Mission:

Educate and motivate our students to be successful, responsible citizens.

Vision:

Recognized as a school district that inspires excellence and leadership in all!

Core beliefs:

- We put students first.
- All students can learn.
- We provide a safe, secure environment for all.
- Collaboration among students, staff, families and the community is essential to our success.
- Our schools are the heart of our community.
- We value creativity and innovation.
- We lead with honesty and integrity.
- Our supportive and rigorous learning environment nurtures the whole child.
- All are treated with dignity, respect and compassion.

Learn

Engage in challenging curriculum & instruction

- **Complete and implement the scope and sequence, including common formative, summative, and benchmark assessments aligned to state standards.**
- **Implement data-driven instruction.**
  - Analyze student data to design individualized instruction targeting student growth.
  - Deliver instruction using innovative, high-impact strategies that are aligned to priority standards.
- Increase the percentage of students graduating and achieving rigorous outcomes.
- Consistently utilize the SeeSaw (PK-2) and Schoology (3-12) student learning management systems to support standards-based learning.

Support

Address the comprehensive needs of all scholars

- **Implement a comprehensive multi-tiered system of behavioral and academic supports PK-12.**
  - Assess and improve students' social and emotional health by implementing a variety of high-impact strategies.
  - Acquire and administer an instrument to measure social and emotional well being.
  - Decrease course failure and dropout rates.
  - Identify and remediate the root causes of chronic absenteeism.

Manage

Utilize our resources responsibly

- **Design a system for recruiting, hiring, retaining and effectively utilizing highly qualified employees.**

Partner

Build strong, collaborative relationships

- Involve our community, families and students as active partners in academic and social endeavors.
- Enhance relationships with businesses and higher educational institutions, and establish global connections.
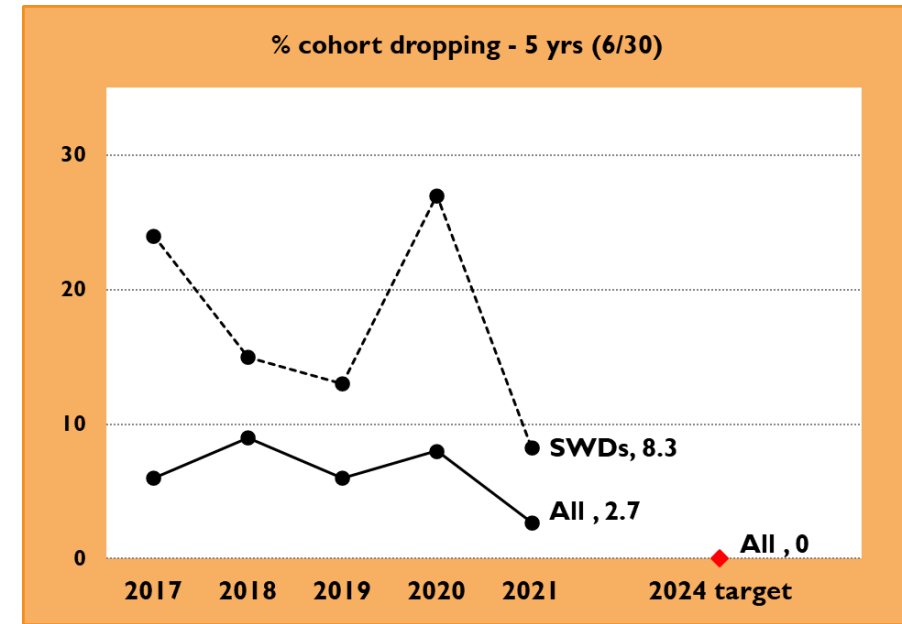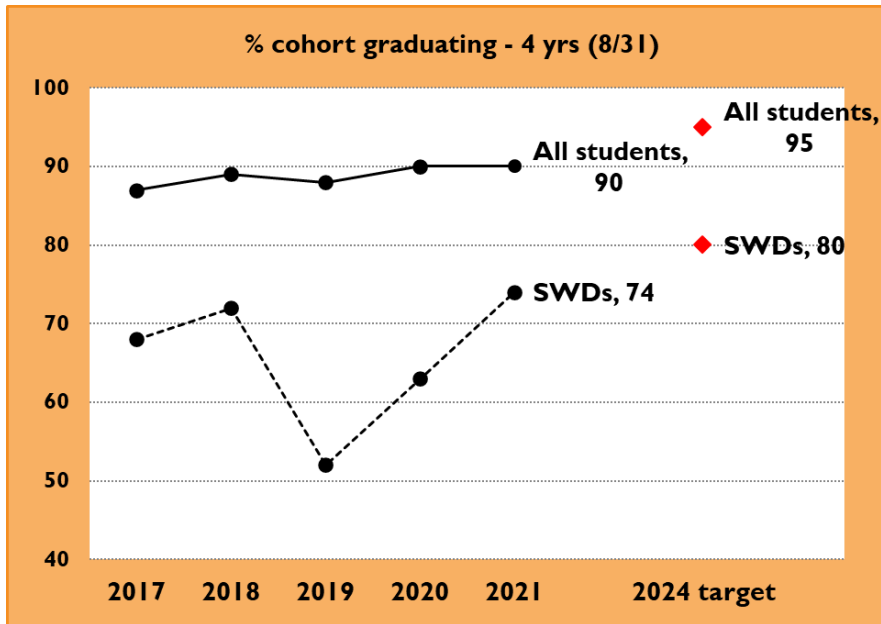
[1] Priorities are in bold.

