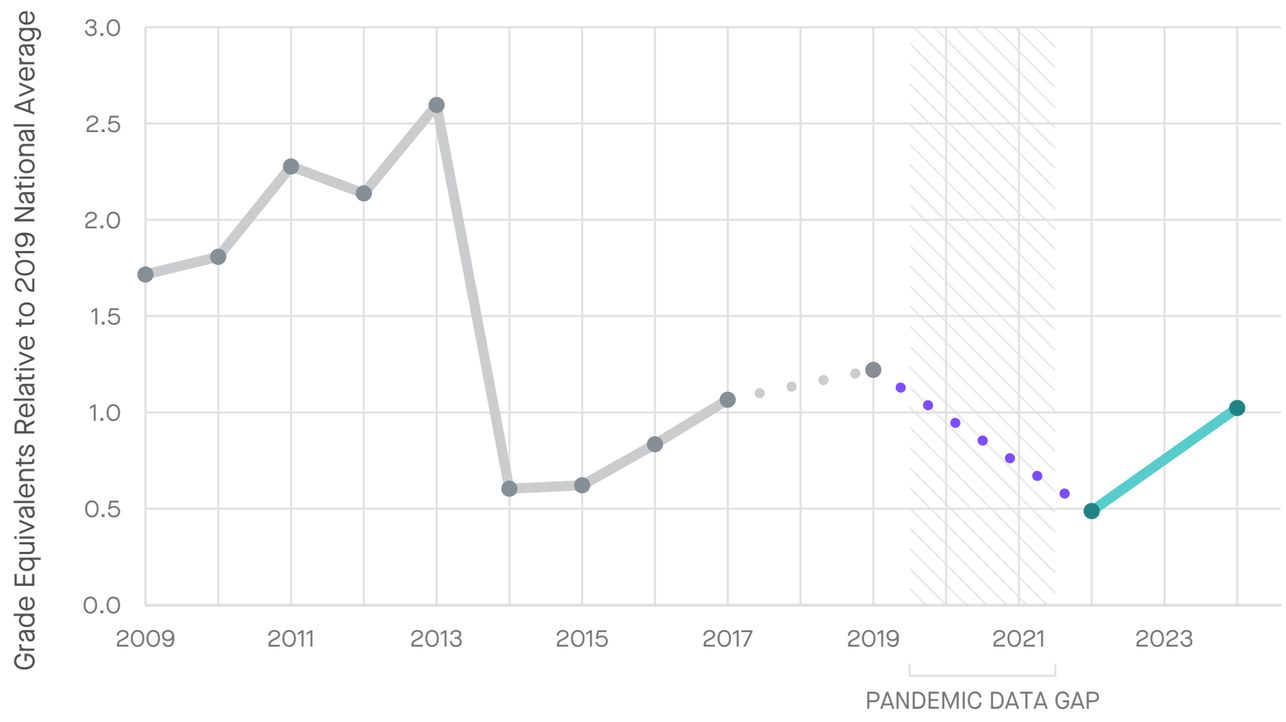
# Worcester County Public Schools, MD

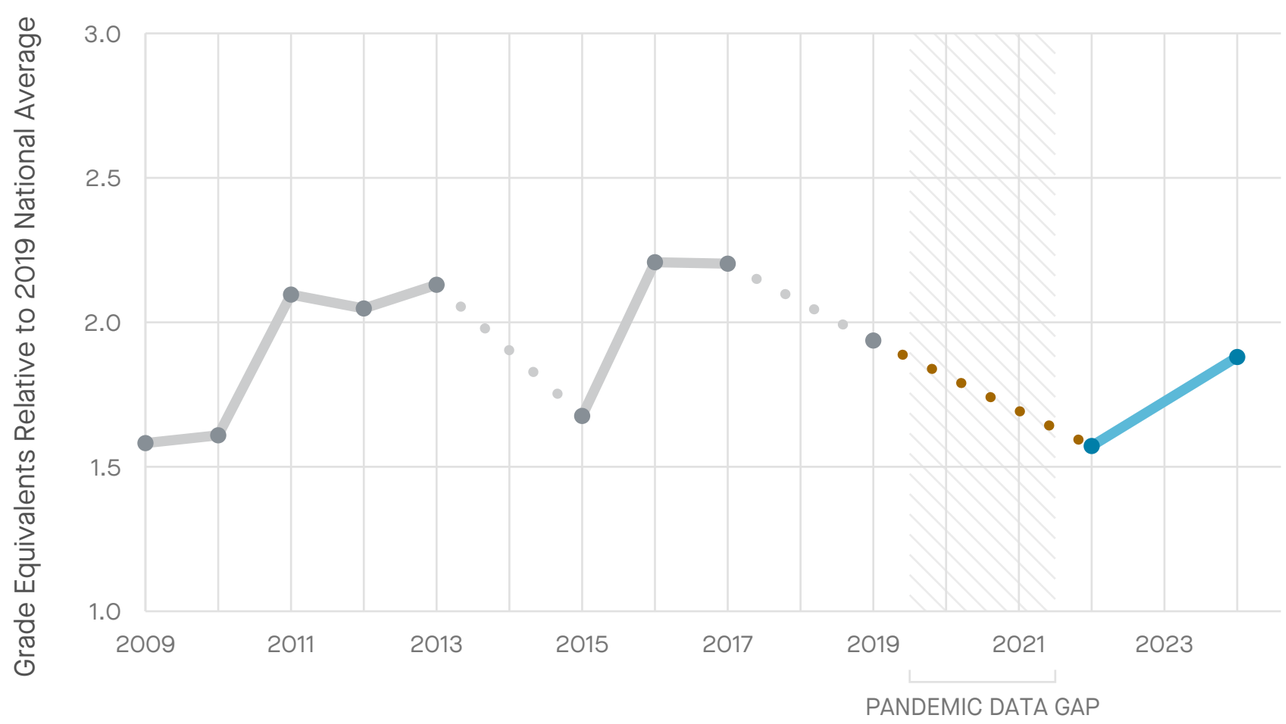
## Math Performance, Grades 3-8, 2009-2024




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

| | |
|---|---|
| **2019 Average** | 1.22 |
| **2022 Average** | 0.49 |
| **2024 Average** | 1.02 |
| **2019-2022 Change** | -0.73 |
| **2022-2024 Change** | +0.54 |
| **Since 2019** | -0.20 |

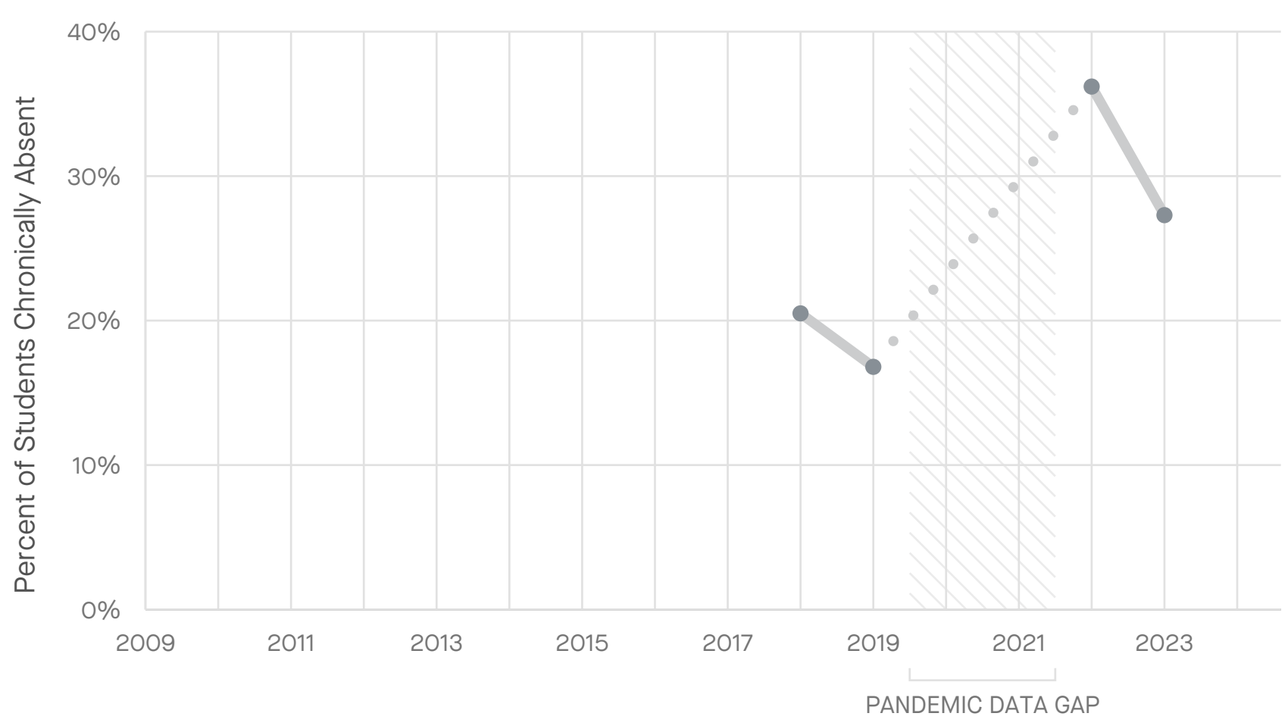
## Reading Performance, Grades 3-8, 2009-2024




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

| | |
|---|---|
| **2019 Average** | 1.94 |
| **2022 Average** | 1.57 |
| **2024 Average** | 1.88 |
| **2019-2022 Change** | -0.36 |
| **2022-2024 Change** | +0.31 |
| **Since 2019** | -0.06 |

