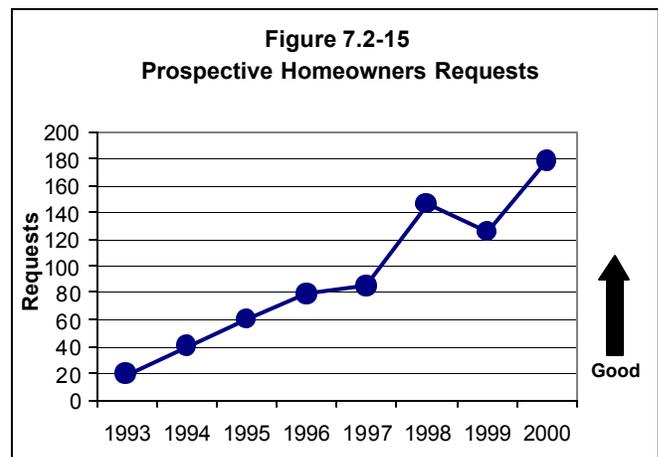
**Figure 7.2-13 Student Attrition Rate**

1996-97	1997-98	1998-99	1999-2000	2000-01
2	2	3	2	3

One of the measures of public perception of our district is the annual budget vote plurality. We have as our goal a 2:1 plurality. For many years the district enjoyed a 3:1 majority but the requirement in 1999 to increase taxes 16% for a court-imposed certiorari and new classroom construction reduced our plurality to 2:1. In May 2001 the budget again passed by a 3:1 majority. Figure 7.2-14 reports on district budget vote plurality trends.



Perceived value in the district can also be seen in the number of prospective homeowner requests we receive either by mail or through the web site. Figure 7.2-15 reports on new requests, which have increased steadily over the years. The slight decline in 1999 is not a real decline because we discovered homeowners are seeking information through our web site and through School Match, a national commercial based search firm. We know this because 19% of our new homeowners cited using the website and 22% used School Match to gain PRSD information.

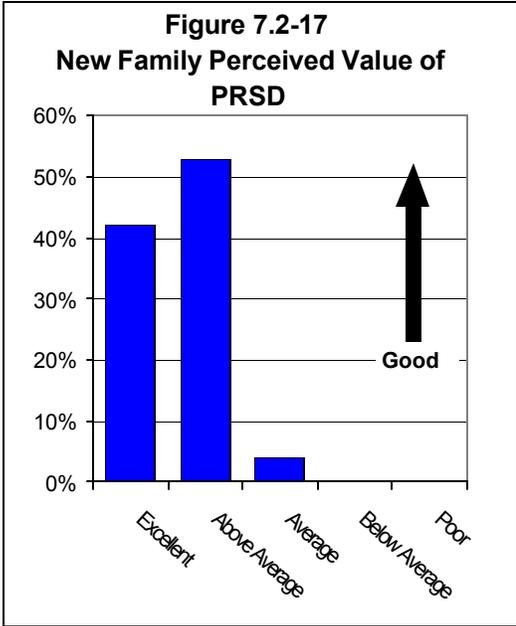
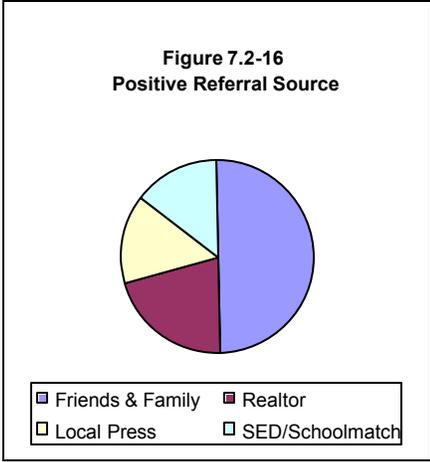


A full 96% of those new homeowners cited the quality of PRSD as a factor for moving to the district. Figure 7.2-16 (next page) reports the positive referral source of new homeowners. Family and friends are the reported source of referral for 74% of the respondents. It is clear that the value of the district is seen in the community. There are no other districts in the county that measure this data.

We measure and track the perceived value of the school district in a number of other ways, as well. Figure 7.2-17 shows that 42% of families new to the district rated the value of the schools as excellent and 54% rated the value above average.

In other supporting measures, 100% of the respondents in a survey conducted with the Chamber of Commerce and the Rotary report satisfaction with the value that PRSD provides the community. There is no other district in the region that measures this value.

In 1999, PRSD was given an award for “adding economic value to Rockland County” by the Rockland County Economic Development Corporation. This organization is a nonprofit group supported financially by the county legislature and businesses to promote and reward economic growth. PRSD is the only school district in the county to receive this award. The April 26, 2001 edition of *The Rockland County Times* has honored PRSD as adding value to the homeowners and property owners in Pearl River. An indirect measure of the district value is in the leadership positions the central administrators hold outside the district. Every one of the six central office staff holds an officer position in an appropriate educational or business related county, regional or national organization.



**7.3a Budget, Financial and Market Results**

**7.3a(1) Budgetary and Financial Results:** PRSD views containing per pupil expenditure (PPE) and market share as key measures of our school district. Along with strong student academic performance which we demonstrate (7.1), our stakeholders expect the district to manage their tax dollars wisely. One of the district’s three strategic goals is to maintain financial stability and cost effectiveness. The district budget for 2001-2002 is \$36,368,000. About 82% of that amount is raised through property taxes; about 1% comes from interest earned; and about 14% comes from state aid. This percentage breakdown has not changed in the past ten years. Because we are located in a high-cost region (suburb of New York City), we benchmark our financial data against two criteria. Our financial “benchmark” is a school district that has similar high student academic achievement as PRSD (top 1% in the state), similar student enrollment, but had the lowest per pupil cost in the lower Hudson region when we started benchmarking in 1992. This district has maintained quality achievement at the lowest cost in our area. A second comparison is made to the seven other Rockland County schools. Both our local newspapers and *The New York Times* compare our annual budget, which goes to the public voters each May for approval, to these seven other districts.

Figure 7.3-1 shows a ten-year cost analysis of PPE cost of PRSD compared to the benchmark. PRSD had a 9% decrease over this period while the benchmark district had a 21% increase. This figure demonstrates that over the ten-year period, we have reduced costs to below that of the benchmark while achieving similar high quality academic results.

