

GENERATED ON APRIL 28, 2026

Trends in Academic Performance in Fordland R-III, Missouri

VERSION 2025.1

This report summarizes district-level educational outcomes using data from the Stanford Education Data Archive (SEDA) from 2009-2025. Figures may contain gaps where source data are unavailable.

For more information, please visit edopportunity.org

Report created by the Educational Opportunity Project at Stanford University in collaboration with the Education Scorecard at Harvard University, using data provided by the National Center for Education Statistics and the Education Data Center. See final page for full information on data sources.

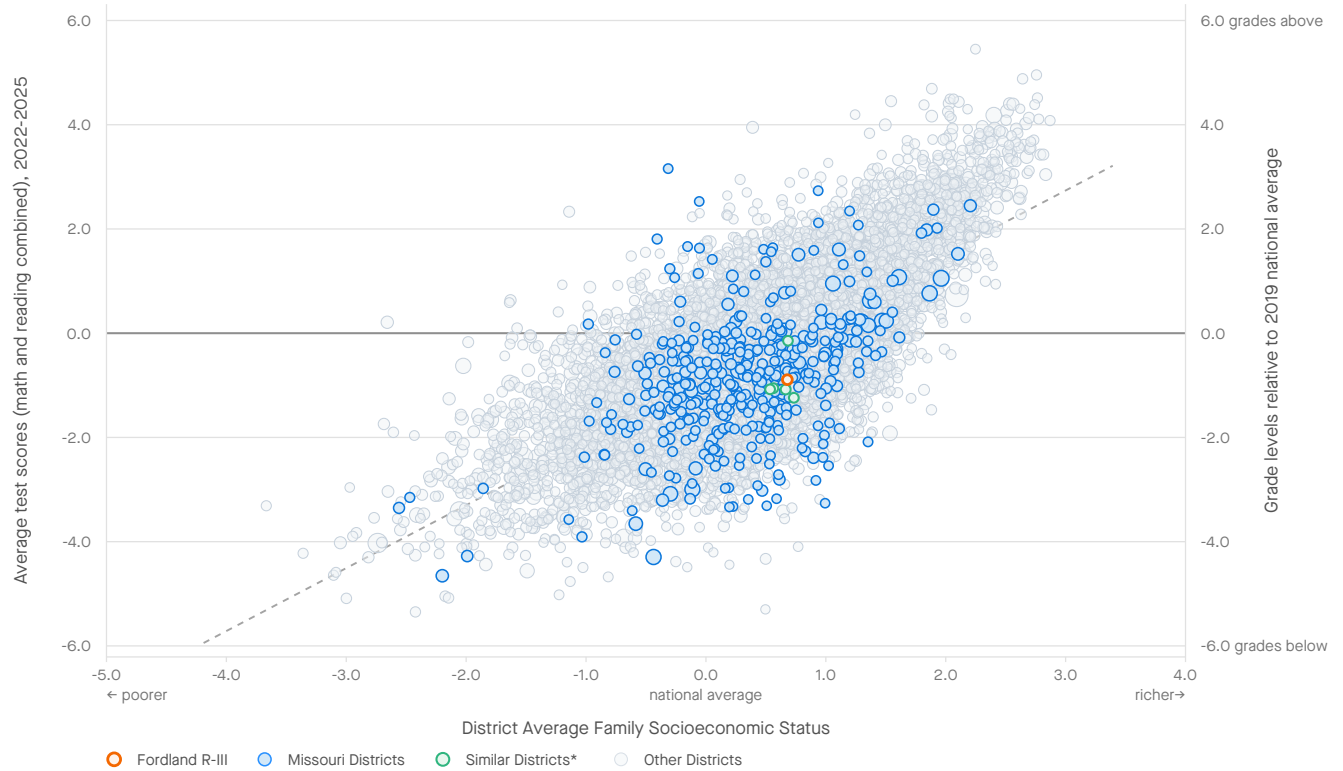


Fordland R-III, Missouri



Average Grade 3-8 Test Scores, 2022-2025, by District Socioeconomic Status

Average test scores in grades 3-8 reflect the set of educational opportunities available to students in the district, including those provided by their families, preschools, neighborhoods, and elementary and middle schools.



