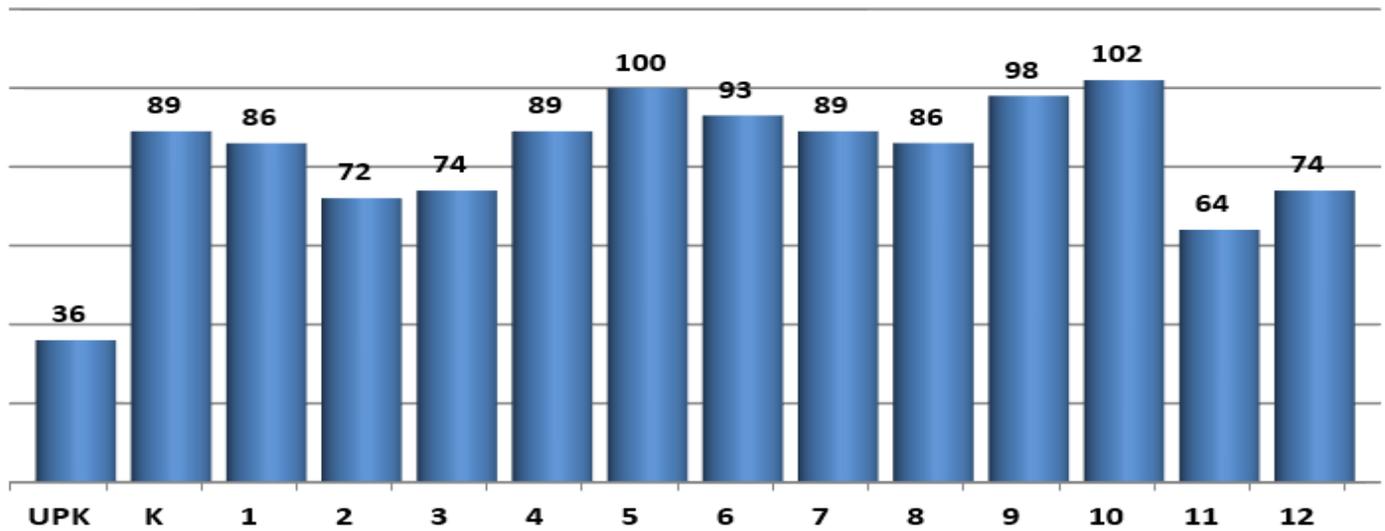




The following Data and Assessment Newsletter is a compilation of district-wide data from the 2025-26 school year. The data shared in this newsletter is for the educators of the SFCSD and will provide informative data on the students in our district.

1,152 Total Students

Class Enrollment



Seneca Falls CSD Stats



Regents Exams

Average % Passing
All Regents Exams
June 2025

78%

Total Graduates

% of Graduates from
Mynderse Academy
Class of 2025

92%

High Academic Achievement 6-12

(Principal's List, HHR, HR)

MS (72%)
MA (59%)

66%

iReady Fall Diagnostic

Average Proficiency Rate
Reading K-8

61%

Free & Reduced Lunch

% Free & Reduced Lunch
Free Lunch (47%)
Reduced Lunch (1%)

48%

District Writing Portfolio

% Meeting GL Competency
Grade 8=96%
Grade 11=100%

98%

Teacher Evaluations

% Meeting Proficiency
In Domain II & III
Class Environment (98%)
Instruction (98%)

98%

Attendance Index Scores

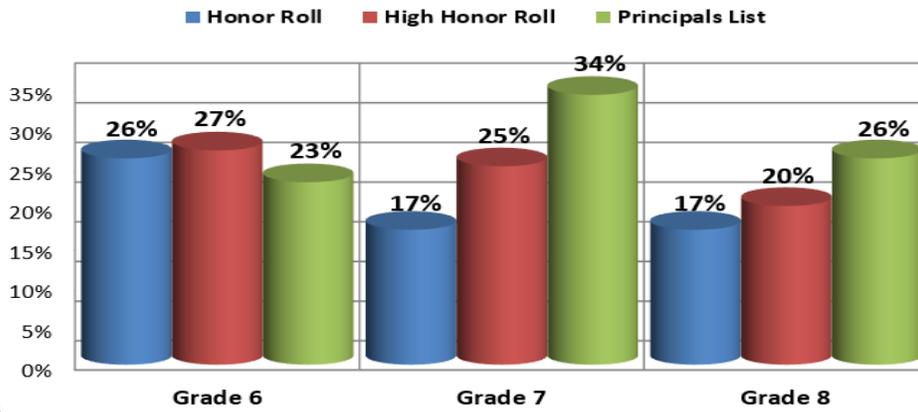
Oct. 2025

FK (215.8) CS (214)
MS (213.8) MA (194)



