Curriculum Associates® RESEARCH

STATE OF STUDENT LEARNING IN 2025

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Reading and Mathematics Annual Report: July 2025

SUMMARY

Five years following the abrupt closures of schools in March 2020, academic recovery at the national level remains elusive for many. Yet, there is nuance to patterns of recovery, with some groups more affected by pandemic closures and learning disruptions than others. With an everchanging educational landscape, it remains critical to evaluate national student performance across varying contexts. With longstanding shifts to achievement post-pandemic, it is necessary to gain a deeper understanding of current levels of achievement, how these compare to pre-pandemic trends, and where and for whom disparities continue. The current research leverages a nationally representative sample while offering insight into how trends vary by subgroup. Results based on the *i-Ready Diagnostic* assessment show stalled progress toward pre-pandemic academic performance but consistent achievement across the past three school years. These data provide important reminders: recovery is not complete, recovery has shown disparities, and our school/district communities need ongoing support to best serve students.

INTRODUCTION

Five years post-pandemic, achievement remains behind pre-pandemic levels (Curriculum Associates, 2023; Curriculum Associates, 2024, Young & Young, 2024a; Lewis & Kuhfeld, 2023; US Department of Education, 2023). Prior work has shown these differences manifest in many ways. For example, some research suggests students demonstrate slowed academic growth, while others identify comparable growth rates but students entering the school year less prepared. Many students need accelerated growth (e.g., higher growth rates than pre-pandemic) to make up for pandemic-related learning loss (Dawson, 2022; Young & Young, 2024a; 2024b).

The effects of the pandemic and subsequent recovery vary substantially across key student populations. The most recent National Association of Education Progress (NAEP) data show increasingly large learning gaps between lower- and higher-performing students. Whereas lower-performing students' scores continue to decline post-pandemic, higher-performing students are close to and even exceed pre-pandemic levels in some cases (US Department of Education, 2025). With declines in enrollment and growing rates of absenteeism, district personnel face large challenges in addressing pandemic-related learning disruptions (US Department of Education, 2023; 2024). To support this ongoing endeavor, it is critical to offer accurate and timely assessment of national student performance. Doing so provides a much needed nuanced and data-driven approach for targeting support. As such, Curriculum Associates continues to track national student achievement relative to multiple benchmarks to provide districts critical information in an everchanging educational landscape.

Previous reports identified substantial declines in the percentage of students achieving grade-level reading and mathematics performance immediately post-pandemic and slow academic recovery in the years since (Curriculum Associates, 2021; 2022; 2023; 2024). Current data show similar trends: national achievement remains stagnant with uneven patterns of recovery across vulnerable student populations. These data make it clear that broad trends are best interpreted alongside thoughtful examinations of unique student populations to get the most accurate picture of the complex path to recovery for all students.

This report is our latest research on achievement among students in Grades K-8 who took the *i-Ready Diagnostic* for Reading and for Mathematics in the 2024-2025 school year. The *i-Ready Diagnostic* was taken by nearly 14 million students in the 2024-2025 school year. This analysis is a comprehensive look at student achievement in the 2024-2025 school year, compared to 2023-2024, 2022–2023, 2021–2022, and one year prior to the pandemic. We examine longstanding trends in student grade-level achievement, change to student scores, and fall-to-spring growth.

To provide an accurate snapshot of national achievement, we created a nationally representative sample on key characteristics impacting achievement. Leveraging a nationally representative sample allows for: 1) trends that are representative of the nation and valid for making claims about national trends and 2) results disaggregated by these key characteristics—features not afforded by other sampling techniques. The total size of the nationally representative samples includes 11,799,225 students for reading and 13,483,062 students for mathematics, inclusive of all grades and school years.

METHODS

Research Questions

1. By grade and subject, how does achievement at the end of the 2024–2025 school year compare to achievement in the years prior (i.e., 2021-2022, 2022–2023, 2023–2024) and prior to the pandemic (i.e., 2018-2019)?
2. How do these trends vary by student age, starting placement/performance level, and school characteristics such as locale and median income?

Sampling Technique

To address our research questions and represent national trends in student performance, we created a nationally representative sample using a stratified sampling technique. Using data from the National Center for Education Statistics (NCES) and the US Census, we approximated the makeup of the US public school population based on region, locale, race/ethnicity, and median household income. The total sample included 11,799,225 students for reading and 13,483,062 students for mathematics across all grades and school years. Average sample sizes ranged from 90,171 to 775,048 across individual grade and subject samples. Table 1 lists the sample size across the 10 samples and the percentage of the sampling frame included in these samples.
For more information on methodology, including sample creation, measures, and data analysis, see Curriculum Associates State of Student Learning in 2023.

Table 1. Number and Percentage of Students in Sampling Frame and Sample by Year, Grade, and Subject

	2018-2019		2021-2022		2022-2023		2023-2024		2024-2025	
	Sample *n*	% in Sample	Sample *n*	% in Sample	Sample *n*	% in Sample	Sample *n*	% in Sample	Sample *n*	% in Sample
Reading										
Grade K	90,171	41.2%	263,841	60.4%	351,865	90.2%	337,035	82.2%	344,099	87.3%
Grade 1	180,472	48.1%	360,789	67.3%	542,556	94.5%	578,499	91.5%	517,483	91.3%
Grade 2	214,471	49.3%	551,471	94.7%	512,450	95.2%	639,586	92.1%	611,137	92.2%
Grade 3	188,587	42.1%	583,217	92.9%	579,742	93.8%	614,366	91.5%	655,528	91.2%
Grade 4	293,585	65.7%	541,192	92.6%	559,850	93.1%	625,756	91.5%	610,666	90.8%
Grade 5	371,492	83.8%	543,582	92.1%	538,706	92.4%	591,467	90.9%	594,056	90.3%
Grade 6	267,824	92.5%	376,025	90.3%	328,996	75.8%	426,128	86.8%	458,688	90.8%
Grade 7	211,077	89.6%	293,466	91.7%	310,795	92.5%	362,658	90.3%	385,828	91.1%
Grade 8	176,120	87.7%	274,675	91.7%	278,281	92.8%	299,290	90.4%	332,176	90.9%
Mathematics										
Grade K	44,123	32.6%	295,667	55.1%	461,225	91.1%	453,879	87.9%	436,230	86.2%
Grade 1	191,281	51.4%	413,566	64.3%	659,491	93.2%	700,419	91.6%	637,871	90.4%
Grade 2	189,294	40.2%	662,858	93.6%	649,736	93.5%	775,048	92.1%	733,534	91.1%
Grade 3	167,234	34.3%	675,692	93.2%	680,936	93.1%	728,049	92.1%	775,023	91.4%
Grade 4	173,081	34.6%	642,364	92%	664,178	92.7%	738,846	91.5%	723,345	90.7%
Grade 5	411,483	82.3%	651,844	91.6%	643,439	91.9%	704,313	90.9%	719,231	90.6%
Grade 6	315,231	91.7%	487,941	90.8%	463,344	85.3%	540,666	90.9%	537,818	91.1%
Grade 7	224,596	85%	374,033	90.8%	391,347	91.2%	435,493	90.2%	447,407	90.3%
Grade 8	138,240	79.2%	309,659	90.5%	330,532	91.5%	341,230	90.9%	354,774	90.5%

Measures

Achievement was measured with Curriculum Associates' *i-Ready Diagnostic* for Reading and for Mathematics. The Diagnostic is an online, adaptive, and criterion-referenced assessment of student learning for reading and for mathematics in Grades K–8. It is designed to measure college- and career-readiness standards and provides grade-level placements. Most school districts administer the Diagnostic to students three times during the school year: fall, winter, and spring. To learn more about the *i-Ready Diagnostic*, including a discussion of its reliability and validity, see the Appendix.

When students take the *i-Ready Diagnostic*, they receive a scale score that reflects their test performance and can then be used for comparison across grades and time. Scale scores are used to determine the student's criterion-referenced placement level relative to their chronological grade level. This placement level provides context for a student's performance that designates their performance as being on grade level, below grade level, or above grade level. For example, a Grade 2 student can place below grade level at the Grade 1 level (i.e., One Grade Level Below), at the Grade K level (i.e., Two Grade Levels Below), or above grade level at the Grades 3–8 level (i.e., Above Grade Level). See the Appendix for the *i-Ready* placement-level descriptors.

To best contextualize changes in academic achievement from pre- and post-pandemic, we report changes to normative and criterion-referenced performance, examining changes in scale score by percentile, and the percentage of students by placement level (i.e., on or below grade level). For the purposes of this report, students who placed Early On Grade Level or higher were designated as performing on grade level, and students who placed Two or More Grade Levels Below were designated as performing below grade level. The lowest Grade K students can place is One Grade Level Below or Emerging K. As such, they are not reflected in the below-grade level data.

RESULTS

Longstanding Shifts in Academic Achievement

Five years post-pandemic, overall academic achievement trends remain unchanged from the 2021-2022 school year. However, recovery patterns differ substantially across key school characteristics and student populations. These trends are well documented in prior work (NAEP, 2024; Curriculum Associates, 2024; Young & Young, 2024a) and consistently appear in recovery patterns after the latest academic year. These varied trends, while often at odds with each other, serve as an important reminder that patterns at the national level may mask variance for subpopulations.

The proportion of students reaching grade level has remained largely consistent since spring 2023 but are far from universal. Younger students appear to be more impacted from pandemic-related learning disruptions, with large declines in the proportion of students reaching grade level immediately post-pandemic and limited change since. Older grades (i.e., Grades 5–8) saw very few changes to the proportion of students reaching grade level in reading (Figure 1), but slightly larger changes in mathematics (Figure 2). Despite larger initial decreases in mathematics, there is a slight upward trend in Grades 4 and above. As of spring 2025, there is a slight increase in the proportions of students attaining grade level across these grades. Though small, this upward trend is

encouraging after a few years of little change. Unfortunately, the proportion of older elementary or middle school students obtaining grade level in reading or mathematics was relatively low pre-pandemic, indicating ongoing work in supporting middle school students obtaining grade-level standards.