Note: each bubble is a U.S. school district, with size proportional to district enrollment. Districts in Missouri are highlighted. District socioeconomic status is a composite measure of a district's average family income, parental education, poverty rate, SNAP eligibility rate, unemployment rate, and female-headed household rate. Test scores are measured in grade levels relative to the 2019 national average.

Average Test Scores and Trends, 2022-2025

ALL STUDENTS

	2022-2025 Average Scores	2022-2025 Trend in Test Scores
Fordland R-III	-0.89	-0.04
Similar Districts Avg.*	-0.95	-0.37
Missouri	-0.62	0.00

Test scores are reported in grade level units, relative to the 2019 national average. For example, the first row above reads: "Students in Fordland R-III performed 0.89 grade levels below the 2019 national average. Test scores in Fordland R-III have been changing at a rate of -0.04 grade levels/year since 2022."

*Similar districts are the nearest matches within the same state based on socioeconomic status, demographics, and size. Similar districts for Fordland R-III are Osage County R-II, Schuyler County R-I, New Haven, Gasconade County R-I, and Gallatin R-V.

STUDENT SUBGROUPS

	2022-2025 Average Scores	2022-2025 Trend in Test Scores
White	-0.88	N/A
Black	N/A	N/A
Hispanic	N/A	N/A
Asian	N/A	N/A
Poor	-1.69	N/A
Non-Poor	-0.11	N/A
Female	N/A	N/A
Male	N/A	N/A



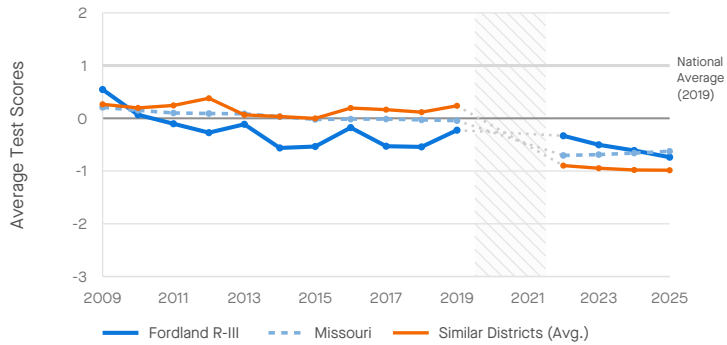
Fordland R-III, Missouri

Trends in Average Grade 3-8 Test Scores, 2009-2025, by Subject and Student Subgroup

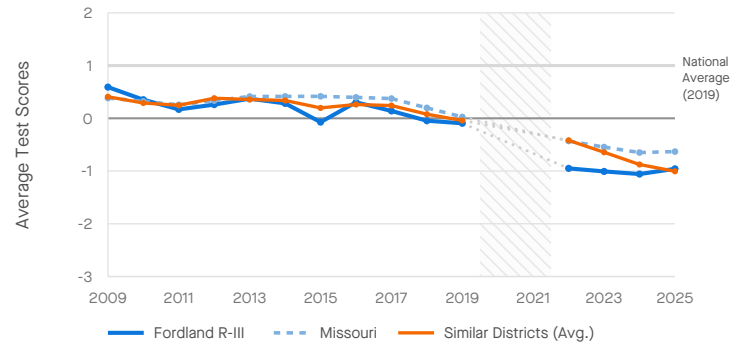


Trends in test scores may reflect changes in school quality, changes in demographics, and/or changes in out-of-school educational opportunities.

