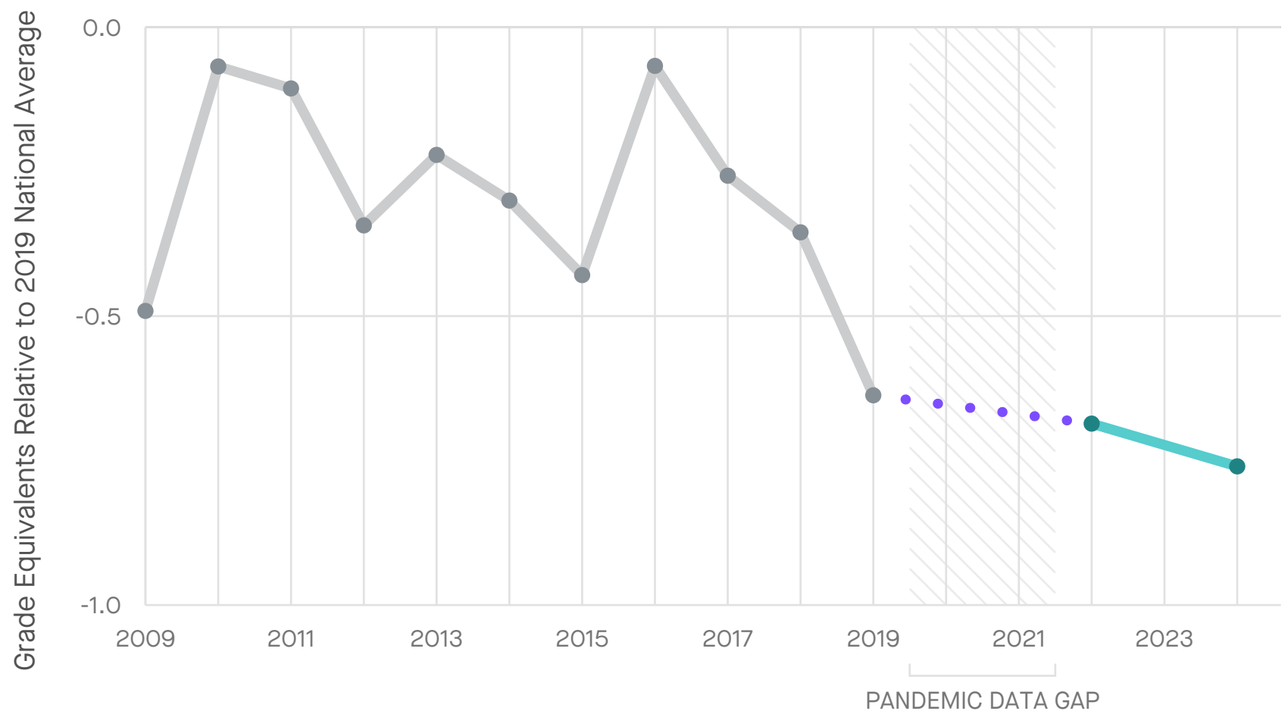
# Murray County, GA

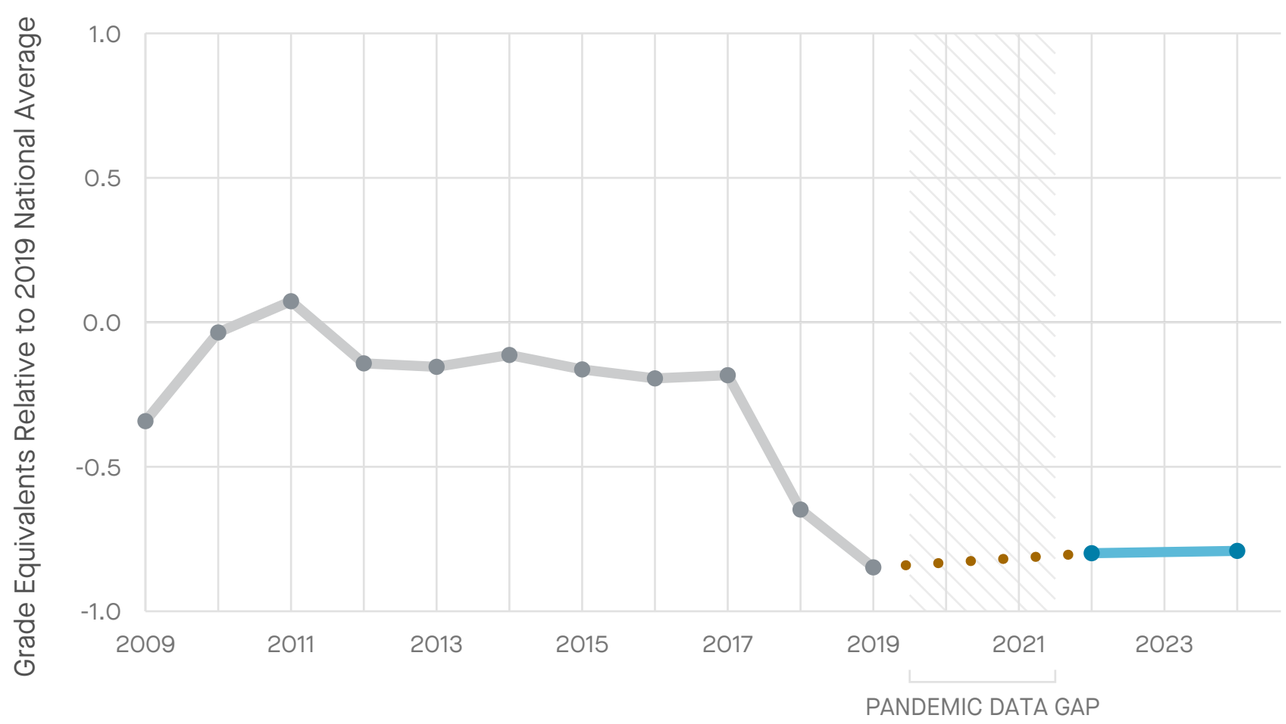
## Math Performance, Grades 3-8, 2009-2024




**Average Math Scores and Trends in Scores**
in Grade Level Equivalents Relative to the 2019 National Average

| | |
|---|---|
| **2019 Average** | -0.64 |
| **2022 Average** | -0.69 |
| **2024 Average** | -0.76 |
| **2019-2022 Change** | -0.05 |
| **2022-2024 Change** | -0.07 |
| **Since 2019** | -0.12 |

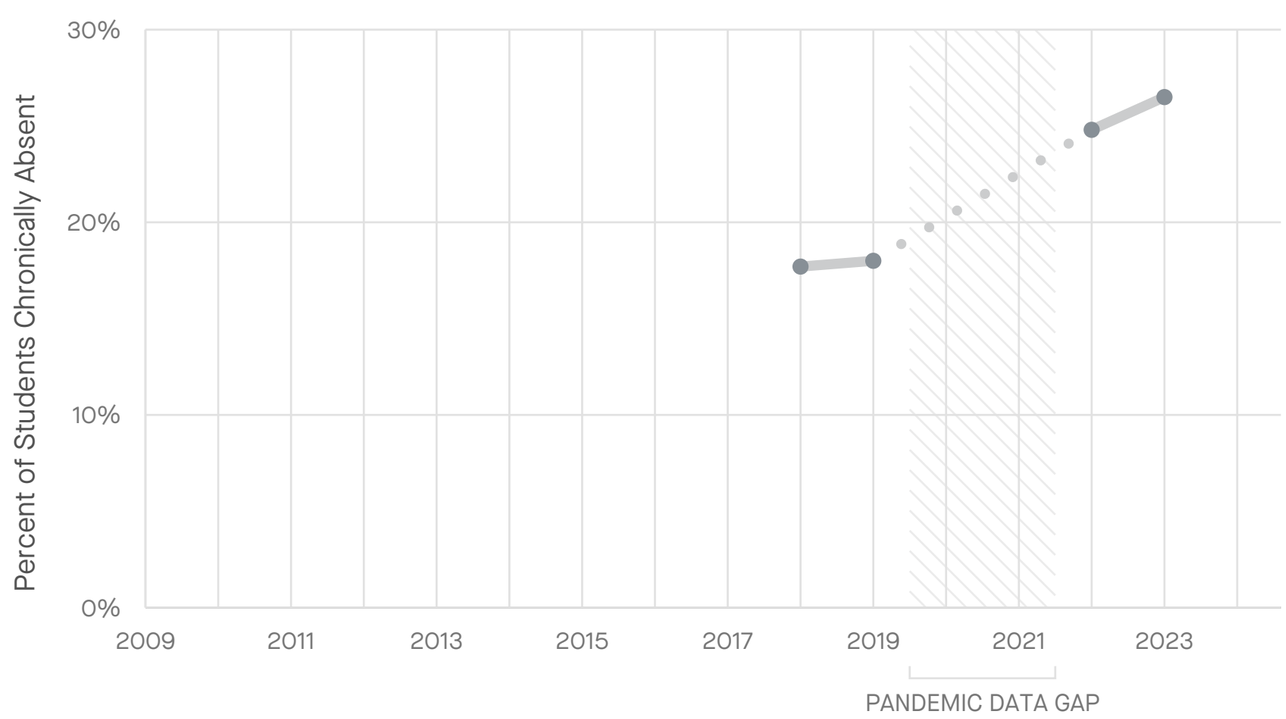
## Reading Performance, Grades 3-8, 2009-2024




**Average Reading Scores and Trends in Scores**
in Grade Level Equivalents Relative to the 2019 National Average

| | |
|---|---|
| **2019 Average** | -0.85 |
| **2022 Average** | -0.80 |
| **2024 Average** | -0.79 |
| **2019-2022 Change** | +0.05 |
| **2022-2024 Change** | +0.01 |
| **Since 2019** | +0.06 |