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



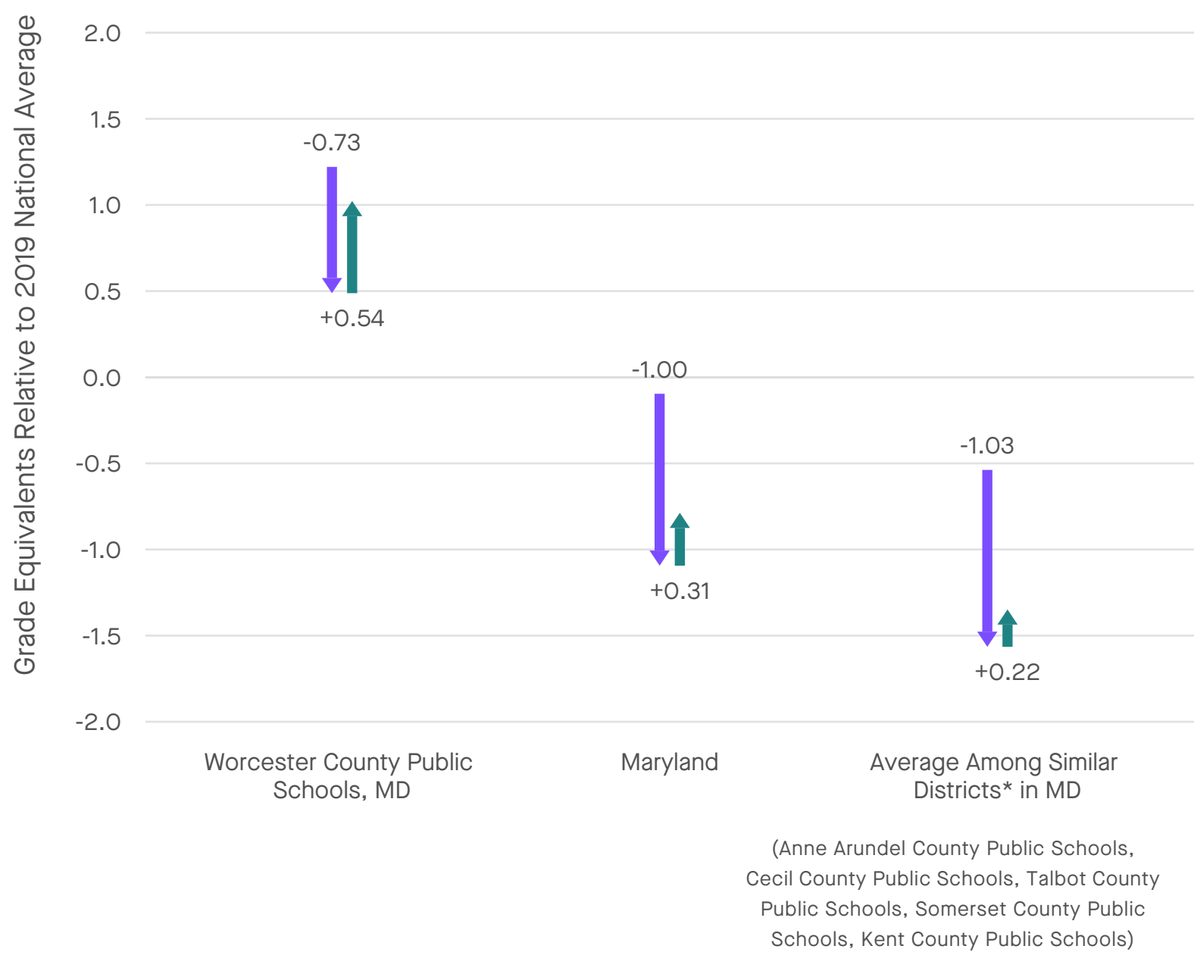

**Absenteeism**

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

Absenteeism data courtesy of Nat Malkus, American Enterprise Institute

# Worcester County Public Schools, MD

## Math Performance in Worcester County Public Schools vs. Maryland and Similar Districts, Grades 3-8, 2019-2024



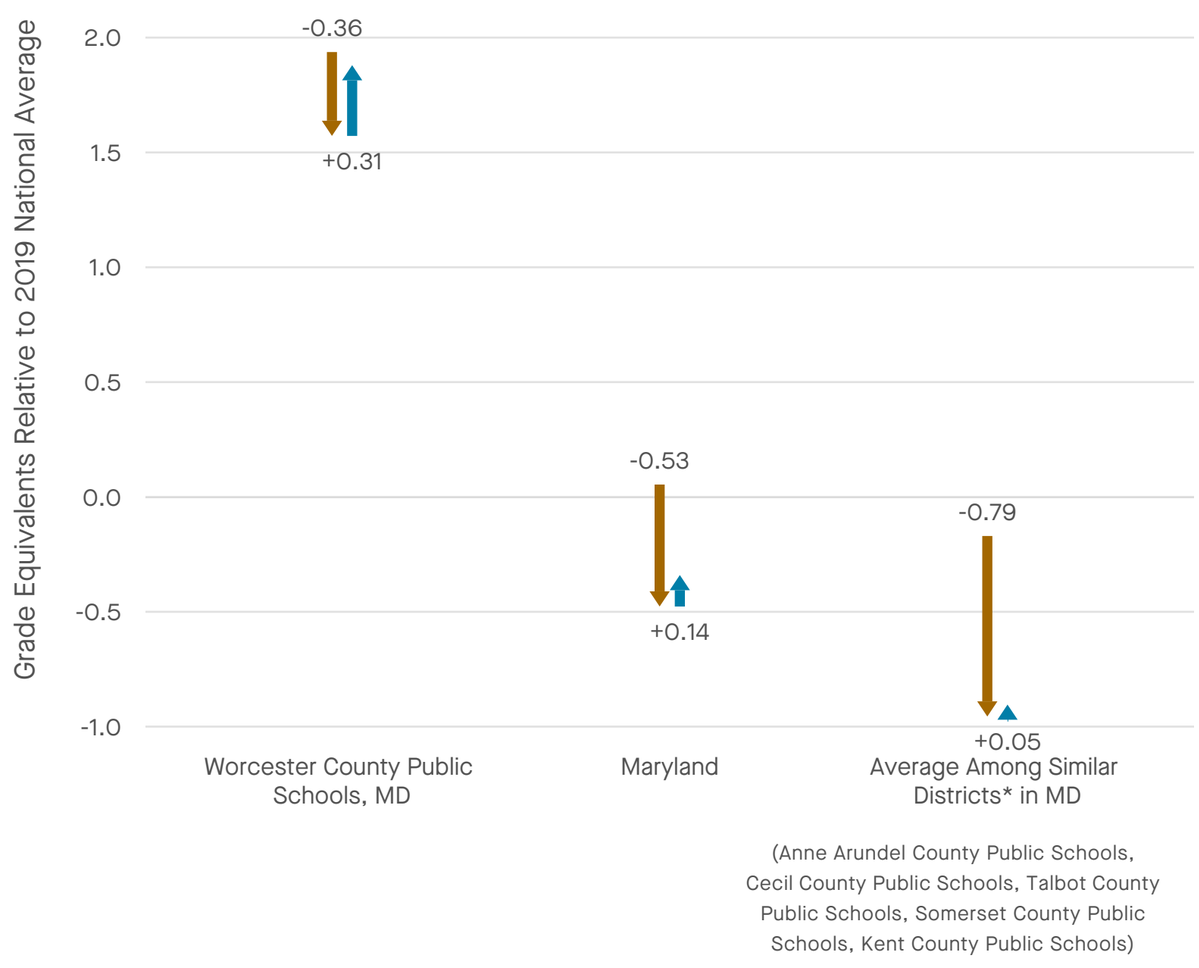

**Average Math Scores and Trends in Scores**

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 |
|---|---|---|---|---|---|---|
| **Worcester County Public Schools, MD** | 1.22 | 0.49 | 1.02 | ↓ -0.73 | ↑ 0.54 | ↓ -0.20 |
| **Maryland** | -0.10 | -1.09 | -0.79 | ↓ -1.00 | ↑ 0.31 | ↓ -0.69 |
| **Similar Districts* in Maryland** | -0.54 | -1.56 | -1.35 | ↓ -1.03 | ↑ 0.22 | ↓ -0.81 |

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

## Reading Performance in Worcester County Public Schools vs. Maryland and Similar Districts, Grades 3-8, 2019-2024




**Average Reading Scores and Trends in Scores**

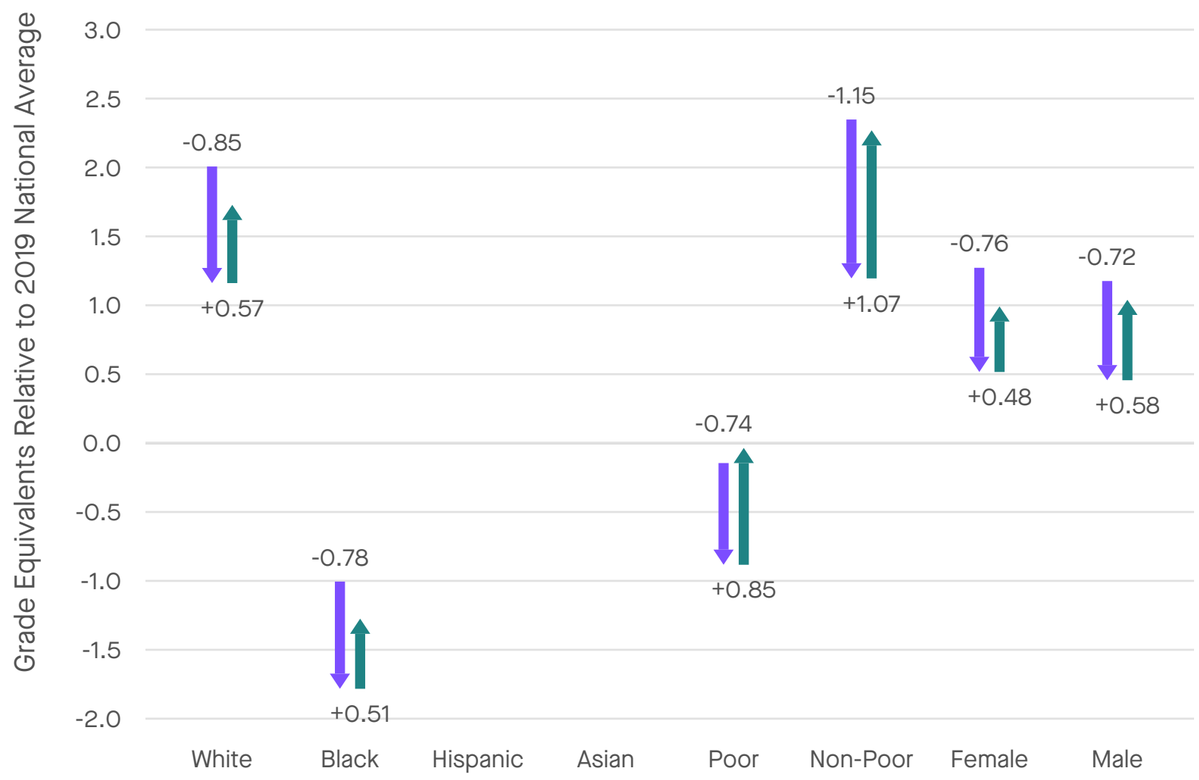
in Grade Level Equivalents Relative to the 2019 National Average

| | 2019 Average | 2022 Average | 2024 Average | 2019-22 Change | 2022-24 Change | 2019-24 Change |
|---|---|---|---|---|---|---|
| **Worcester County Public Schools, MD** | 1.94 | 1.57 | 1.88 | ↓ -0.36 | ↑ 0.31 | ↓ -0.06 |
| **Maryland** | 0.05 | -0.48 | -0.34 | ↓ -0.53 | ↑ 0.14 | ↓ -0.39 |
| **Similar Districts* in Maryland** | -0.17 | -0.96 | -0.90 | ↓ -0.79 | ↑ 0.05 | ↓ -0.73 |