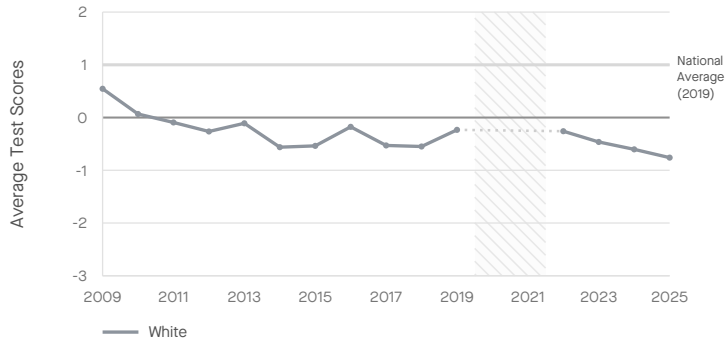
Trend in Math Scores (All Students)



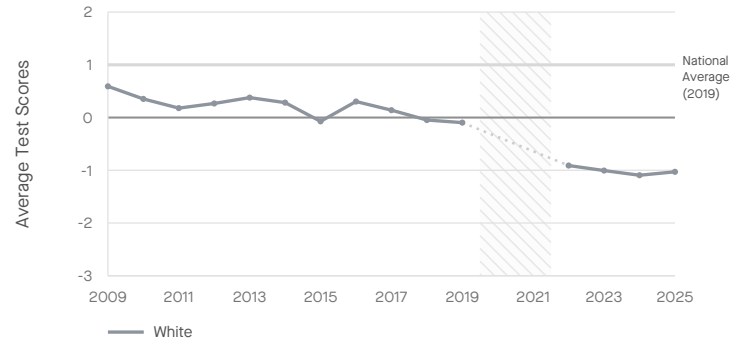
Trend in Reading Scores (All Students)



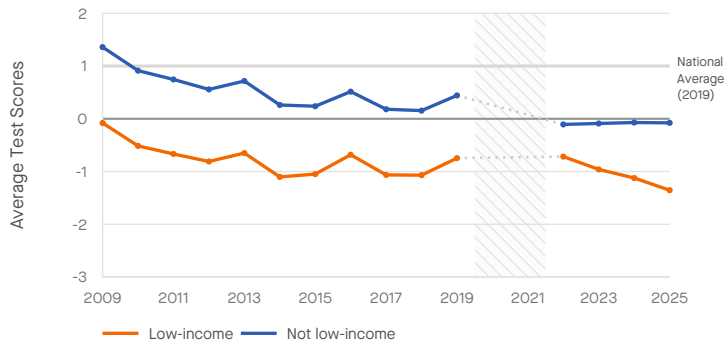
Trend in Math Scores, by Student Race/Ethnicity



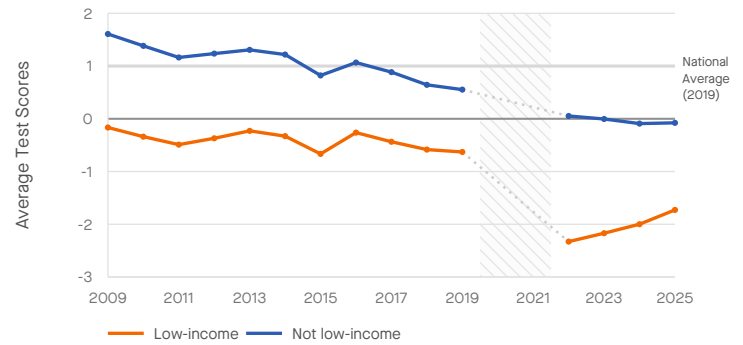
Trend in Reading Scores, by Student Race/Ethnicity



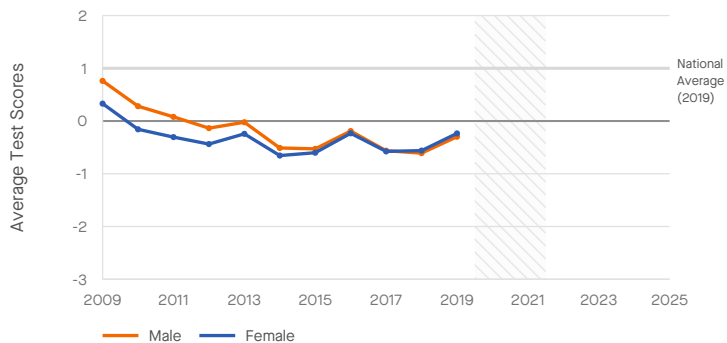
Trend in Math Scores, by Student Income Level