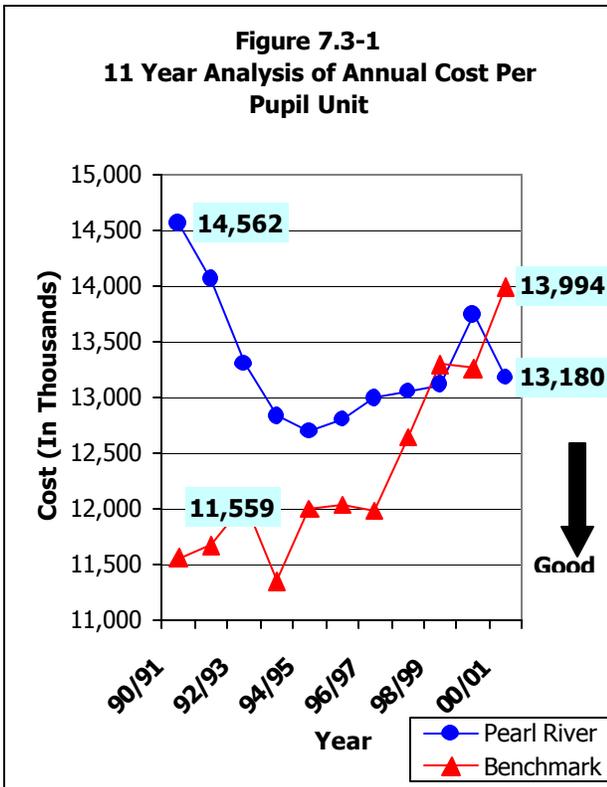


Figure 7.3-2 reports the growth in PPE over a ten-year period of the eight public school districts in Rockland County. The bar graphs shows that over the period, PRSD decreased 10% while the median level for the seven other county districts increased by 14%. Beneath each year is how PRSD ranks among the eight county districts. The scale is read by 1 (highest) to 8 (lowest). PRSD went from highest in 1991-1992 to third from the bottom in 1999-2000. PRSD is not seeking to be the lowest in rank which we feel would compromise quality of program.

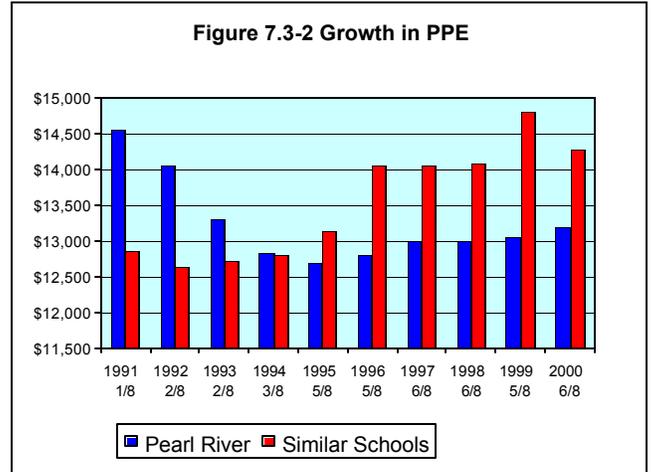


Figure 7.3-3 (next page) shows program expenditures as a percent of the total district budget in key areas as compared to the benchmark district and the Rockland County school district average. In six areas (administrators, plant operations, transportation, BOCES services, teacher salaries, and benefits), PRSD had a lower percentage decrease than both the benchmark district and the other county schools. Yet in the total instruction area as reported in figure 7.3-4, we increased expenditures by 43% while our benchmark increased 2% and our area school districts by 33%. PRSD has increasingly put our money into the instructional area of textbooks, computers, classroom supplies, workbooks, field trips and additional staffing. These data reflects our ability to shift expenditures from operations to instruction. Building administration costs have been reduced by eliminating department chairpersons and transferring curriculum assessment responsibility directly to teachers. Through combining routes and upgrading technology, transportation costs have been reduced. We have also reduced BOCES costs primarily in the area of special education by having more of our classified students educated in district schools (Figure 7.5-4) and by students electing a Regents college preparatory track over occupational education courses (Figure 7.1-1). Teacher salaries have increased modestly compared to the county due to an effective teacher retirement incentive. Benefit costs have been reduced by negotiating contracts where the staff assumes some of the health care costs. Savings in these areas translate into more monies going directly to instruction in the classroom.

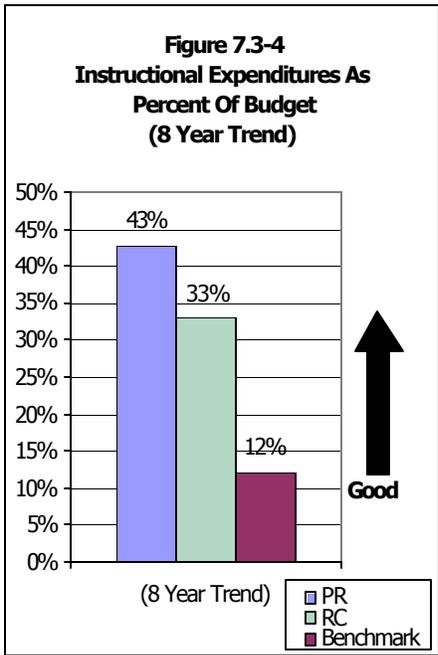
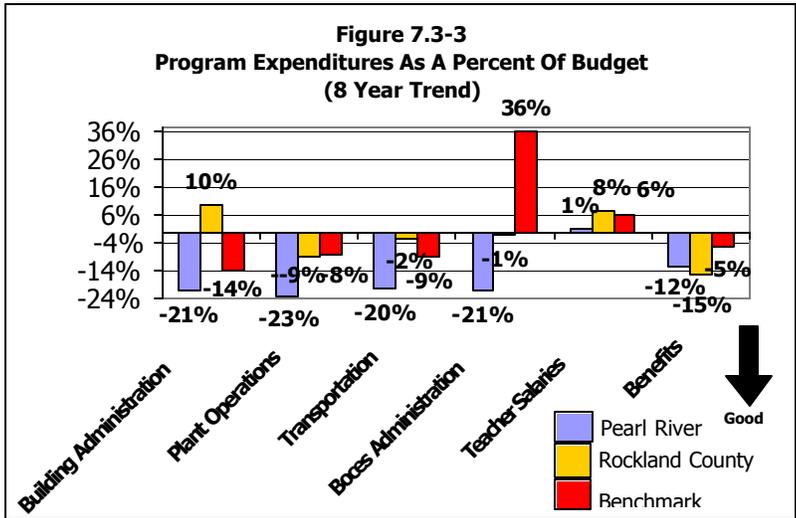


Figure 7.3-5 reports key PRSD financial data as compared to the benchmark district and all county school districts over a ten-year period (1990-2000).

**Figure 7.3-5: Tax Rate vs. Enrollment**

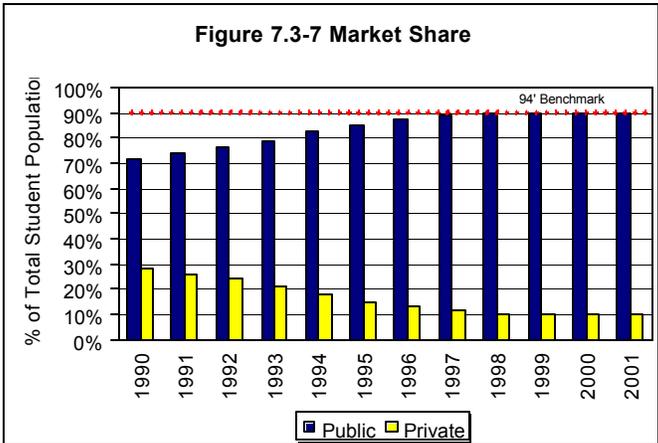
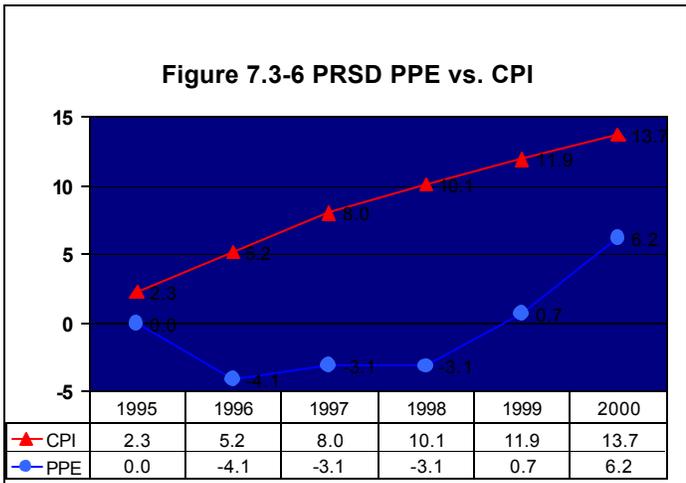
	PRSD	Benchmark	Rockland County
Tax rates	-36%	-10.2%	-36%
Enrollment	43%	45%	18.2%

