



2017–2020 Strategic Plan

The Wildcat Pledge:

We nurture and empower each learner’s unlimited capacity to become a responsible citizen with a promising future.

Our Vision:

Striving for excellence as an innovative, advanced and reflective school community.

Performance Measures [^]	2013	2014	2015	2016	2020 Target
Grades 4-8 ELA all students: Mean Growth Percentile (MGP*)	50	61	50	n/a	60
Grades 4-8 Math all students: MGP	39	50	50	n/a	60
Regents commencement exams: % cohort \geq 65 (4 yrs)	79	81	77	84	88
% cohort graduating (4 yrs – 8/31) [^]	85	87	78	86	93
% cohort drop out (5 yrs – 6/30)	10	7	10	6	<5
% average daily attendance	92	92	94	94	96
% chronic absence	n/a	n/a	n/a	22	10
% graduates enrolling in 2- or 4-year colleges, other post-secondary or the military	62	65	64	66	75
% Grades 11-12 enrolled in college credit-bearing courses	30	49	58	74	80
% enrolled in college classes earning an A or B	n/a	76	86	80	TBD
% Grades 7-12 participating in \geq 1 co-curricular activity	73	81	81	78	85

Immediate priorities: Apply significant focus, resource and attention

- Investigate and implement alternative ways to measure Grades 3-8 ELA, math and science performance and continue to provide support for core and encore learning standards.
- Complete the transition to managed IT services, and continue to utilize best practices and training in the use of instructional technology.
- Provide all instructional staff training regarding CDOS standards and all graduation pathways.
- Continue to identify the essential standards to encourage the use of formative and common assessment data to improve instruction.

2016-19 strategies: Maintain focus and effort

- Continue the implementation of effective RTI and SST with an emphasis on dropout prevention.
- Track period-by-period attendance, and develop specific and timely interventions to reduce chronic and period-by-period absenteeism.
- Develop and implement a more comprehensive metric for high school rigor.
- Expand opportunities for college-credit bearing courses and associate's degrees.

* **Mean Growth Percentile (MGP):**

The district's planning team has decided to replace Grades 3-8 proficiency targets with growth targets using the state's *Mean Growth Percentile (MGP)*. The MGP is a measure of student growth year to year for similar students from grades 3-8 using a scale from 1-99. The MGP includes consideration of SWDs and economically disadvantaged student characteristics. Note: Grade 3 is a baseline year so there is no growth score for those students.

- An MGP between 60 and 100 represents growth that is *well above the state average* for similar students.
- An MGP between 46 and 59 represents growth that is *equal to the state average* for similar students.
- An MGP between 43 and 45 represents growth that is *below the state average* for similar students.
- An MGP between 1 and 42 represents growth that is *well below the state average* for similar schools.

The state has a short [video](#) describing how student growth scores are calculated. Below is Hancock's trend for Grades 3-8 NYS ELA & Math assessment proficiency.

Performance Measure	2013	State avg	2014	State avg	2015	State avg	2016	State avg
Grades 3-8 ELA: % proficient	23	31	29	31	28	31	35	38
Grades 3-8 Math: % proficient	18	31	25	36	28	38	31	39

^ **Breakdown of graduation outcomes**

Performance Measures^	2013	2014	2015	2016
% cohort graduating (4 yrs – 8/31)	85	87	78	86
- % Regents diploma	41	52	43	70
- % local diploma	20	19	20	9
- % Adv. Designation Diploma	24	16	15	7
- % Regents w/ endorsement	n/a	0	0	3