10.13.2021

% cohort graduating - 4 yrs (8/31)

% cohort dropping - 5 yrs (6/30)

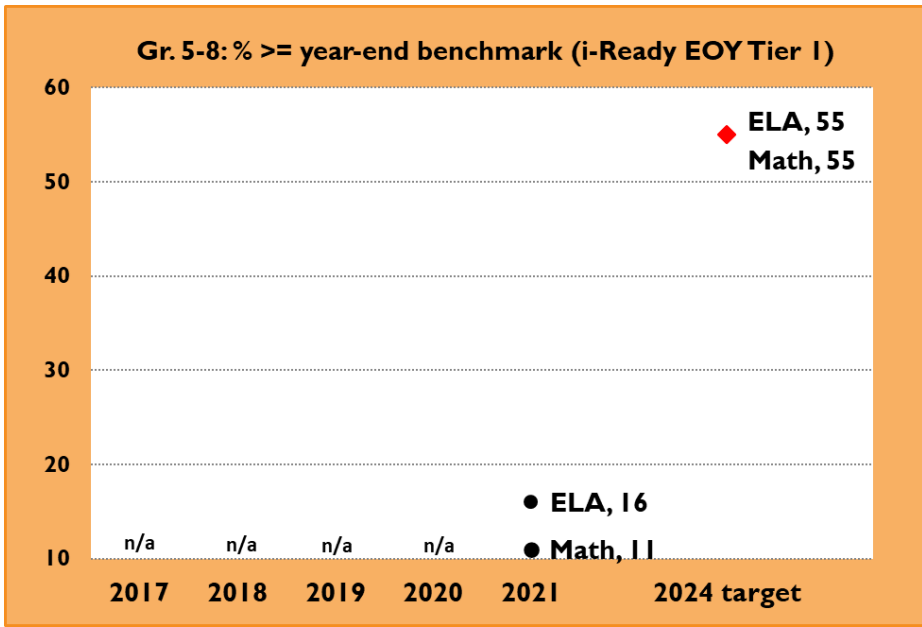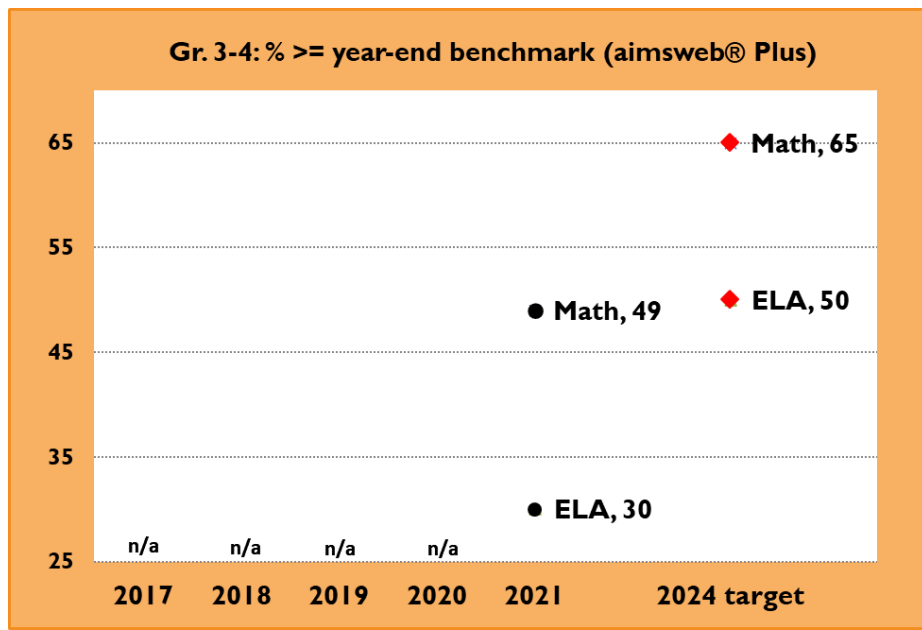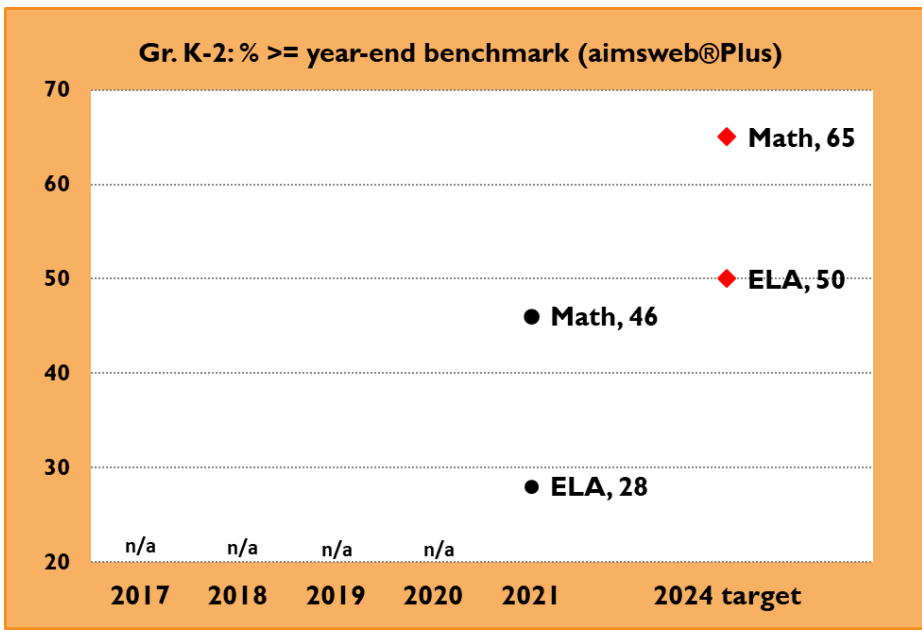| Graduation Rigor	2017	2018	2019	2020	2021	2024 Target
% MHS cohort achieving >=1 rigorous outcome[1] below	-	52/67[2]	65/90	85	91	93
% earning credit for a dual enrollment (i.e., college level) course	32	65	88	69	95	
% earning > 15 college credits	22	24	36	24	35	
% achieving Adv. Designation Diploma	30	38	38	38	43	
% earning Technical Endorsement	19	6	10	24	17	
% passing >=1 AP course	-	-	14	14	14	
% scoring >= 3 on >=1 AP exam	-	-	10	11	8	
% earning a Seal of Biliteracy	-	-	-	0	2	
% earning CDOS endorsement	-	-	-	0	0	
% earning a SAC and scoring >=3 on the NYSSA	-	-	-	0.7	0	

[1] All outcomes weighted 2.0 & 1.5 in the state's college & career readiness index. The percent is calculated as follows: Sum(count 2.0 weight,count 1.5 weight)/cohort count