Our true tax rate (adjusted for inflation) declined 36% while enrollment increased 43%. Although the benchmark district had a similar enrollment growth, its tax rate declined only 10%. Even in our own county, we had better financial results considering our enrollment was 42% higher.

Figure 7.3-6 shows how PRSD has contained the increase in PPE to 6.2% since 1995, while the CPI has increased 13.7% during the same period.

**7.3a(2) Market Performance Results:** The market share of district students is demonstrated in Figures 7.3-7 where the percent of non-public to public school enrollment from 1989 to 2001 is shown.

The figure shows that during a 12-year period the market share of the district rose from 71% to 90%. District parents have the choice for their children of over 80 private and parochial schools within the free busing range of 15 radial miles. The steady increase of students choosing district schools over non-public schools indicates a positive parent perception of the quality of district schools. The benchmark district we use is the other similar size district in our town. We use this because parents in this district would have the same identical choices of private or parochial schools to send their children as PRSD parents. This variable is held constant. In 2000-2001 the benchmark had a market share of 86.4%. This rate is the second highest in the county behind PRSD.



**7.4a Faculty and Staff Results**

**7.4a(1) Faculty and staff well-being:** Health and safety measures are an indication of work place effectiveness. Figure 7.4-1 reports workman compensation claims. In the past six years PRSD has had low rates of claims when compared to similar schools in the county demonstrating that our training and supervision programs have been successful. Virtually all the claims are from the custodial staff.

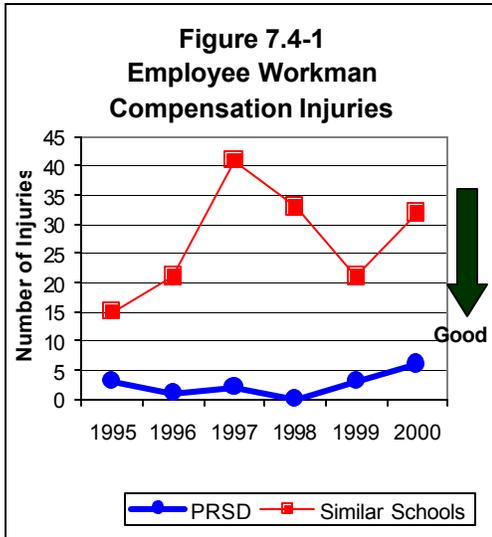
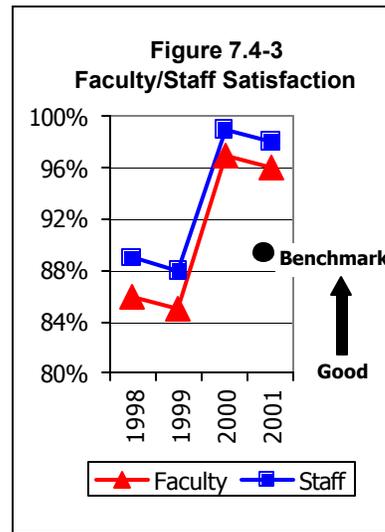


Figure 7-4-2 reports on the environmental factor results listed in 5.3-1

**Figure 7.4-2 Environmental Factor Results**

Factor	Results
Health	Air, mold and water quality tests levels fall within acceptable range 7 years in a row in school buildings.
Safety	Emergency plans audited by local police department and rated in full compliance, no injuries as a result of safety threats in past 10 years, 100% of staff trained in OSHA regulations, fire and safety inspections by fire department inspector rated in full compliance.
Ergonomics	No injuries occur as a result of school/work procedures in past 7 years.

**Faculty and staff satisfaction and dissatisfaction:** Figure 7.4-3 reports the results of the faculty and staff satisfaction rate. Over the past four years the rate has steadily increased to 96% reporting a positive satisfaction. One of the chief reasons among the faculty is the settlement of a 5-year labor contract. Among the staff, the satisfaction rate is 98%. Faculty attendance rate is very high with an average daily attendance of 96%. Absences are

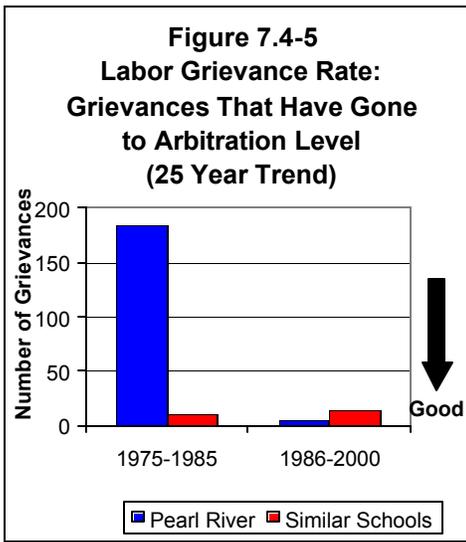


only counted for sick days and personal days. Faculty do not get vacation. PRSD is the benchmark in the county for faculty attendance rate. Retention of faculty is critical if PRSD is going to be successful in maintaining a high quality teaching staff. Figure 7.4-4 reports faculty turnover rate for the past four years. Compared to national and similar school data, our rate is very low indicating employee satisfaction. The highest turnover rate is among the hourly cleaners. This is because the county unemployment rate for the county is in the low 3% and there is mobility among workers.

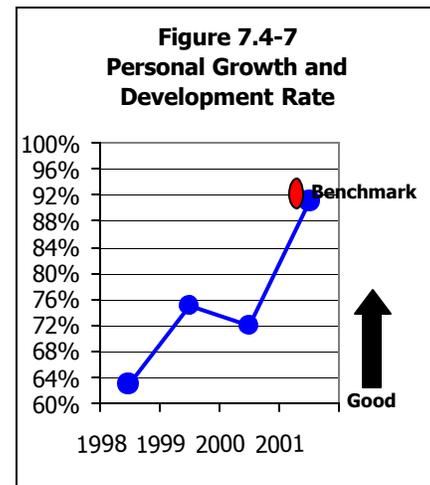
**Figure 7.4-4: Staff Turnover Rate**

	1996-97	1997-98	1998-99	1999-2000	2000-01
PRSD	3%	2%	1%	2%	2%
Similar Schools	13.7%	10.3%	9%	N/A	N/A
All Public Schools (national)	20%	20%	20%	20%	20%

Labor grievances are a measure of employee dissatisfaction. Figure 7.4-5 shows that the faculty grievance rate has dramatically decreased over the past 15 years. These are the grievances that have gone to arbitration. In the 10-year period previously there were 185 grievances. In past 15 years the rate has decreased to about 4. The chief reason for the decline is the district decision to have an attorney on site one day a week. He serves as a coach and advisor to the administrators and the labor unions and is creative in resolving issues before they become major. Another reason is the settlement this year of three major labor contracts: the teachers for the next 5 years, the administrators for three years, and the custodial contract for three years.