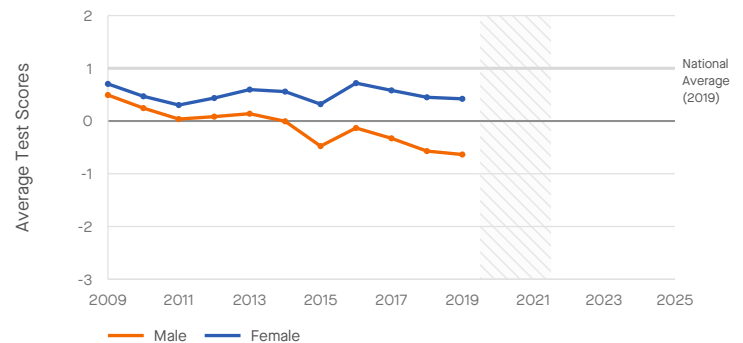
Trend in Reading Scores, by Student Income Level



Trend in Math Scores, by Student Gender



Trend in Reading Scores, by Student Gender

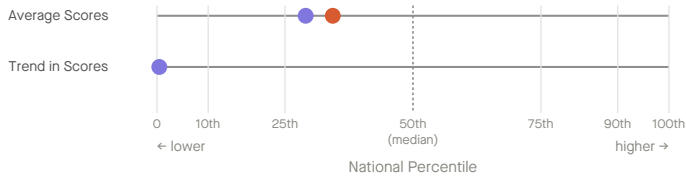


Fordland R-III, Missouri

Academic Performance Rankings, 2022-2025, Relative to Other Districts in the U.S.



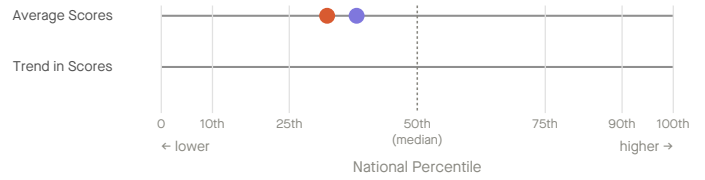
Math Ranks



	Average	Trend
Fordland R-III	6,701 / 10,205 (34th pct)	N/A
Similar Districts Avg.	7,241 / 10,205 (29th pct)	5,443 / 5,468 (0th pct)

Fordland R-III ranked higher than 34% of districts nationwide in average math performance during the 2022-25 school years (6,701st of 10,205 districts with available data).

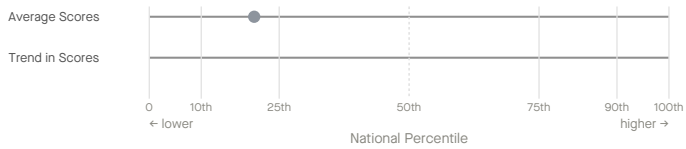
Reading Ranks



	Average	Trend
Fordland R-III	6,813 / 10,076 (32nd pct)	N/A
Similar Districts Avg.	6,232 / 10,076 (38th pct)	N/A

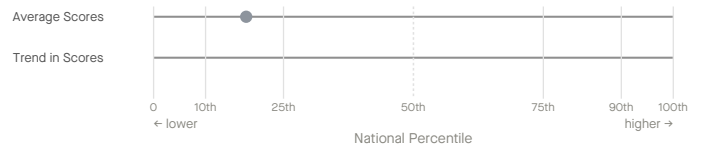
Fordland R-III ranked higher than 32% of districts nationwide in average reading performance during the 2022-25 school years (6,813th of 10,076 districts with available data).