[2] The blue number is state reported; the orange number is internally reported. The orange number is accurate. The discrepancy is based on a reporting error.
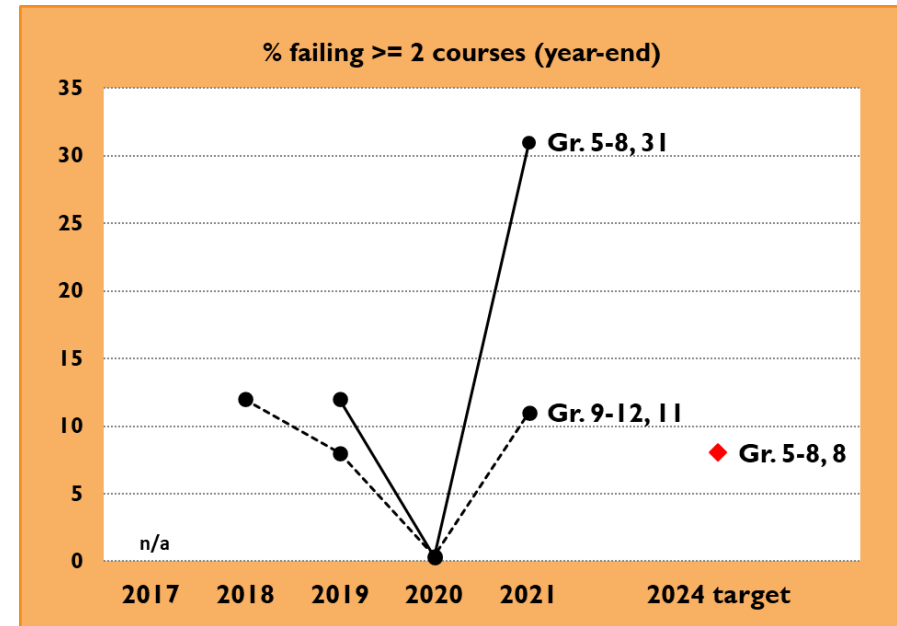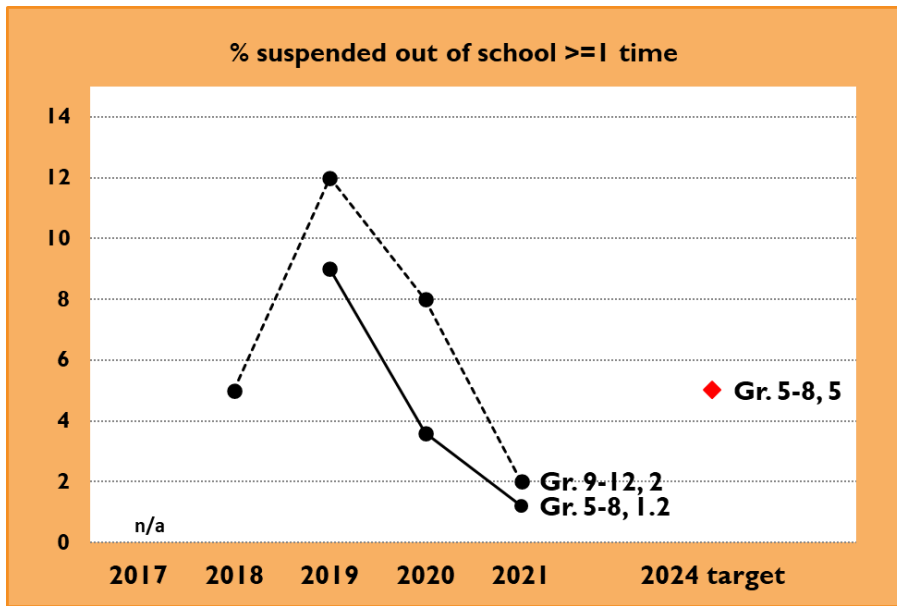
10.12.2021

Gr. K-2: % >= year-end benchmark (aimsweb®Plus)

- ◆ Math, 65
- ◆ ELA, 50
- ● Math, 46
- ● ELA, 28

2017 n/a, 2018 n/a, 2019 n/a, 2020 n/a, 2021, 2024 target

Gr. 3-4: % >= year-end benchmark (aimsweb® Plus)

- ◆ Math, 65
- ◆ ELA, 50
- ● Math, 49
- ● ELA, 30

2017 n/a, 2018 n/a, 2019 n/a, 2020 n/a, 2021, 2024 target

Gr. 5-8: % >= year-end benchmark (i-Ready EOY Tier 1)

- ◆ ELA, 55
- Math, 55
- ● ELA, 16
- ● Math, 11

2017 n/a, 2018 n/a, 2019 n/a, 2020 n/a, 2021, 2024 target

Chronic absence: % absent >=10% of possible attendance days

- ● Gr. 5-8, 35
- ● Gr. 9-12, 25
- ● Gr. 1 - 4, 17
- ◆ Gr. 9-12, 17
- ◆ Gr. 5-8, 14
- ◆ Gr. 1 - 4, 8

2017 n/a, 2018, 2019, 2020, 2021, 2024 target

10.14.2021

% suspended out of school >=1 time

Gr. 5-8, 5
Gr. 9-12, 2
Gr. 5-8, 1.2

% failing >= 2 courses (year-end)

Gr. 5-8, 31
Gr. 9-12, 11
Gr. 5-8, 8

Inspiring excellence and leadership in all!