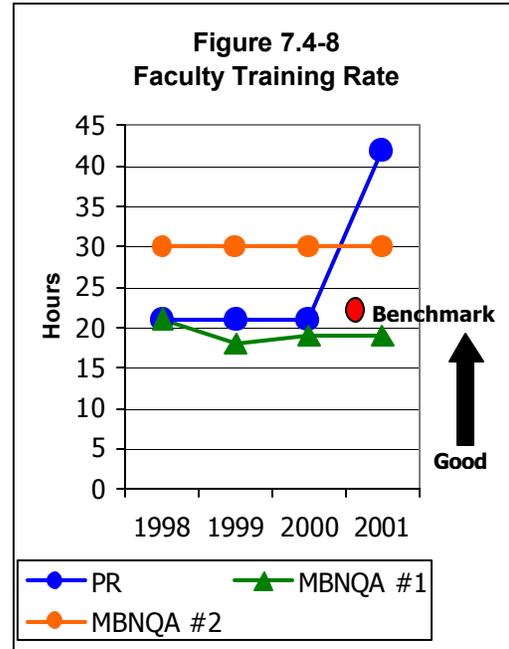


**Faculty/staff development results:** Building leadership teams are comprised of representatives of all employee groups. They assist in planning the faculty/staff development activities listed in 5.2-2. Figure 7.4-6 shows the satisfaction rate with these teams. The rate has risen from a 65% to a 92% passing the benchmark rate of 89%. Personal growth and development satisfaction is an important measure the district rates because of the challenge to keep our staff current with changing trends in standards and assessments.



In figure 7.4-7 the employees rate this measure at 91% satisfied. There are three reasons for the increase. The first is the introduction of 21 hours of additional faculty development each year.

Figure 7.4-8 reports the PRSD training rate per faculty member is 42 hours per year. This is above the benchmark district rate and above two recent MBNQA recipients. Non-faculty staff receives a minimum of 21 hours per year of training. The second reason is the upgrading of new faculty orientation to include training in instructional skills. The orientation occurs in the summer and continues throughout the year.



For the past three years as reported in figure 7.4-9 the employees have rated this orientation very positive. The trend line has improved over the years that in 2001 they rate in the 90<sup>th</sup> percentile as it being informative. The orientation's comprehension has been rated higher each year where it now is at the 88<sup>th</sup> percentile. The third reason is the involvement of faculty and staff in the planning of the two key training days, superintendent's conference days, held yearly.

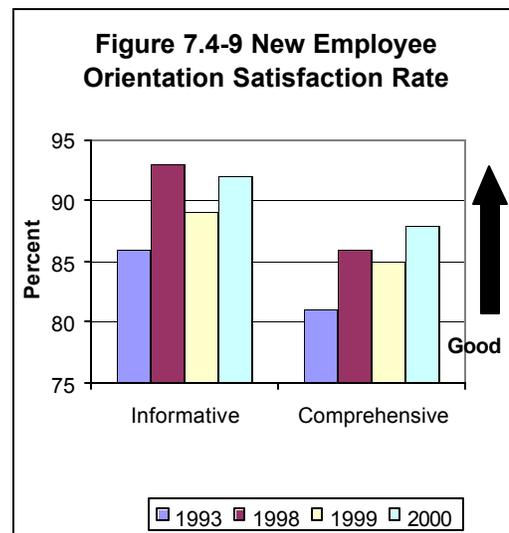
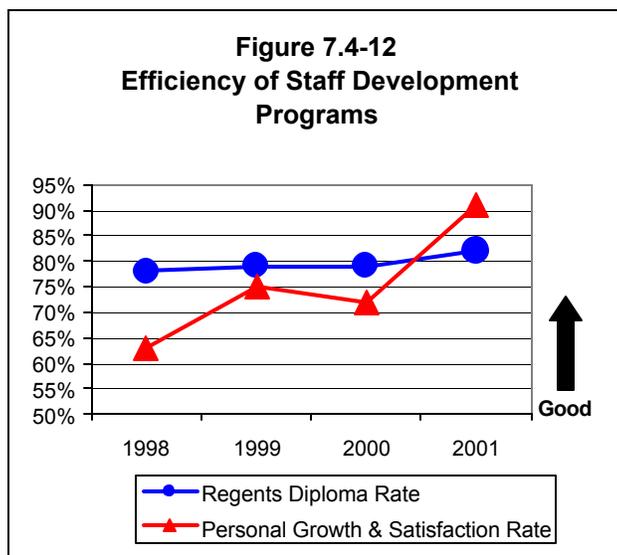
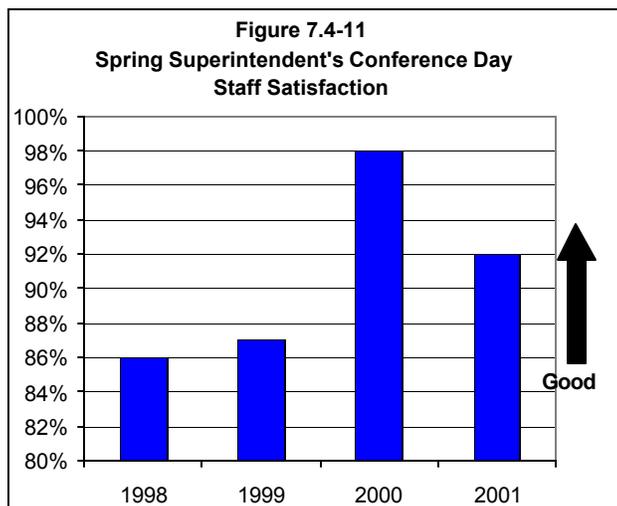
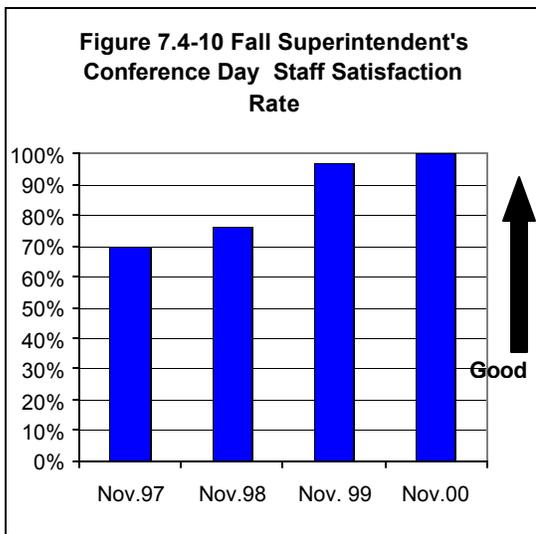
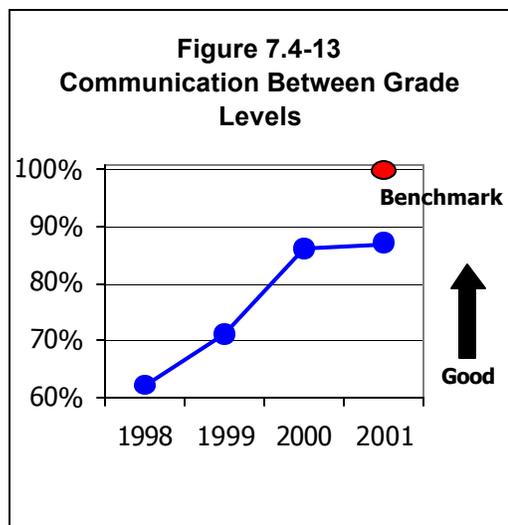


