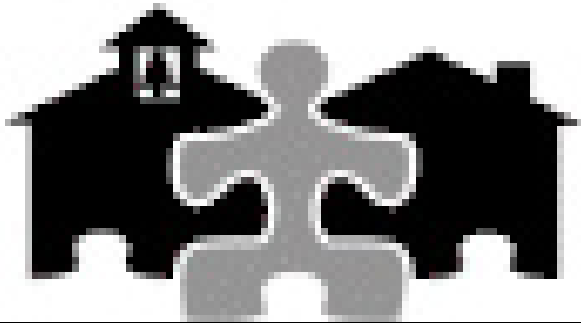


South Orangetown Central School District Community Engagement Survey *Summary Report*

PLC ASSOCIATES, INC.

Building People and Organizations



together we can

South Orangetown Central School District

Respondents: 734

This includes residents with children enrolled, residents without children enrolled, non-resident taxpayers, and other members of the community.

December 2009

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The Community Engagement Survey (CES)

Internal Analysis

Purpose:

The CES is an external assessment of the practices of the school district. It references a number of correlates or areas of performance. These include: Faculty and Staff, Athletics/Co-curricular Activities, Communication, Participation and Inclusion, Partnerships, Infrastructure, Working Together, Academics and Results, Leadership, Environment, Community Programs and Governance. The CES provides a very valuable data base for measuring performance, year after year, as well as benchmarking high performance from an internal perspective. Standards of performance in the form of key questions are rated on a 5 point scale of Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. A Don't Know response was also provided. Respondents also had the opportunity for commentary.

Reporting of Results:

Following are the key correlates of the CES. These correlates contain the questions asked by the district and represent the quantitative (percentage) results. Each correlate is described. District results are reported below the correlate description and are based upon the percentage of respondents who either Agreed or Strongly Agreed with question. A combined percentage of 75% or greater would be considered an Asset according to the CES protocol. A total of 50% - 74% is deemed an Emerging Strength and below 50% is a Possible Risk.

Key:

75% or greater Strongly Agree/Agree: **Asset** 50 – 74%: **Emerging Strength** Below 50%: **Possible Risk**

FACULTY AND STAFF

Measures the level of confidence that the community has in the staff of the organization. Additionally, this area assesses the extent to which the community has had positive experiences when interacting.

Professional, expert staff	84%
Courteous staff	76%
Positive interactions with staff	72%
Available staff members	77%

ATHLETICS AND CO-CURRICULAR ACTIVITIES

Tend to be viewed as a significant part of the educational experience. Programs, clubs, events and co-curricular activities are often seen by communities as components that add to the character and emotional development of the student.

Co-curriculars give valuable opportunities	81%
Good variety of co-curricular activities	74%
Provide balance to education	75%
Athletics support character development	61%

COMMUNICATION

Indicates levels of satisfaction that the district residents have about receiving sufficient amounts of information. This includes the extent to which information is timely, accurate and relevant.

Communication is a significant component for engaging the community.

Receive information on district events	84%
Mailings are accurate, timely, relevant	77%
District actively reaches out to stakeholders	56%
Website provides information	87%

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PARTICIPATION AND INCLUSION

Involves the extent to which community members feel welcomed. Those districts who offer opportunities for involvement and make clear effort to invite people into activities, discussions and planning have a higher likelihood of creating a strong community coalition.

Community involved in planning	45%
Feel welcomed at activities	79%
District/community connection	58%
Attend school events	88%

PARTNERSHIPS

Examines the connections and network of various community groups and associations. There is a clear advantage to involving groups of individuals including business leaders in supporting the work of the district.

Partnerships with community groups	42%
Involves business leaders/organizations	38%
Built community coalition	39%
Community takes interest	66%

INFRASTRUCTURE

Looks at the appeal and integrity of our facilities. People take pride in well-maintained and updated facilities. Includes key services. Often, the school district serves as a hub for community activity. This correlate assesses the extent to which people feel they have access to facilities.

Facilities updated, maintained	66%
Safe, effective, and timely transportation	70%
Healthy, nutritional food service choices	55%
Sufficient technology	63%

WORKING TOGETHER

Involves the connection between the community and schools, their capacity to work together positively. Trust is a key.

Community and schools work together	58%
District staff trusted	77%
Community and schools enjoy working together	49%
Community and schools committed to quality	84%

ACADEMICS AND RESULTS

Measures the degree to which community members believe we prepare students for successful lives and careers. It also tests the confidence levels in our academic programs and extent to which people perceive we have a comprehensive continuum of services for all learners.

Outstanding District	77%
Students prepared for life experiences	68%
Programs offered for all learners	71%
Students flourish, achieve	73%

LEADERSHIP

Assesses the responsiveness and availability of leaders as well as the specific strength of the Board Of Education and District Leadership Team. Confidence levels in the future success of the organization rise when leadership provides a clear and comprehensive strategic direction.

Strong district leadership	73%
Board Of Education gives direction and focus	53%
Responsive leaders	56%
Leaders are accessible	62%

ENVIRONMENT

References the district's culture and the extent to which staff and students benefit from an atmosphere that supports teaching and learning. A safe, secure environment is fundamental to achievement.

Safe, secure environment	81%
Standards support high achievement	67%
Understand change process and its importance	64%
Clear standards for student behavior	78%

COMMUNITY PROGRAMS

Involved, engaged communities have expectations around the accessibility and shared use of district facilities. Further, key programs offered to the community assist in strengthening the partnership.

Schools available for community use	57%
Offer interesting opportunities for adult groups	50%
Recreational programs promote healthy lifestyles	74%
Schools are a community center point	68%

GOVERNANCE

Measures the confidence of the community in the district making fundamentally correct decisions in managing the resources of the district, and providing value to taxpayers/citizens.

District makes wise choices, capital improvements	43%
Responsible budgeting and taxation	48%
Provides value in education	81%
District makes good decisions in the interest of students	65%