Term or metric	Definition
Mission	Clearly communicates the primary aim or goal of an organization. Defines the organization's most important reason for being. Answers the question: Why do we exist?
Vision	Indicates what the organization aspires to become. A vision is inspiring and aspirational. It compels the organization's members and other stakeholders to extraordinary levels of commitment.
Core beliefs	An essential set of beliefs that guide daily behavior and decision-making, large and small. They act as standards to achieve the culture you aspire to have.
Cohort	A cohort is defined as the group of students who enroll in the district's 9th grade in a given year and are present on BEDS day in October of that year. This year for example, we will form the 2021 cohort. After that, students are removed from the accountability cohort if, for example, they leave or transfer to another district, and students are added to the cohort if they transfer in, even for just one day. The state then measures the performance of the cohort at five different intervals after four, five and six years on a variety of indicators, including graduation rate and dropout rate. For graduation outcome reporting, members of a cohort are in one of five categories: (a) graduated with a Regents or local diploma, (b) received a non-diploma credential, (c) transferred to GED program, (d) are still enrolled or (e) dropped out.
% cohort graduating (4 yrs - 8/31)	The number of students in district cohort who have earned a Regents or local diploma after four years of enrollment (by June 30) divided by the total number of students in that cohort. Data source:
% cohort dropping out (5 yrs - 6/30)	The number of students in the district cohort who have dropped out of school after five years of enrollment (by June 30) divided by the total number of students in that cohort. Data source:
% graduating cohort achieving >=1 rigorous outcome	The number of students in a high school cohort who graduated *and* earned one of more rigorous outcomes (i.e. earning an Advanced Designation Diploma, credit for a dual enrollment (i.e, earning school credit for a college level course), > 15 college credits, Technical Endorsement, passing >=1 AP course, scoring >= 3 on >=1 AP exam, a Seal of Biliteracy, CDOS endorsement, a SACC and scoring >=3 on the NYSAA.) Data source:
% K - 12 students chronically absent	A student is considered chronically absent if they are absent 10% or more of their enrolled attendance days. Each student's status is calculated based upon their individual date of enrollment. Data source: Caveats: (2016 &17 SIRS 361 then SIRS 107)2020- only through 3/13/20; used SIRS 361 and removed students enrolled for less than 10 days 2021- used SIRS 107
% failing >= 2 courses (year-end)	TBD Data source:

Term or metric	Definition
% suspended out of school >=1 time	TBD Data source:
Gr. K-2: % >= year-end benchmark	TBD: …Based on aimsweb®Plus composite score…. Data source:
Gr. 3-4: % >= year-end benchmark	TBD: …Based on aimsweb®Plus ORF (ELA) and composite score (Math)…Data source:
Gr. 5-8: % >= year-end benchmark (i-Ready EOY Tier 1)	TBD Data source:
NYS Gr. 3-8 assessment	The District Team has decided to place Gr. 3-8 state assessment data into the appendix for now due to the lack of year-to-year comparable data.

Mexico 3-8 ELA & Math (% tested)

	2017	2018	2019	2020	2021
Gr 3 - 8	56	62	68	n/a	n/a

Mexico 3-8 ELA (% proficient)

	2017	2018	2019	2020	2021
All	27	32	29	n/a	n/a
SWD	5	9	8	n/a	n/a
Econ Dis	21	23	23	n/a	n/a

Mexico 3-8 Math (% proficient)

	2017	2018	2019	2020	2021
All	35	41	40	n/a	n/a
SWD	5	8	9	n/a	n/a
Econ Dis	27	34	30	n/a	n/a

Mexico: Gr. 4-8 MGP

	2017	2018	2019	2020	2021
ELA MGP	48	45	50	n/a	n/a
Math MGP	47	50	46	n/a	n/a