Figure 7.4-10 and figure 7.4-11 reports the high measure of employee satisfaction with these days.



The successful achievement of the students as reported on 7.1 can be traced to the efficiency of the PRSD staff development programs (5.2-2) and to the implementation of curriculum and instruction designs (6.1). Figure 7.4-12 shows the relationship of the increasing Regents diploma rate and the percent of faculty reporting positive satisfaction with their personal growth and development. This June, the Regents diploma rate is expected to increase to 82% of the students while the reported satisfaction rate for professional development increased to 91%.

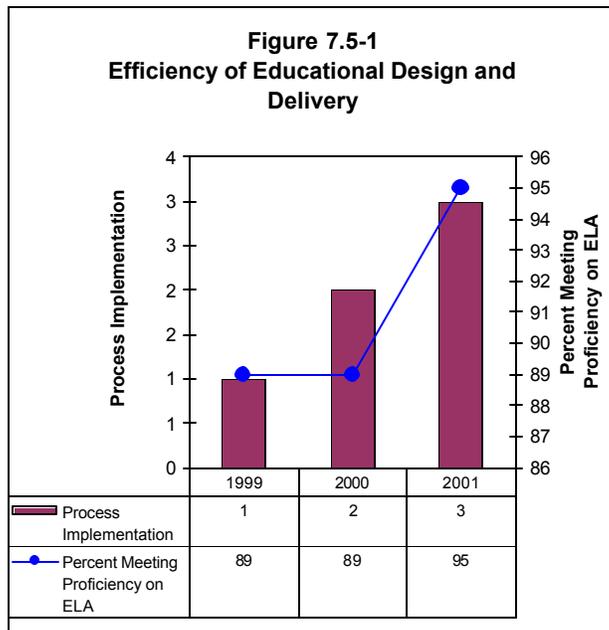
**7.4a(2) Work system performance results:** PRSD places a great value on the use of teams in our work design. The district has none of the department heads or team leaders or mid-level supervisors that most other districts employ. Consequently, at each building level, faculty work is organized around teams. At the high school, the team is comprised of faculty in each department, at the middle school the subject area faculty are organized into interdisciplinary teams, at the elementary schools the team structure is at the grade level and crosses over the three buildings. At the staff level, work systems are organized by building teams with sharing functions and flexibility in job performance. A full 100% of our employees are organized on teams. This system is by design a cost effective way to reduce administration and empower people. To accomplish this, we place great emphasis on cross grade and unit communication. Figure 7.4-13 reports a very positive communication effectiveness rating at 87% indicating that over time this process is improving. The benchmark data provided by CSMPact is 100%, which seems attainable in small schools, but not in a five building district such as Pearl River. Yet, PRSD uses the 100% as its goal.



## 7.5 Organizational Effectiveness Results

### 7.5a Organizational Effectiveness Results

**7.5a (1) Performance of education design processes:** The efficiency of the educational design and delivery process can be seen in figure 7.5-1 where the increased proficiency rate on the 4<sup>th</sup> grade ELA exam is related to implementation progress of the curriculum and instructional mapping described in 6.1-1 and 6.1-2. Over the three-year period where the design for ELA was



written in phase I, delivered as a pilot in phase II, and fully delivered or implemented in grades k-12 in phase III, the ELA test scores are at 95% proficiency. This same efficiency can be applied to the high passing rates on the seven regents exams reported in 7.1-4 to 7.1-11, the elementary math (7.1-20), and the middle school ELA (7.1-17) and math (7.1-18) results.

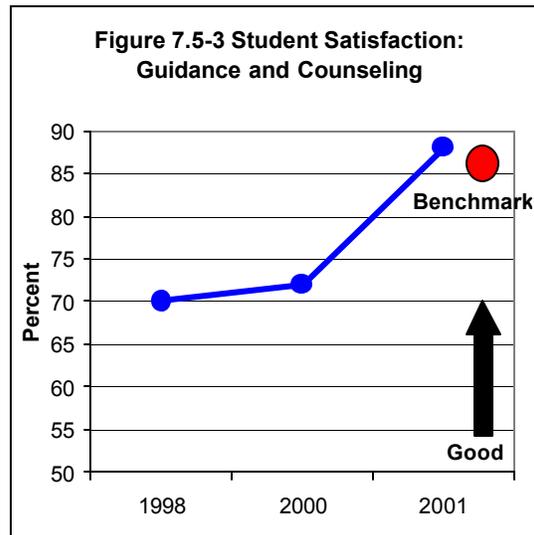
**Performance of education delivery processes:** On-the-job performance is conducted annually for all staff. Figure 7.5-2 reports faculty judged as “not meeting criteria” over a 6-year period. This rate is very small as it is less than 4% and always involves a first year teacher. Non-faculty staff are also evaluated each year. Although the criteria differ among the labor groups every staff member received at least a satisfactory rating last year. Comparative personnel evaluations from other employees are not legally available.

**Figure 7.5-2 Faculty Not Meeting Criteria**

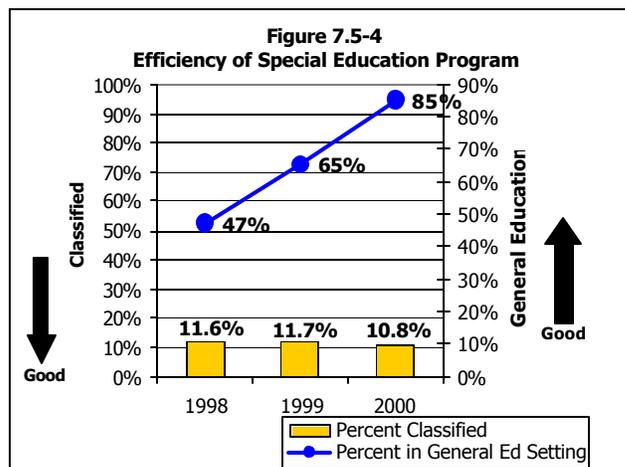
Year	# Faculty
2000-01	7
1999-2000	5
1998-99	5
1997-98	6
1996-97	7

**Performance of student services:** Student safety is an essential student service that has become even more prominent with the increased national perception that schools can be unsafe. Our key requirements for student safety are similar to that for faculty/staff safety. As reported in 7.4-2 all tests for health and safety measures are in full compliance. In addition there has been no loss of instructional days because of violence or threats of such. Among student services the district measures student satisfaction with guidance and counseling. This service is a critical support

process in helping students seeks college admission and to seek appropriate academic courses which are challenging and lead to a Regents diploma and enrollment in AP courses. These are all important district goals reported in 2.2. Figure 7.5-3 reports student satisfaction with guidance services. Since 1997 this rate has increased 26% to 88% of the students reporting positive satisfaction with guidance and support services.