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

# Worcester County Public Schools, MD

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

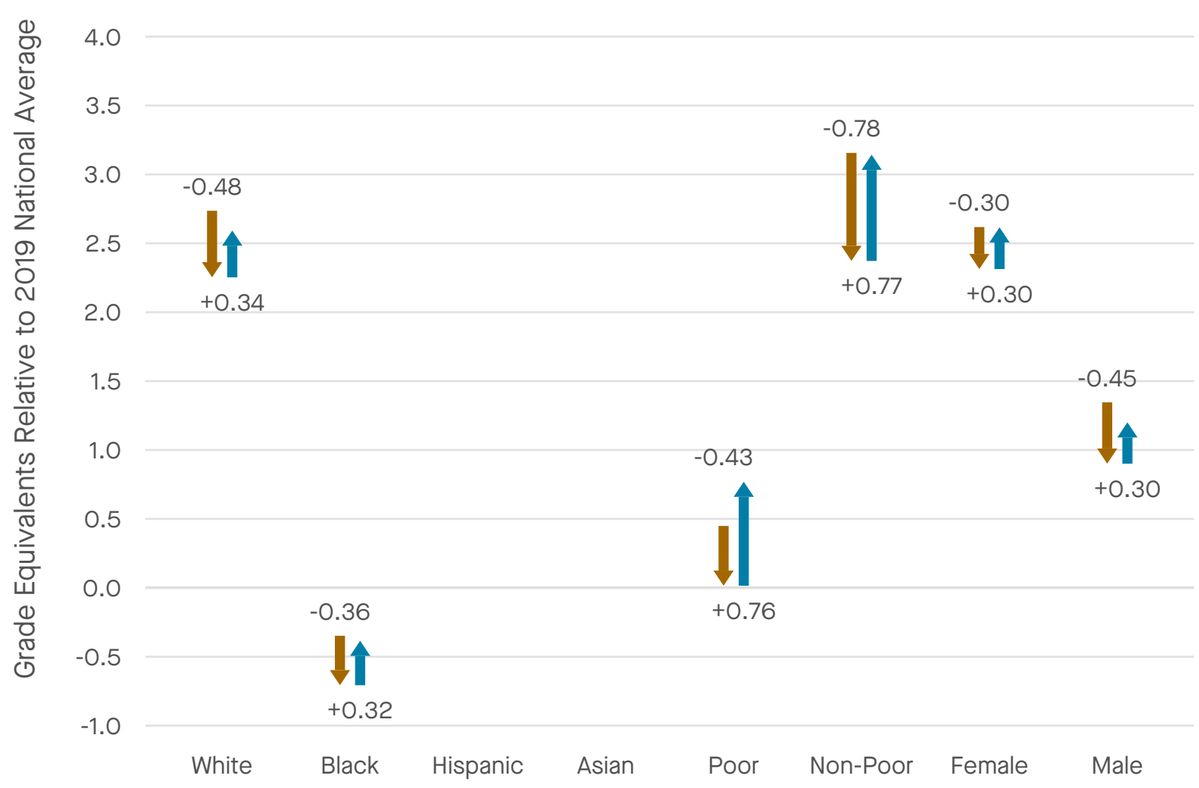



**Average Math Scores and Trends in Scores**

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** | 2.01 | 1.16 | 1.73 | ↓ -0.85 | ↑ 0.57 | ↓ -0.28 |
| **Black** | -1.00 | -1.78 | -1.27 | ↓ -0.78 | ↑ 0.51 | ↓ -0.27 |
| **Hispanic** | N/A | N/A | N/A | N/A | N/A | N/A |
| **Asian** | N/A | N/A | N/A | N/A | N/A | N/A |
| **Poor** | -0.14 | -0.88 | -0.04 | ↓ -0.74 | ↑ 0.85 | ↑ 0.11 |
| **Non-Poor** | 2.35 | 1.20 | 2.27 | ↓ -1.15 | ↑ 1.07 | ↓ -0.08 |
| **Female** | 1.27 | 0.52 | 0.99 | ↓ -0.76 | ↑ 0.48 | ↓ -0.28 |
| **Male** | 1.18 | 0.46 | 1.04 | ↓ -0.72 | ↑ 0.58 | ↓ -0.14 |

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



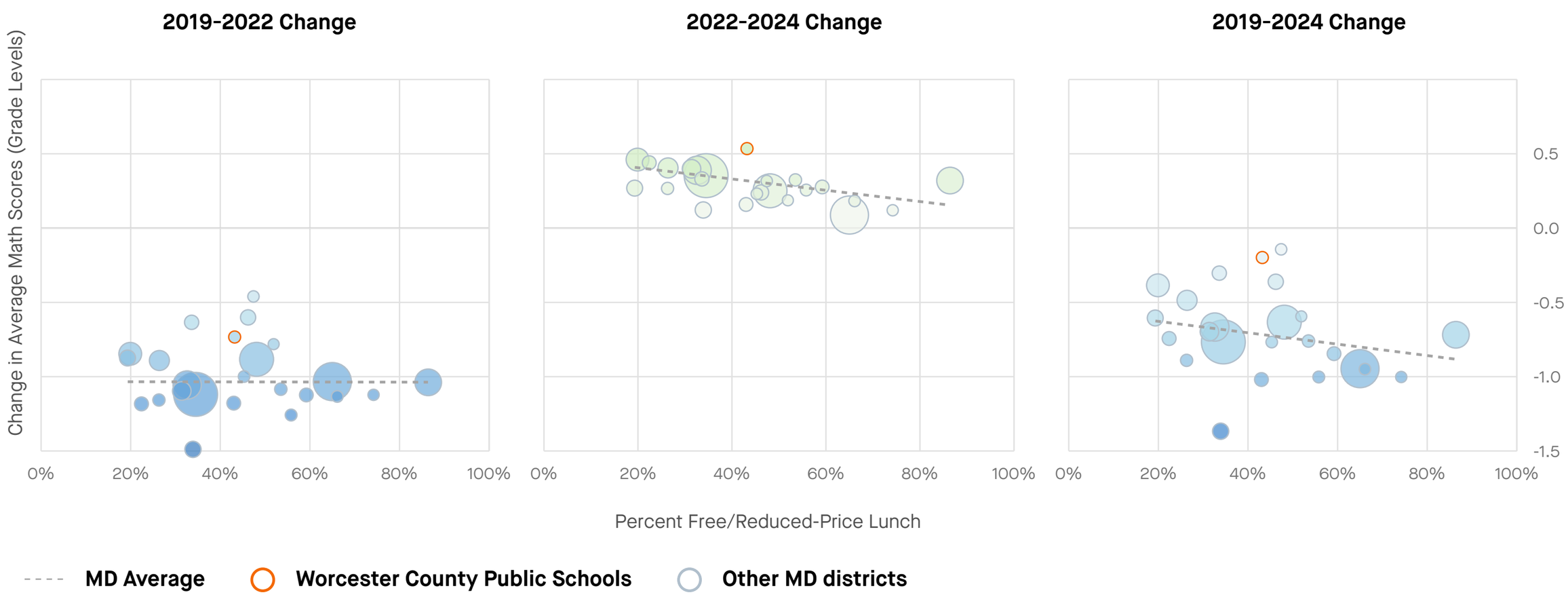

**Average Reading Scores and Trends in Scores**

in Grade Level Equivalents Relative to the 2019 National Average

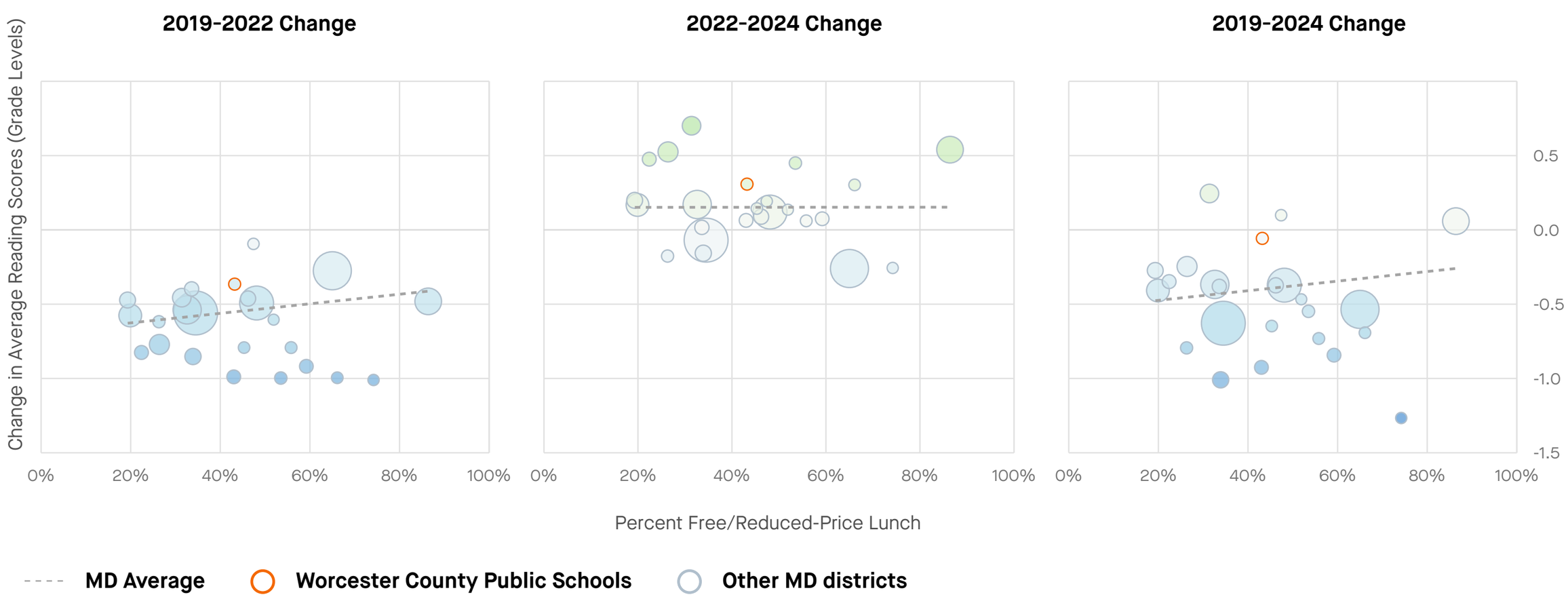
| | 2019 Average | 2022 Average | 2024 Average | 2019-22 Change | 2022-24 Change | 2019-24 Change |
|---|---|---|---|---|---|---|
| **White** | 2.74 | 2.25 | 2.59 | ↓ -0.48 | ↑ 0.34 | ↓ -0.14 |
| **Black** | -0.35 | -0.71 | -0.38 | ↓ -0.36 | ↑ 0.32 | ↓ -0.04 |
| **Hispanic** | N/A | N/A | N/A | N/A | N/A | N/A |
| **Asian** | N/A | N/A | N/A | N/A | N/A | N/A |
| **Poor** | 0.45 | 0.01 | 0.77 | ↓ -0.43 | ↑ 0.76 | ↑ 0.32 |
| **Non-Poor** | 3.16 | 2.37 | 3.14 | ↓ -0.78 | ↑ 0.77 | ↓ -0.01 |
| **Female** | 2.62 | 2.31 | 2.62 | ↓ -0.30 | ↑ 0.30 | ↓ -0.00 |
| **Male** | 1.35 | 0.90 | 1.20 | ↓ -0.45 | ↑ 0.30 | ↓ -0.14 |