## Absenteeism, Grades 3-8, 2009-2024



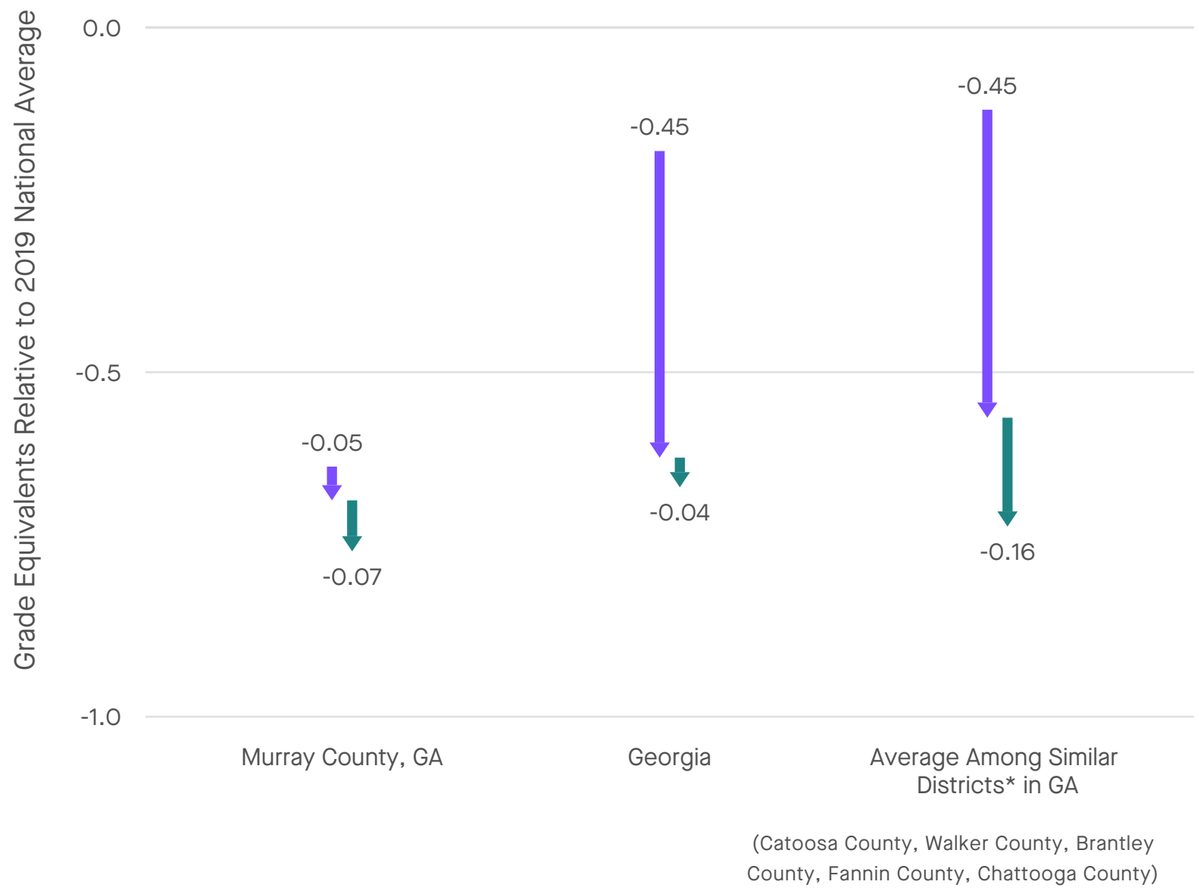

**Absenteeism**

| | |
|---|---|
| **2019-2023 Change** | +0.09 |
| **Since 2009** | N/A |

Absenteeism data courtesy of Nat Malkus, American Enterprise Institute

# Murray County, GA

## Math Performance in Murray County vs. Georgia and Similar Districts, Grades 3-8, 2019-2024



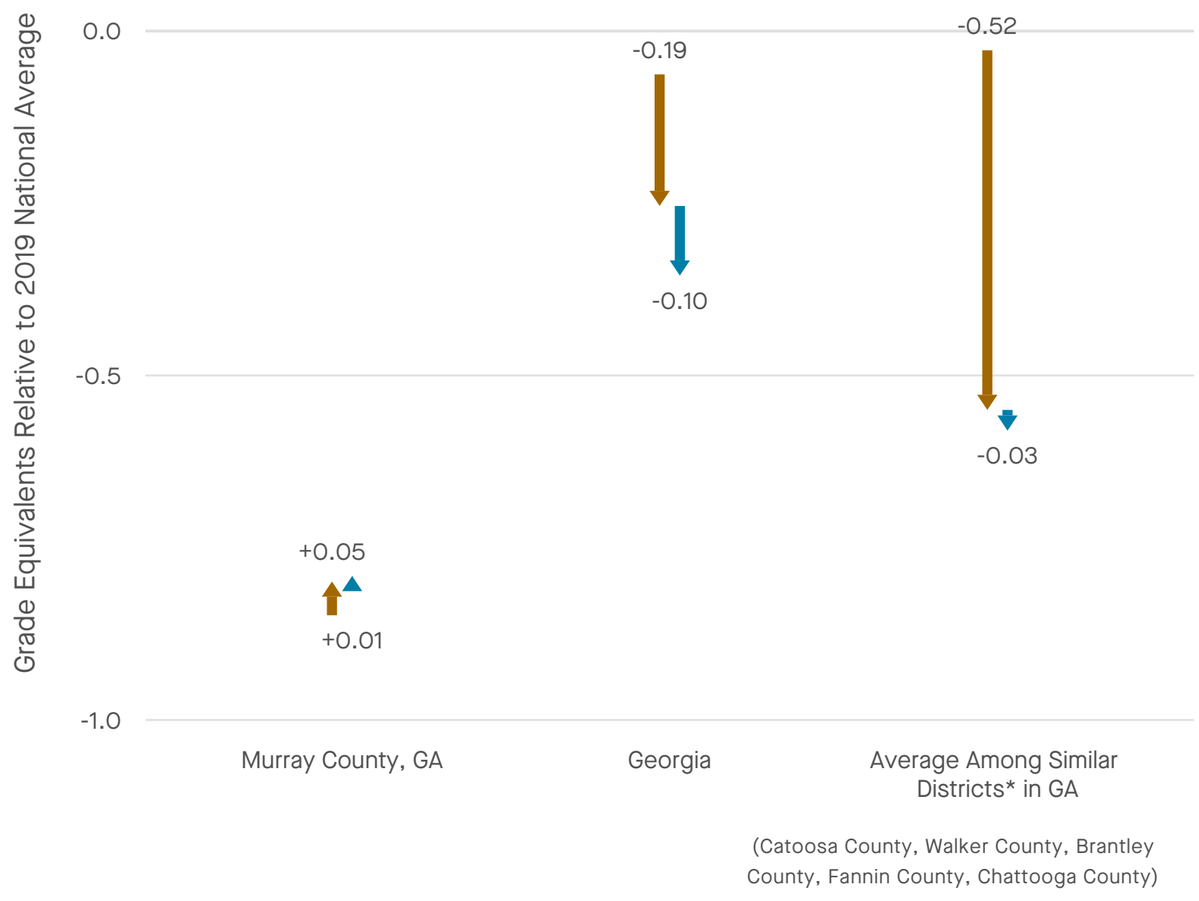

### Average Math Scores and Trends in Scores

in Grade Level Equivalents Relative to the 2019 National Average

| | 2019 Average | 2022 Average | 2024 Average | 2019-22 Change | 2022-24 Change | 2019-24 Change |
|---|---|---|---|---|---|---|
| **Murray County, GA** | -0.64 | -0.69 | -0.76 | ↓ -0.05 | ↓ -0.07 | ↓ -0.12 |
| **Georgia** | -0.18 | -0.62 | -0.67 | ↓ -0.45 | ↓ -0.04 | ↓ -0.49 |
| **Similar Districts* in Georgia** | -0.12 | -0.57 | -0.72 | ↓ -0.45 | ↓ -0.16 | ↓ -0.60 |

*Comparison districts are the nearest matches within the same state based on socioeconomic status, demographics, and size.

## Reading Performance in Murray County vs. Georgia and Similar Districts, Grades 3-8, 2019-2024




### Average Reading Scores and Trends in Scores

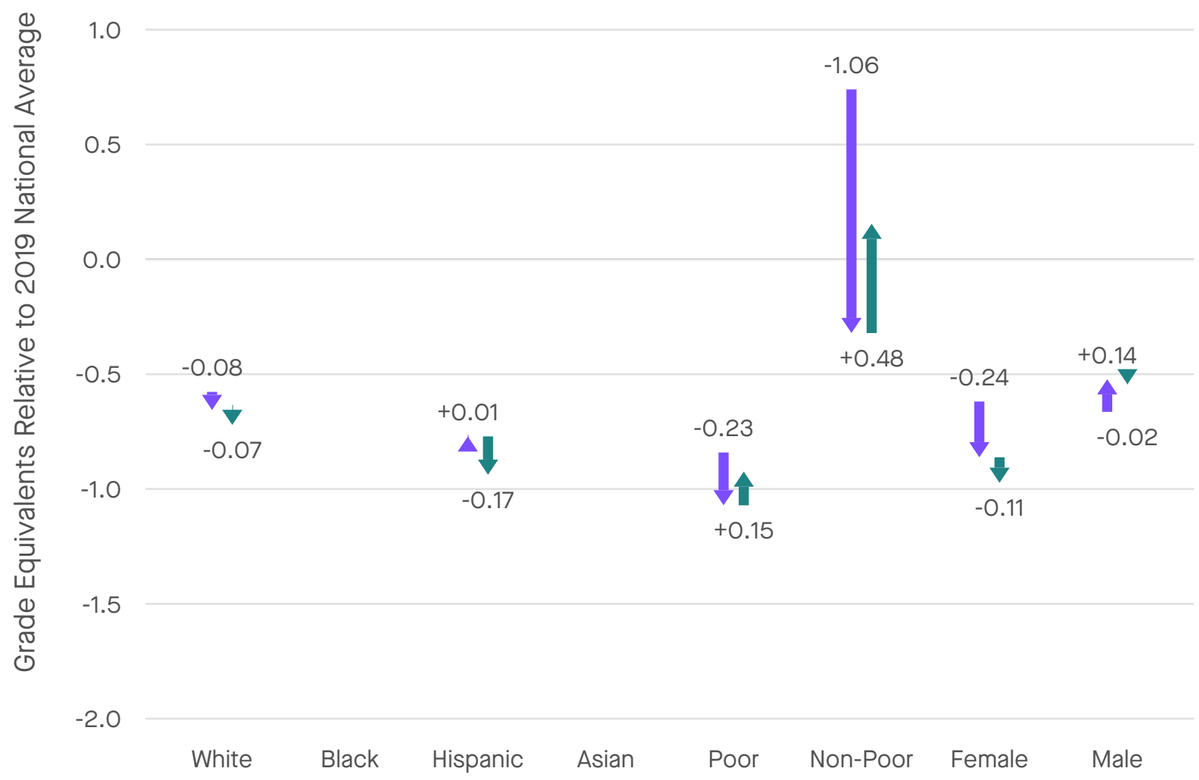
in Grade Level Equivalents Relative to the 2019 National Average

| | 2019 Average | 2022 Average | 2024 Average | 2019-22 Change | 2022-24 Change | 2019-24 Change |
|---|---|---|---|---|---|---|
| **Murray County, GA** | -0.85 | -0.80 | -0.79 | ↑ 0.05 | ↑ 0.01 | ↑ 0.06 |
| **Georgia** | -0.06 | -0.25 | -0.36 | ↓ -0.19 | ↓ -0.10 | ↓ -0.29 |
| **Similar Districts* in Georgia** | -0.03 | -0.55 | -0.58 | ↓ -0.52 | ↓ -0.03 | ↓ -0.55 |

*Comparison districts are the nearest matches within the same state based on socioeconomic status, demographics, and size.