Special education programs throughout the nation are being criticized for classifying too many students and removing them from mainstream education. As a result, these students are deprived of the high quality educational programs that



exist in regular schools. One of the PRSD lag goals (4.1-1) is to provide special education students increased opportunities to participate in general education classrooms. The efficiency of the PRSD special education programs can be seen in figure 7.5-4.

For the past three years the number of students classified special education has declined to 10.8% of the enrollment. At the same time, 97% more of these students have been placed in a general education setting. The achievement of these students has also increased, where in 2001 no elementary special education student scored in the lowest proficiency level on the ELA exam and no special education student was denied a high school diploma.

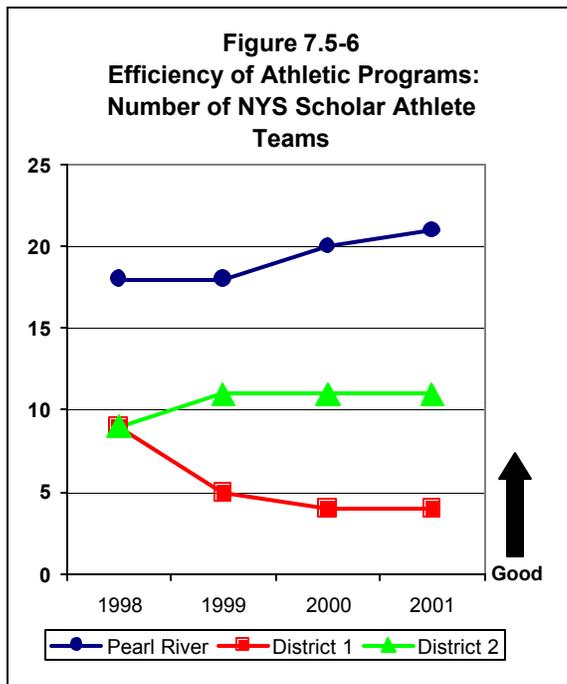
Figure 7.5-5 demonstrates the percentage of students classified in the 7 other county districts. PRSD is the lowest.

**Figure 7.5-5 Percentage Students Classified in Rockland County Districts**

District	% Classified
PRSD	10.8%
District One	12.2%
District Two	13.0%
District Three	14.3%
District Four	14.4%
District Five	14.4%
District Six	14.8%
District Seven	16.1%

The efficiency of the district athletic programs is important since 82% of the middle school students and 75% of the high school students participate in sports.

Figure 7.5-6 shows the number of scholar athlete teams the district has been awarded by the Section I Athletic District. The district has almost twice as many scholar athlete teams as



compared to similar size districts in the county. In athletics the district stresses both competition and academics. To this end all practices and games must begin after the tutorial period at the end of the day ends, Coaches encourage and in some cases demand that the athletes attend extra help sessions. To be designated as scholar athlete team members of the team must have a grade point average of at least 85%.

**Performance of support processes:** The efficiency of student transportation, is reported in the next two figures. Transportation is contacted with Chestnut Ridge Transportation as a result of a competitive bidding process. The district establishes quality criteria and invites bus transportation companies to bid on a

multiyear contract. By law the district is required to take the lowest bidder that meets specifications. Chestnut Ridge was awarded the national school bus safety and efficiency award in 2001 and therefore is at the same time become the district benchmark for safety and customer satisfaction.

Figure 7.5-7 reports on the efficiency of transportation cost. Since 1997 the number of eligible students has increased 24% while the cost per bus has decreased 19%. The comparative benchmarks are three districts in the lower Hudson region that have similar student enrollment and geographic area to transport, and because of location have the same companies bidding on contracts.

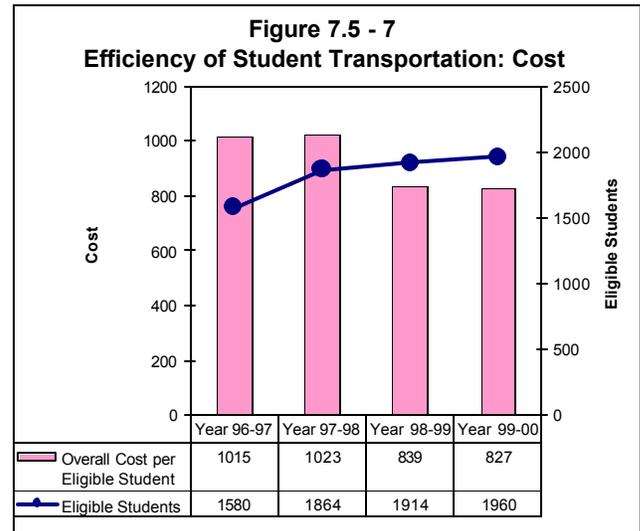


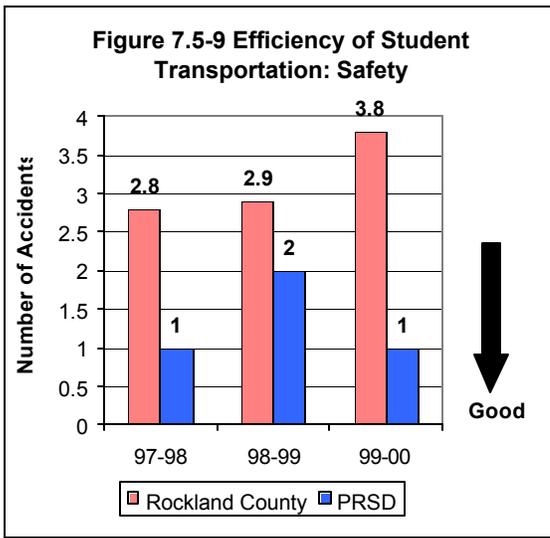
Figure 7.5-8 shows that PRSD has the lowest cost per student on busing.