Figure 1. Proportion of Students On and Below Grade Level in Reading

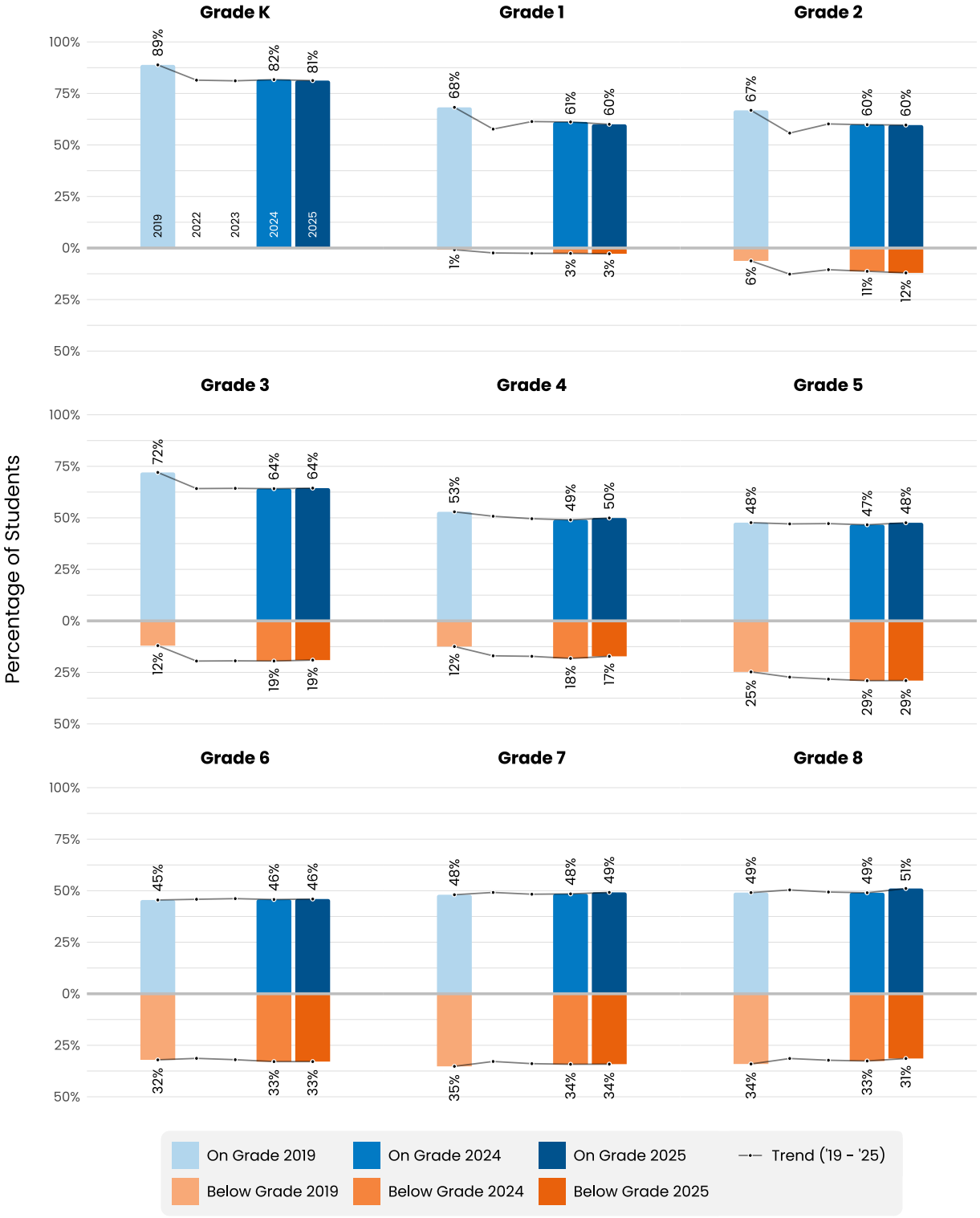
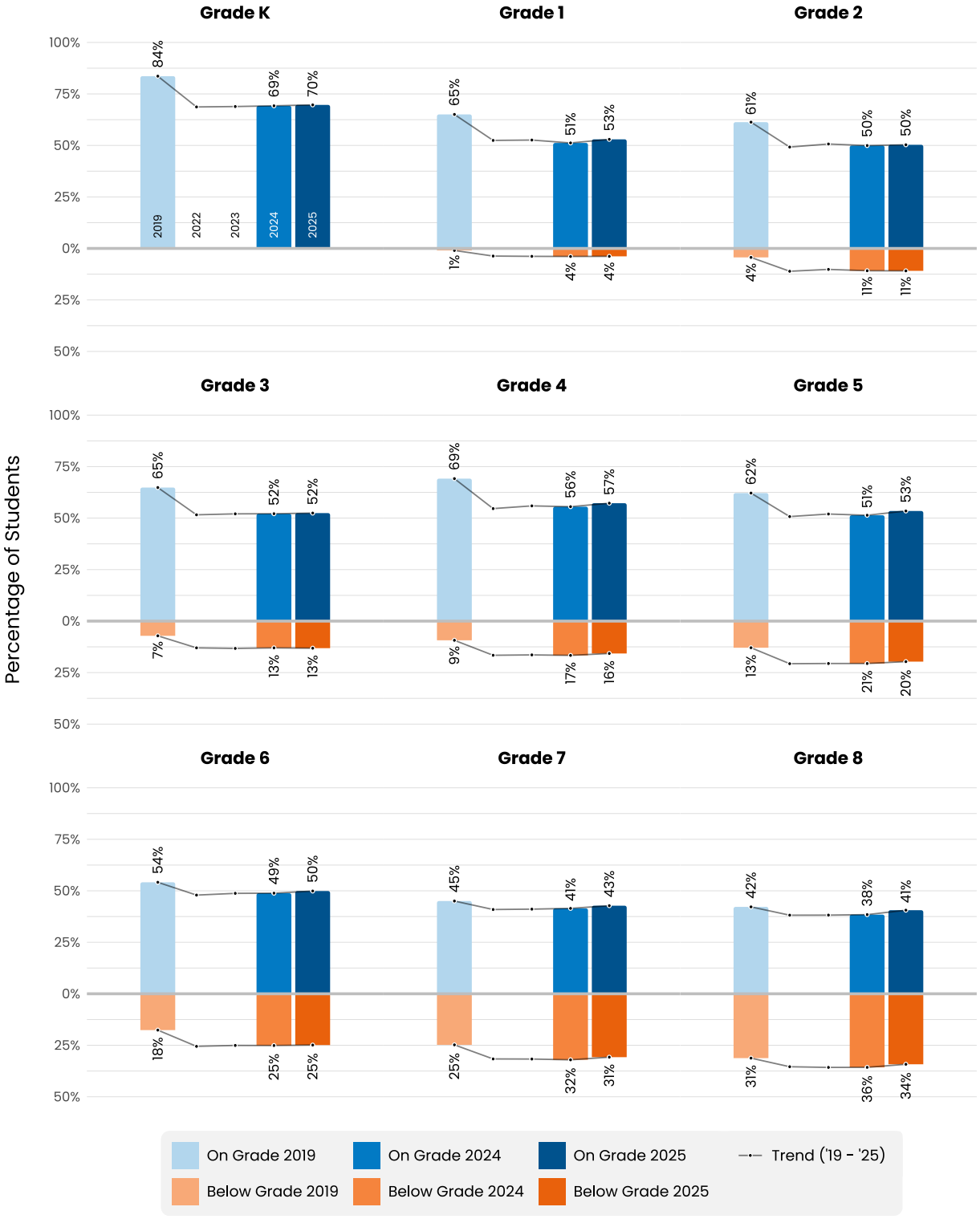


Figure 2. Proportion of Students On and Below Grade Level in Mathematics



Examining the proportion of students on grade level disaggregated by school demographics demonstrates continued disparities for historically underserved groups. Within demographic groups, generally there are comparable proportions of students reaching grade level in reading year over year (Figure 3), and a steady increase in mathematics in older grades (Figure 4).

Across demographic groups, though, there are large differences in the average proportion of students reaching grade level that began prior to the pandemic. While majority Black schools continue to show a steady increase in grade-level students across most grades and in both subjects since 2023, given longstanding differences, disparities continue.

Figure 3. Proportion of Students On Grade Level in Reading by School Demographics

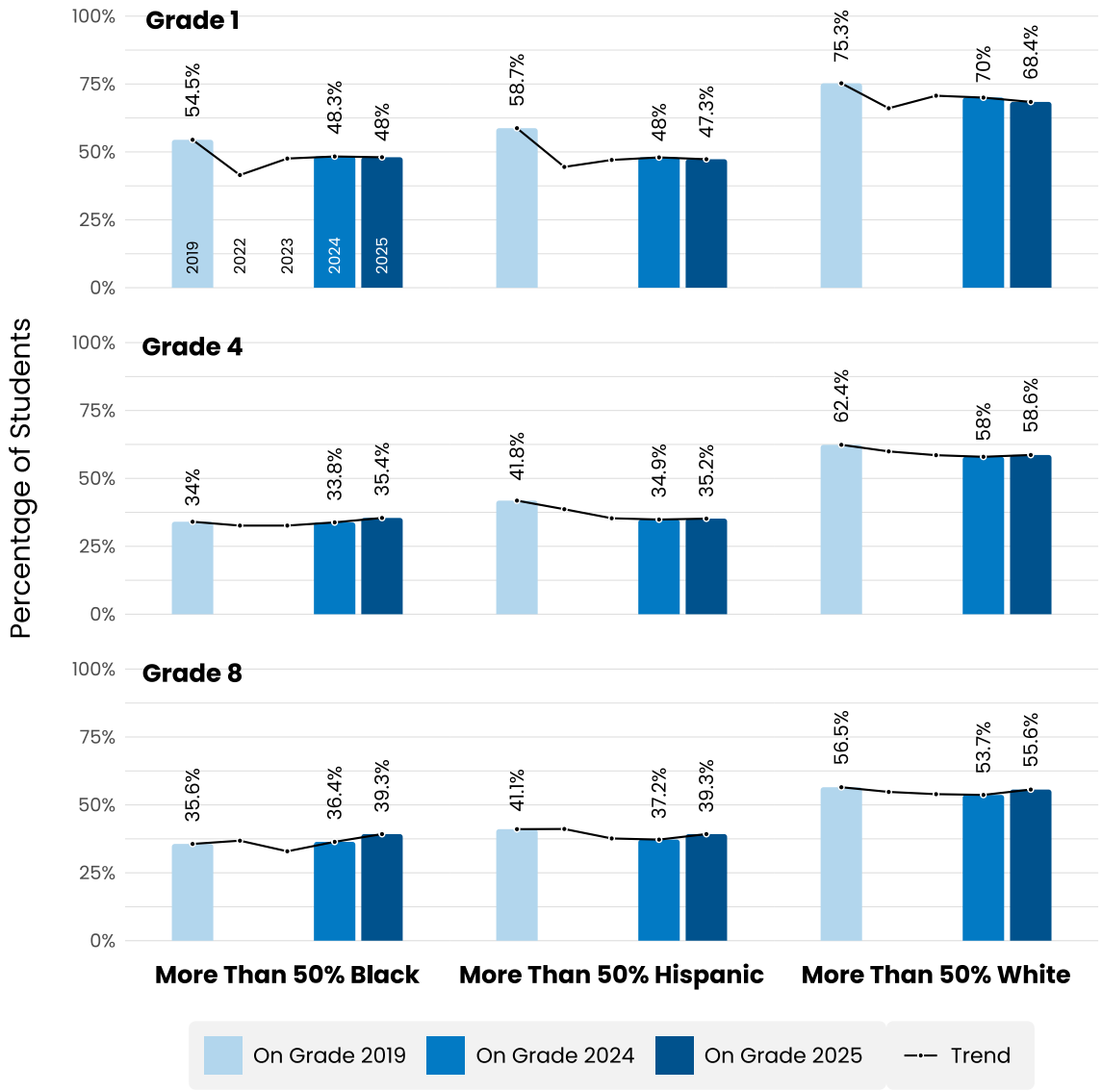
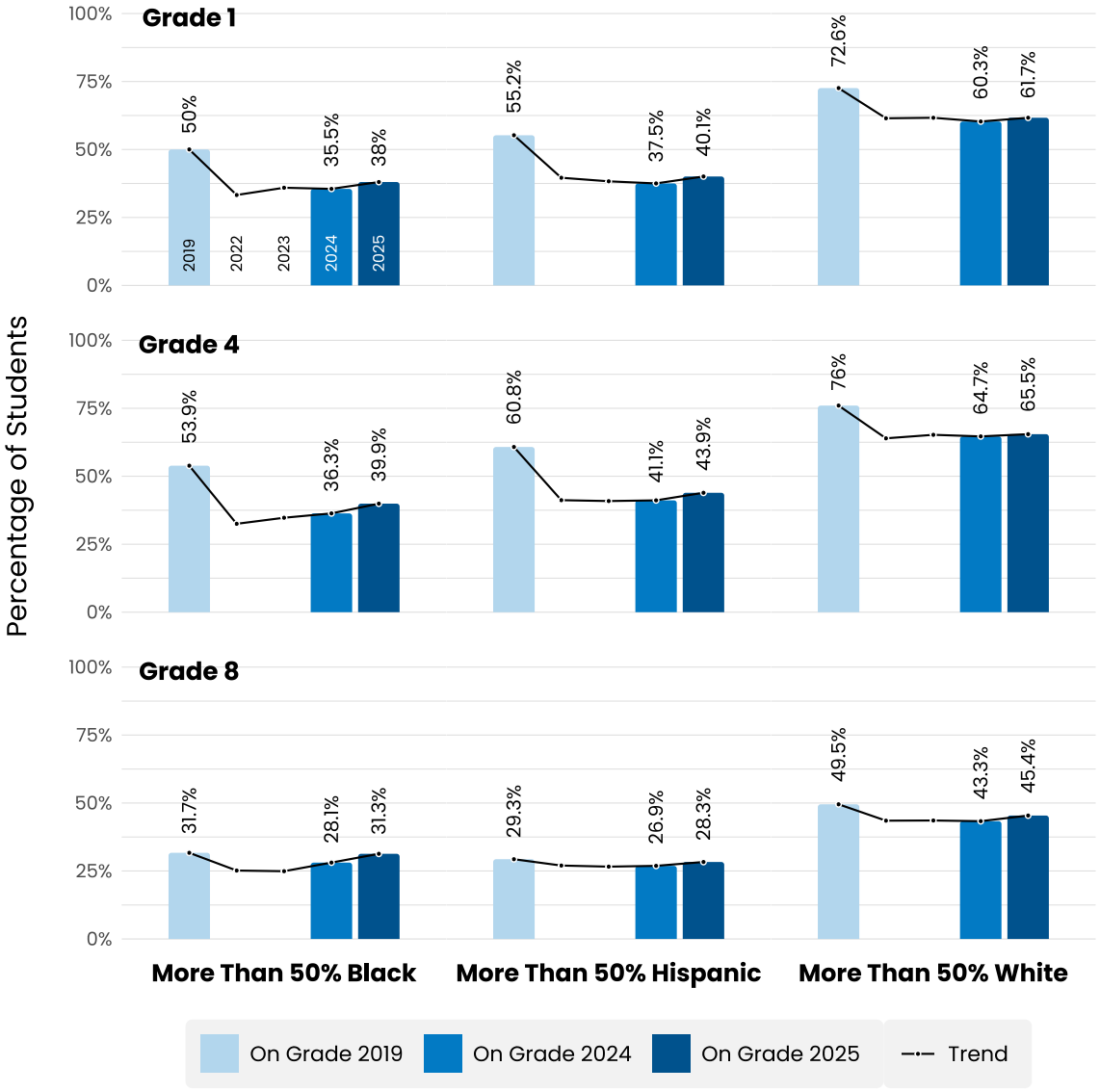


Figure 4. Proportion of Students On Grade Level in Mathematics by School Demographics



Trends by socioeconomic group also demonstrate longstanding disparities among subpopulations. Across income groups, the proportion of students reaching grade level tends to increase as median income increases. Within income groups, there are slightly different patterns from overall sample trends. Across almost all income levels, grades, and subjects, there has either been little change or small declines in the proportion of students reaching grade level from 2024 to 2025 (Figure 5; Figure 6). These trends—though seeming at odds with overall sample trends—demonstrate the necessity of evaluating disaggregated data.