# Worcester County Public Schools, MD

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



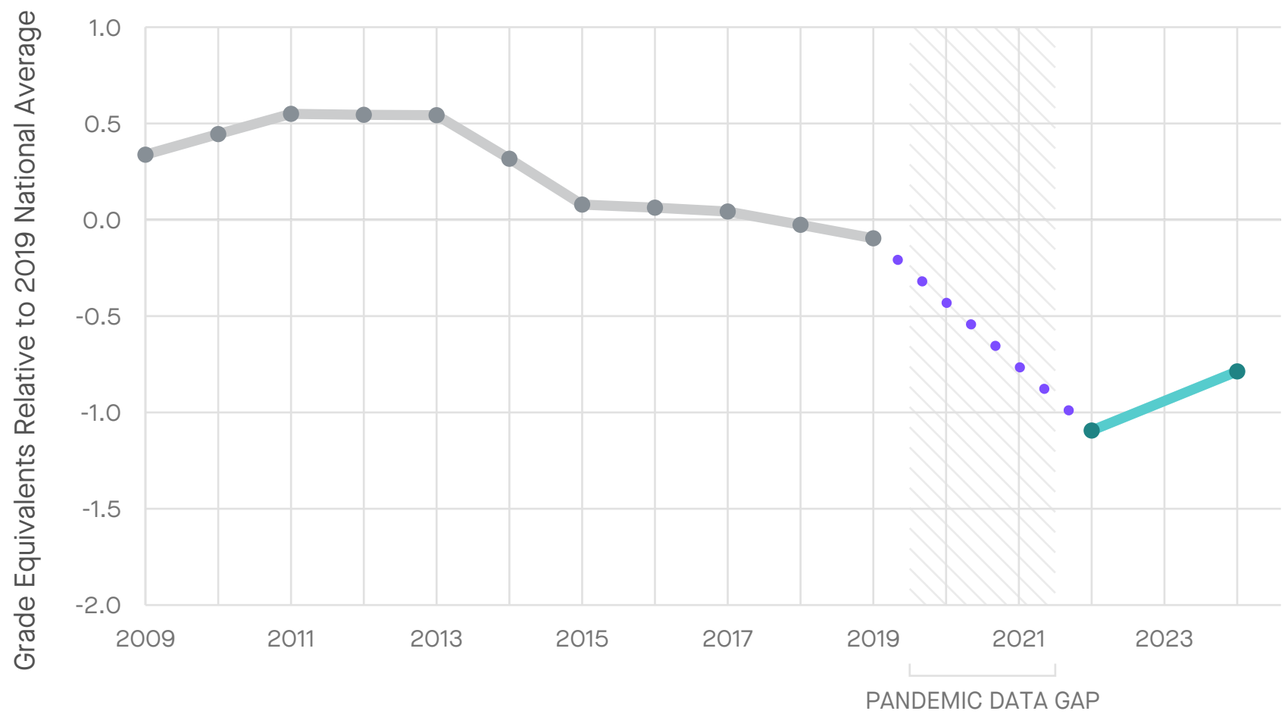

## Change in Reading Performance in Maryland Districts vs. Percent Free/Reduced-Price Lunch, Grades 3-8, 2019-2024



# Maryland



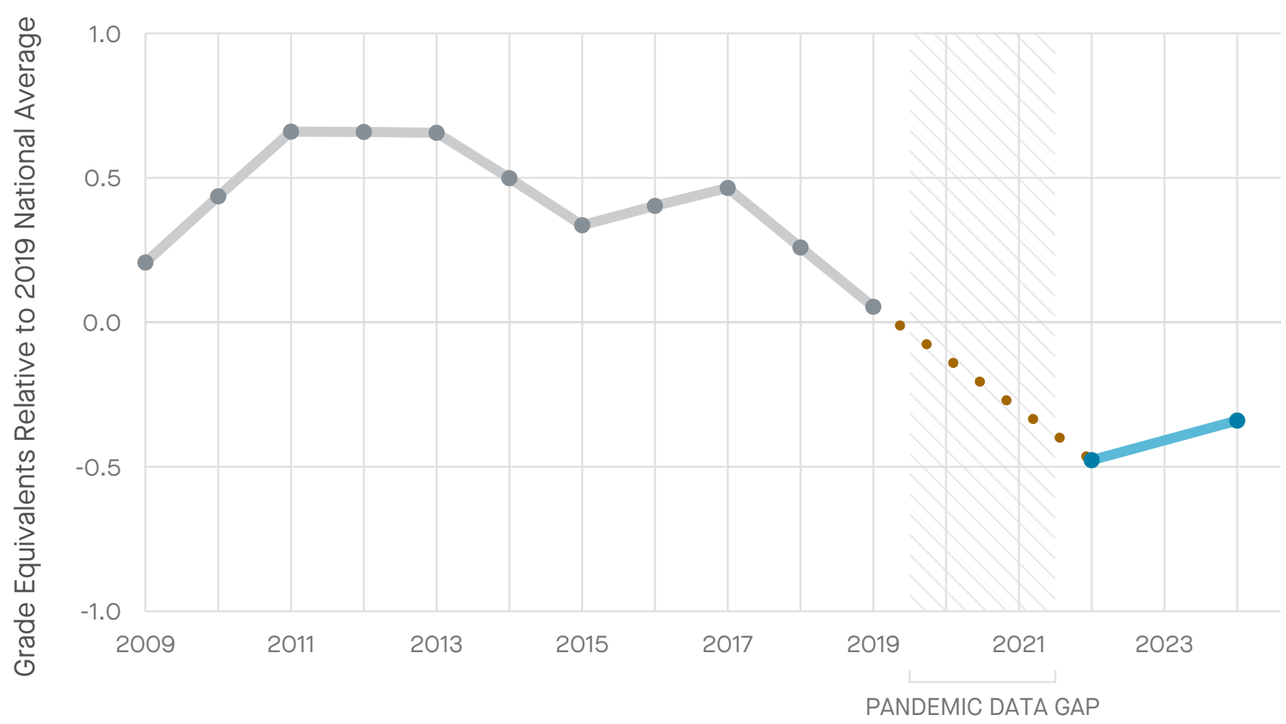
## Math Performance, Grades 3-8, 2009-2024




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

| | |
|---|---|
| **2019 Average** | -0.10 |
| **2022 Average** | -1.09 |
| **2024 Average** | -0.79 |
| **2019-2022 Change** | -1.00 |
| **2022-2024 Change** | +0.31 |
| **Since 2019** | -0.69 |

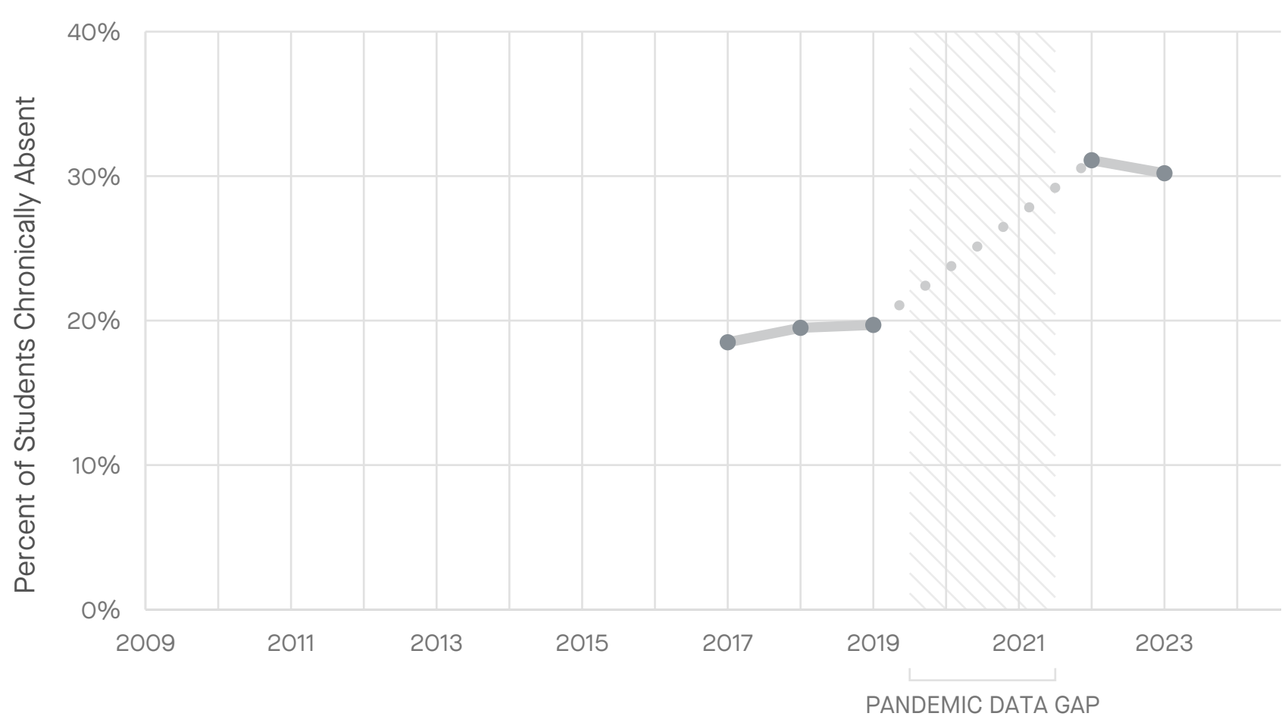
## Reading Performance, Grades 3-8, 2009-2024




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

| | |
|---|---|
| **2019 Average** | 0.05 |
| **2022 Average** | -0.48 |
| **2024 Average** | -0.34 |
| **2019-2022 Change** | -0.53 |
| **2022-2024 Change** | +0.14 |
| **Since 2019** | -0.39 |