Math Ranks by Race/Ethnicity



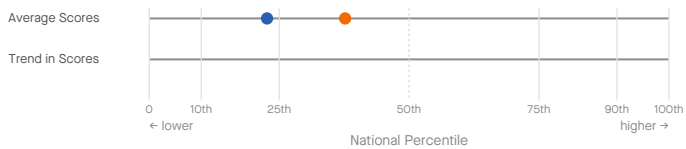
	Average	Trend
White	6,950 / 8,707 (20th pct)	N/A

Reading Ranks by Race/Ethnicity



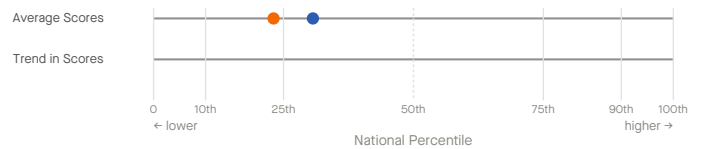
	Average	Trend
White	7,220 / 8,785 (18th pct)	N/A

Math Ranks by Income



	Average	Trend
Low-income	5,531 / 8,875 (38th pct)	N/A
Not low-income	6,566 / 8,489 (23rd pct)	N/A

Reading Ranks by Income



	Average	Trend
Low-income	6,913 / 8,987 (23rd pct)	N/A
Not low-income	5,961 / 8,596 (31st pct)	N/A