Figure 5. Proportion of Students On Grade Level in Reading by Median Income

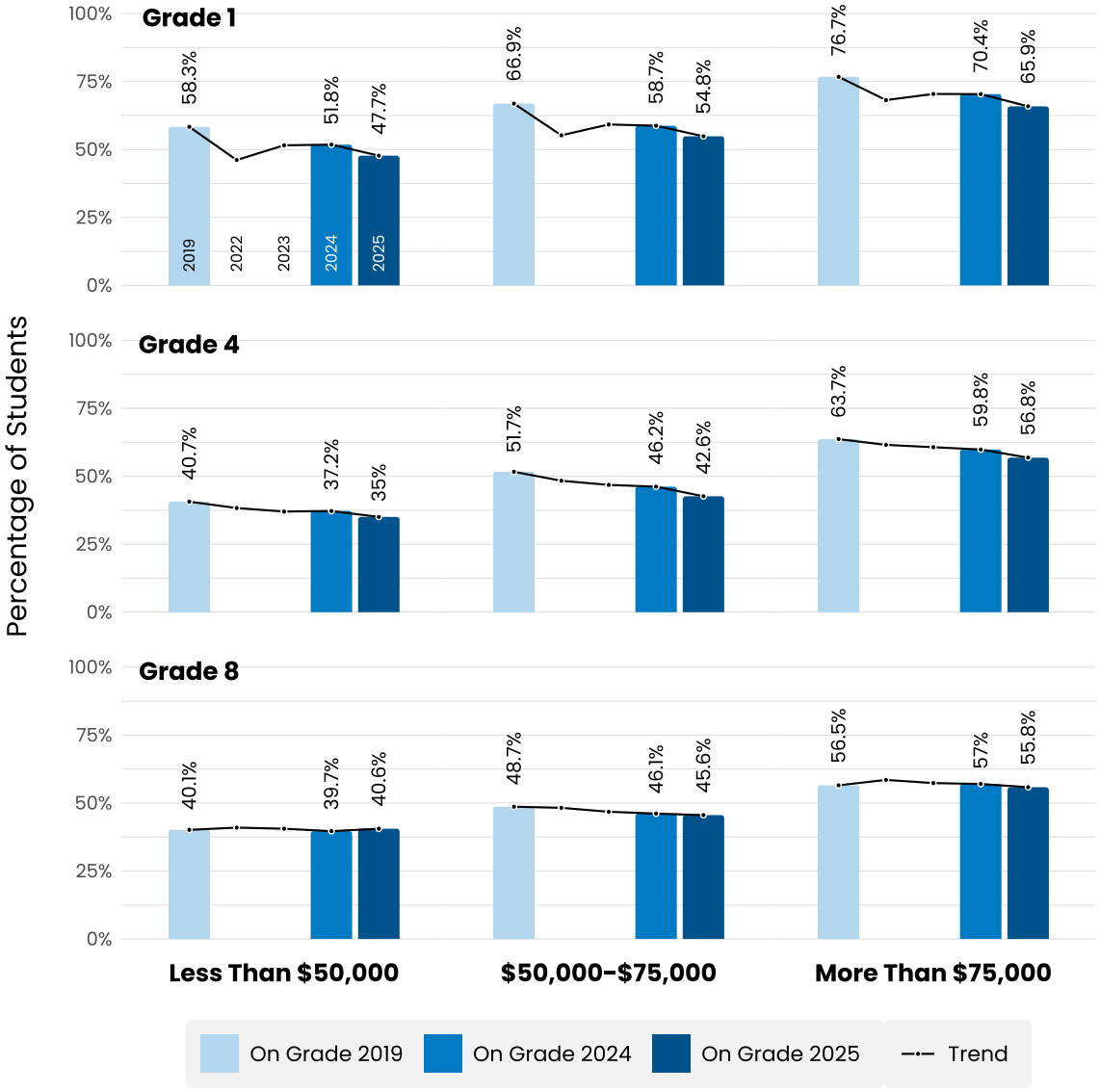
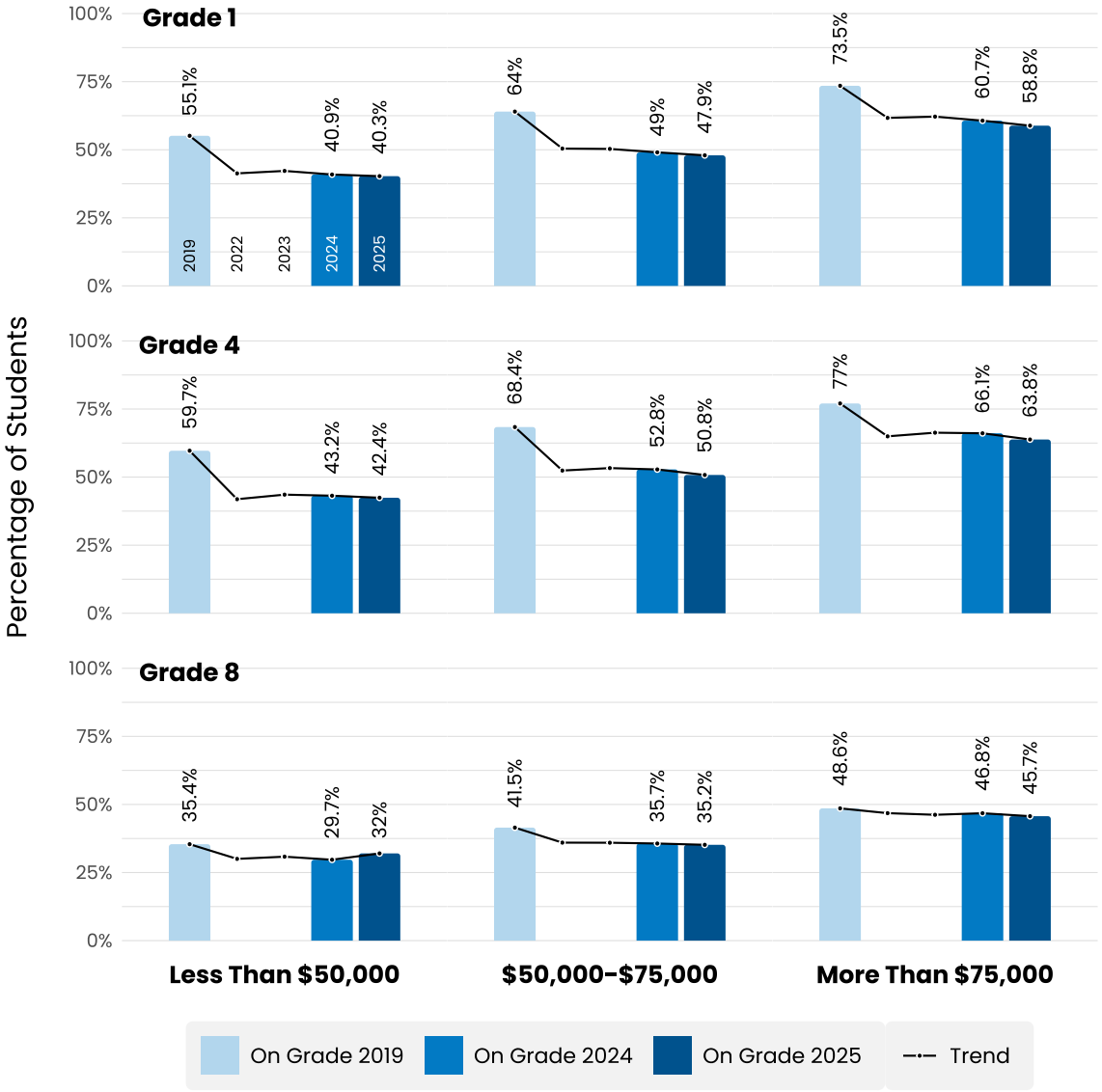


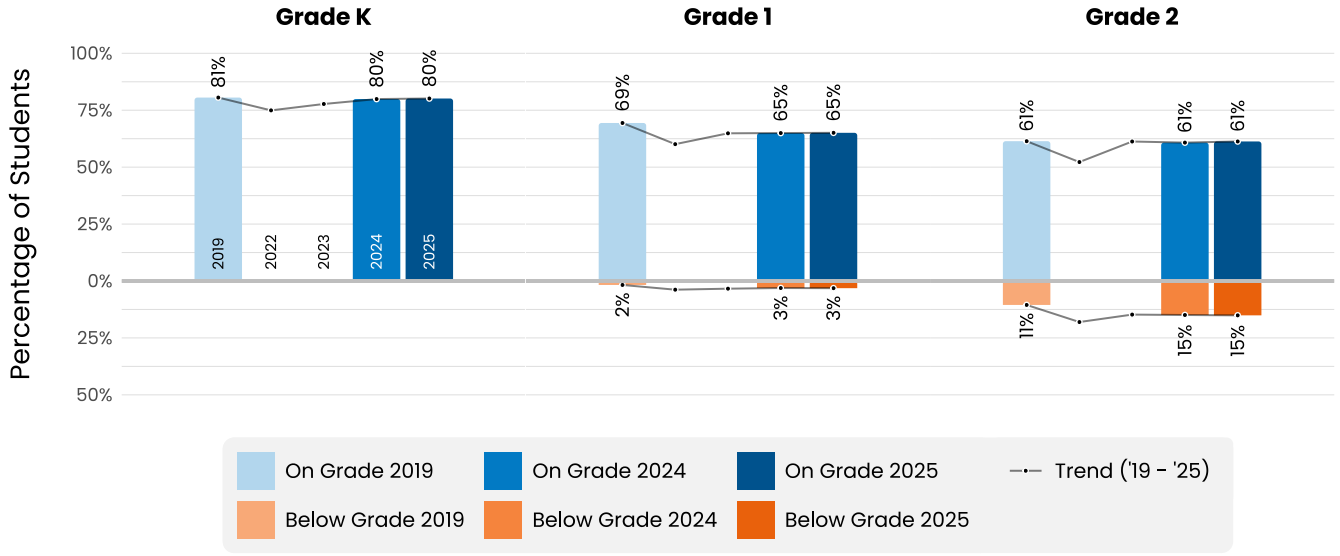
Figure 6. Proportion of Students On Grade Level in Mathematics by Median Income



To offer further insight into subject-specific trends, we evaluated domain-level data, or skills within broader subjects. In reading, we report phonics achievement, as it is a strong predictor of later reading ability (Crone et al., 2023). The proportion of students on grade level in phonics has remained consistent for most grades since 2023 (Figure 7). As with overall reading trends, there were fewer changes pre- to post-pandemic in older grades and slight decline with modest recovery—from 2022 to 2023—in younger grades.

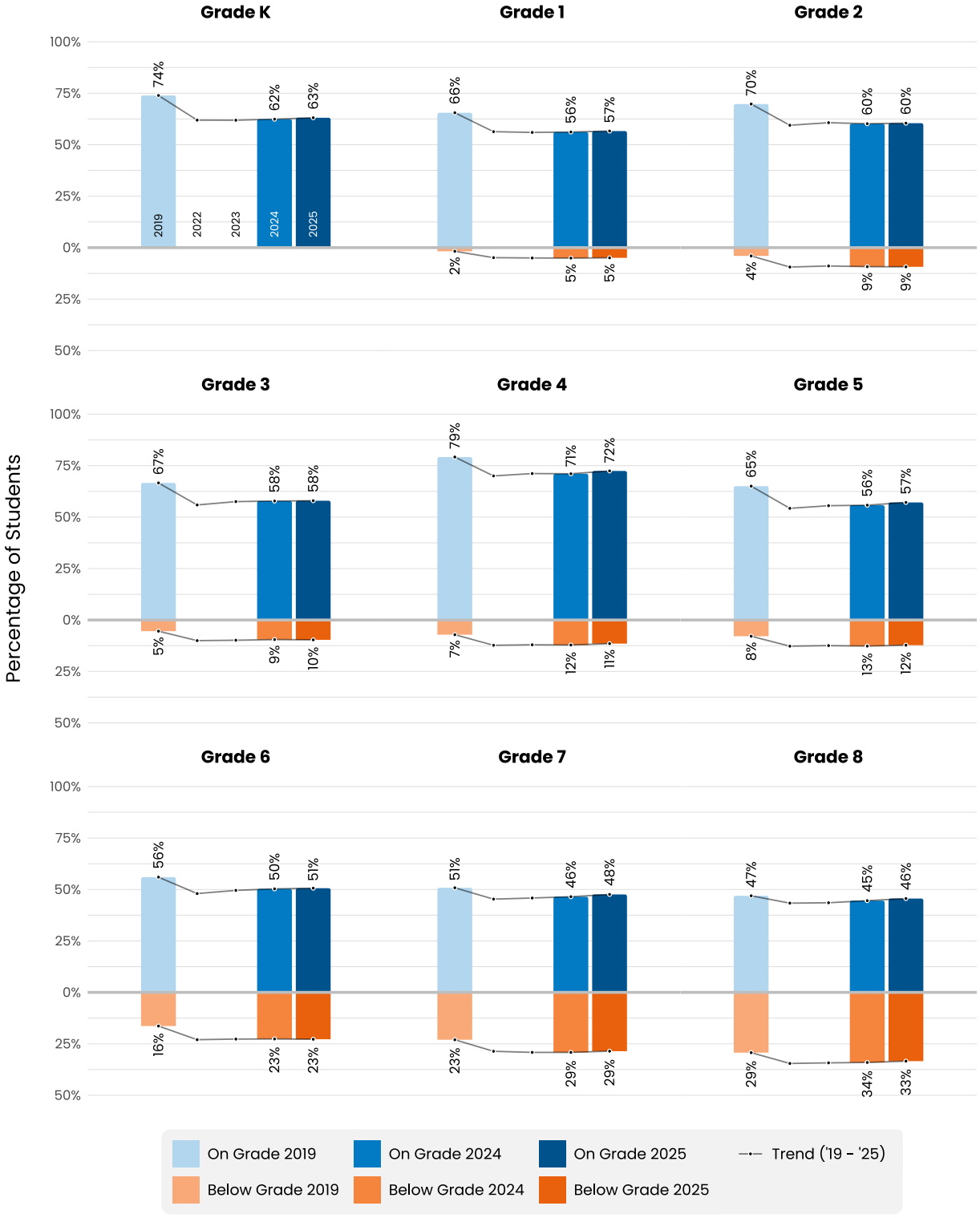
In mathematics, we evaluated the Number and Operations domain, given it is foundational for students' later mathematics learning. Similar to overall mathematics trends, the proportion of students on grade level in Number and Operations remains unchanged since 2023 with small exceptions by grade (Figure 8). Older grades show a very slight upward trend in the proportion of students on grade level since 2022. These are very slight increases, and future data will need to evaluate if these trends continue.