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




**Absenteeism**

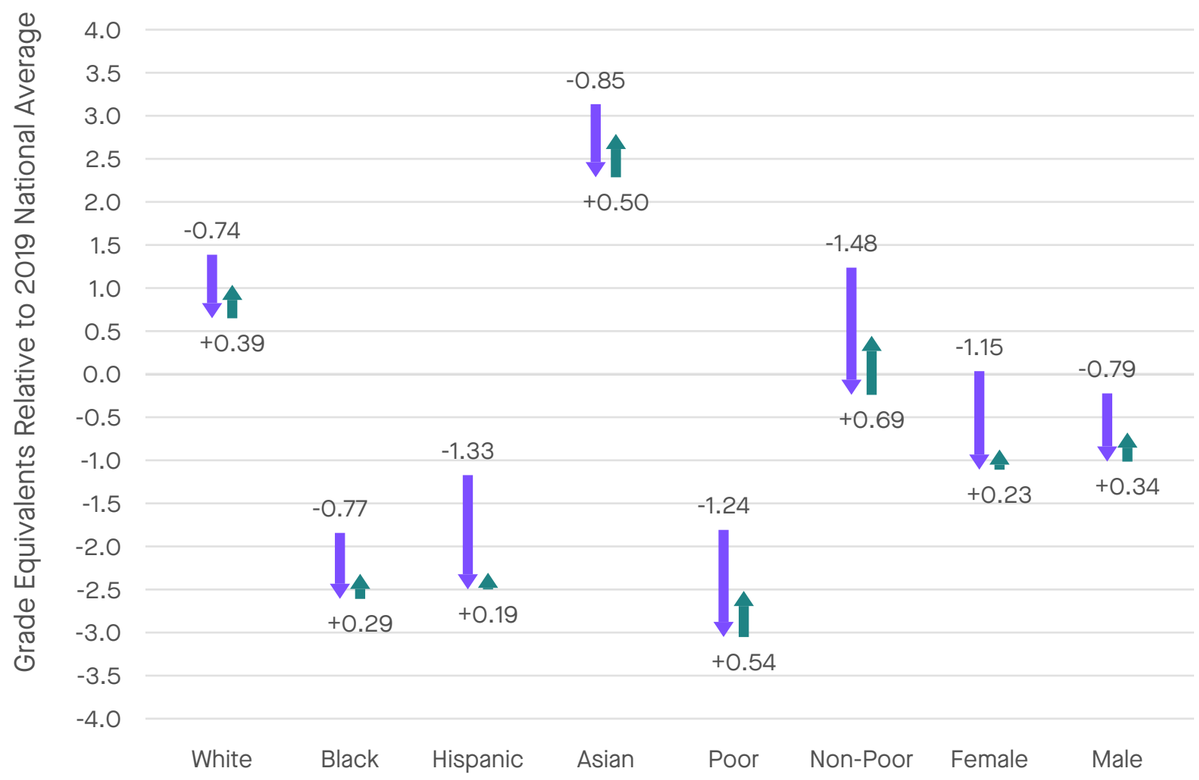
| | |
|---|---|
| **2019-2023 Change** | +0.10 |
| **Since 2009** | N/A |

Absenteeism data courtesy of Nat Malkus, American Enterprise Institute

# Maryland



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

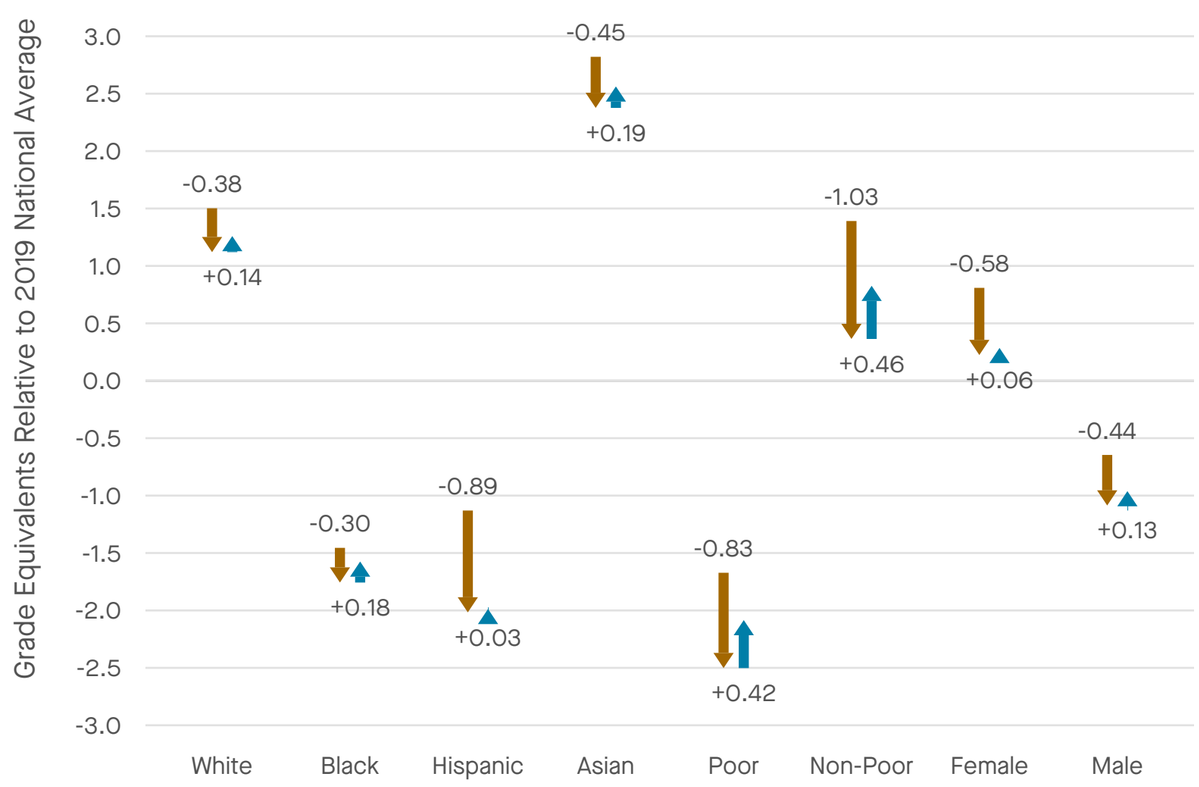



**Average Math Scores and Trends in Scores**

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** | 1.39 | 0.65 | 1.04 | -0.74 | 0.39 | -0.35 |
| **Black** | -1.84 | -2.61 | -2.32 | -0.77 | 0.29 | -0.47 |
| **Hispanic** | -1.17 | -2.50 | -2.31 | -1.33 | 0.19 | -1.13 |
| **Asian** | 3.13 | 2.29 | 2.79 | -0.85 | 0.50 | -0.34 |
| **Poor** | -1.81 | -3.05 | -2.52 | -1.24 | 0.54 | -0.71 |
| **Non-Poor** | 1.24 | -0.24 | 0.45 | -1.48 | 0.69 | -0.79 |
| **Female** | 0.04 | -1.11 | -0.87 | -1.15 | 0.23 | -0.91 |
| **Male** | -0.22 | -1.01 | -0.68 | -0.79 | 0.34 | -0.45 |