# Murray County, GA

## Math Performance by Subgroup, Grades 3-8, 2019-2024

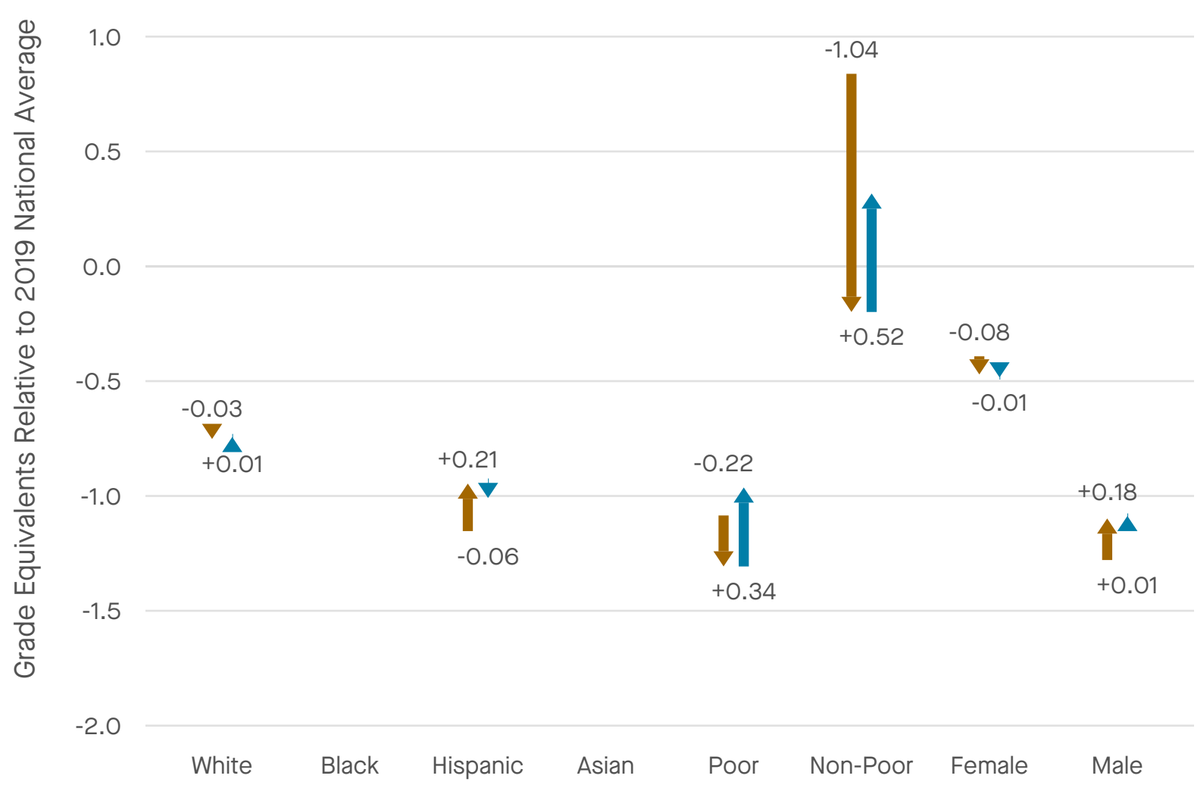



### Average Math Scores and Trends in Scores

in Grade Level Equivalents Relative to the 2019 National Average

| | 2019 Average | 2022 Average | 2024 Average | 2019-22 Change | 2022-24 Change | 2019-24 Change |
|---|---|---|---|---|---|---|
| **White** | -0.58 | -0.66 | -0.72 | ↓ -0.08 | ↓ -0.07 | ↓ -0.14 |
| **Black** | N/A | N/A | N/A | N/A | N/A | N/A |
| **Hispanic** | -0.79 | -0.77 | -0.94 | ↑ 0.01 | ↓ -0.17 | ↓ -0.15 |
| **Asian** | N/A | N/A | N/A | N/A | N/A | N/A |
| **Poor** | -0.84 | -1.07 | -0.92 | ↓ -0.23 | ↑ 0.15 | ↓ -0.08 |
| **Non-Poor** | 0.74 | -0.32 | 0.15 | ↓ -1.06 | ↑ 0.48 | ↓ -0.58 |
| **Female** | -0.62 | -0.86 | -0.97 | ↓ -0.24 | ↓ -0.11 | ↓ -0.35 |
| **Male** | -0.66 | -0.52 | -0.54 | ↑ 0.14 | ↓ -0.02 | ↑ 0.12 |

## Reading Performance by Subgroup, Grades 3-8, 2019-2024



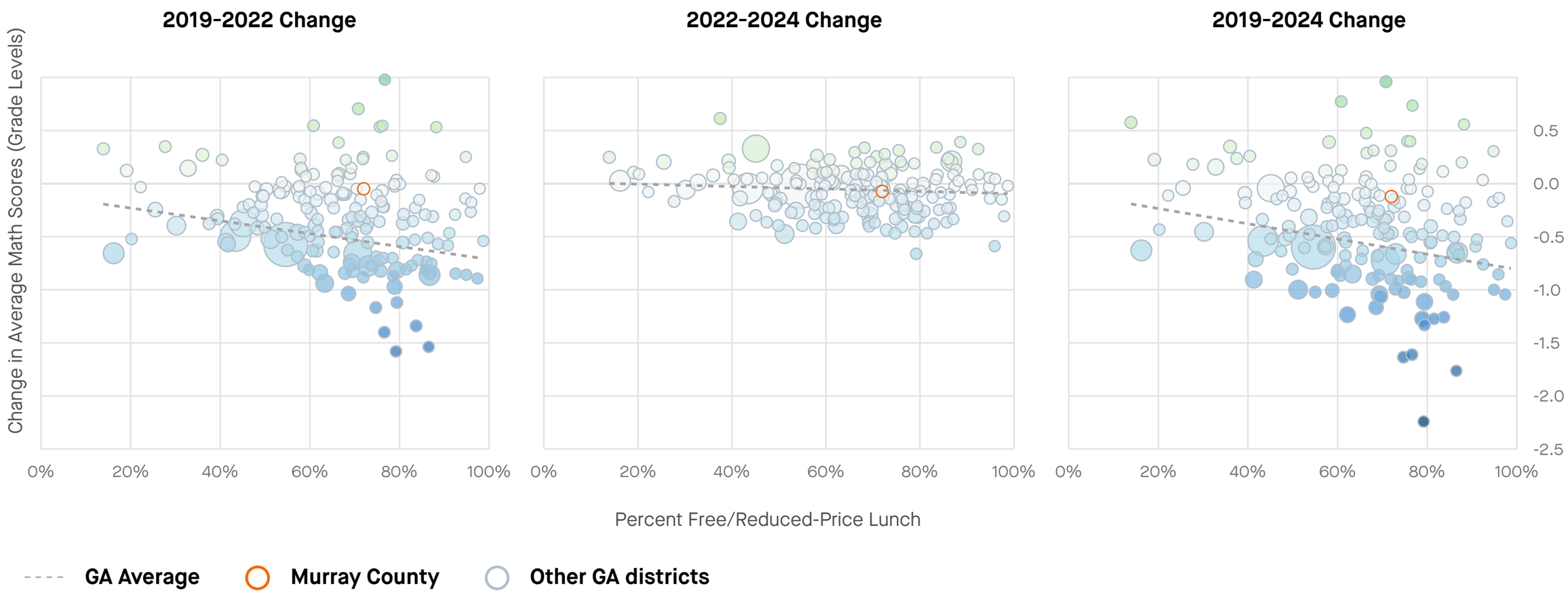

### Average Reading Scores and Trends in Scores

in Grade Level Equivalents Relative to the 2019 National Average

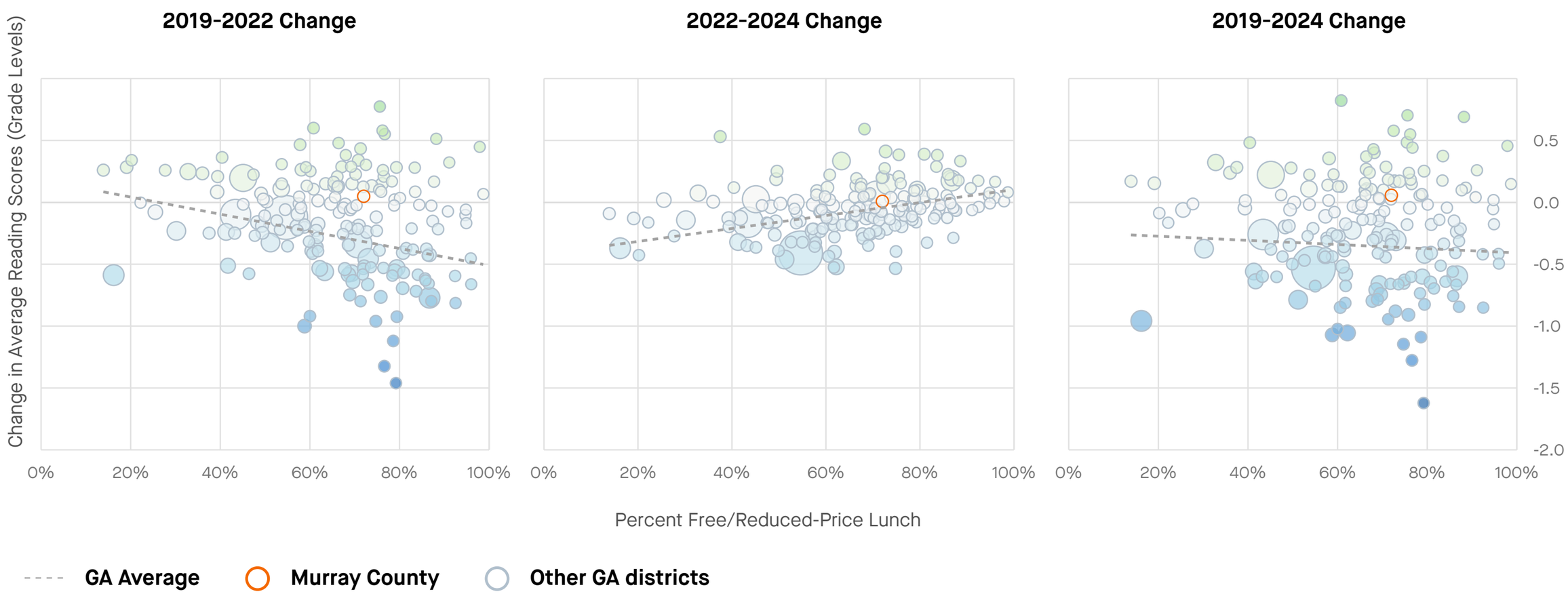
| | 2019 Average | 2022 Average | 2024 Average | 2019-22 Change | 2022-24 Change | 2019-24 Change |
|---|---|---|---|---|---|---|
| **White** | -0.72 | -0.75 | -0.74 | ↓ -0.03 | ↑ 0.01 | ↓ -0.02 |
| **Black** | N/A | N/A | N/A | N/A | N/A | N/A |
| **Hispanic** | -1.15 | -0.95 | -1.01 | ↑ 0.21 | ↓ -0.06 | ↑ 0.14 |
| **Asian** | N/A | N/A | N/A | N/A | N/A | N/A |
| **Poor** | -1.08 | -1.31 | -0.96 | ↓ -0.22 | ↑ 0.34 | ↑ 0.12 |
| **Non-Poor** | 0.84 | -0.20 | 0.32 | ↓ -1.04 | ↑ 0.52 | ↓ -0.52 |
| **Female** | -0.39 | -0.47 | -0.48 | ↓ -0.08 | ↓ -0.01 | ↓ -0.09 |
| **Male** | -1.28 | -1.10 | -1.09 | ↑ 0.18 | ↑ 0.01 | ↑ 0.19 |