Figure 7. Proportion of Students On Grade Level in Phonics



Note: Students are assessed in Phonics in Grades K-2.

Figure 8. Proportion of Students On Grade Level in Number and Operations



Shifts in Achievement Differ by Percentile

When evaluating achievement change by specific groups of students, it becomes apparent how national changes to achievement are taking shape. The current research shows large discrepancies between the nation's highest and lowest performers: lower-performing students are falling further behind, whereas higher-performing students have often recovered or, in some cases, exceed pre-pandemic achievement. These discrepancies are robust and cut across subject and grade.

To evaluate academic achievement across student performance groups, we analyzed the 90th, 75th, 50th (i.e., median), 25th, and 10th percentile scale scores from 2018-2019, 2021-2022, 2022-2023, 2023-2024, and 2024-2025. Notably, the median score has shifted over time, with declines immediately post-pandemic followed by little to no change or continued decline in years since (Figure 9; Figure 10). However, these trends differ by percentile. For example, the 90th percentile scale score has shown little change from the 90th percentile pre-pandemic, yet the 10th percentile scale score has dropped substantially year over year. In some cases, especially in middle school, the 90th percentile scale score has exceeded historical scores. Students scoring at or below the 10th percentile scores remain below historical scores for students at or below the same percentile. Across most grades, the interquartile range (i.e., 25th to 75th percentile) is increasing over time. These patterns suggest that the distance between the nation's highest and lowest performers is growing, exacerbating longstanding gaps in performance among students.

Figure 9. Reading Scale Score Changes by Percentile

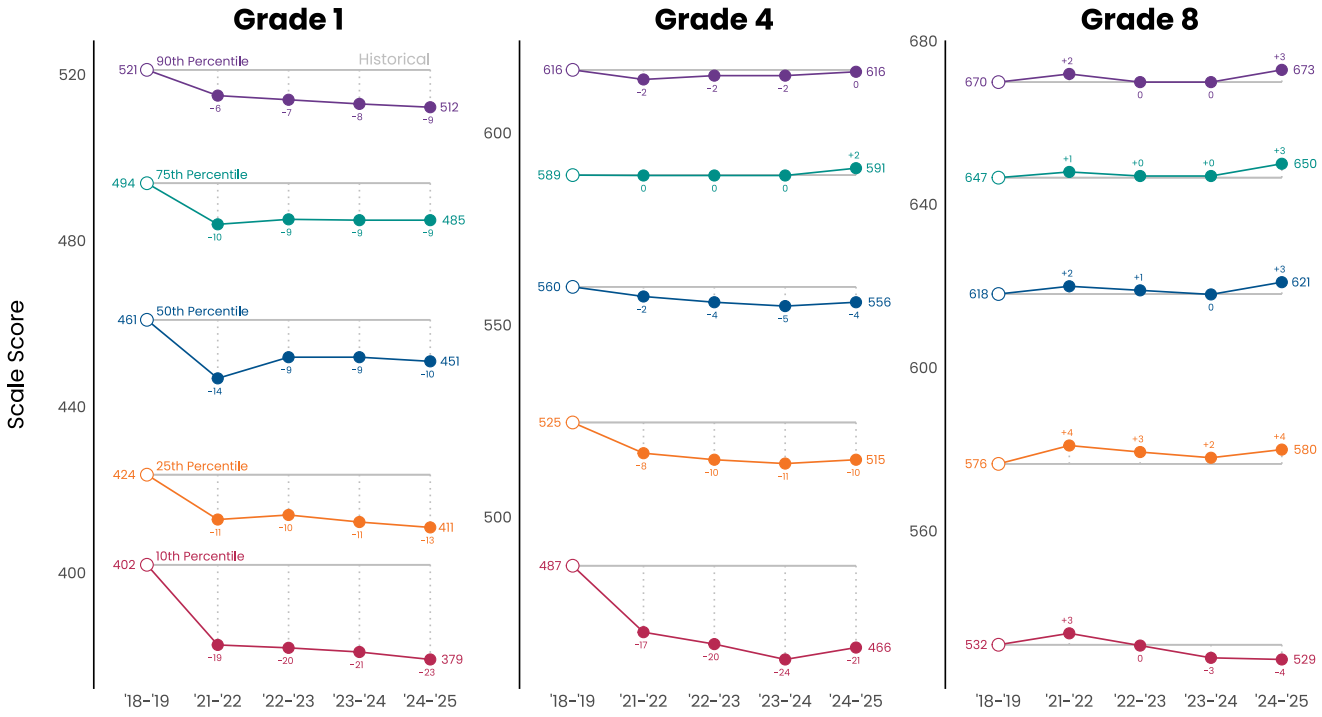
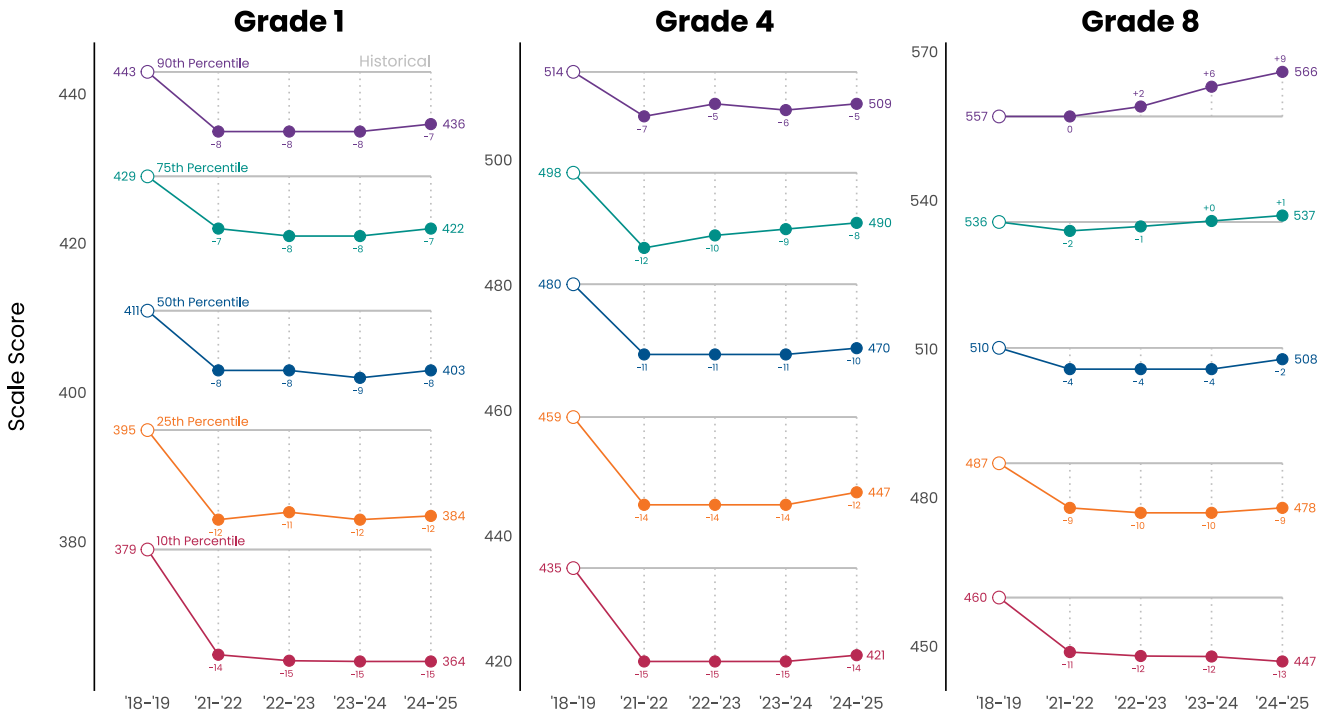


Figure 10. Mathematics Scale Score Changes by Percentile



Annual Growth Not Enough to Get More Students to Grade Level

Annual growth rates appear largely similar to historical rates. Results indicate students are growing at comparable rates to pre-pandemic but not enough to make up the academic ground lost (Figure 11; Figure 12). Students are entering the school year less prepared, so pre-pandemic annual growth is inadequate for students to reach historical benchmarks of spring performance.

Figure 11. Fall-to-Spring Scale Scores in Reading

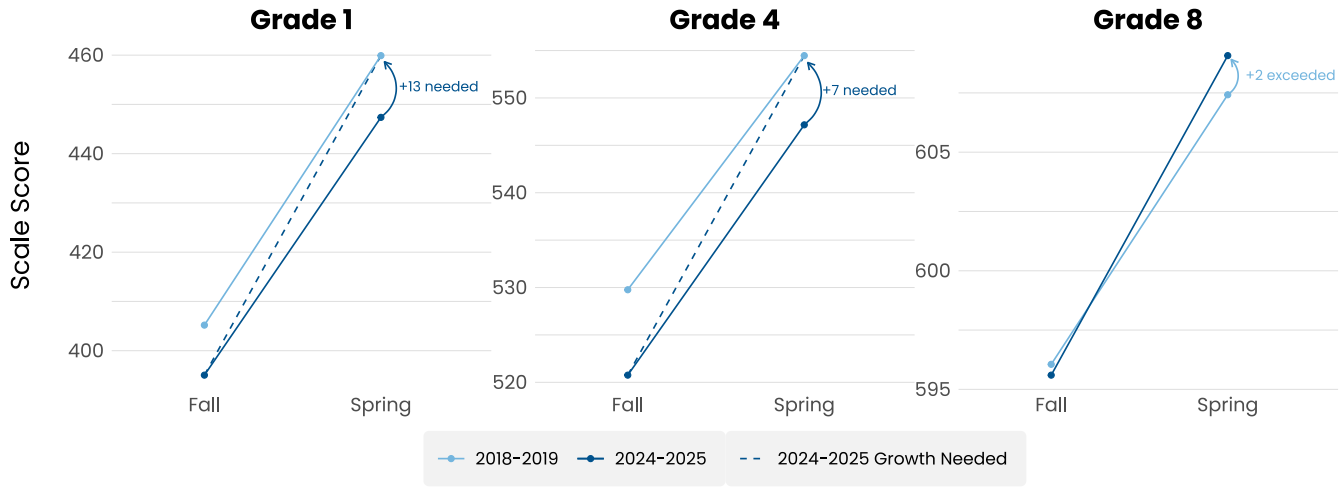
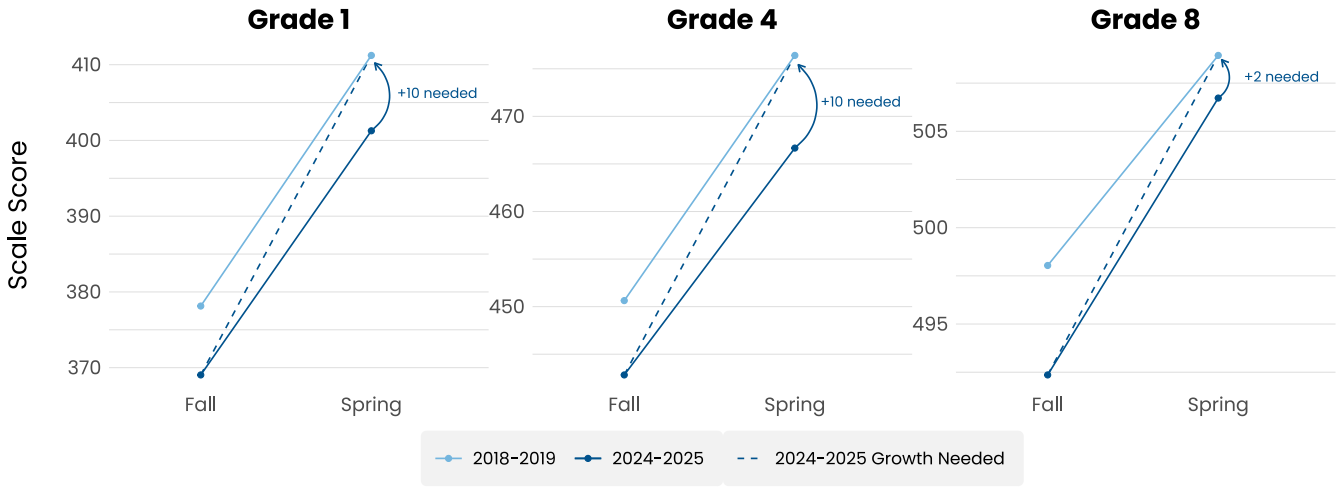


Figure 12. Fall-to-Spring Scale Scores in Mathematics



When disaggregating this data further, it is apparent that some groups of students appear to be driving these trends (Figure 13; Figure 14). Though the whole sample shows less growth than needed, students on grade level are showing comparable growth to—if not exceeding—their pre-pandemic peers. Students below grade level, however, are often unable to attain similar growth rates and are not growing enough to catch up to pre-pandemic spring scores. Even when exceeding historical gain scores, some students below grade level are not showing enough growth to attain pre-COVID benchmarks of achievement.