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

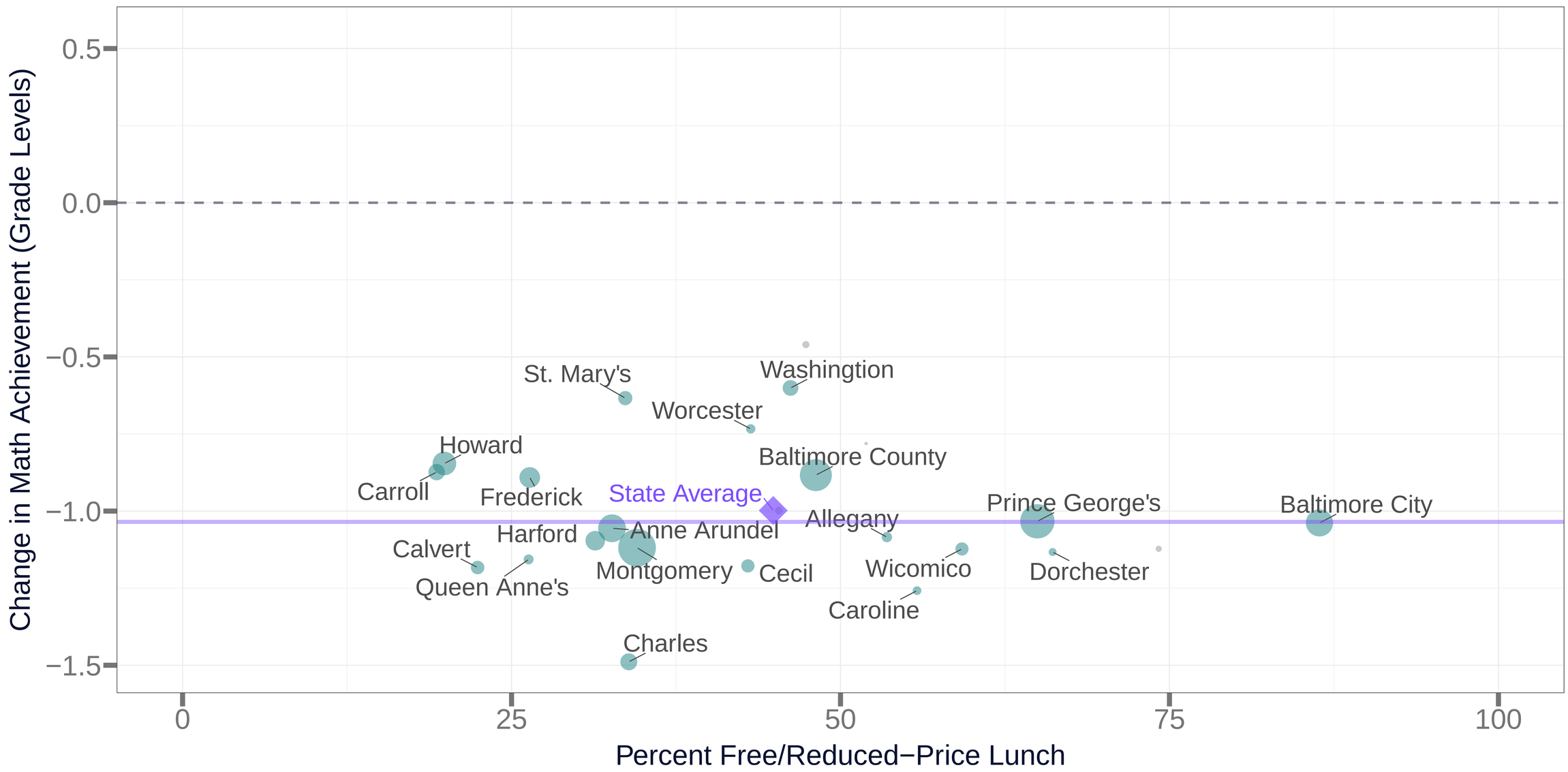



**Average Reading Scores and Trends in Scores**

in Grade Level Equivalents Relative to the 2019 National Average

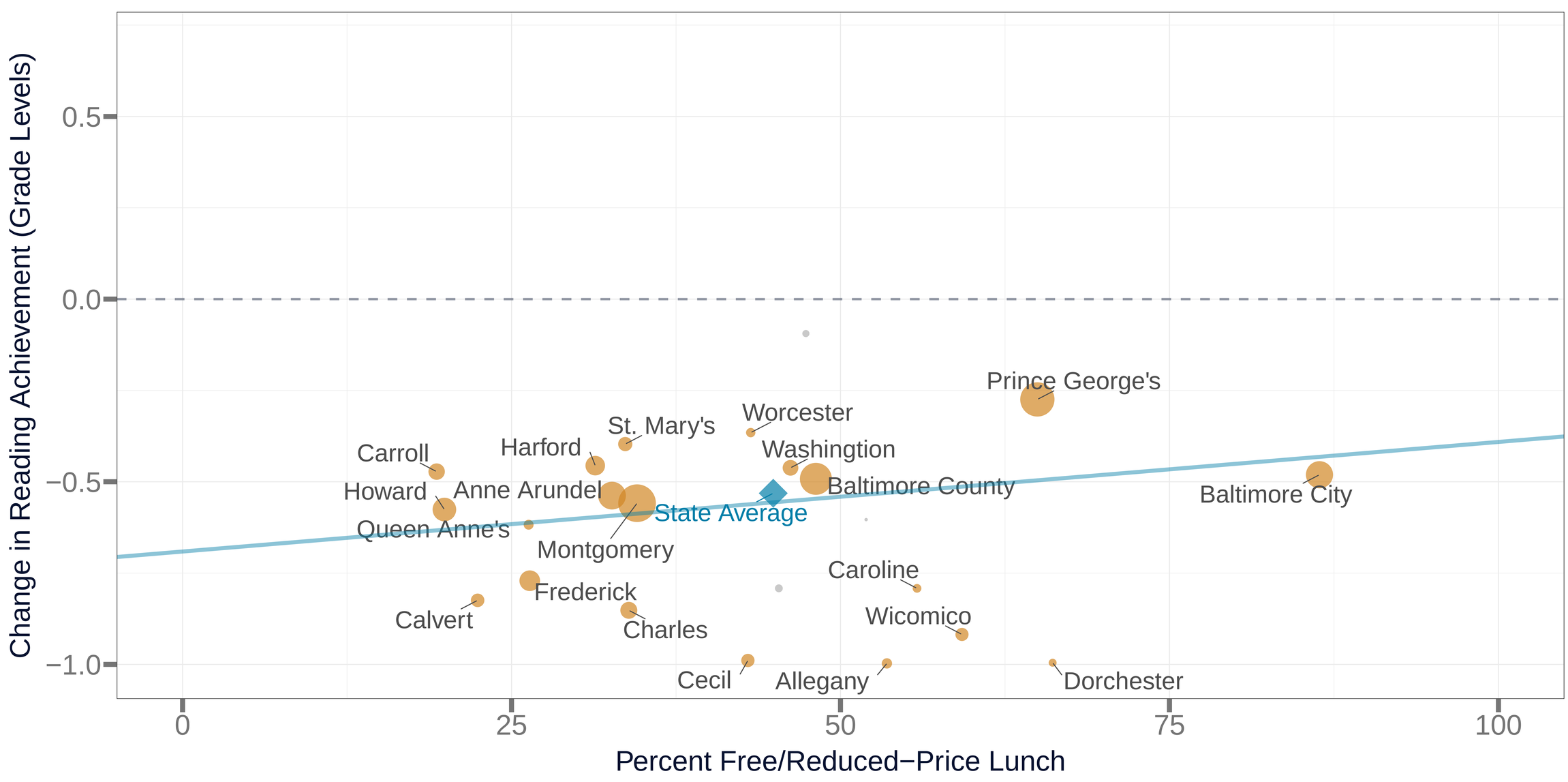
| | 2019 Average | 2022 Average | 2024 Average | 2019-22 Change | 2022-24 Change | 2019-24 Change |
|---|---|---|---|---|---|---|
| **White** | 1.50 | 1.12 | 1.26 | -0.38 | 0.14 | -0.24 |
| **Black** | -1.46 | -1.76 | -1.57 | -0.30 | 0.18 | -0.12 |
| **Hispanic** | -1.13 | -2.02 | -1.99 | -0.89 | 0.03 | -0.86 |
| **Asian** | 2.82 | 2.38 | 2.56 | -0.45 | 0.19 | -0.26 |
| **Poor** | -1.67 | -2.50 | -2.08 | -0.83 | 0.42 | -0.41 |
| **Non-Poor** | 1.39 | 0.36 | 0.83 | -1.03 | 0.46 | -0.56 |
| **Female** | 0.81 | 0.22 | 0.29 | -0.58 | 0.06 | -0.52 |
| **Male** | -0.65 | -1.09 | -0.96 | -0.44 | 0.13 | -0.32 |

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



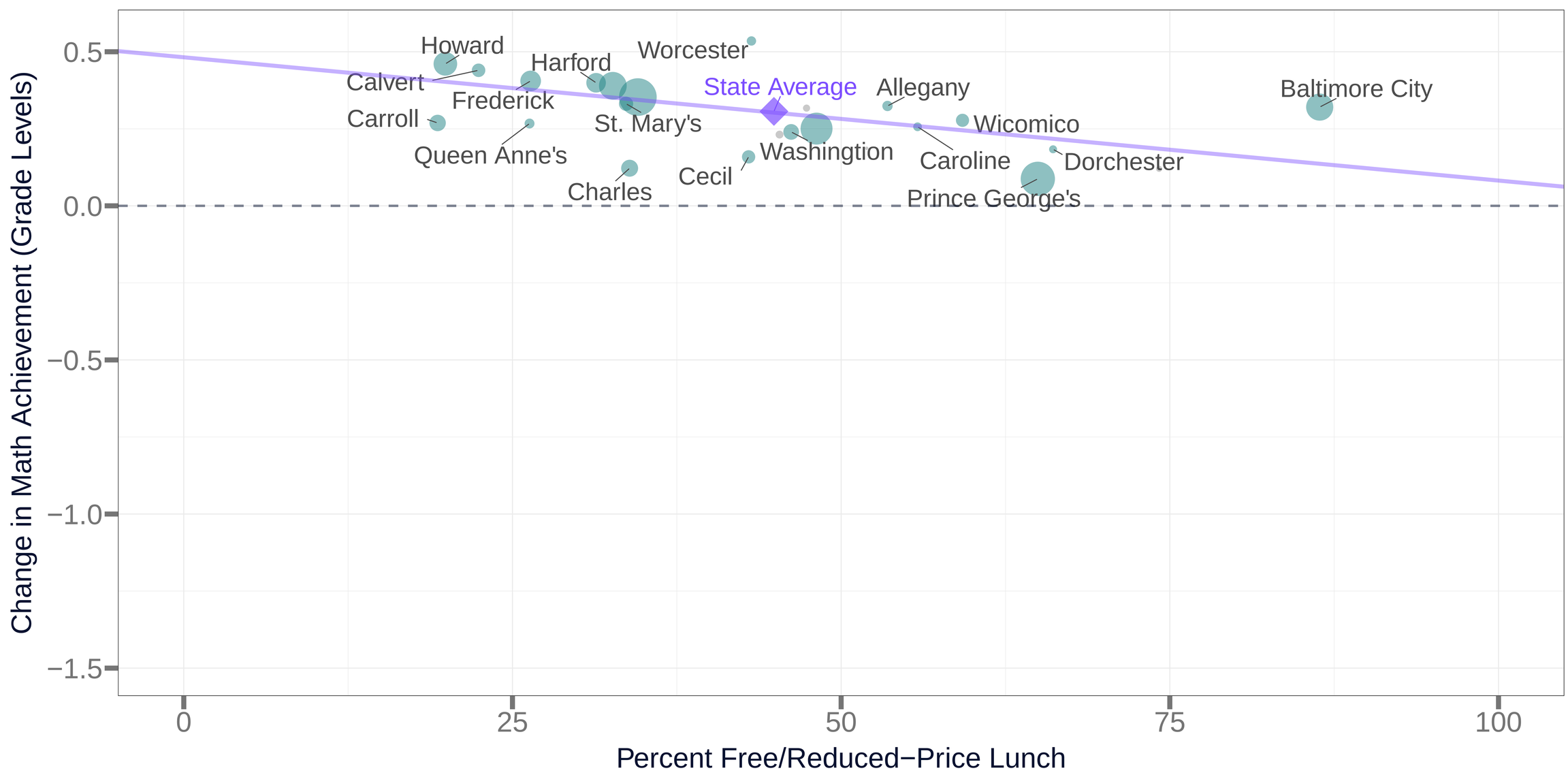

Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see https://edopportunity.org/methods.