Math Ranks by Gender

No subgroup data available

Reading Ranks by Gender

No subgroup data available

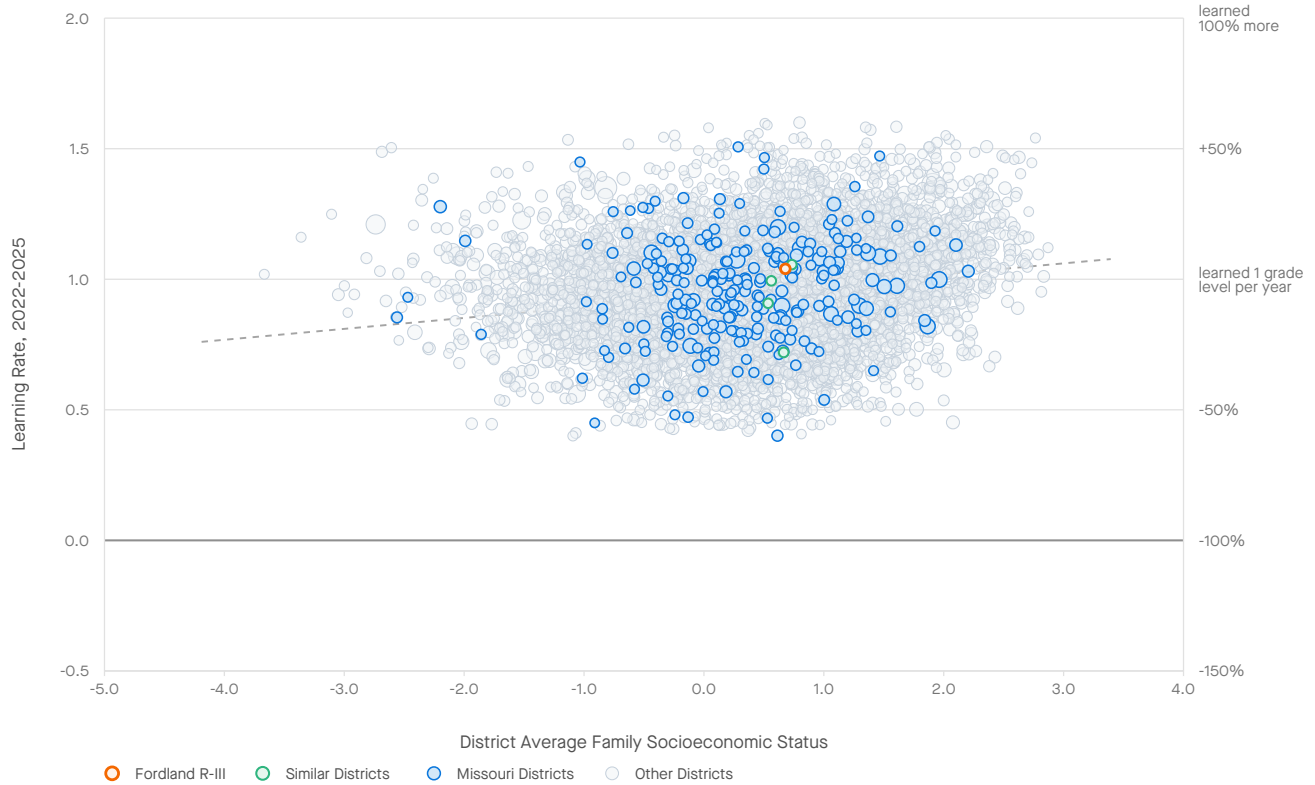


Fordland R-III, Missouri



Average Grades 3-8 Learning Rates, 2022-2025, by District Socioeconomic Status

Learning rates measure how much students' scores improve as they progress from grade to grade. They are a better indicator of school quality than average test scores, which are influenced by a range of experiences outside of school.



Note: each bubble is a U.S. school district, with size proportional to district enrollment. Districts in Missouri are highlighted. District socioeconomic status is a composite measure of a district's average family income, parental education, poverty rate, SNAP eligibility rate, unemployment rate, and female-headed household rate.

Learning Rates and Trends, 2022-2025

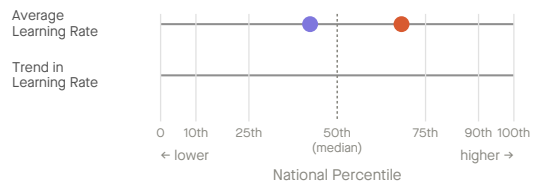
ALL STUDENTS

	2022-2025 Learning Rate	2022-2025 Trend in Learning Rates
Fordland R-III	1.04	N/A
Similar Districts Avg.*	0.90	N/A
Missouri	0.96	-0.01

Learning rates are measured in grade levels of skills gained per year and are averaged over math and reading. The national average learning rate is 1.0.

*Similar districts are the nearest matches within the same state based on socioeconomic status, demographics, and size. Similar districts for Fordland R-III are Osage County R-II, Schuyler County R-I, New Haven, Gasconade County R-I, and Gallatin R-V.

Learning Rate Rankings



	Average	Trend
● Fordland R-III	2,592 / 8,147 (68th pct)	N/A
● Similar Districts Avg.	4,700 / 8,147 (42nd pct)	N/A

Fordland R-III ranked higher than 68% of districts nationwide in average learning rates during the 2022-25 school years (2,592nd of 8,147 districts with available data).



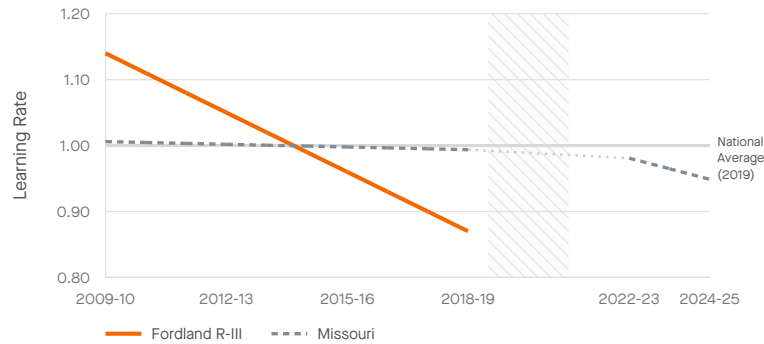
Fordland R-III, Missouri

Trends in Average Grade 3-8 Learning Rates, 2009-2025, by Student Subgroup

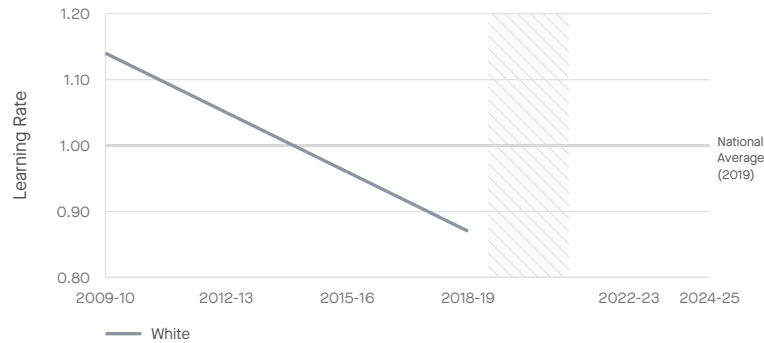


Trends in learning rates measure how annual learning rates change over time. They are a better indicator of changes in school quality than trends in average test scores, which are influenced by a range of experiences outside of school.