Figure 13. Fall-to-Spring Observed Growth and Needed Growth in Reading

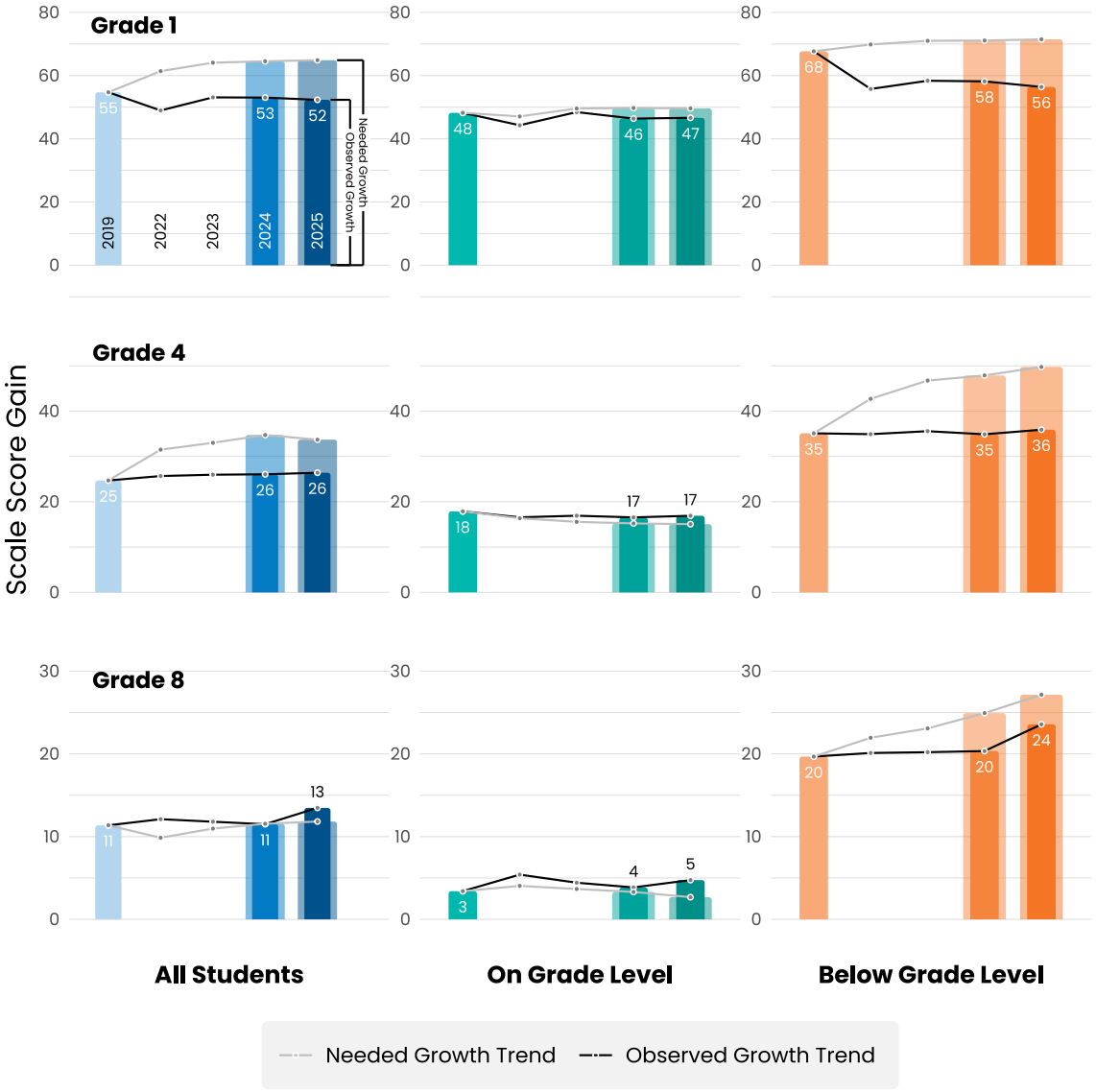
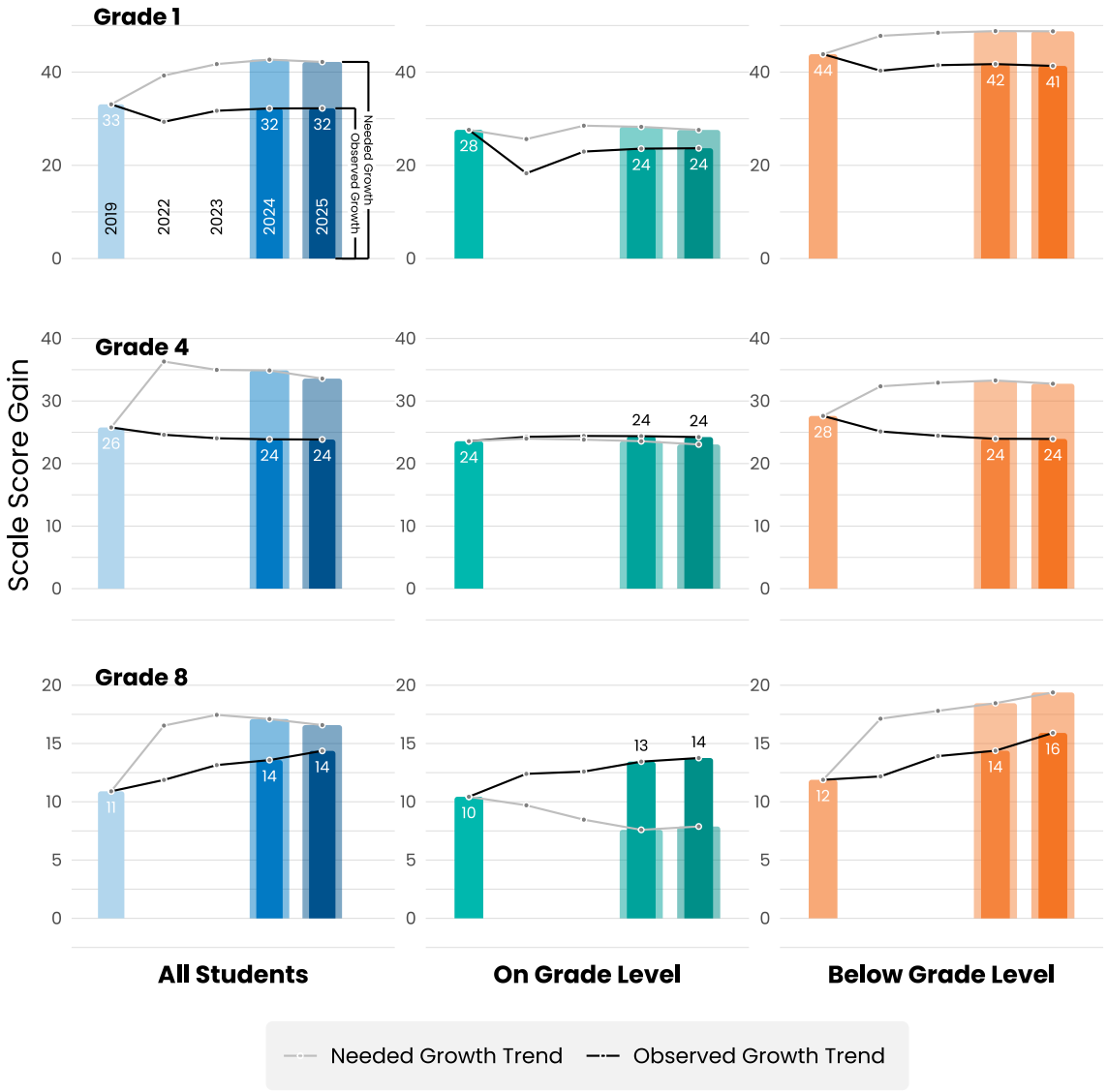


Figure 14. Fall-to-Spring Observed Growth and Needed Growth in Mathematics



Limitations

It is important to note the results from the current study are descriptive and do not offer causal evidence of the impact of the pandemic or recovery efforts. In addition, the stratified sampling techniques—though creating a closer representation of the nation—relies on school-level demographics as opposed to student-level. School-level demographics may diminish patterns at the student-level demographic group. Though the sample is nationally representative, data were not available to report out on other demographic groups, including Multilingual Learners, students with disabilities, or other student populations inequitably impacted by pandemic disruptions.

DISCUSSION

Five years removed from the pandemic, a few trends in achievement have become clear: 1) nationally, students are not demonstrating comparable levels of achievement to pre-pandemic, 2) these achievement levels appear more stable over time, and 3) trends vary depending on the student group evaluated.

Across this research over time, there has been a consistent theme that higher- and lower-performing students are moving further from each other. While national changes to achievement have been well documented in this and other research, disaggregating this data helps identify which groups may be driving these trends. Evaluating student growth and achievement by placement level or percentile yield complementary results. Score shifts were much larger among students in lower percentiles, while annual growth is not keeping pace with historical trends for students two or more grade levels below their chronological grade. Subsequently, fewer students reach grade level by the end of the school year. Though some higher-performing students experienced some declines, these were typically much smaller and more isolated to specific grades.

While whole sample trends suggest steadier levels of achievement in the past three school years, disaggregated by subpopulation shows different, and sometimes contradictory, findings. Consistent with other Curriculum Associates work, there is again an evident difference by student grade and subject, with younger students and mathematics appearing more impacted by pandemic disruptions. There were small but encouraging gains in specific areas. Namely, older students in mathematics show small but consistent increases in the proportion of students reaching grade level as of 2025. It will be important for future research to continue tracking these data to identify if these increases are the sign of a longer-standing pattern or simply a slight deviation in one school year.

When these same trends are broken out by demographic or income group, there are differences suggesting aggregate data may mask true patterns. While nearly every grade by all income groups shows steady or declining levels of achievement, different demographic groups show opposing trends. As with last year's data, there is an encouraging increase in grade-level students in majority Black schools for almost all grades in both subjects. Despite continued, and often exacerbated, disparities, these small increases offer an encouraging sign of recovery for some historically underserved communities. These stark differences by subpopulation help emphasize the unique post-pandemic experiences by certain communities.

These results further emphasize the need to review student performance with a more individualized lens, understanding which students require continued and potentially more targeted support. Though overall sample trends largely mirror those of the prior spring, disaggregated results show not only variance by school and community characteristics but which specific groups of students may be driving more sweeping changes to national academic achievement. Though it appears we may be entering a new era of achievement, with consistent, now longstanding changes to student performance, it remains ever critical to evaluate these from a nuanced and data-driven perspective. Educational support, learning, and more recently, academic recovery, have never been

a one-size-fits-all endeavor, and these data emphasize that remains true. As the field of education continues to evolve and respond to shifts in policy, practice, enrollment, and funding, one thing remains constant: It is necessary for educators, administrators, and service and curriculum providers to work in tandem to best support students moving forward.

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APPENDIX

Assessment Measure

The *i-Ready Diagnostic* was developed to serve several purposes: 1) establish a metric that will allow for an accurate assessment of student knowledge that can be monitored over a period of time to gauge student improvement, 2) accurately assess student knowledge for different content strands within each subject, 3) provide information on what skills students are likely to have mastered and likely need to work on next, and 4) link the assessment results to instructional advice (Curriculum Associates, 2018).

Upon completion of the Diagnostic, each student's results are reported as scale scores, placement levels, and norm-referenced percentile scores. *i-Ready Diagnostic* scale scores are linear transformations of logit values. For each assessment in reading and mathematics, an overall score is calculated, as are domain scores for each content strand. Scale scores can range in value from 100 to 800. In *i-Ready*, the placement is an on-grade level interpretation of the scale score (Curriculum Associates, 2018). When a student's scale score is within the range for their grade level, their placement level is designated as Early On Grade Level, Mid On Grade Level, or Late On Grade Level. If the scale score is below or above the range for the grade level, the placement level is designated as Grade X (with X corresponding to the appropriate grade level). The scale score ranges that correspond to each placement level by subject, domain, and grade are listed in the *i-Ready* scale score placement tables.

The mean standard error of measurement (SEM) for overall scores across grade levels is low in both the reading (e.g., 9.3–10.9) and mathematics (e.g., 6.3–6.5) assessments, with many approaching the theoretical minimum SEM. The item response theory analogue to classical reliability estimation is called marginal reliability and operates on the variance of the theta scores and the mean of the expected error variance (Samejima, 1977; Sireci et al., 1991). This marginal reliability uses the classical definition of reliability as a proportion of variance in the total observed score due to true score. The true score variance is computed as the observed score variance minus the error variance. Like a classical reliability coefficient, the marginal reliability estimate increases as the SEM decreases; it approaches 1 when the SEM approaches 0. The estimated reliability for reading is .97, and the estimated reliability for mathematics is .96 (Curriculum Associates, 2018).