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



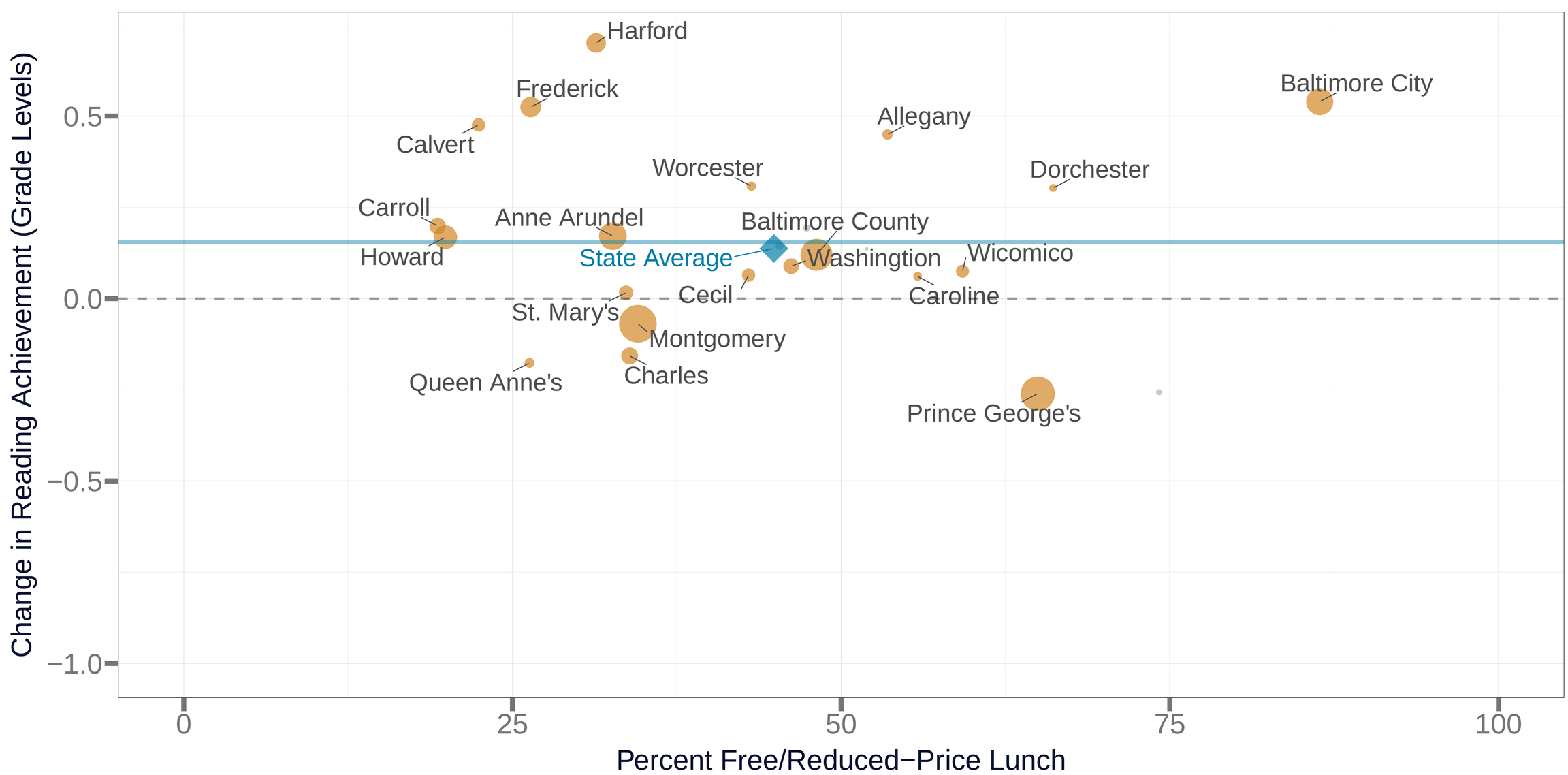

Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see https://edopportunity.org/methods.

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



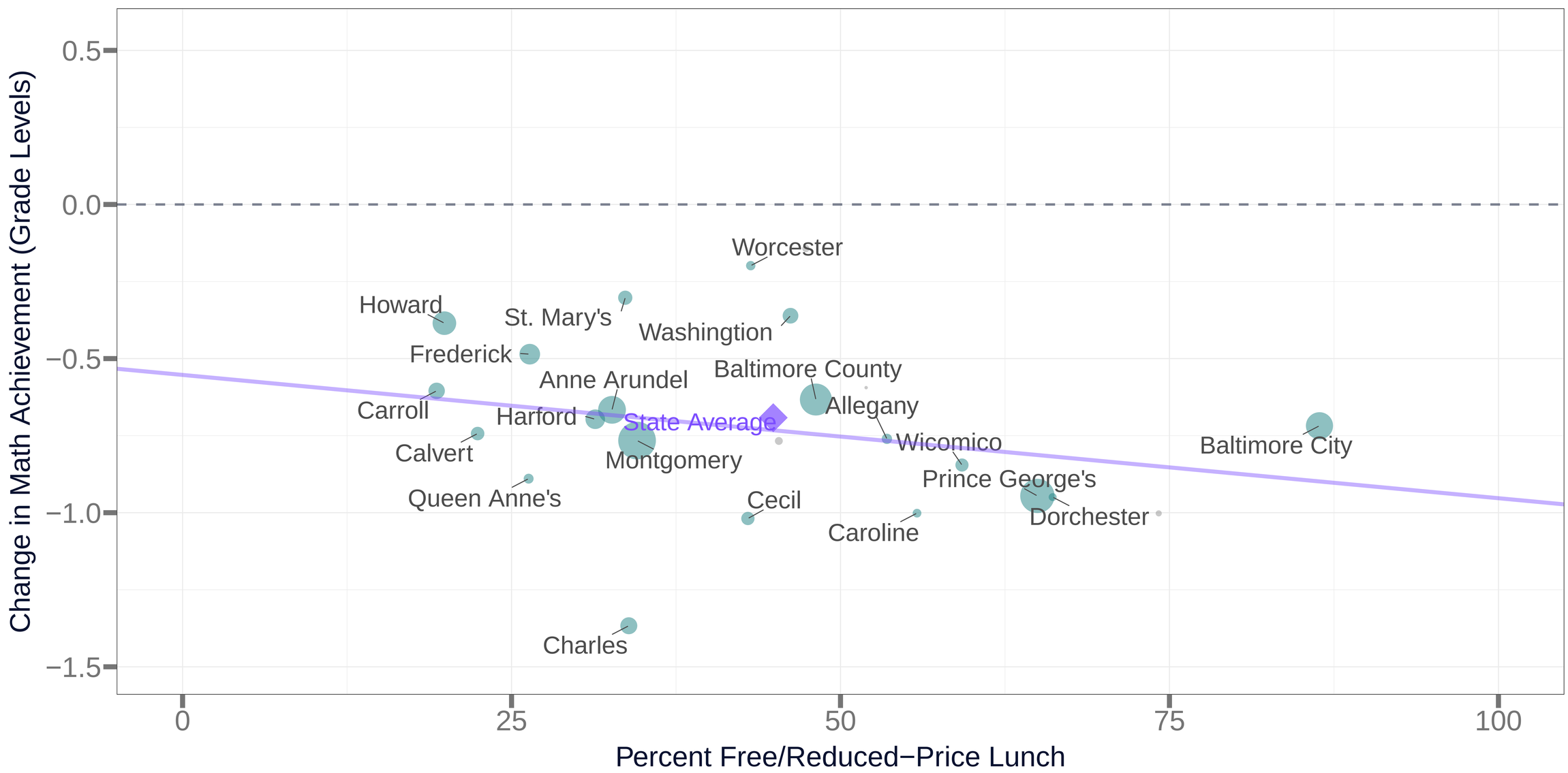

Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see https://edopportunity.org/methods.

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

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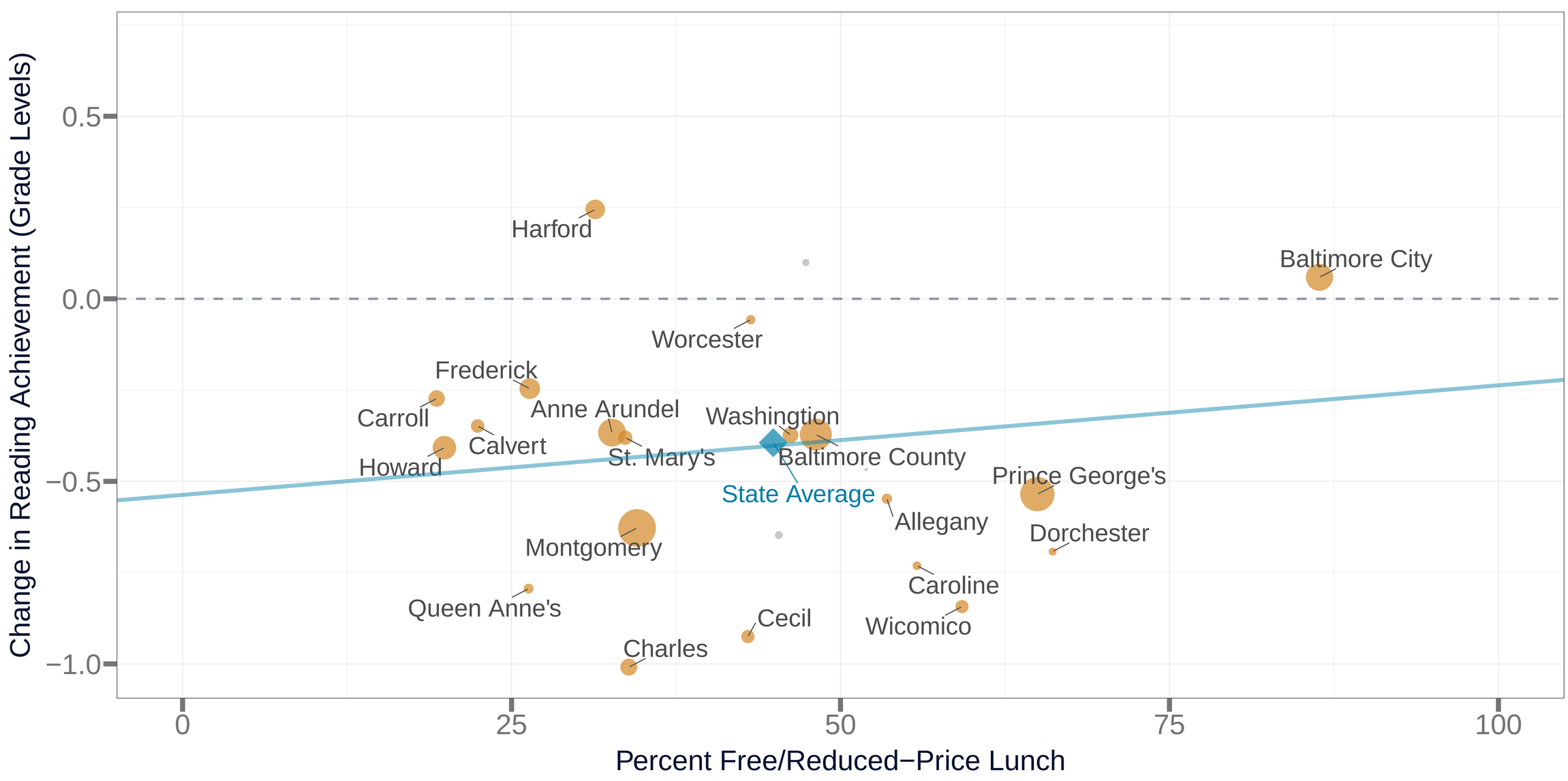
## Change in Reading Achievement 2019−2024
### by Percent FRPL in Maryland Districts