**Figure 7.5-8 Comparative Cost Per Student**

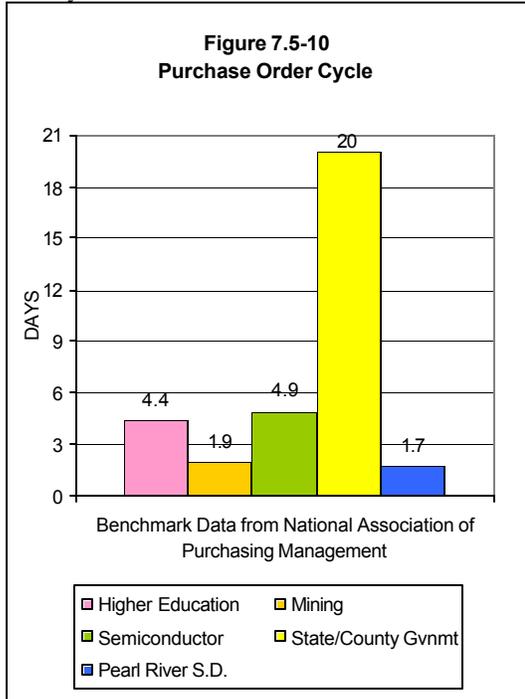
**Transportation 2000-2001**

District	# Students	Cost Per Student
PRSD	2006	\$712.05
District One	2040	\$781.73
District Two	1988	\$862.80
District Three	2011	\$922.08

Figure 7.5-9 demonstrates the efficiency of student transportation on safety. PRSD had one accident last year compared to a county district average of 3.8. This one accident had no injuries while the county average is 1.2 injuries. The three-year trend shows that the district consistently outperforms the county districts on safety. Every county district uses Chestnut Ridge for all or some of their transportation needs. PRSD is the county benchmark on bus safety and because of the company's national award, one of the national benchmarks on school bus safety.



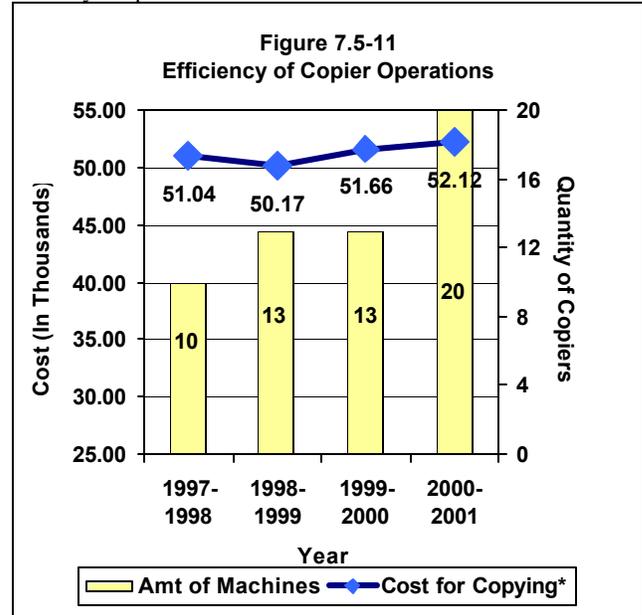
Business office operations, which provide a support service to the district, are measured on efficiency of processing purchase orders. The district has targeted this operation because it effects faculty satisfaction and effectiveness in delivering instructional



programs and because the process involves the work of three business office functions: accounting, purchasing, and billing. Purchase order cycle time is reported in figure 7.5-10. In 2000-2001 the number of days to process a purchase order has been reduced to 1.7 days from 5 days only four years ago. This exceeds the benchmark data from higher education, state/county governments, and mining and semiconductor institutions. Benchmark data is provided from the national association of purchasing management. The chief reason for the short cycle time has been the effects of cross training on personnel awareness of the steps in the process and ways to shorten them and the extension of purchasing via the web to the building sites.

Another business support service is payroll. For the past three years the county civil service department has cited PRSD as having a perfect payroll for the non-professional staff. We are the only district in the county that has achieved this result. The professional payroll is audited by SED each fall and for the past five years the district has had a perfect payroll. The accuracy of the total payroll has been 100% for the past four years. There is no benchmark data on payroll accuracy.

For the past five years the district has focused on improving the efficiency of its copier operations. Figure 7.5-11 shows that over a four-year period the district has doubled the number of copiers

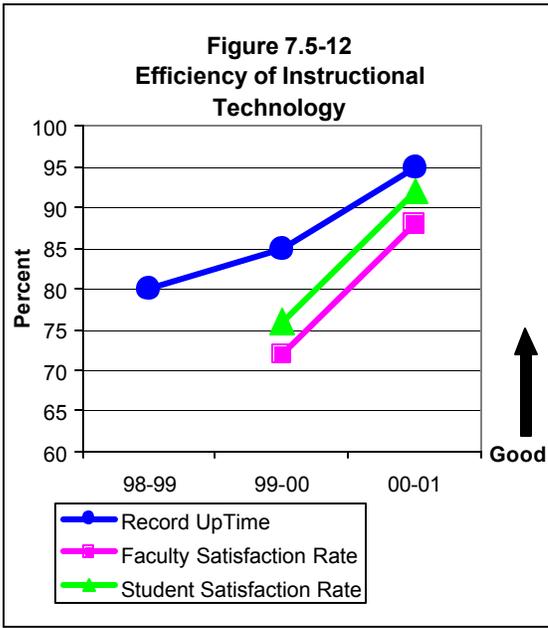


with only a small 2% increase in total cost. This was done through a joint venture with BOCES by establishing a web based print center in the district.

Another of the students' support services is the district information technology program. This support is measure in uptime of the district LAN. Figure 7.5-12 shows the efficiency of the PRSD information technology program (IT) over a three-year period. In 1998-1999 the district had no LAN but was connected through BOCES. In the past two years the LAN was established in the district and the BOCES support was moved on site. As the IT uptime increased to 95% faculty satisfaction increased to 95% and student satisfaction increased to 92%. The district uses a local pharmaceutical company for benchmarking. The company is known worldwide as an exemplary research company and highly dependent on technology for their success. Their uptime rate is 90%. PRSD has achieved a higher result. Computers were introduced for student use in 1997 and over the past 4 years increased from 128 to 450 or a 242% increase In the past two years 100% of the faculty have acquired e-mail addresses and voice mail. Cell phones have been provided to all the coaches, administrators, and custodians. Each of the district buildings has installed a web page that is updated monthly. The high school web page receives over 1,000 hits per month.

**7.5 b Public Responsibility and Citizenship Results**

**Safety results:** The efficiency of the district student safety plans can be measured by the number of fire and safety violations reported by the fire commissioner of SED based on the annual inspection of all district buildings. For the past 10 years the district has been 100% compliant. In January 2001 all the district building were inspected for structural and mechanical operations according to national engineering standards. All buildings were found to be 100% compliant. There have been no lost instructional days due to violence or threats to students for the past 10 years. There is no county school district that can claim violence free incidents for 1999-2000 let alone for the past ten years.



**Organizational capacity performance:** Figure 7.5-13 reports the growth in student enrollment the past 9 years as compared to the increase in teaching faculty the same period. PRSD maintained the same teacher student ratio over this 8-year period since the enrollment increased 26%, as did the percentage of faculty.