# Murray County, GA

## Change in Math Performance in Georgia Districts vs. Percent Free/Reduced-Price Lunch, Grades 3-8, 2019-2024



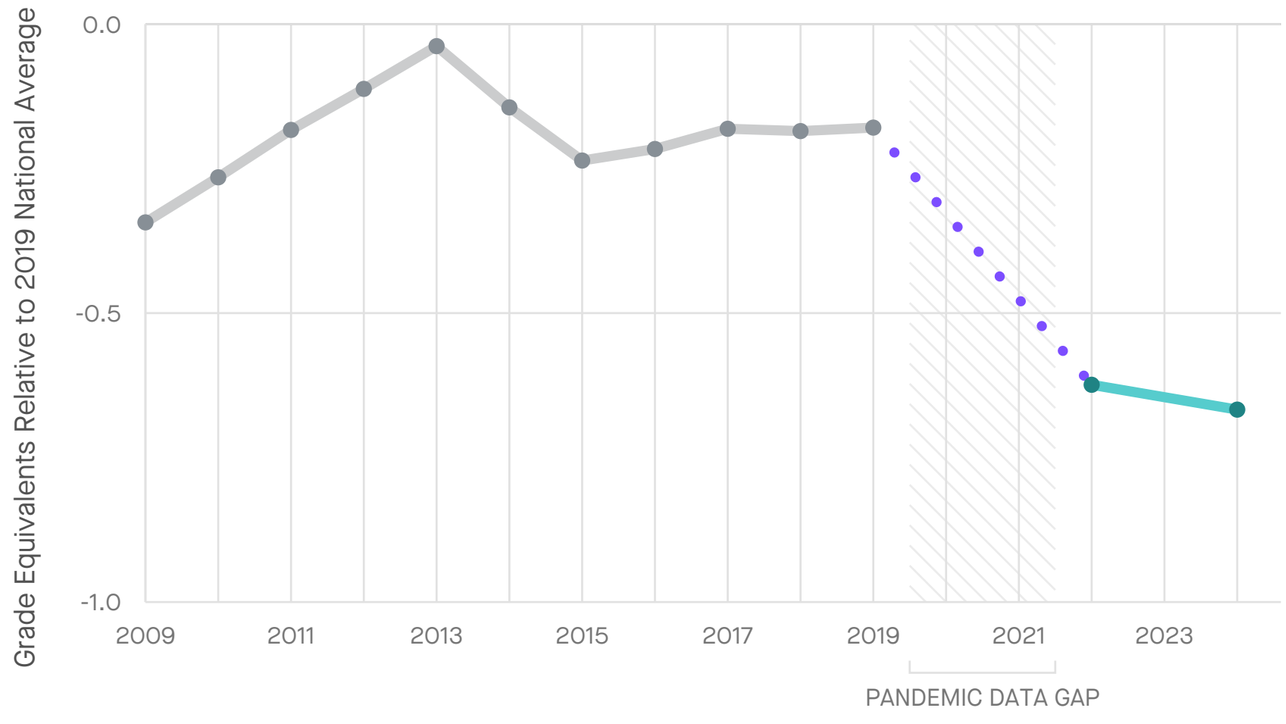

## Change in Reading Performance in Georgia Districts vs. Percent Free/Reduced-Price Lunch, Grades 3-8, 2019-2024



# Georgia



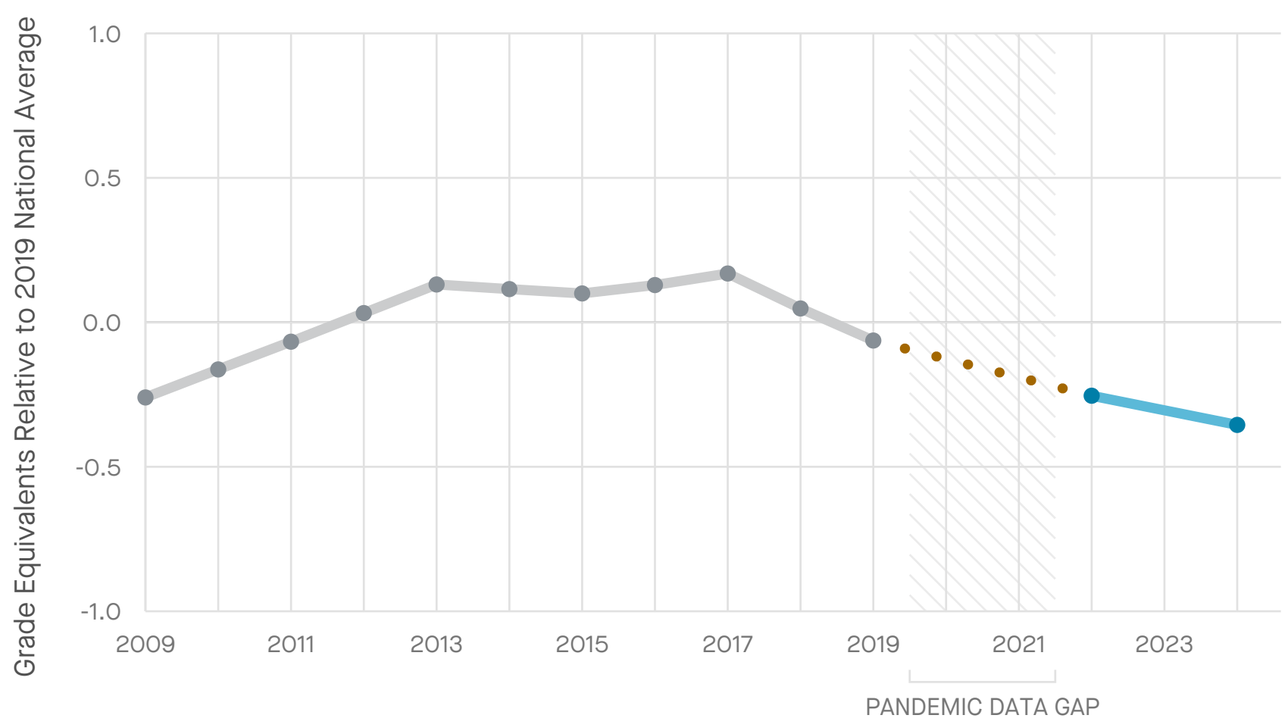
## Math Performance, Grades 3-8, 2009-2024




**Average Math Scores and Trends in Scores**
in Grade Level Equivalents Relative to the 2019 National Average

| | |
|---|---|
| **2019 Average** | -0.18 |
| **2022 Average** | -0.62 |
| **2024 Average** | -0.67 |
| **2019-2022 Change** | -0.45 |
| **2022-2024 Change** | -0.04 |
| **Since 2019** | -0.49 |

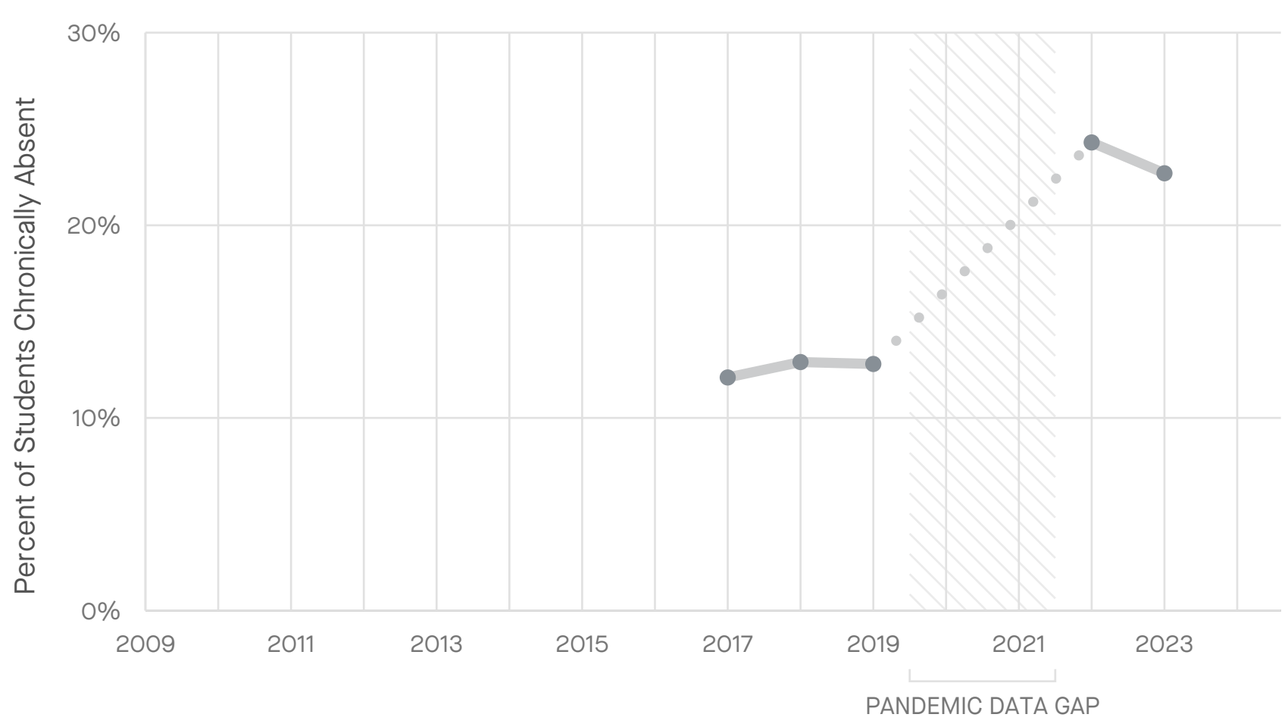
## Reading Performance, Grades 3-8, 2009-2024




**Average Reading Scores and Trends in Scores**
in Grade Level Equivalents Relative to the 2019 National Average

| | |
|---|---|
| **2019 Average** | -0.06 |
| **2022 Average** | -0.25 |
| **2024 Average** | -0.35 |
| **2019-2022 Change** | -0.19 |
| **2022-2024 Change** | -0.10 |
| **Since 2019** | -0.29 |