HS/MS QUARTER I ACHIEVEMENT DATA

Middle School Honor Roll Data



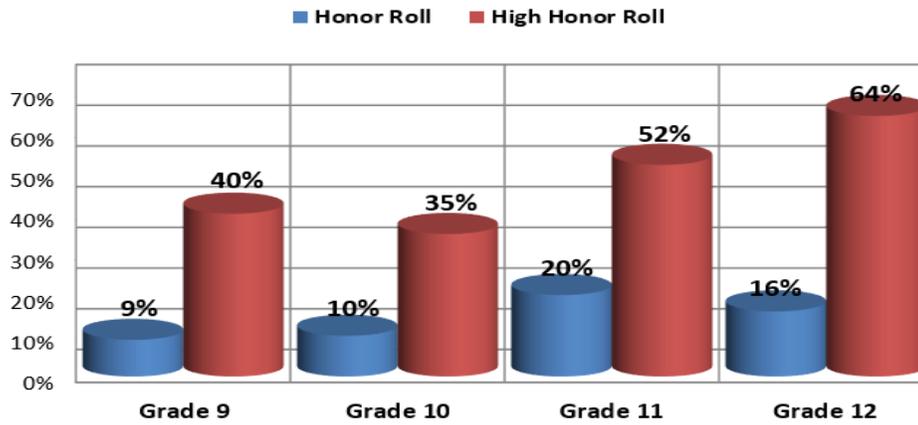
Principal's List + High Honor + Honor Roll

Grade 6 = 75%

Grade 7 = 76%

Grade 8 = 63%

Mynderse Academy Honor Roll Data



High Honor + Honor Roll

Grade 9 = 47%

Grade 10 = 45%

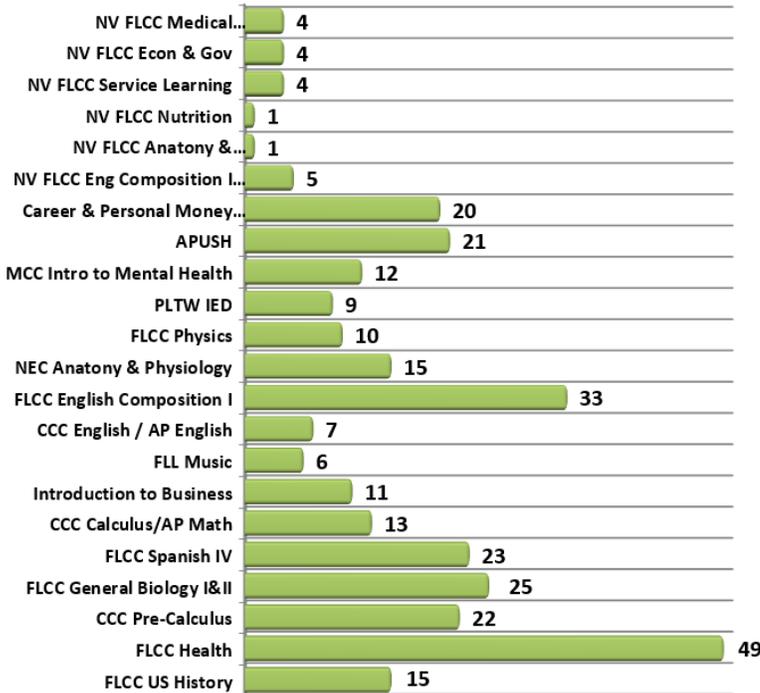
Grade 11 = 72%

Grade 12 = 80%



COLLEGE CREDIT BEARING COURSE UPDATE

2025-26 Course Enrollment Totals



Through CCC's Advantage, Northeast College of Health Sciences, MCC and FLCC's Gemini program, high school students have the opportunity to complete college courses tuition-free at Mynderse Academy prior to graduation. The college credits students earn will apply to a CCC or FLCC degree, or will transfer to another college or university.