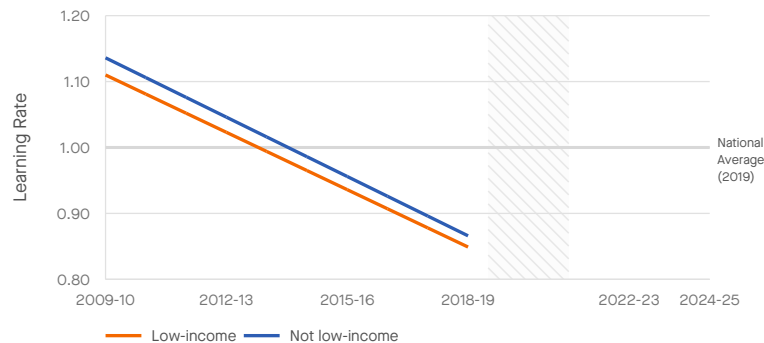
Trend in Learning Rates (All Students)



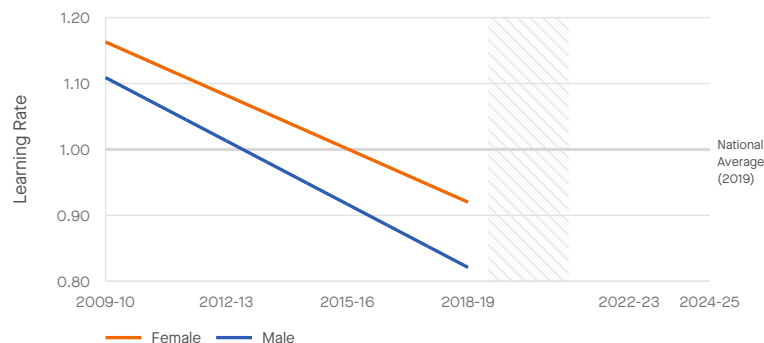
Trend in Learning Rates, by Student Race/Ethnicity