## Absenteeism, Grades 3-8, 2009-2024




**Absenteeism**

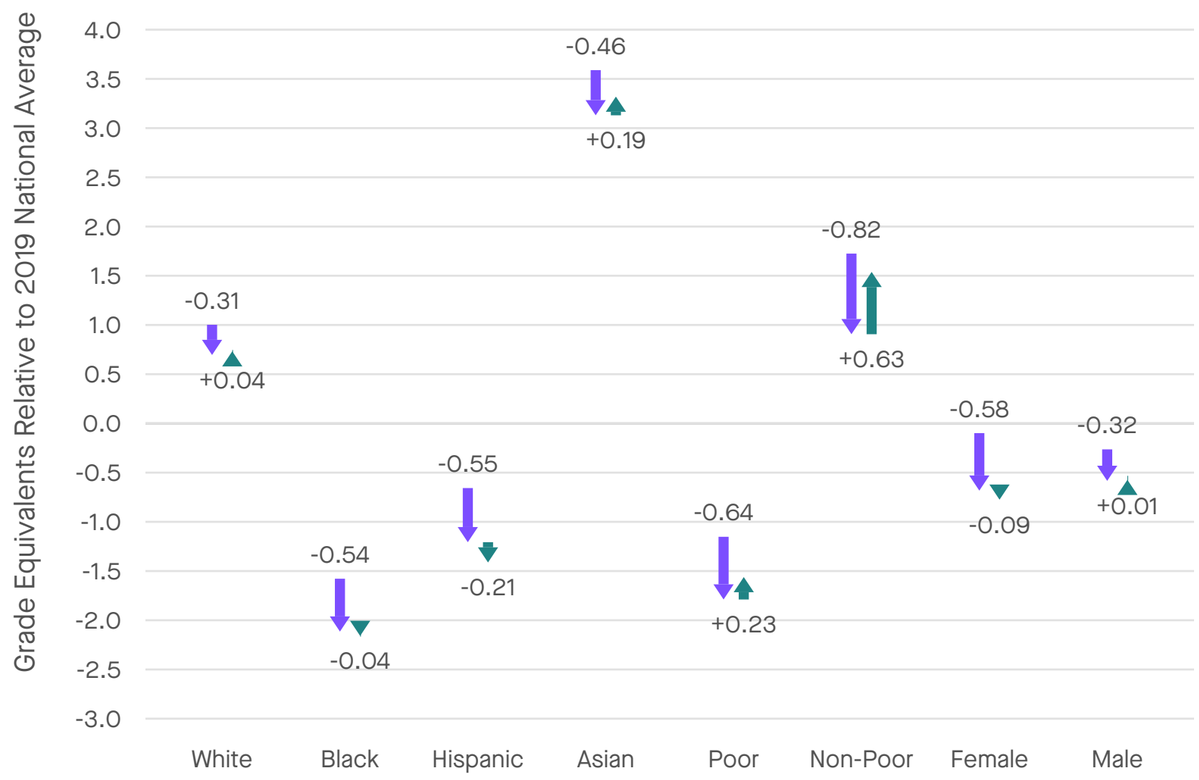
| | |
|---|---|
| **2019-2023 Change** | +0.10 |
| **Since 2009** | N/A |

Absenteeism data courtesy of Nat Malkus, American Enterprise Institute

# Georgia



## Math Performance by Subgroup, Grades 3-8, 2019-2024

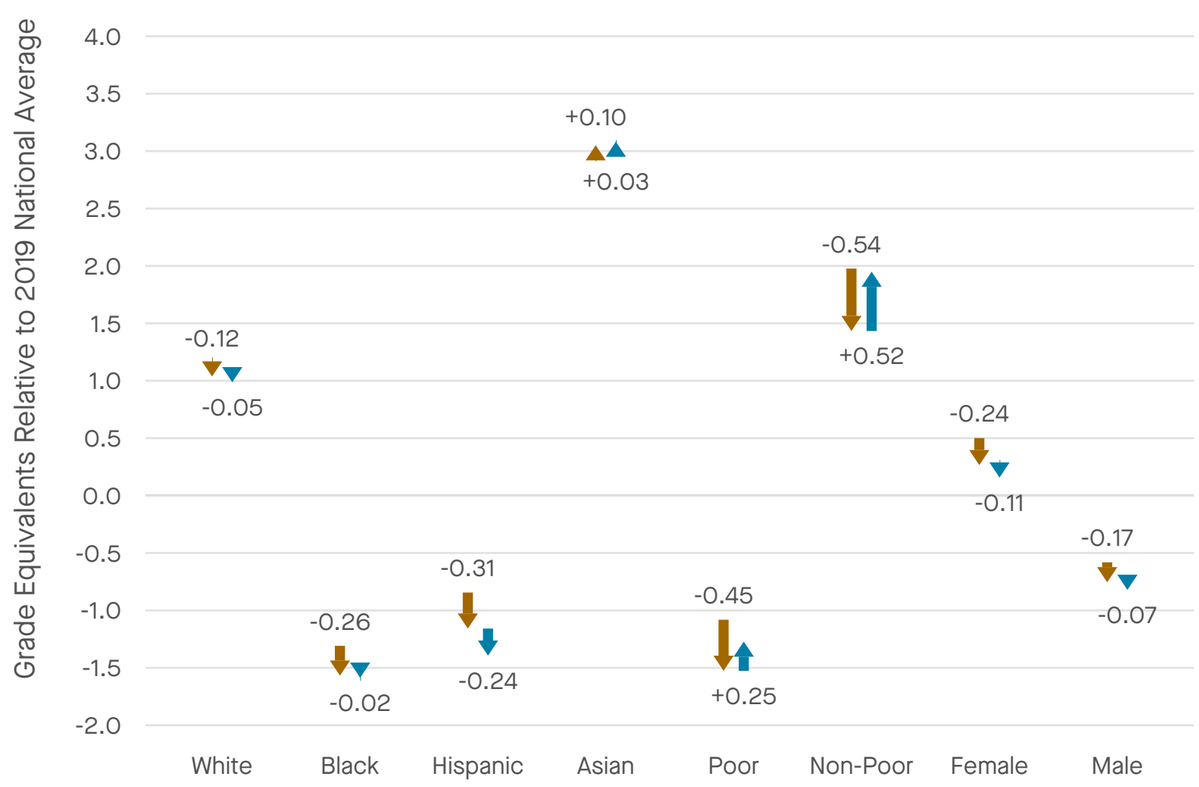



### Average Math Scores and Trends in Scores

in Grade Level Equivalents Relative to the 2019 National Average

| | 2019 Average | 2022 Average | 2024 Average | 2019-22 Change | 2022-24 Change | 2019-24 Change |
|---|---|---|---|---|---|---|
| **White** | 1.00 | 0.69 | 0.73 | ↓ -0.31 | ↑ 0.04 | ↓ -0.27 |
| **Black** | -1.58 | -2.12 | -2.16 | ↓ -0.54 | ↓ -0.04 | ↓ -0.58 |
| **Hispanic** | -0.66 | -1.21 | -1.41 | ↓ -0.55 | ↓ -0.21 | ↓ -0.76 |
| **Asian** | 3.59 | 3.13 | 3.32 | ↓ -0.46 | ↑ 0.19 | ↓ -0.27 |
| **Poor** | -1.15 | -1.79 | -1.56 | ↓ -0.64 | ↑ 0.23 | ↓ -0.41 |
| **Non-Poor** | 1.73 | 0.91 | 1.54 | ↓ -0.82 | ↑ 0.63 | ↓ -0.19 |
| **Female** | -0.10 | -0.68 | -0.78 | ↓ -0.58 | ↓ -0.09 | ↓ -0.68 |
| **Male** | -0.26 | -0.58 | -0.57 | ↓ -0.32 | ↑ 0.01 | ↓ -0.31 |