The results from several linking studies support the strong external validity of the *i-Ready Diagnostic*. *i-Ready* scores correlate closely with Lexiles®, Quantiles®, and state assessments when the tests were taken within a short period of time, and the results on the fall and winter *i-Ready Diagnostic* correlations with spring state assessments also show high correlations (most at .90 and higher).

Appendix Figure 1. *i-Ready* Placement-Level Descriptors

	Three or More Grade Levels Below	Two Grade Levels Below	One Grade Level Below	Early On Grade Level	Mid or Above Grade Level	
Placement Relative to Grade-Level College- and Career-Readiness Standards	Are not close to meeting			Only partially met	Met	
Instructional Recommendations	**Likely need intensive intervention of foundational concepts**	**May need intensive intervention** of material that is **two grade levels below** to help fill in gaps in students' foundational knowledge	**May benefit from review or remediation of material** that is **one grade level below**	**Will benefit from on-grade level instruction** to help them meet the expectations of college- and career-readiness standards for their grade level	**Mid On Grade Level:**	Will benefit from instruction in late on-grade level topics
					Late On Grade Level:	Will benefit from late on-grade level enrichment and will be ready for instruction focused on topics typically covered in the beginning of the subsequent grade level
					Above Grade Level:	Will benefit from above-grade level instruction

Appendix Table 1. Proportion of Students On and Below Grade Level in Reading

	Grade	2019	2022	2023	2024	2025
On Grade	Grade K	88.8%	81.4%	81.1%	81.7%	81.2%
	Grade 1	68.3%	57.7%	61.4%	61.2%	60%
	Grade 2	66.8%	55.8%	60.2%	59.8%	59.7%
	Grade 3	72%	64.2%	64.3%	64.2%	64.4%
	Grade 4	52.9%	50.8%	49.6%	49%	49.9%
	Grade 5	47.7%	47.1%	47.2%	46.6%	47.6%
	Grade 6	45.5%	45.8%	46.1%	45.7%	46%
	Grade 7	48%	49.2%	48.3%	48.5%	49.2%
	Grade 8	49.1%	50.4%	49.4%	49%	51.1%
Below Grade	Grade K	-	-	-	-	-
	Grade 1	0.8%	2.4%	2.6%	2.6%	2.8%
	Grade 2	6.2%	12.7%	10.5%	11.3%	12.1%
	Grade 3	12%	19.5%	19.4%	19.5%	19%
	Grade 4	12.4%	17%	17.2%	18.2%	17.2%
	Grade 5	24.8%	27.3%	28.3%	29%	29%
	Grade 6	32.1%	31.4%	32%	32.9%	32.9%
	Grade 7	35.2%	32.9%	33.9%	34.2%	34.2%
	Grade 8	34.1%	31.4%	32.3%	32.6%	31.4%

Note: The colored cells represent what is plotted in narrative text.

Appendix Table 2. Proportion of Students On and Below Grade Level in Mathematics

	Grade	2019	2022	2023	2024	2025
On Grade	Grade K	83.6%	68.7%	68.9%	69.2%	69.7%
	Grade 1	65.1%	52.4%	52.6%	51.2%	53%
	Grade 2	61.3%	49.2%	50.7%	49.9%	50.3%
	Grade 3	64.8%	51.6%	52.1%	52.1%	52.4%
	Grade 4	69.2%	54.6%	55.9%	55.5%	57.2%
	Grade 5	62.1%	50.7%	52%	51.4%	53.5%
	Grade 6	54.1%	47.9%	48.8%	48.8%	49.9%
	Grade 7	45%	40.9%	41.1%	41.5%	42.8%
	Grade 8	42.2%	38.2%	38.2%	38.4%	40.6%
Below Grade	Grade K	-	-	-	-	-
	Grade 1	1%	3.7%	3.8%	3.9%	3.8%
	Grade 2	4.4%	11.1%	10.2%	10.8%	10.9%
	Grade 3	7.1%	13%	13.3%	13%	13.1%
	Grade 4	9.3%	16.6%	16.4%	16.6%	15.7%
	Grade 5	12.9%	20.7%	20.6%	20.6%	19.7%
	Grade 6	17.6%	25.5%	25.1%	25.1%	24.9%
	Grade 7	24.8%	31.6%	31.7%	32.1%	30.8%
	Grade 8	31.2%	35.4%	35.7%	35.7%	34.2%

Note: The colored cells represent what is plotted in narrative text.

Appendix Table 3. Proportion of Students On Grade Level in Reading by School Demographics

	Grade	2019	2022	2023	2024	2025
More Than 50% Black	Grade K	81.3%	72.6%	74.2%	73.8%	73.9%
	Grade 1	54.5%	41.5%	47.6%	48.3%	48%
	Grade 2	49.9%	38.6%	45.8%	45.7%	46.4%
	Grade 3	54.1%	47%	48.8%	49.8%	50%
	Grade 4	34%	32.6%	32.6%	33.8%	35.4%
	Grade 5	30.1%	30.8%	31.1%	32.2%	33.4%
	Grade 6	30.4%	28%	28.8%	30.9%	31.6%
	Grade 7	33.2%	32.7%	32.6%	33.7%	36.2%
	Grade 8	35.6%	36.8%	32.9%	36.4%	39.3%
More Than 50% Hispanic	Grade K	83.7%	72.2%	71%	71.9%	70.5%
	Grade 1	58.7%	44.5%	47%	48%	47.3%
	Grade 2	56.6%	42.9%	45.9%	46.6%	46.6%
	Grade 3	61.6%	51.9%	50.7%	50.8%	50.5%
	Grade 4	41.8%	38.7%	35.3%	34.9%	35.2%
	Grade 5	38%	36.1%	33.4%	33%	33.2%
	Grade 6	35.8%	35.1%	33.4%	33.2%	33.9%
	Grade 7	38.7%	39.6%	36%	36.1%	36.8%
	Grade 8	41.1%	41.1%	37.6%	37.2%	39.3%
More Than 50% White	Grade K	93%	87.6%	87.3%	87.8%	87.5%
	Grade 1	75.3%	66.1%	70.7%	70%	68.4%
	Grade 2	74.9%	64.9%	68.6%	68.3%	68.2%
	Grade 3	80.6%	73.6%	73.8%	73.2%	73.9%
	Grade 4	62.4%	59.9%	58.5%	58%	58.6%
	Grade 5	57.1%	55.1%	55.8%	54.5%	55.7%
	Grade 6	54.5%	52.2%	52%	52%	52.6%
	Grade 7	57%	53.8%	53.2%	53.7%	54.8%
	Grade 8	56.5%	54.8%	54%	53.7%	55.6%

Note: The colored cells represent what is plotted in narrative text.

Appendix Table 4. Proportion of Students On Grade Level in Mathematics by School Demographics

	Grade	2019	2022	2023	2024	2025
More Than 50% Black	Grade K	75.7%	56.4%	57.8%	57.9%	58.8%
	Grade 1	50%	33.3%	35.9%	35.5%	38%
	Grade 2	44.1%	29%	31.6%	31.9%	33%
	Grade 3	48.9%	31.5%	33.1%	34.2%	35.1%
	Grade 4	53.9%	32.5%	34.7%	36.3%	39.9%
	Grade 5	45.5%	30.4%	30.4%	31.7%	35.6%
	Grade 6	38%	28.2%	28.2%	30%	31.9%
	Grade 7	30.2%	24.3%	26.1%	26.9%	29.2%
	Grade 8	31.7%	25.2%	24.9%	28.1%	31.3%
More Than 50% Hispanic	Grade K	77.5%	58.7%	57.4%	57.8%	58.3%
	Grade 1	55.2%	39.6%	38.3%	37.5%	40.1%
	Grade 2	51.4%	35.8%	34.6%	35.8%	37.2%
	Grade 3	55.6%	38.6%	37.7%	38.5%	40%
	Grade 4	60.8%	41.2%	40.9%	41.1%	43.9%
	Grade 5	52.9%	38.1%	37%	37.3%	39.8%
	Grade 6	43.7%	35.3%	33.6%	34.9%	36.6%
	Grade 7	32.6%	29.5%	26.8%	28.4%	30.5%
	Grade 8	29.3%	27%	26.6%	26.9%	28.3%
More Than 50% White	Grade K	87.8%	75.8%	76.1%	76.5%	76.8%
	Grade 1	72.6%	61.5%	61.7%	60.3%	61.7%
	Grade 2	69.2%	58.9%	60.1%	59.3%	59.4%
	Grade 3	72.4%	60.8%	61.2%	60.5%	60.5%
	Grade 4	76%	64%	65.2%	64.7%	65.5%
	Grade 5	70.4%	59.8%	61.6%	59.9%	61.7%
	Grade 6	63.3%	55.8%	56.2%	56.5%	57.5%
	Grade 7	54.4%	46.9%	47.5%	47.5%	48.4%
	Grade 8	49.5%	43.5%	43.6%	43.3%	45.4%

Note: The colored cells represent what is plotted in narrative text.

Appendix Table 5. Proportion of Students On Grade Level in Reading by Median Income

	Grade	2019	2022	2023	2024	2025
Less Than $50,000	Grade K	84.5%	75.5%	76.2%	76.6%	73.1%
	Grade 1	58.3%	46.1%	51.5%	51.8%	47.7%
	Grade 2	55.2%	43.2%	48.9%	48.7%	46.1%
	Grade 3	60.4%	52.3%	52.7%	53.4%	50%
	Grade 4	40.7%	38.3%	37%	37.2%	35%
	Grade 5	36%	35%	35.5%	35%	32.3%
	Grade 6	35.6%	34.9%	35.3%	35.3%	32.9%
	Grade 7	38.1%	39.4%	38.2%	38%	36.8%
	Grade 8	40.1%	41%	40.6%	39.7%	40.6%
$50,000–$75,000	Grade K	89.3%	80.9%	80.3%	80.9%	78.7%
	Grade 1	66.9%	55.2%	59.2%	58.7%	54.8%
	Grade 2	65.6%	53.6%	57.7%	57.6%	53.4%
	Grade 3	71.7%	62.5%	62.5%	62.1%	58.9%
	Grade 4	51.7%	48.3%	46.8%	46.2%	42.6%
	Grade 5	46.8%	44.8%	44.5%	43.8%	40.5%
	Grade 6	45.1%	43.1%	43.5%	42.9%	40%
	Grade 7	47.7%	46.8%	45%	45.2%	43.1%
	Grade 8	48.7%	48.2%	46.8%	46.1%	45.6%
More Than $75,000	Grade K	91.9%	86.6%	86.7%	87.4%	85.1%
	Grade 1	76.7%	68.2%	70.4%	70.4%	65.9%
	Grade 2	75.7%	67.2%	70.5%	70.1%	66.2%
	Grade 3	80.4%	75%	74.4%	73.8%	70.7%
	Grade 4	63.7%	61.5%	60.7%	59.8%	56.8%
	Grade 5	58.7%	58.1%	57.8%	57.3%	54.4%
	Grade 6	54.4%	54.9%	55.3%	55.2%	51.7%
	Grade 7	56.3%	57.4%	57.1%	57.3%	54.9%
	Grade 8	56.5%	58.5%	57.3%	57%	55.8%

Note: The colored cells represent what is plotted in narrative text.

Appendix Table 6. Proportion of Students On Grade Level in Mathematics by Median Income

	Grade	2019	2022	2023	2024	2025
Less Than $50,000	Grade K	78.3%	60.7%	62.2%	61.6%	59.3%
	Grade 1	55.1%	41.3%	42.2%	40.9%	40.3%
	Grade 2	50.1%	37.2%	39.2%	38.4%	36.2%
	Grade 3	54.2%	39.1%	39.7%	40.6%	37.4%
	Grade 4	59.7%	41.9%	43.6%	43.2%	42.4%
	Grade 5	51.8%	38.4%	39.6%	39%	37.1%
	Grade 6	44.8%	36.5%	37.2%	37.6%	35.6%
	Grade 7	36.1%	32.1%	31.9%	31.6%	31.9%
	Grade 8	35.4%	30%	30.8%	29.7%	32%
$50,000–$75,000	Grade K	83.4%	68%	68%	68.4%	65.8%
	Grade 1	64%	50.4%	50.3%	49%	47.9%
	Grade 2	60.2%	47.3%	47.9%	47.6%	44.2%
	Grade 3	63.7%	49.3%	49.5%	49.3%	46.3%
	Grade 4	68.4%	52.4%	53.3%	52.8%	50.8%
	Grade 5	61.5%	48.5%	49.4%	48.2%	46.6%
	Grade 6	54.3%	45.4%	45.5%	45.5%	43.8%
	Grade 7	44.5%	39.1%	38.4%	38.5%	36.9%
	Grade 8	41.5%	36%	35.9%	35.7%	35.2%
More Than $75,000	Grade K	88.2%	75.4%	76.1%	77.4%	75.2%
	Grade 1	73.5%	61.7%	62.2%	60.7%	58.8%
	Grade 2	70%	59.5%	60.7%	60.2%	57%
	Grade 3	73.8%	62.6%	62.7%	62.4%	59.2%
	Grade 4	77%	65%	66.3%	66.1%	63.8%
	Grade 5	71.7%	61.5%	62.7%	62.6%	60.4%
	Grade 6	62.4%	57.5%	59%	59.4%	56.2%
	Grade 7	53.1%	49.2%	49.7%	50.5%	48.5%
	Grade 8	48.6%	46.8%	46.2%	46.8%	45.7%

Note: The colored cells represent what is plotted in narrative text.