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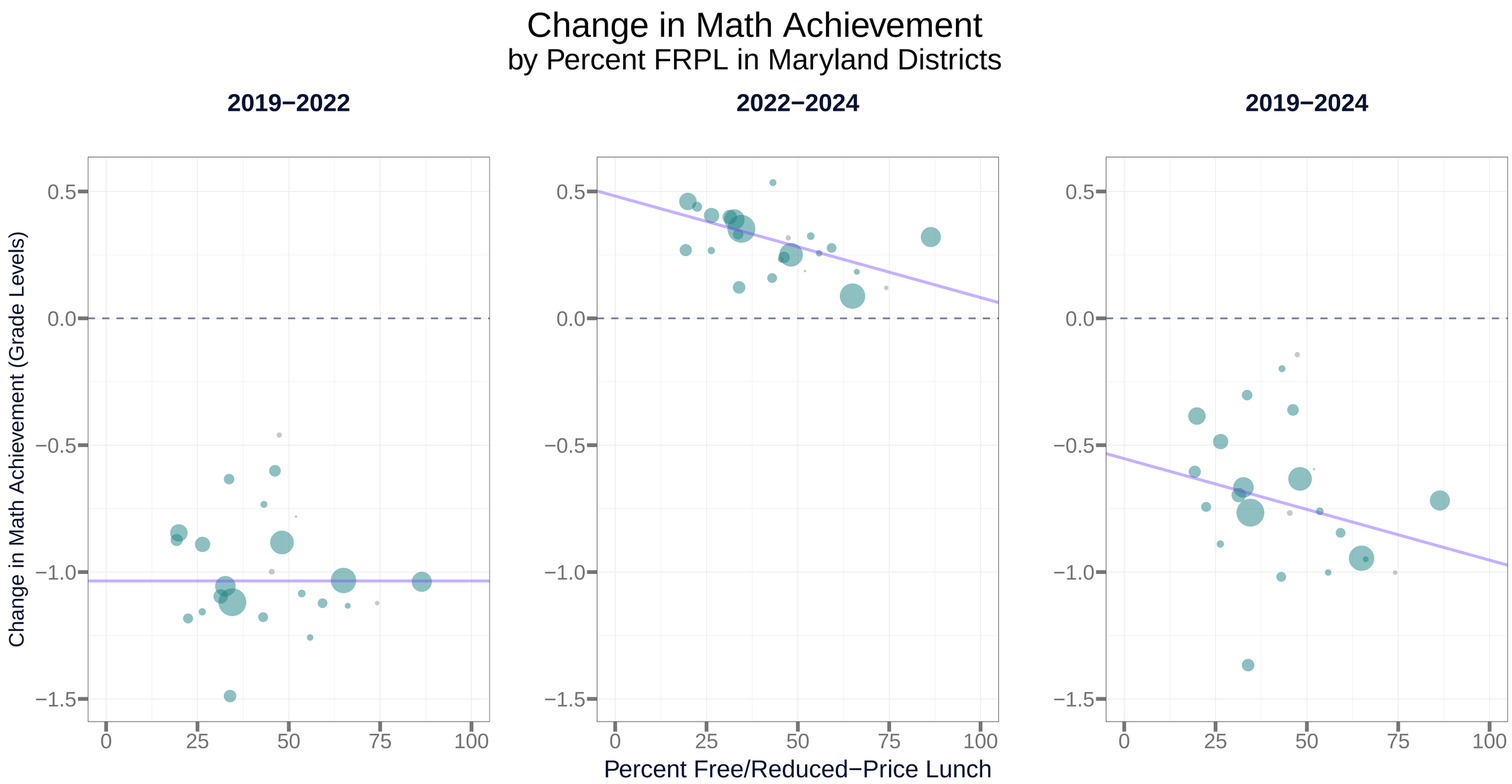
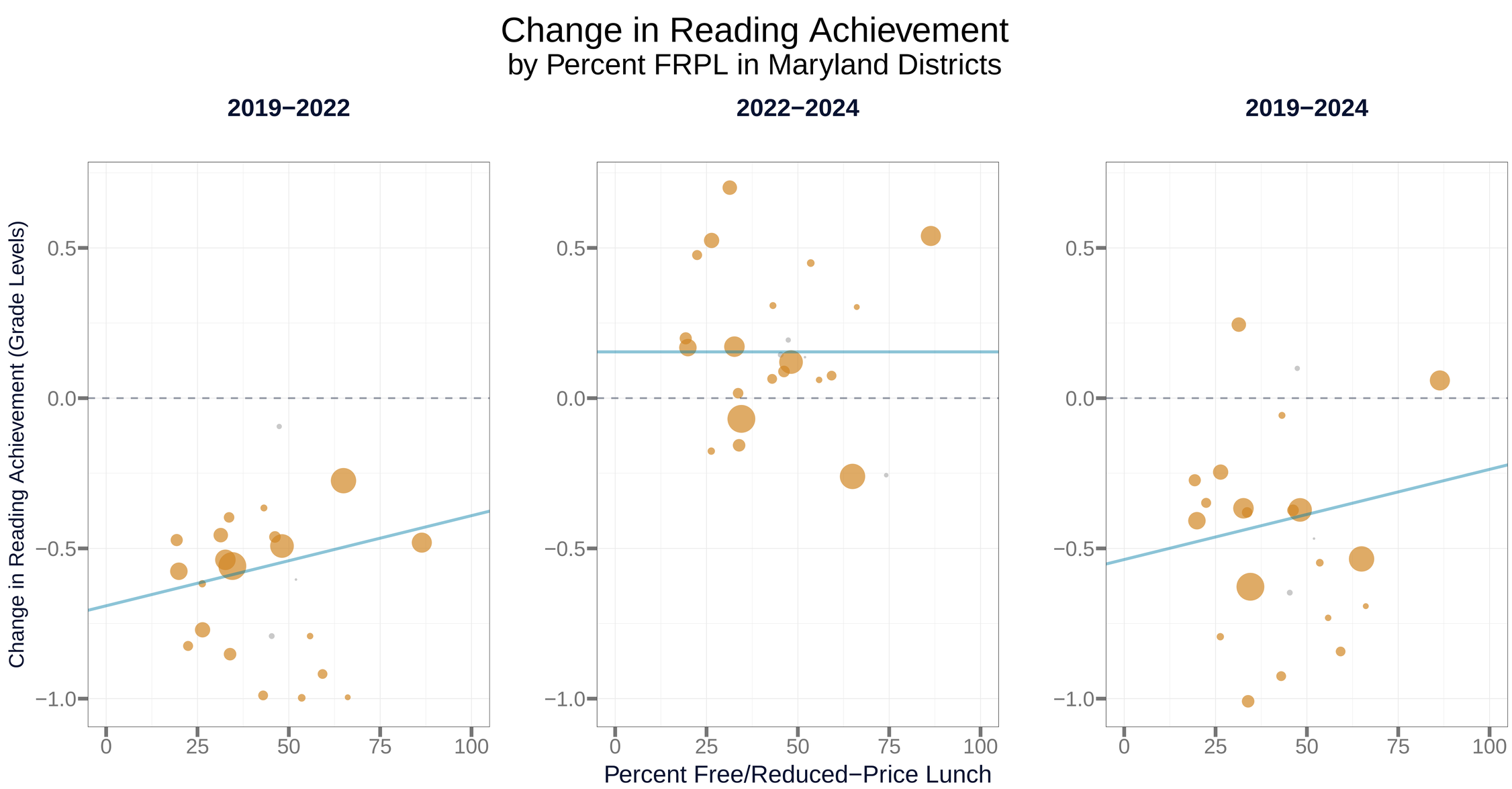



Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see https://edopportunity.org/methods.

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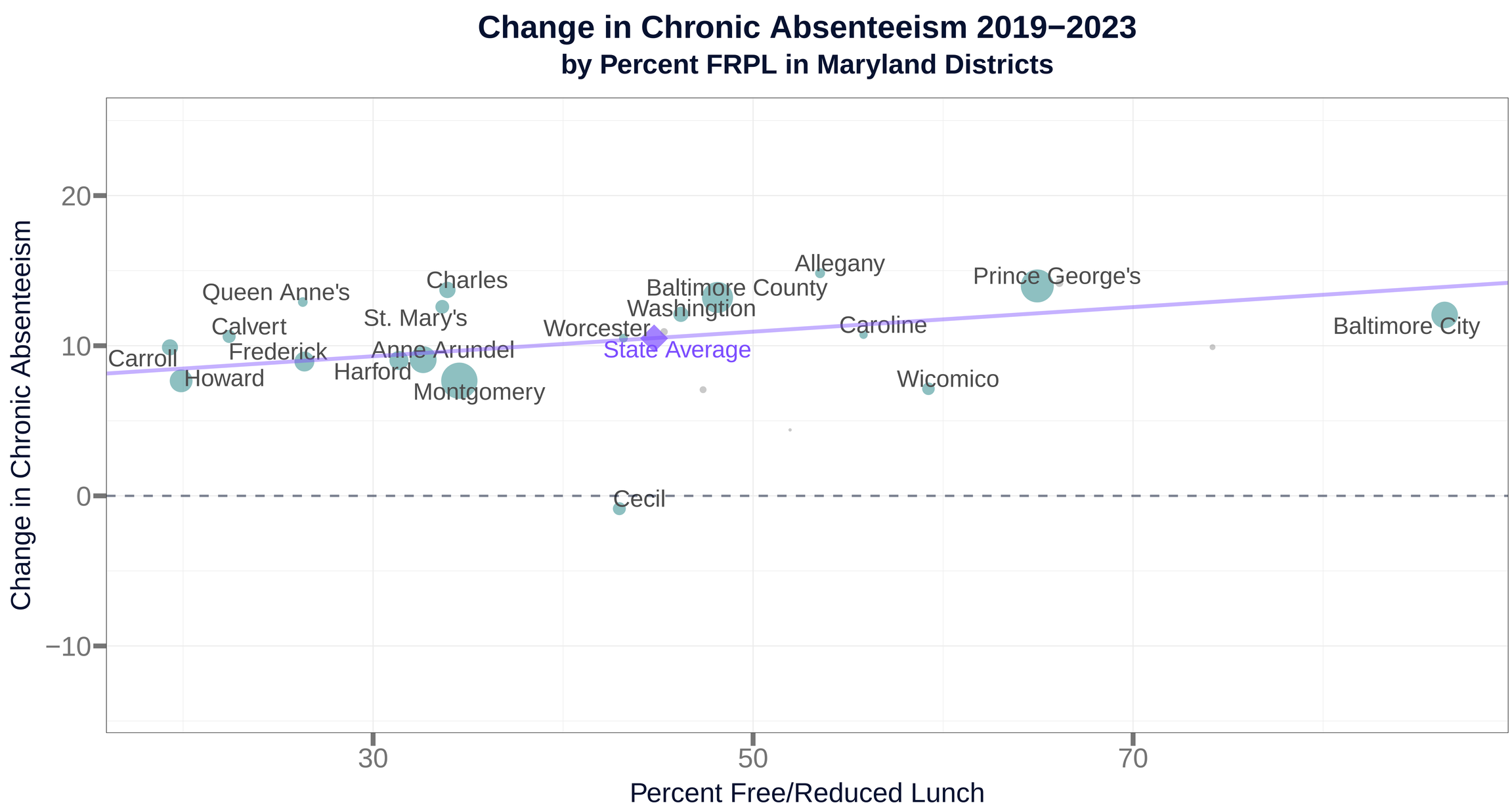


Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see https://edopportunity.org/methods.