## Reading Performance by Subgroup, Grades 3-8, 2019-2024

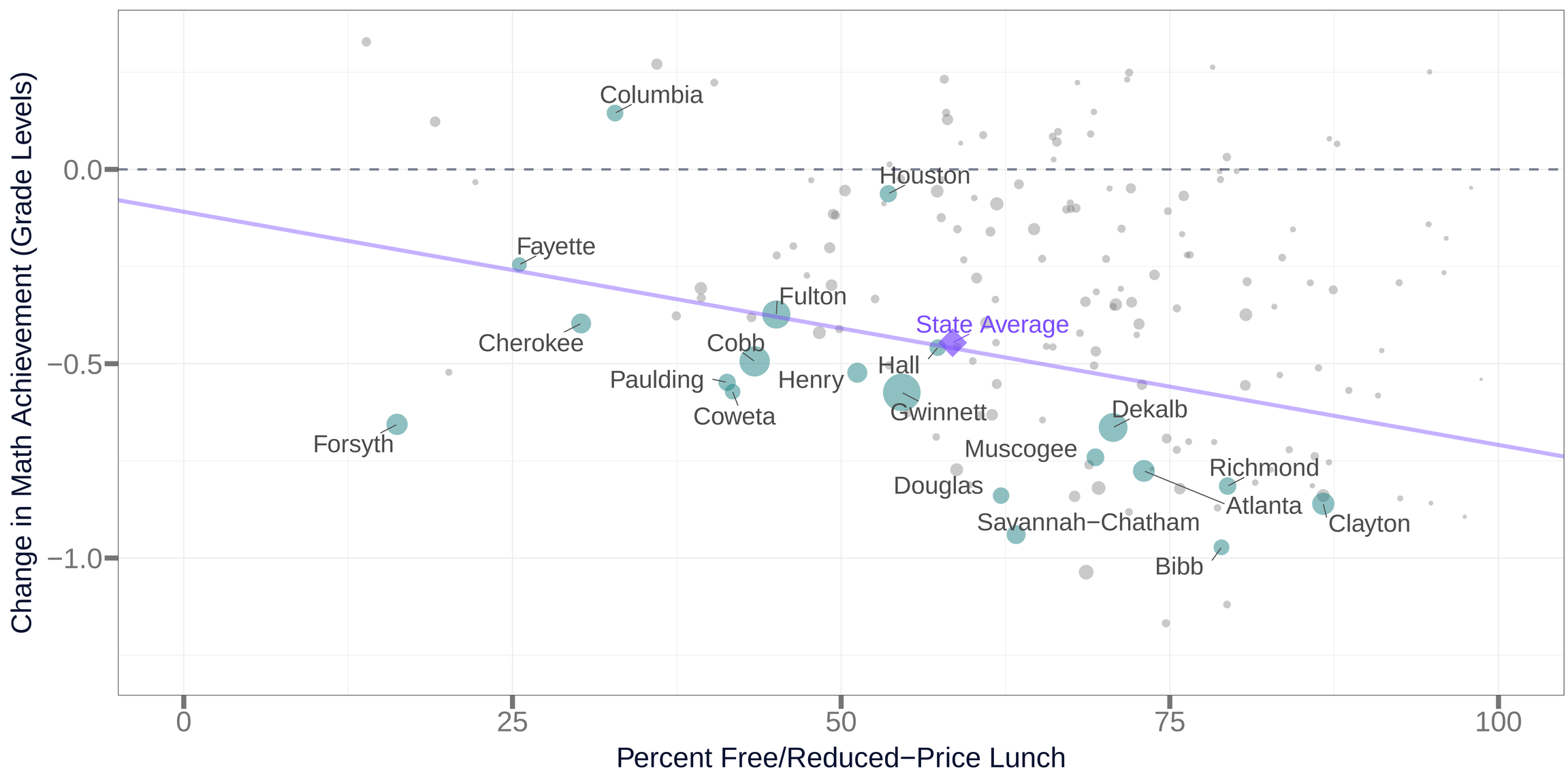



### Average Reading Scores and Trends in Scores

in Grade Level Equivalents Relative to the 2019 National Average

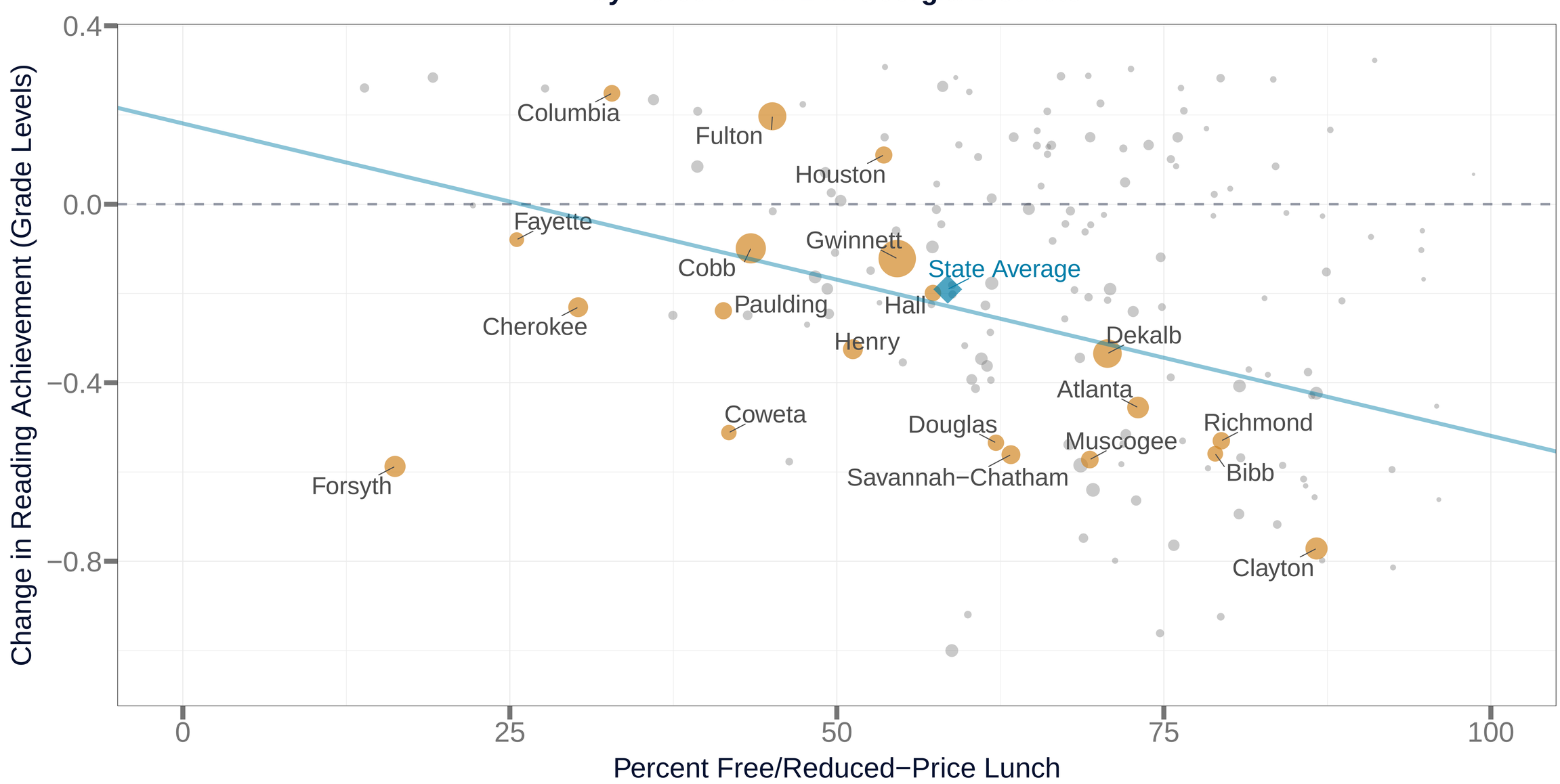
| | 2019 Average | 2022 Average | 2024 Average | 2019-22 Change | 2022-24 Change | 2019-24 Change |
|---|---|---|---|---|---|---|
| **White** | 1.16 | 1.04 | 0.99 | ↓ -0.12 | ↓ -0.05 | ↓ -0.17 |
| **Black** | -1.31 | -1.57 | -1.59 | ↓ -0.26 | ↓ -0.02 | ↓ -0.28 |
| **Hispanic** | -0.84 | -1.16 | -1.39 | ↓ -0.31 | ↓ -0.24 | ↓ -0.55 |
| **Asian** | 2.95 | 3.05 | 3.08 | ↑ 0.10 | ↑ 0.03 | ↑ 0.13 |
| **Poor** | -1.08 | -1.53 | -1.27 | ↓ -0.45 | ↑ 0.25 | ↓ -0.19 |
| **Non-Poor** | 1.98 | 1.43 | 1.95 | ↓ -0.54 | ↑ 0.52 | ↓ -0.03 |
| **Female** | 0.50 | 0.27 | 0.16 | ↓ -0.24 | ↓ -0.11 | ↓ -0.34 |
| **Male** | -0.58 | -0.76 | -0.82 | ↓ -0.17 | ↓ -0.07 | ↓ -0.24 |

## Change in Math Achievement 2019−2022
### by Percent FRPL in Georgia Districts



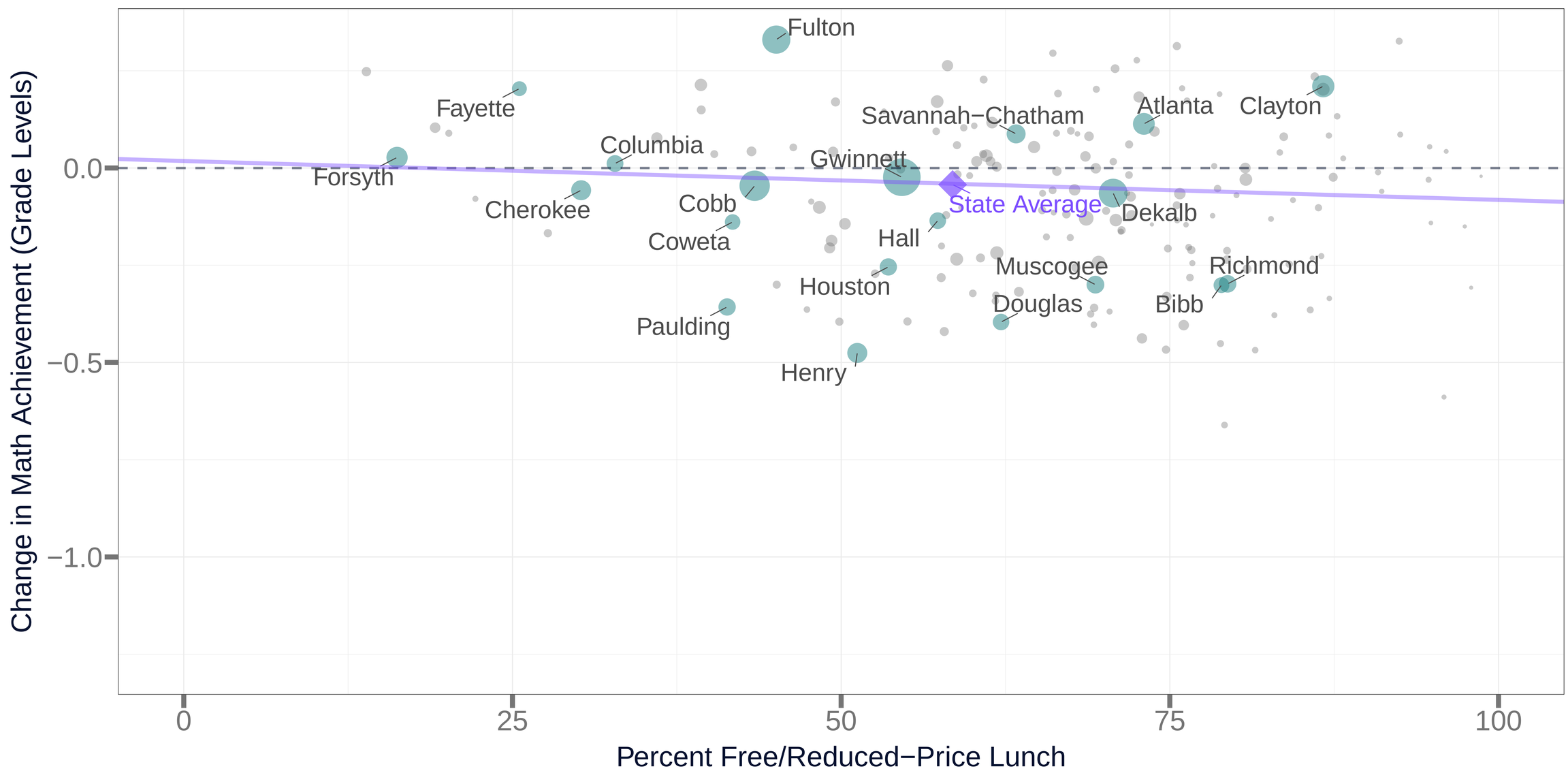

Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see https://edopportunity.org/methods.