Appendix Table 7. Percentage of Students On and Below Grade Level in Reading by Domain

Domain	Grade	2019		2022		2023		2024		2025	
Grade Level		On	Below	On	Below	On	Below	On	Below	On	Below
High-Frequency Words	Grade K	79%	-	70.7%	-	70.5%	-	69.2%	-	67.6%	-
	Grade 1	78.9%	2.3%	68.6%	5.1%	72.7%	5.4%	72.9%	5.7%	69.8%	6.1%
Phonological Awareness	Grade K	86.2%	-	81%	-	81%	-	81.1%	-	80.8%	-
	Grade 1	77.2%	1.7%	70.4%	3.5%	66.4%	3.6%	61.7%	3.7%	62.4%	3.8%
Comprehension: Information	Grade K	85.7%	-	78.4%	-	77.3%	-	77.9%	-	77.3%	-
	Grade 1	64.5%	2.1%	55.8%	4.5%	54.4%	4.9%	53.9%	5.1%	54%	5.5%
	Grade 2	63.5%	9%	51.7%	14.7%	50.8%	14.6%	48.8%	15.9%	49.8%	16.1%
	Grade 3	66.6%	15.3%	57.8%	23.6%	56.4%	24.7%	55%	25.5%	54.8%	25.1%
	Grade 4	52.8%	16.9%	48.5%	21.6%	46.9%	23.1%	45.9%	24.3%	46.4%	23.6%
	Grade 5	48.2%	28.9%	46.6%	30.8%	45.7%	32.1%	45.4%	33.1%	46.1%	32.8%
	Grade 6	44.3%	35.7%	44.4%	34.9%	44.2%	36.1%	43.5%	37.3%	44.1%	37.2%
	Grade 7	45%	39.4%	47.4%	36%	45.9%	37.8%	46%	37.9%	47%	37.4%
	Grade 8	45.3%	38.4%	48.6%	34.5%	47.3%	35.8%	46.8%	36.6%	49.2%	34.7%
Comprehension: Literature	Grade K	87%	-	80.8%	-	79.5%	-	80.1%	-	79.6%	-
	Grade 1	65%	1.7%	56.1%	3.7%	55%	4.1%	55.4%	4.2%	55.2%	4.6%
	Grade 2	64.6%	8.2%	54.2%	14.4%	53.5%	14.3%	52.3%	15%	52.7%	15.4%
	Grade 3	69.4%	14.2%	61.3%	21.7%	60%	22.6%	59.4%	23.1%	59.1%	23.1%
	Grade 4	59.1%	14.2%	55.3%	18.9%	54%	20.4%	53.2%	21.3%	54.1%	20.7%
	Grade 5	54.1%	22.4%	52.8%	25.4%	52.6%	26.5%	52%	27%	52.9%	27%
	Grade 6	47%	29.1%	47.7%	29.5%	48.1%	30.1%	47.3%	31.1%	47.7%	31.2%
	Grade 7	46.8%	35.8%	49.1%	33.7%	48.7%	34.5%	48.8%	34.8%	49.5%	34.7%
	Grade 8	46.5%	35.2%	49.5%	32.5%	49.4%	33%	49.3%	33.6%	51.1%	32.7%
Comprehension: Overall	Grade K	79.1%	-	70.8%	-	80.3%	-	80.7%	-	80.2%	-
	Grade 1	55.8%	3.2%	45.5%	6.5%	54.4%	3.5%	54.4%	3.8%	54.5%	4.1%
	Grade 2	54.6%	12.2%	43.8%	20.1%	52.9%	13.4%	51.3%	14.4%	52.2%	14.9%
	Grade 3	60.2%	19.3%	51.9%	27.9%	58.8%	22.9%	57.7%	23.6%	57.4%	23.3%
	Grade 4	45.1%	20.4%	42.2%	25.1%	50.2%	21.1%	49.5%	22%	50.1%	21.3%
	Grade 5	40.5%	33.6%	39.4%	35.5%	49.2%	29%	48.7%	29.8%	49.6%	29.8%
	Grade 6	36.9%	41.2%	37%	40.4%	46.4%	32.6%	45.8%	33.7%	46.3%	33.7%
	Grade 7	37.2%	45.1%	39.2%	42.1%	47.8%	35.4%	47.8%	35.7%	48.8%	35.3%
	Grade 8	36.3%	44.2%	39.4%	40.6%	49%	33.5%	48.6%	34.1%	50.8%	32.6%
Vocabulary	Grade K	79.7%	-	72.6%	-	72.3%	-	72.6%	-	72.9%	-
	Grade 1	60.5%	2.4%	53%	5%	52.6%	5.2%	53.5%	5.3%	54.3%	5.5%
	Grade 2	57.8%	8%	51.9%	13.9%	53%	13.6%	52.6%	13.9%	53.4%	13.9%
	Grade 3	66.2%	13.8%	61.5%	19.3%	60.8%	20.1%	61%	19.9%	61.3%	19.5%
	Grade 4	50.2%	13.3%	50.5%	16.3%	50.3%	17.5%	50.2%	17.9%	51.5%	17.1%
	Grade 5	44.4%	24.3%	44.5%	25.7%	45.1%	25.9%	45.3%	26.3%	45.7%	25.7%
	Grade 6	45.2%	31%	43.9%	30.5%	44.5%	30.3%	44.4%	30.9%	44.4%	31.4%
	Grade 7	49.3%	33.1%	48.5%	32.1%	47.8%	33%	48.4%	32.7%	48.7%	33.2%
	Grade 8	51.8%	31.5%	50.3%	31.4%	49.1%	32.2%	49.3%	32.2%	50.9%	31.4%

Note: The colored cells represent what is plotted in narrative text.

Appendix Table 8. Percentage of Students On and Below Grade Level in Mathematics by Domain

Domain	Grade	2019		2022		2023		2024		2025	
Grade Level		On	Below	On	Below	On	Below	On	Below	On	Below
Number and Operations	Grade K	73.9%	-	62%	-	61.9%	-	62.4%	-	63.1%	-
	Grade 1	65.5%	1.8%	56.3%	4.9%	56%	5%	56.2%	5.1%	56.6%	5%
	Grade 2	69.8%	4%	59.5%	9.4%	60.7%	8.9%	60.2%	9.2%	60.5%	9.3%
	Grade 3	66.6%	5.4%	55.9%	10%	57.5%	9.8%	57.8%	9.5%	58%	9.6%
	Grade 4	79.2%	7.1%	70%	12.3%	71.2%	12%	71.1%	12.1%	72.4%	11.5%
	Grade 5	65%	7.9%	54.3%	12.7%	55.5%	12.4%	55.8%	12.7%	57.1%	12.2%
	Grade 6	56%	16.3%	48%	23%	49.6%	22.7%	50.3%	22.6%	50.6%	22.8%
	Grade 7	50.8%	23%	45.3%	28.6%	45.9%	29.2%	46.5%	29.1%	47.6%	28.6%
	Grade 8	46.9%	29.3%	43.4%	34.5%	43.5%	34.2%	44.6%	34%	45.6%	33.4%
Measurement and Data	Grade K	80.5%	-	64.1%	-	63.2%	-	63.1%	-	61.9%	-
	Grade 1	64.6%	2.5%	52.6%	6.6%	52%	6.9%	50.6%	7.1%	52.4%	7.1%
	Grade 2	65%	6.3%	54.1%	12.5%	54.4%	12.1%	53.5%	12.9%	53.9%	13%
	Grade 3	68.5%	9.4%	55.8%	15.6%	55.4%	16.1%	55.6%	16%	55.7%	16.2%
	Grade 4	70.2%	11.2%	55%	19.5%	55.6%	19.2%	56%	19.3%	57.5%	18.4%
	Grade 5	69.8%	12.9%	56.7%	20.3%	56.8%	20.8%	56.3%	20.9%	58.4%	20%
	Grade 6	60.6%	17.1%	51.9%	23.8%	52.7%	24%	51.9%	24.5%	53.3%	23.9%
	Grade 7	53.4%	22.7%	49%	28.8%	49%	29.3%	48%	29.8%	49.8%	28.5%
	Grade 8	48.8%	27%	46.4%	32.5%	47.1%	32.4%	45.9%	33.1%	47.9%	31.6%
Algebra and Algebraic Thinking	Grade K	74.5%	-	67%	-	66.7%	-	67.7%	-	68.2%	-
	Grade 1	76.2%	1.6%	65.4%	4.2%	65%	4.2%	64.2%	4.3%	64.7%	4.2%
	Grade 2	63.9%	3.1%	54.5%	7.7%	54.9%	7.2%	53.8%	7.7%	53.6%	7.8%
	Grade 3	72.1%	6%	60.7%	11.6%	60.6%	11.6%	60.7%	11.7%	60.7%	11.8%
	Grade 4	72.4%	9.6%	58.6%	16.5%	59.9%	16.5%	59.4%	16.9%	60.6%	16.1%
	Grade 5	55.6%	12.2%	48.2%	18.8%	49.1%	19.3%	48.7%	19.3%	49.8%	18.9%
	Grade 6	54.3%	19%	48.5%	24.6%	49.5%	24.5%	49.3%	24.9%	49.7%	24.7%
	Grade 7	44.5%	27.8%	40.2%	32.6%	41.2%	32.7%	42%	32.8%	43.1%	32.1%
	Grade 8	42.7%	32.4%	38.4%	37.6%	39.2%	38%	40.4%	37.4%	41.2%	36.4%
Geometry	Grade K	84.7%	-	67.1%	-	69.2%	-	69.5%	-	69.7%	-
	Grade 1	68.2%	1.7%	53.1%	5.9%	55.4%	5.7%	53.1%	5.8%	54.2%	5.7%
	Grade 2	65.9%	7.5%	51.2%	14.9%	53.8%	13.7%	53.1%	14.5%	54%	14.3%
	Grade 3	57.2%	7.6%	45.2%	13.1%	43.5%	13.2%	43.7%	13%	44.2%	13%
	Grade 4	63.6%	13.4%	47.8%	22.4%	47%	22.2%	47.4%	22.2%	49.3%	20.9%
	Grade 5	59.4%	16.2%	47.4%	24.5%	49.1%	24.1%	48.8%	23.9%	50.7%	22.9%
	Grade 6	51.5%	20.9%	44.7%	29.5%	43.7%	28.6%	43.2%	28.7%	44.4%	28.4%
	Grade 7	43%	28.1%	37.5%	35.8%	37%	35.6%	36.2%	36.1%	38.6%	34.8%
	Grade 8	42.5%	33.2%	37.7%	37.6%	37.8%	38.6%	37.3%	39.7%	39.5%	37.5%

Note: The colored cells represent what is plotted in narrative text.

Appendix Table 9. Reading Scale Score Changes by Percentile

	Scale Score Quantile	2019	2022	2023	2024	2025
Grade K	10th Percentile	359	347	346	347	347
	25th Percentile	382	370	370	370	370
	50th Percentile	406	399	398	398	397
	75th Percentile	423	418	420	420	418
	90th Percentile	455	444	450	451	450
Grade 1	10th Percentile	402	383	382	381	379
	25th Percentile	424	413	414	412	411
	50th Percentile	461	447	452	452	451
	75th Percentile	494	484	485	485	485
	90th Percentile	521	515	514	513	512
Grade 2	10th Percentile	433	411	416	412	410
	25th Percentile	476	454	464	462	461
	50th Percentile	509	497	501	501	500
	75th Percentile	537	532	533	532	531
	90th Percentile	561	561	561	559	559
Grade 3	10th Percentile	466	439	436	435	434
	25th Percentile	503	486	486	486	487
	50th Percentile	537	530	528	527	526
	75th Percentile	566	564	563	563	563
	90th Percentile	590	590	590	589	589
Grade 4	10th Percentile	487	470	467	463	466
	25th Percentile	525	517	515	514	515
	50th Percentile	560	558	556	555	556
	75th Percentile	589	589	589	589	591
	90th Percentile	616	614	615	615	616
Grade 5	10th Percentile	502	492	491	486	487
	25th Percentile	542	537	535	533	533
	50th Percentile	577	577	577	576	577
	75th Percentile	611	609	610	610	611
	90th Percentile	635	633	635	635	636
Grade 6	10th Percentile	512	509	510	504	502
	25th Percentile	553	553	552	550	548
	50th Percentile	591	592	592	592	592
	75th Percentile	625	623	624	624	625
	90th Percentile	650	647	648	648	649
Grade 7	10th Percentile	521	522	519	517	515
	25th Percentile	564	569	565	565	565
	50th Percentile	606	607	606	606	607
	75th Percentile	636	637	637	637	638
	90th Percentile	660	661	660	660	662
Grade 8	10th Percentile	532	535	532	529	529
	25th Percentile	576	581	579	578	580
	50th Percentile	618	620	619	618	621
	75th Percentile	647	648	647	647	650
	90th Percentile	670	672	670	670	673

Note: The colored text represents what is plotted in narrative text.