142 MA students registered for college courses
1,002 total college credits registered for in 2025-26
340 Total Course Enrollments





Attendance Levels By Building

Attendance Level	Attendance Percentage	Description
Level 1	85% or below	Significant attendance concerns; high risk for chronic absenteeism.
Level 2	85.1% – 90%	Moderate concern; student is missing substantial instructional time.
Level 3	90.1% – 95%	Generally good attendance but still missing important learning time.
Level 4	95.1% and above	Strong, consistent attendance.

**These are the NYS static cut points for
2025-26, 2026-27, 2027-28.**



Elementary/Middle Level

Accountability Subgroup	Level 1		Level 2		Level 3		Level 4	
	Min	Max	Min	Max	Min	Max	Min	Max
All Students	0	133.5	133.6	191	191.1	208	208.1	250

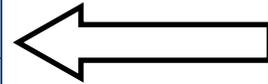
High School Level

Accountability Subgroup	Level 1		Level 2		Level 3		Level 4	
	Min	Max	Min	Max	Min	Max	Min	Max
All Students	0	86.5	86.6	171.7	171.8	195.3	195.4	250

of Students Per Level

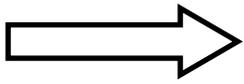
Building	Level 1	Level 2	Level 3	Level 4	Index Number	Index Level
Frank Knight	18	18	49	64	184.7	2
Cady Stanton	23	26	92	139	199.1	3
SF Middle School	34	25	82	131	189.9	2
Mynderse Academy	76	52	93	130	160.4	2

June 2025
Attendance
Data



of Students Per Level

October 2025 Attendance Data



Building	Level 1	Level 2	Level 3	Level 4	Index Number	Current Index
Frank	11	10	23	114	215.8	4
Cady	20	14	46	181	214	4
SF Middle	27	3	47	187	213.8	4
Mynderse	47	23	61	195	194	3



K-8 iREADY DATA– READING & MATH K-8– STANDARD VIEW– APPROACHING/AT/ABOVE GRADE LEVEL

The i-Ready Diagnostic is an adaptive assessment administered three times per year to measure students’ performance and growth in reading and math. By comparing the Spring diagnostic results to the Fall baseline, we are able to evaluate both individual and cohort progress, identify areas of strength, and determine where additional instructional support may be needed.

In i-Ready, the standards assessed on the Diagnostic change from grade level to grade level because each grade has its own set of expectations aligned to state learning standards. As students progress, the skills they are expected to demonstrate grow in complexity.

For example, a fall diagnostic for a 3rd grade student measures mastery of foundational reading and math skills appropriate to grade 3, while the following year’s diagnostic measures the more advanced skills expected in grade 4. Because the assessed standards shift each year, the content, rigor, and types of questions students encounter also shift.

This means that a student’s performance from one grade to the next should not be viewed as a direct comparison of identical skills. Instead, each year’s diagnostic provides a snapshot of how well a student is performing on that grade’s standards and where they may need support or enrichment. This is standard view of approaching/at/above grade level.

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Grade	Spring 2025 Diagnostic	Fall 2025 Diagnostic	Winter 2026 Diagnostic	Spring 2026 Diagnostic
K	100%	100%	Coming soon	Coming later
1	100%	76%	Coming soon	Coming later
2	90%	66%	Coming soon	Coming later
3	75%	54%	Coming soon	Coming later
4	79%	65%	Coming soon	Coming later
5	53%	46%	Coming soon	Coming later
6	66%	41%	Coming soon	Coming later
7	62%	50%	Coming soon	Coming later
8	53%	56%	Coming soon	Coming later