## Change in Reading Achievement 2019−2022
### by Percent FRPL in Georgia Districts



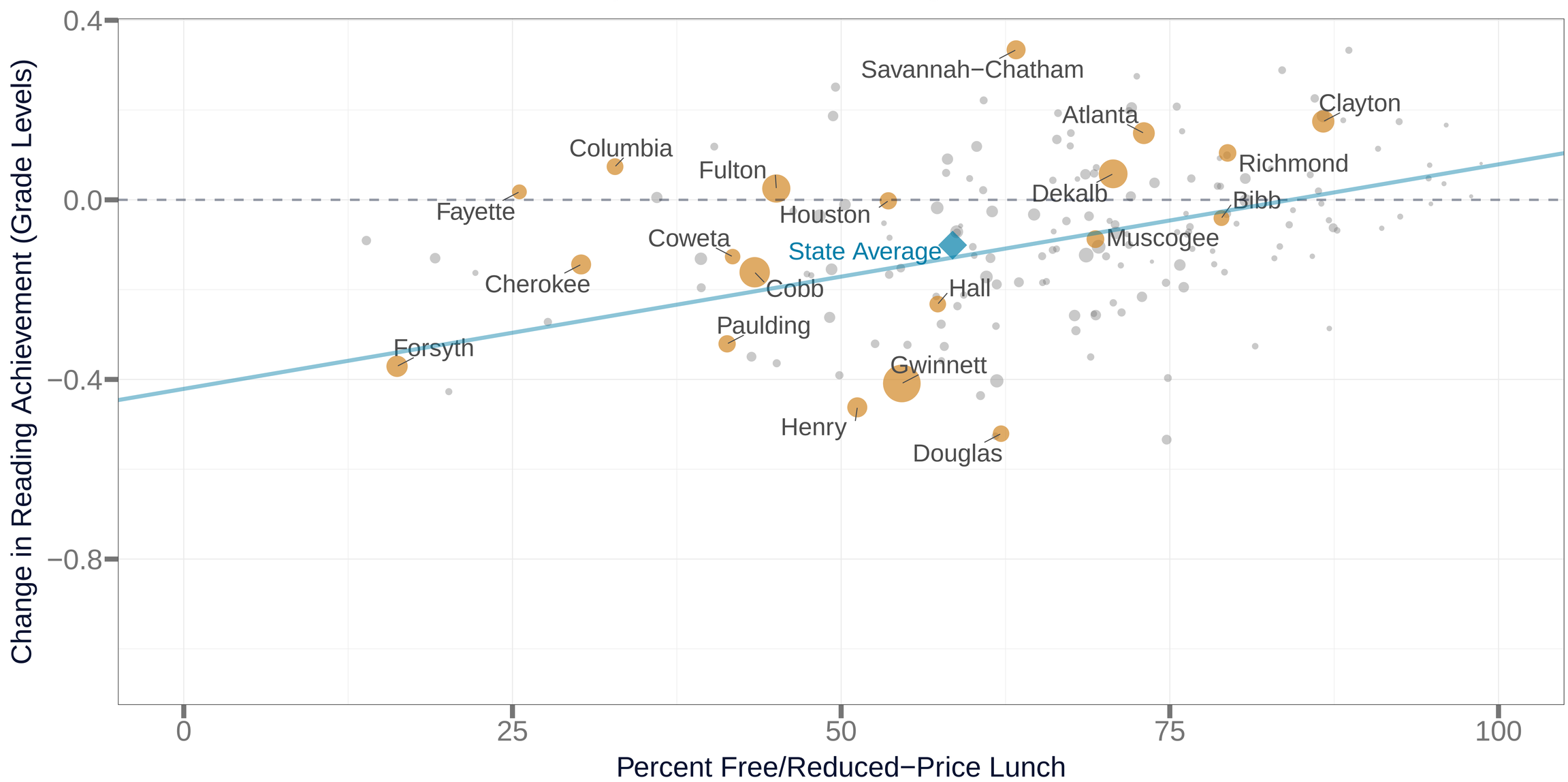

Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see https://edopportunity.org/methods.

## Change in Math Achievement 2022−2024
### by Percent FRPL in Georgia Districts



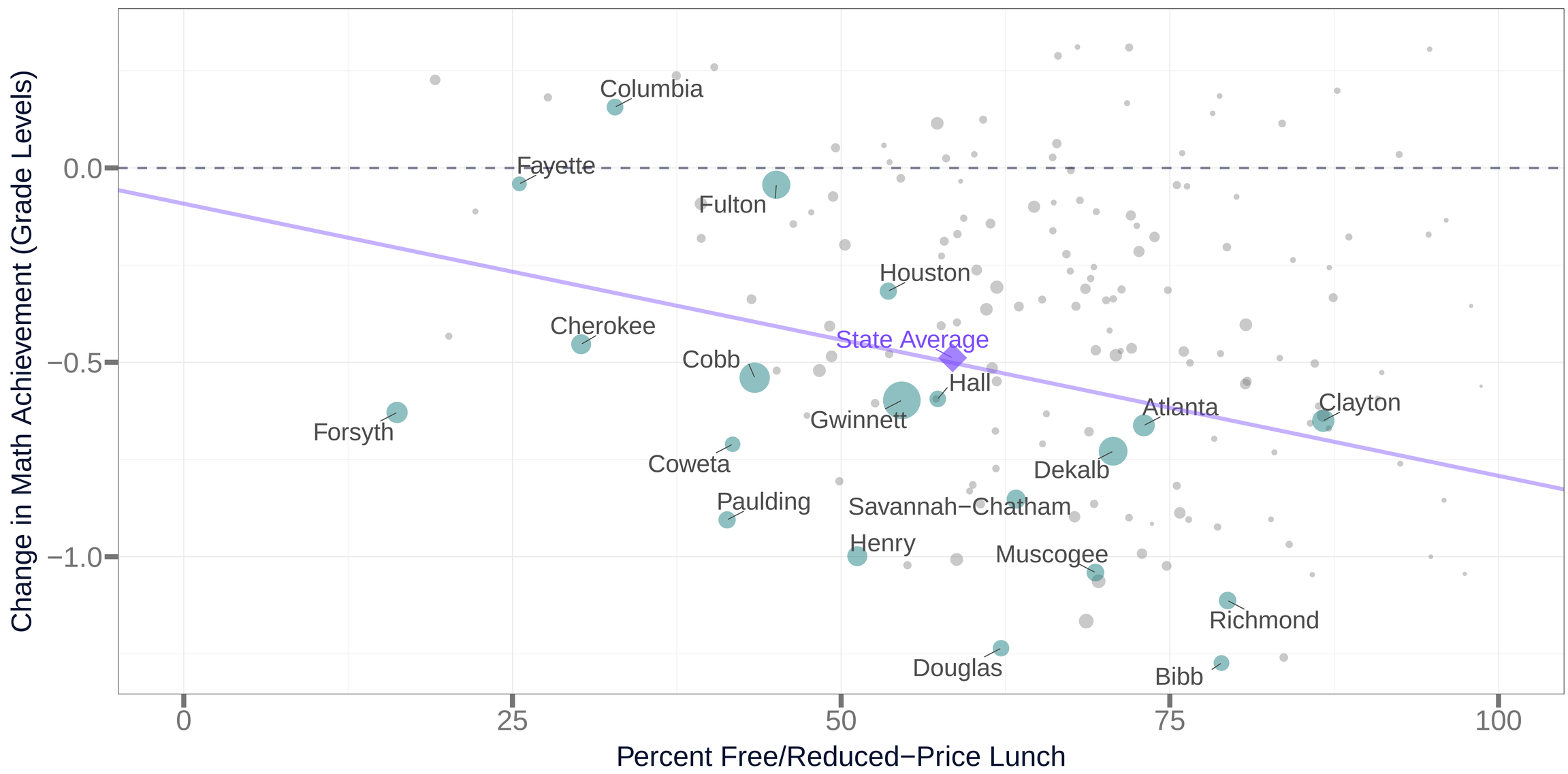

Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see https://edopportunity.org/methods.

## Change in Reading Achievement 2022−2024
### by Percent FRPL in Georgia Districts




Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see https://edopportunity.org/methods.

## Change in Math Achievement 2019−2024
### by Percent FRPL in Georgia Districts

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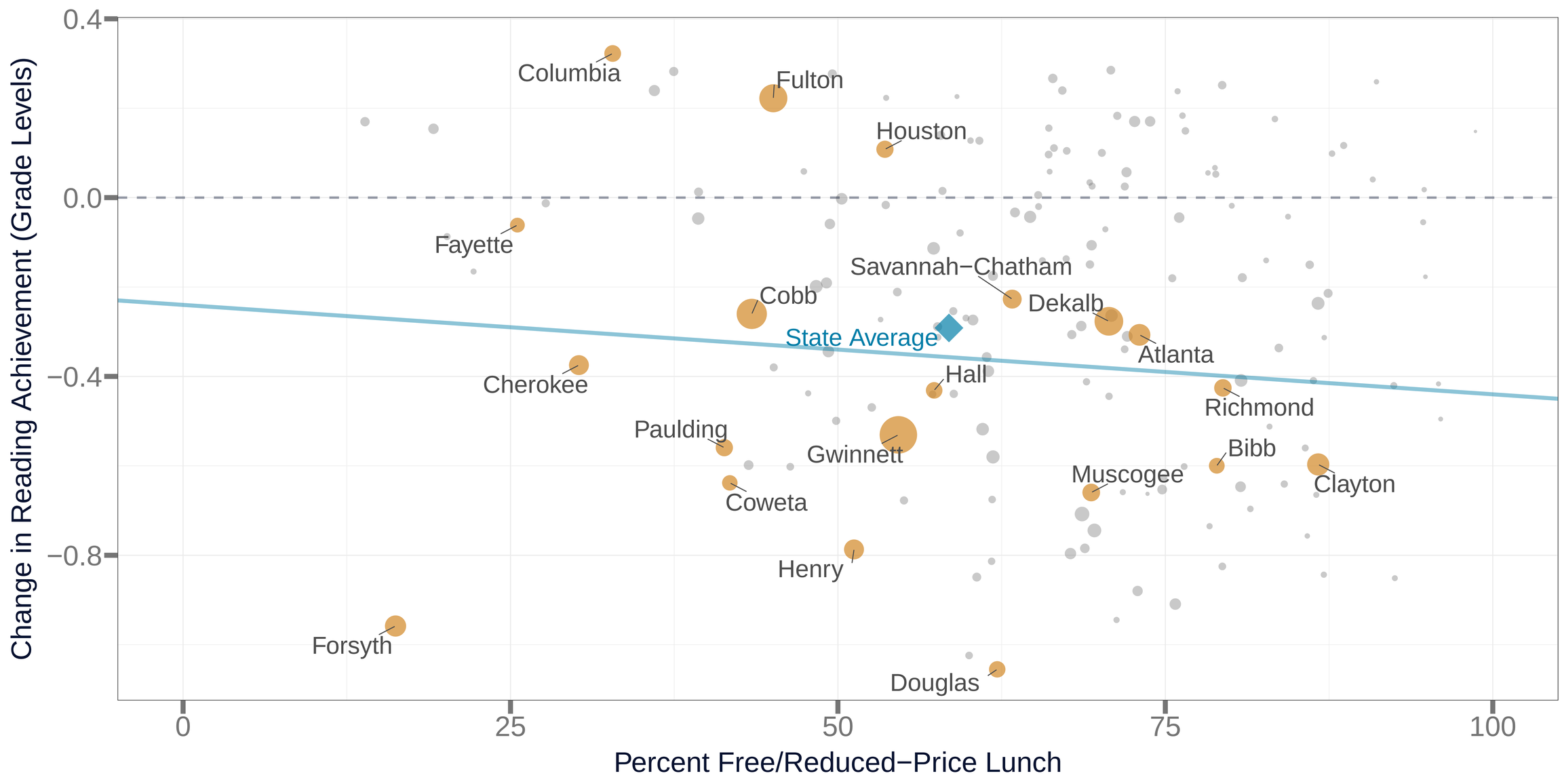
## Change in Reading Achievement 2019−2024
### by Percent FRPL in Georgia Districts