Trend in Learning Rates, by Student Income Level



Trend in Learning Rates, by Student Gender



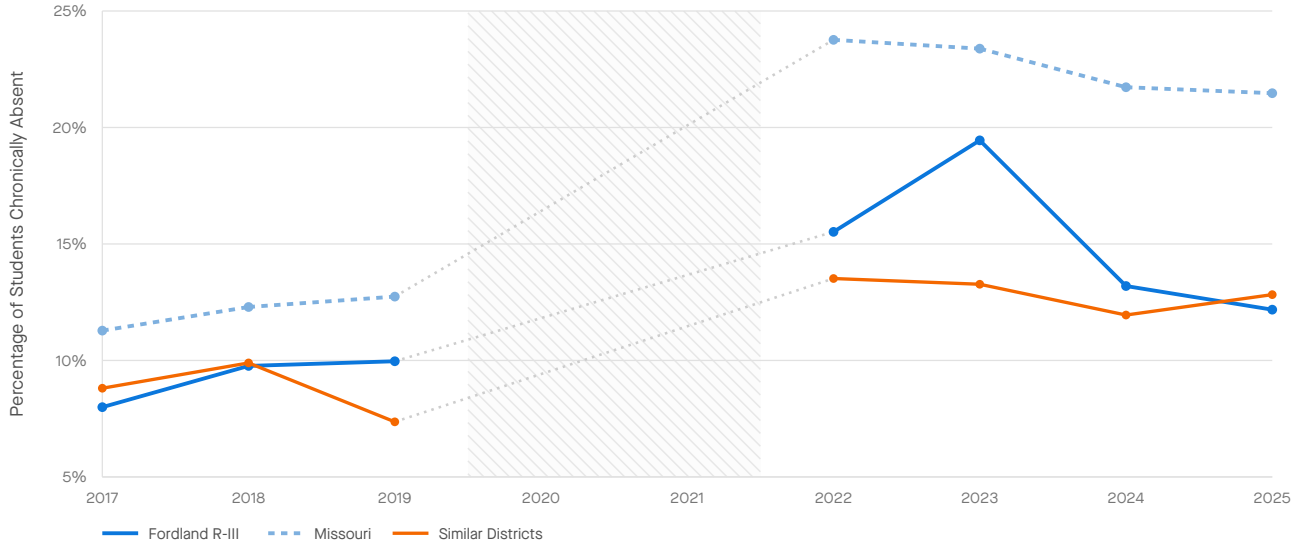
Fordland R-III, Missouri



Trends in Chronic Absenteeism

Chronic absenteeism rates indicate the proportion of students who were absent 10% or more of the school year.

Trends in Chronic Absenteeism



Trends in Chronic Absenteeism

ALL STUDENTS

	2017-2019 Avg. Chronic Absenteeism	2022-2025 Avg. Chronic Absenteeism	Change
Fordland R-III	9.2	15.1	+5.8
Similar Districts Avg.*	8.7	12.9	+4.2
Missouri	12.1	22.6	+10.5

*Similar districts are the nearest matches within the same state based on socioeconomic status, demographics, and size. Similar districts for Fordland R-III are Osage County R-II, Schuyler County R-I, New Haven, Gasconade County R-I, and Gallatin R-V.

Absenteeism data courtesy of [Nat Malkus, American Enterprise Institute](#).



Fordland R-III, Missouri

Changes in Average Math Scores in Missouri Districts, 2019-2025 and 2022-2025, by District Free/Reduced-Price Lunch Eligibility Rate



Change in Math Scores, 2019-2025



Figure produced by the Center for Education Policy Research at Harvard University

○ Largest Districts ◆ State Average

Change in Math Scores, 2022-2025



Figure produced by the Center for Education Policy Research at Harvard University

○ Largest Districts ◆ State Average



Fordland R-III, Missouri

Changes in Average Reading Scores in Missouri Districts, 2019-2025 and 2022-2025, by District Free/Reduced-Price Lunch Eligibility Rate



Change in Reading Scores, 2019-2025



Figure produced by the Center for Education Policy Research at Harvard University

○ Largest Districts ◆ State Average

Change in Reading Scores, 2022-2025



Figure produced by the Center for Education Policy Research at Harvard University

○ Largest Districts ◆ State Average



Fordland R-III, Missouri

Change in Chronic Absenteeism in Missouri Districts, 2019-2025,
by District Free/Reduced-Price Lunch Eligibility Rate



Change in Chronic Absenteeism, 2019-2025



Figure produced by the Center for Education Policy Research at Harvard University

○ Largest Districts ◆ State Average





Notes & Acknowledgments

This report summarizes academic performance in Fordland R-III from 2008-09 through 2024-25, using data from the Stanford Education Data Archive (SEDA). SEDA is a national database of U.S. academic performance produced by the Educational Opportunity Project at Stanford University. The SEDA data are based on the standardized accountability tests in math and reading language arts (RLA) administered by each state to all public-school students in grades 3-8.

The raw test score data used to construct the SEDA 2022-2025 estimates here were graciously provided to us by Emily Oster and Clare Halloran at the [Education Data Center](#). The raw test score data used to construct the SEDA 2009-2019 estimates are available through the [EDFacts](#) data system at the U.S. Department of Education, and were provided to us by the National Center for Education Statistics (NCES). Detailed NAEP data used to harmonize test scores across states was provided by NCES and the National Assessment Governing Board. Chronic absenteeism data were provided by [Nat Malkus at the American Enterprise Institute](#). Funding to construct and analyze SEDA was provided by the Gates Foundation. Funding for the Education Scorecard was provided by the Carnegie Corporation of New York, Bloomberg Philanthropies, Joyce Foundation, Kenneth C. Griffin and Citadel Catalyst. The findings and opinions expressed in our research and reported here are those of the authors alone; they do not represent the views of any of the above organizations.

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