Grade	Spring 2025 Diagnostic	Fall 2025 Diagnostic	Winter 2026 Diagnostic	Spring 2026 Diagnostic
K	100%	100%	Coming soon	Coming later
1	98%	72%	Coming soon	Coming later
2	88%	56%	Coming soon	Coming later
3	92%	54%	Coming soon	Coming later
4	84%	62%	Coming soon	Coming later
5	67%	55%	Coming soon	Coming later
6	69%	41%	Coming soon	Coming later
7	78%	65%	Coming soon	Coming later
8	62%	68%	Coming soon	Coming later



*** This is a simple snapshot of assessment information gathered. Benchmark assessments used are LETRS Screener (Phonics & Word Reading), ORF, PAST (Phonological Awareness Screening Test), LETRS Spelling Screener and other supplemental assessments if deemed necessary.**

Thresholds/ expectations were established based on the LETRS scope and sequence as well as Into Reading (HMH) curriculum.

Percent of Students At or Above Grade Level—Letter Identification

Grade	Letter Identification Expectation Fall	Results
K	11 or more	72%
1	23 or more	92%
2	26	80%

Percent of Students At or Above Grade Level—Letter Sounds

Letter sounds are based on 34 sounds – 10 vowels (5 short and 5 long) and 24 consonants (single letters and digraphs– two letters that make a single sound).

Grade	Letter Sound Expectation Fall	Results
K	4 or more	51%
1	28 or more	46%
2	34	18%

Percent of Students At or Above Grade Level—Oral Reading Fluency

Oral Reading Fluency (ORF) measures a student’s ability to read a text **accurately, quickly, and with expression**. It’s an important indicator of reading proficiency because fluency bridges **decoding skills and comprehension**—students who read fluently can focus on understanding the text rather than struggling with individual words. In order to qualify for an ORF, students have shown evidence of solid foundations skills.

Scale of 1-4 with 3 being proficient.

ORF passages are grade level passages.

Grade	Percent of students who qualified for an ORF	Average Accuracy	Average Comprehension (Includes a retell)
3	67%	97%	2.6 (Below GL)
4	72%	98%	2.8 (Below GL)
5	72%	98%	2.7 (Below GL)



After School Professional Development Sessions are determined through a Needs Assessment Survey completed by teachers PreK-12. Topics are determined by staff and presented by colleagues. This is a point of pride for the District and a model that we value to support and unite our staff.

The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives.
- Robert John Meehan

Building a positive classroom culture and climate, soft openings to classes, establishing classroom routines.	<p>Using AI to Support Teaching</p> <p>In this session, we will cover some new tools and user-cases for incorporating AI to improve your workflow. Specifically, we will unpack NotebookLM and some of their new features, how to use Cande.ai and Canva to create interactive practice sets, and how Gemini can help support your day-to-day tasks.</p>	Read Aloud Routines: A review of the “before-during-after” process with a focus on how read-aloud can be used to mentor students in the areas of - fluency (dialogue, punctuation, etc.), vocabulary, comprehension, content (math!), writing, voice, and text organization, just to name a few.
New York State Master Teacher Program	<p>Art Therapy- We will learn about a few techniques that tend to relieve stress through the process of creating and then create one of the examples.</p> <p>* This is a popular teacher selection. This is now being offered to students after school. It is being co-planned by C. Korba and an Art student!</p>	What to notice, say and wonder during a read aloud experience- Participants will walk away with engaging picture books, and an “on your feet planning guide” provided by the Teacher Resource Center. <i>If you have attended this workshop before, the presentation will be different, but the books provided are the same</i>
<i>Writing Revolution - K-12 Cross Content Literacy Strategies</i>	Teaching the Socratic Method through a Socratic Seminar: With everything changing in education, it is nice to know some things stand the test of time. For 2,500 years, some have used this practice of learning introduced by Socrates. Come take a leap back in time, and see how it is still a powerful tool in today’s classroom.	Review of Engaging Comprehension Activities - providing comprehension resources/activities to use with a wide variety of texts both fiction and nonfiction, and topics within the content areas
Mindfulness Strategies - Educators serve on the frontlines and are often overwhelmed with the stress that plays out in their classrooms. This PD will cultivate skills to manage stress, build attention,	Personalized Learning	Financial Literacy for Teachers



A huge THANK YOU to our facilitators of professional development! You are appreciated!