Appendix Table 10. Mathematics Scale Score Changes by Percentile

	Scale Score Quantile	2019	2022	2023	2024	2025
Grade K	10th Percentile	353	339	338	340	340
	25th Percentile	369	356	356	357	357
	50th Percentile	384	373	373	373	373
	75th Percentile	396	388	389	388	388
	90th Percentile	413	405	405	405	404
Grade 1	10th Percentile	379	365	364	364	364
	25th Percentile	395	383	384	383	384
	50th Percentile	411	403	403	402	403
	75th Percentile	429	422	421	421	422
	90th Percentile	443	435	435	435	436
Grade 2	10th Percentile	399	384	386	384	384
	25th Percentile	416	406	407	405	406
	50th Percentile	436	427	428	427	428
	75th Percentile	453	442	443	443	443
	90th Percentile	464	454	456	456	456
Grade 3	10th Percentile	419	405	405	405	405
	25th Percentile	440	431	431	431	431
	50th Percentile	460	450	450	450	451
	75th Percentile	477	468	468	468	468
	90th Percentile	492	484	485	484	485
Grade 4	10th Percentile	435	420	420	420	421
	25th Percentile	459	445	445	445	447
	50th Percentile	480	469	469	469	470
	75th Percentile	498	486	488	489	490
	90th Percentile	514	507	509	508	509
Grade 5	10th Percentile	444	432	431	430	431
	25th Percentile	467	455	456	456	458
	50th Percentile	490	480	481	481	482
	75th Percentile	509	502	503	503	504
	90th Percentile	525	519	519	520	522
Grade 6	10th Percentile	448	439	438	437	436
	25th Percentile	474	464	465	464	465
	50th Percentile	498	492	493	493	494
	75th Percentile	518	513	513	513	514
	90th Percentile	539	537	539	540	541
Grade 7	10th Percentile	453	444	443	442	441
	25th Percentile	480	471	470	470	470
	50th Percentile	503	499	499	499	500
	75th Percentile	526	522	523	523	524
	90th Percentile	549	547	549	549	551
Grade 8	10th Percentile	460	449	448	448	447
	25th Percentile	487	478	477	477	478
	50th Percentile	510	506	506	506	508
	75th Percentile	536	534	535	536	537
	90th Percentile	557	557	559	563	566

Note: The colored text represents what is plotted in narrative text.

Appendix Table 11. Fall and Spring Scale Scores and Growth in Reading

		All Students				On Grade Level				Below Grade Level			
		Fall	Spring	Growth	Needed	Fall	Spring	Growth	Needed	Fall	Spring	Growth	Needed
Grade K	2019 (historical)	348	406			386	435						
	2022	346	396	50	60	387	430	43	48				
	2023	342	397	55	64	385	434	49	50				
	2024	343	398	55	63	385	434	49	50				
	2025	343	397	54	63	385	433	48	50				
Grade 1	2019 (historical)	405	460			467	515			329	397		
	2022	398	447	49	62	468	512	44	47	327	383	56	70
	2023	396	449	53	64	465	514	49	50	326	384	58	71
	2024	395	448	53	65	465	511	46	50	326	384	58	71
	2025	395	447	52	65	465	512	47	50	326	382	56	71
Grade 2	2019 (historical)	461	504			517	547			394	444		
	2022	448	491	43	56	520	551	31	27	388	433	45	56
	2023	449	495	46	55	516	552	36	31	384	436	52	60
	2024	449	493	44	55	516	550	34	31	383	433	50	61
	2025	448	492	44	56	514	549	35	33	384	433	49	60
Grade 3	2019 (historical)	499	532			542	567			434	478		
	2022	489	522	33	43	544	569	25	23	428	468	40	50
	2023	487	521	34	45	543	569	26	24	425	467	42	53
	2024	487	520	33	45	542	568	26	25	425	465	40	53
	2025	487	520	33	45	541	568	27	26	423	464	41	55
Grade 4	2019 (historical)	530	554			584	602			457	493		
	2022	523	549	26	31	585	602	17	17	450	485	35	43
	2023	521	547	26	33	586	603	17	16	446	481	35	47
	2024	520	546	26	34	586	603	17	16	445	480	35	48
	2025	521	547	26	33	587	603	16	15	443	479	36	50
Grade 5	2019 (historical)	551	572			608	623			499	526		
	2022	547	568	21	25	608	620	12	15	492	521	29	34
	2023	547	568	21	25	609	621	12	14	491	519	28	35
	2024	546	567	21	26	610	622	12	13	488	517	29	38
	2025	546	567	21	26	610	622	12	13	487	517	30	39
Grade 6	2019 (historical)	569	585			626	636			520	542		
	2022	568	583	15	17	625	632	7	11	515	538	23	27
	2023	568	583	15	17	626	633	7	10	514	537	23	28
	2024	566	581	15	19	626	633	7	10	511	534	23	31
	2025	565	581	16	20	626	634	8	10	508	532	24	34
Grade 7	2019 (historical)	583	596			638	644			534	554		
	2022	585	598	13	11	637	643	6	7	532	552	20	22
	2023	584	596	12	12	637	643	6	7	530	550	20	24
	2024	583	595	12	13	637	642	5	7	528	548	20	26
	2025	582	595	13	14	638	643	5	6	526	547	21	28
Grade 8	2019 (historical)	596	607			648	652			545	564		
	2022	598	610	12	9	648	653	5	4	543	563	20	21
	2023	596	608	12	11	648	653	5	4	541	562	21	23
	2024	596	607	11	11	648	652	4	4	540	560	20	24
	2025	596	609	13	11	649	654	5	3	537	561	24	27

Appendix Table 12. Fall and Spring Scale Scores and Growth in Mathematics

		All Students				On Grade Level				Below Grade Level			
		Fall	Spring	Growth	Needed	Fall	Spring	Growth	Needed	Fall	Spring	Growth	Needed
Grade K	2019 (historical)	346	383			375	403						
	2022	340	372	32	43	376	398	22	27				
	2023	338	372	34	45	374	399	25	29				
	2024	338	372	34	45	374	399	25	29				
	2025	338	373	35	45	374	399	25	29				
Grade 1	2019 (historical)	378	411			416	443			334	378		
	2022	372	401	29	39	418	436	18	25	330	370	40	48
	2023	369	401	32	42	415	438	23	28	329	371	42	49
	2024	369	401	32	42	415	439	24	28	329	371	42	49
	2025	369	401	32	42	416	439	23	27	329	370	41	49
Grade 2	2019 (historical)	404	434			442	464			371	405		
	2022	396	423	27	38	439	457	18	25	366	397	31	39
	2023	396	424	28	38	440	460	20	24	365	398	33	40
	2024	395	423	28	39	439	460	21	25	365	397	32	40
	2025	396	423	27	38	439	460	21	25	365	397	32	40
Grade 3	2019 (historical)	427	457			461	488			395	427		
	2022	420	447	27	37	461	487	26	27	390	420	30	37
	2023	420	447	27	37	461	488	27	27	389	419	30	38
	2024	420	447	27	37	461	488	27	27	389	419	30	38
	2025	420	447	27	37	461	488	27	27	389	418	29	38
Grade 4	2019 (historical)	451	476			480	503			413	440		
	2022	440	465	25	36	479	503	24	24	408	433	25	32
	2023	441	465	24	35	479	504	25	24	407	432	25	33
	2024	442	465	23	34	480	504	24	23	407	431	24	33
	2025	443	467	24	33	480	504	24	23	408	432	24	32
Grade 5	2019 (historical)	467	486			496	514			428	449		
	2022	457	477	20	29	496	515	19	18	424	444	20	25
	2023	458	478	20	28	496	516	20	18	423	443	20	26
	2024	459	478	19	27	497	516	19	17	423	442	19	26
	2025	460	479	19	26	497	516	19	17	422	442	20	27
Grade 6	2019 (historical)	479	495			511	527			441	458		
	2022	472	488	16	23	511	529	18	16	439	455	16	19
	2023	472	489	17	23	511	530	19	16	437	454	17	21
	2024	472	489	17	23	511	530	19	16	437	452	15	21
	2025	473	489	16	22	512	530	18	15	436	452	16	22
Grade 7	2019 (historical)	489	501			525	539			453	466		
	2022	483	496	13	18	525	541	16	14	450	463	13	16
	2023	483	496	13	18	526	541	15	13	449	462	13	17
	2024	483	496	13	18	526	541	15	13	448	462	14	18
	2025	484	497	13	17	526	541	15	13	448	462	14	18
Grade 8	2019 (historical)	498	509			538	549			465	477		
	2022	492	504	12	17	539	552	13	10	460	472	12	17
	2023	491	505	14	18	540	553	13	9	459	473	14	18
	2024	492	505	13	17	541	555	14	8	458	473	15	19
	2025	492	507	15	17	541	555	14	8	458	473	15	19

Appendix Table 13. Proportion of Students On Grade Level in Reading by School Locale

Locale	Grade	2019	2022	2023	2024	2025
City	Grade K	85.2%	77.3%	76.6%	77.2%	76.6%
	Grade 1	62.9%	53.3%	55.7%	55.9%	55.3%
	Grade 2	61.2%	51.1%	55.2%	54.5%	54.5%
	Grade 3	65.7%	59.1%	59.1%	58.9%	58.4%
	Grade 4	46.7%	46.5%	45.4%	44.3%	45.3%
	Grade 5	42.1%	43.6%	43.4%	42.6%	43.3%
	Grade 6	40.3%	43.2%	42.6%	42.9%	42.2%
	Grade 7	42.6%	47.9%	45%	46.2%	46.2%
	Grade 8	43.9%	48.3%	46.1%	46.1%	49.4%
Suburban	Grade K	90.2%	82.8%	82.1%	83%	82.8%
	Grade 1	71.2%	60.8%	63.5%	63.8%	62.8%
	Grade 2	70.3%	59.2%	62.9%	63.2%	63.1%
	Grade 3	75.2%	67.4%	67.2%	67.2%	67.5%
	Grade 4	57.3%	54%	52.4%	52.3%	53.3%
	Grade 5	52.1%	50.7%	50.1%	50.1%	50.9%
	Grade 6	48.6%	48.8%	50%	48.9%	49.5%
	Grade 7	51.2%	52.3%	51.5%	51.8%	52.5%
	Grade 8	52.3%	53.8%	52.8%	52.4%	53.9%
Town/Rural	Grade K	90.8%	83.6%	83.9%	84.2%	83.5%
	Grade 1	69.5%	57.4%	63.2%	62.4%	60.4%
	Grade 2	67.3%	55%	60.7%	60.3%	59.7%
	Grade 3	73.7%	64.6%	65.2%	65.2%	65.7%
	Grade 4	52.5%	49.8%	49.4%	48.7%	49.2%
	Grade 5	46.7%	44.7%	46.7%	45.5%	46.7%
	Grade 6	45.4%	43.9%	43.6%	43.9%	44.5%
	Grade 7	47.9%	46.1%	46.2%	45.8%	47.3%
	Grade 8	48.5%	47.6%	47.3%	46.7%	48.6%

Note: The colored cells represent what is plotted in narrative text.

Appendix Table 14. Proportion of Students On Grade Level in Mathematics by School Locale

Locale	Grade	2019	2022	2023	2024	2025
City	Grade K	80.1%	63.5%	63.3%	63.7%	64.2%
	Grade 1	60.4%	47.3%	47%	45.3%	47.3%
	Grade 2	56.1%	43.5%	44.8%	43.5%	44.7%
	Grade 3	59.2%	45.9%	46.7%	46.7%	47.7%
	Grade 4	63.4%	48.7%	50.5%	49.5%	52.2%
	Grade 5	56%	45.6%	46.1%	45.6%	48.4%
	Grade 6	49.2%	44.3%	44.8%	44.2%	45.4%
	Grade 7	39.9%	39.7%	39.7%	39.4%	41.1%
	Grade 8	37.4%	36.3%	35.9%	37.1%	39.9%
Suburban	Grade K	85.5%	71%	71.3%	71.9%	72.7%
	Grade 1	67.4%	55.5%	55.5%	54.7%	56.2%
	Grade 2	64%	52.5%	53.8%	53.9%	54.1%
	Grade 3	68.1%	55.4%	55.7%	55.9%	55.9%
	Grade 4	72.3%	58.3%	59.2%	59.3%	60.7%
	Grade 5	66%	54.7%	55.7%	55.6%	57.1%
	Grade 6	56.6%	51.2%	52.7%	52.9%	53.7%
	Grade 7	48.2%	43.4%	43.2%	44.5%	45.3%
	Grade 8	44.6%	41%	41%	41%	42.8%
Town/Rural	Grade K	84.3%	70.6%	71.2%	71.2%	71.2%
	Grade 1	66.4%	53.2%	53.9%	52.3%	54%
	Grade 2	62.4%	50.1%	51.7%	51%	50.6%
	Grade 3	65.5%	51.4%	52%	52%	52%
	Grade 4	70%	54.9%	56.4%	56%	56.9%
	Grade 5	62.7%	49.6%	52.1%	50.8%	52.8%
	Grade 6	55.2%	46.5%	46.7%	47.3%	48.7%
	Grade 7	45.4%	38.8%	39.5%	39.2%	40.9%
	Grade 8	43.1%	36.4%	36.6%	36.1%	38.4%

Note: The colored cells represent what is plotted in narrative text.