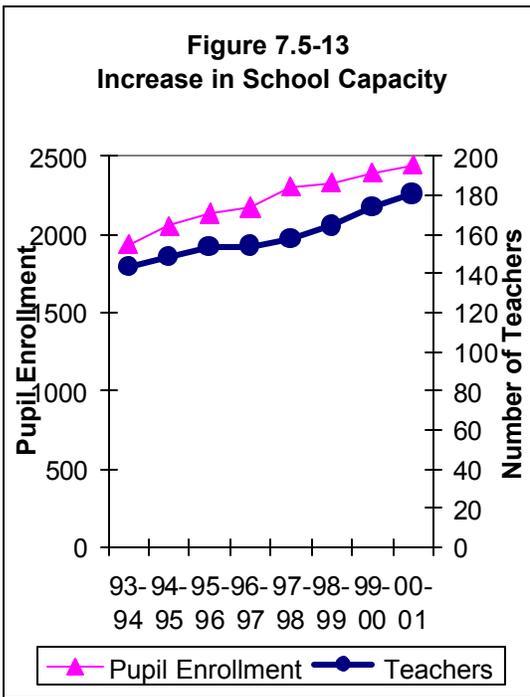
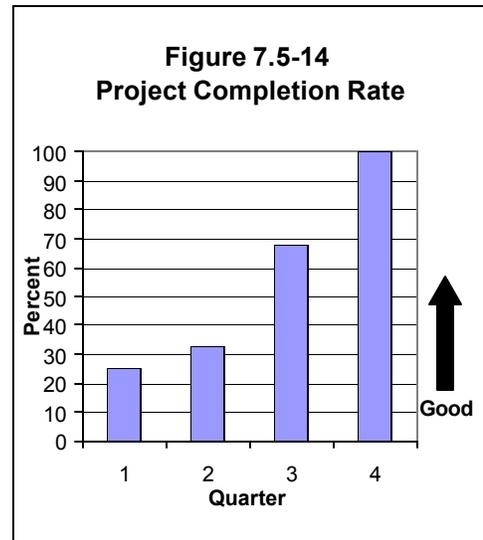


Figure 7.5-14 shows the project completion rate for 2000-2001 school year. These are the projects reported as part of the golden thread in 2.2-1. Typically for every school year 100% of the projects are completed which demonstrates that PRSD manages its activities efficiently.



**Regulatory and legal results:** Figure 7.5-15 reports on the measures from 1.2 on PRSD regulatory and legal practices. There are no violations reported and the PRSD has a 100% compliance record for SED and IDEA regulations.

**Figure 7-5-15 Key Practices and Results**

Key Practices	Results
<b>Regulatory</b>	
Right to Know	0 complaints
OSHA	0 violations
NYSED	100% compliance
IDEA (Disabilities Act)	100% compliance
Health/Safety Committee	0 alerts
<b>Legal</b>	
Sexual Harassment	0 Complaints
Policy Book	0 Lawsuits
Contracts	0 Grievances
Fire Inspections	0 Infractions Noted to SED

In a May 2001 notice from SED, PRSD is the only district in the county not cited for violating chapter 405 of the federal regulations governing special education placements of students. So not only is the district placing fewer students in restrictive special education settings (figure 7.5-4) but also it is being honored by SED for its process. Similarly the district received a citation in 2000 from SED for compliance to the regulations governing school lunch programs. The Middle State Association of Colleges and Schools re accredited the district in 1999.

Ethical practices of the district are reported on figure 7-5-16. There are no violations reported for 1999-2000.

**Figure 7-5-16 Key Practices and Results**

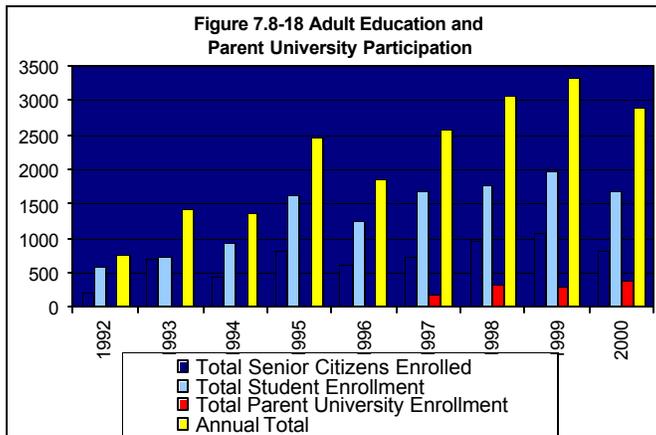
Key Practices	Results
<b>Ethical</b>	
BOE Code of Ethics	0 violations
Student Code of Conduct	0 violations
Athlete Code of Conduct	0 violations

**Citizenship results:** This section is directly related to the district’s second key goal “to improve the perception of the district”. A monthly measure of community dissatisfaction is taken at the district Board of Education meetings, which are held in public. There is a specific time in the meeting for public complaints. Figure 7.5-17 reports the small number of complaints over a three-year period, which has decreased to almost nothing.

**Figure 7.5-17 Public Complaints**

Year	Number of Complaints
1997-98	7
1998-99	2
1999-2000	0

A key community support measure can be seen in the number of adults who register to take courses in the district. There are more adults registered to take course at the high school than there are students. Figure 7.5-18 shows the participation rates. Despite the one year dip the annual growth rate is 24.7%. This has been accomplished by adding no new administrators to the district. In addition the district has a policy to allow community organizations to use our fields and building facilities at no cost (except weekends for custodial charges). All our buildings are booked for various community activities from 3:30 PM to 11:00 PM 80% of the school year.



## Glossary of Terms and Abbreviations

**AC** - Administrative Council, all district administrators

**AP** - Advanced Placement courses and exams

**BLT** - Building Leadership Team, comprised of teachers, administrators, parents, clerical, custodial staff in a building site

**BOCES** - Board of Cooperative Educational Services, regional consortium of county school districts

**BOE** - Board of Education

**BSC** - Balanced Scorecard

**CPI** - Consumer Price Index

**CSMpact** (Harris Co.) - Student/parent/staff survey

**CTPIII** - Comprehensive Test Program (McGraw Hill), nationalized standardized test in reading and math

**DIGS** - Do It in Groups, employee quality improvement program

**DMS** - Data Management System

**Effective Schools Research** – Pioneering research in 1970s that identified those variables in schools that were linked to improve student achievement

**ELA** - English Language Arts tests

**ERB** - Educational Records Bureau (McGraw Hill), national standardized test in writing

**ETS** - Educational Testing Service

**Excelsior** - New York State quality award for education, health services, and business

**IDEA** - Individuals with Disabilities Education Act

**JET** - Justified Education Time - 1 hour per day of extra instruction in reading and math

**K-12** - Kindergarten through 12th grades

**LMC** - Labor Management Council, district wide group of all labor leaders and senior administrators

**LRP** - Long range plan

**NYS** - New York State

**NYSED** - New York State Education Department

**PAC** - Parent Advisory Council, group of all PTA presidents and parent representatives from each building and senior administrators

**PDC** - Professional Development Committee

**PDP** - Professional development plan

**PPE** - Per pupil expenditure, total annual budget divided by total student enrollment

**PRHS** - Pearl River High School

**PRMS** - Pearl River Middle School

**PRSD** - Pearl River School District

**PSAT** - Preliminary Scholastic Assessment Test

**PTA** - Parent Teachers' Association

**QAC** - Quality Advisory Council, local business leaders who review district's quality improvement efforts

**Regents** - appointed nine-member board that directs the State Education Department

**SAT** - Scholastic Assessment Test

**SP ED** - Special education

**Tri-State** - Tri-State Standards Consortium - consortium of 26 highly-competitive school districts using a Baldrige-based curriculum evaluation model