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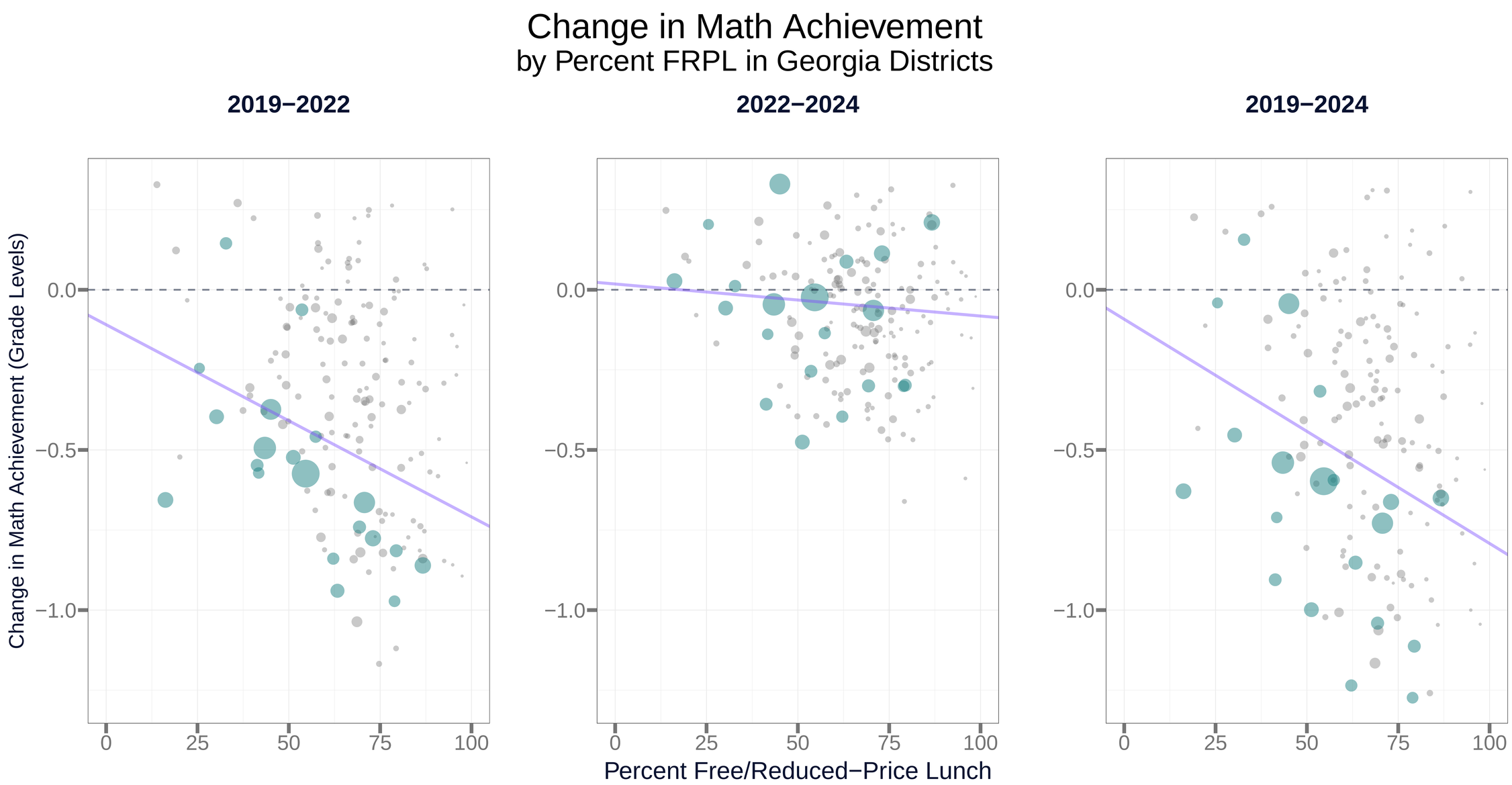
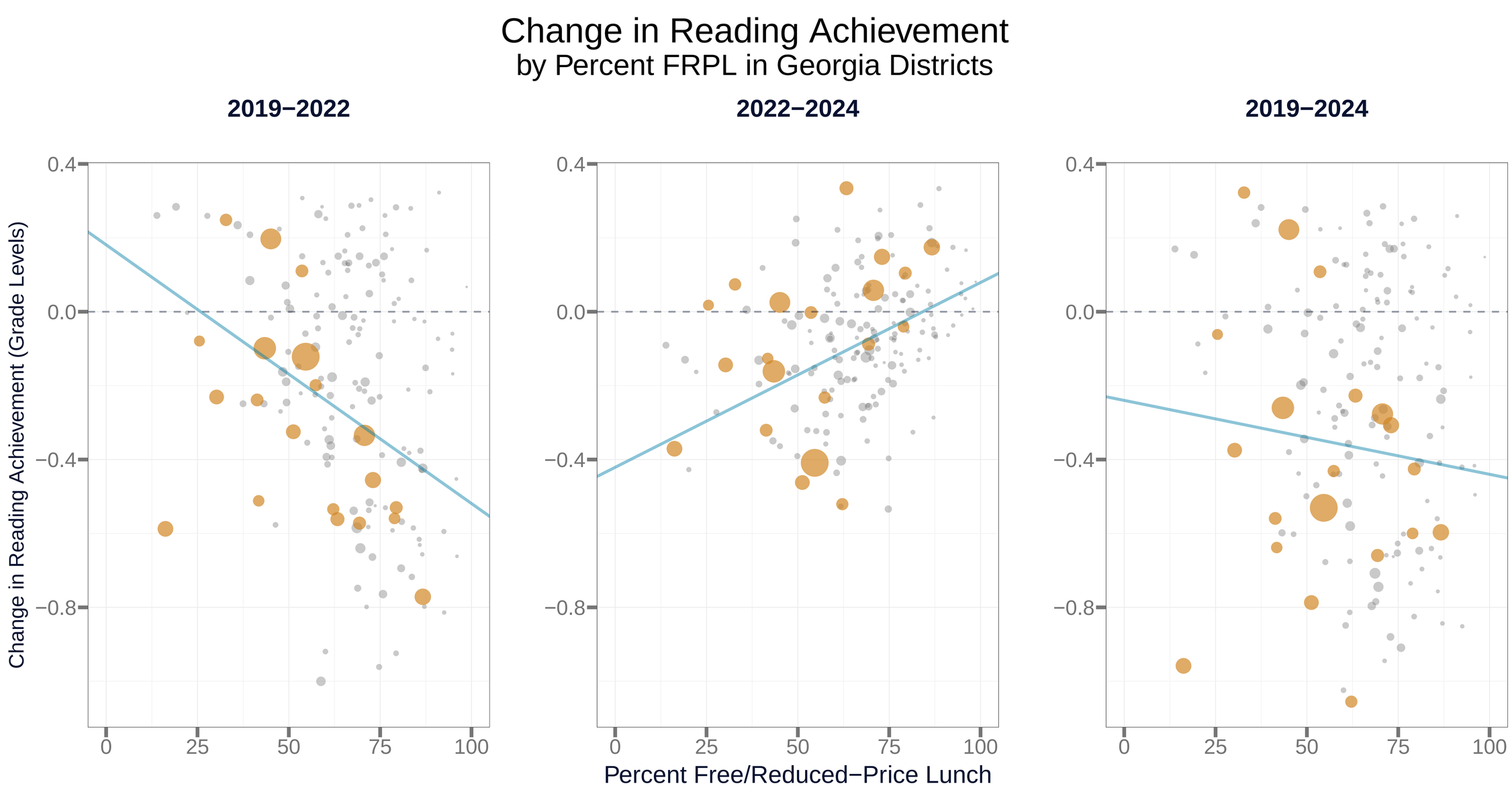



Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see https://edopportunity.org/methods.

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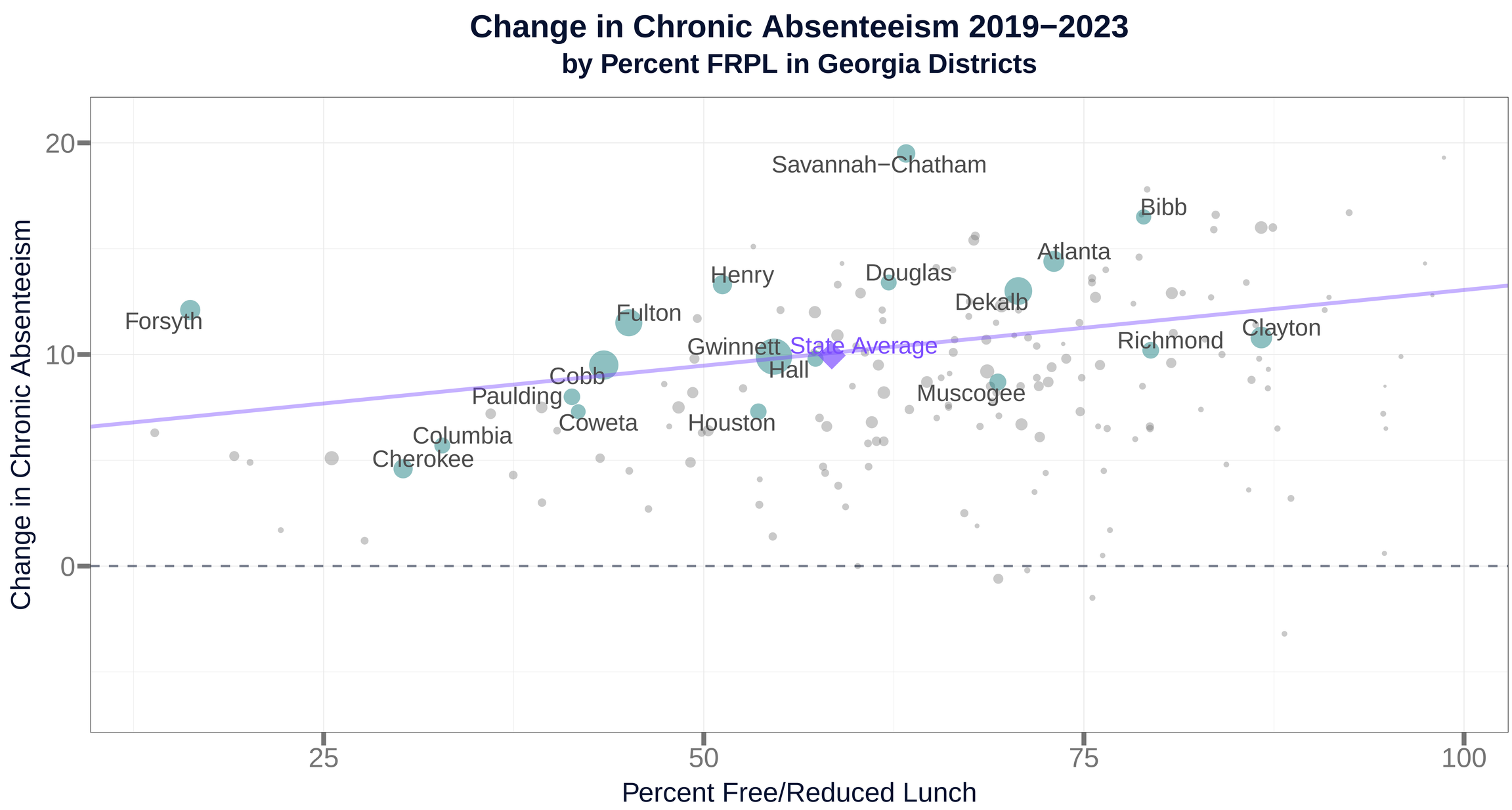


Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see https://edopportunity.org/methods.