

GENERATED ON APRIL 28, 2026

# Trends in Academic Performance in Winona 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](https://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.

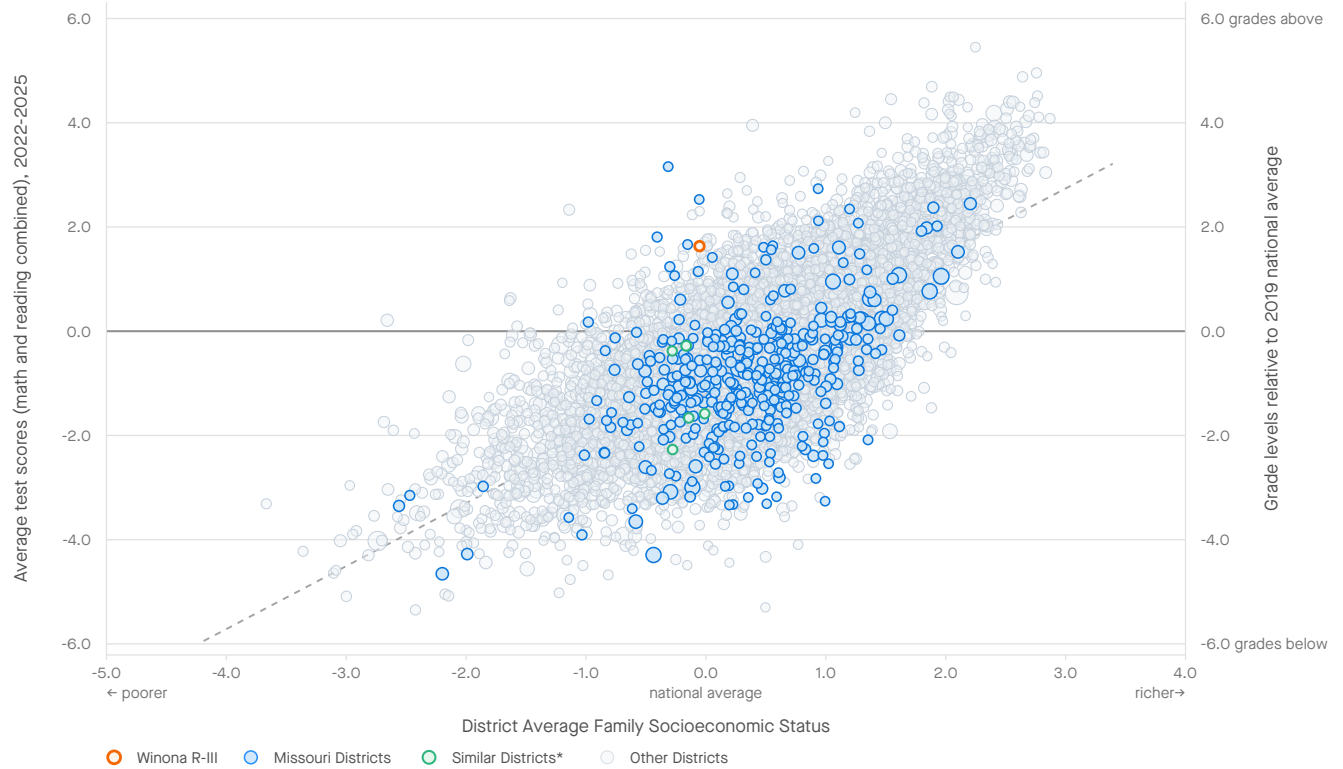


# Winona R-III, Missouri



## 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
Winona R-III	1.63	N/A
Similar Districts Avg.*	-1.19	N/A
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 Winona R-III performed a certain number of grade levels above or below the 2019 national average. Test scores in Winona R-III have been changing at a measured grade-level rate since 2022."

\*Similar districts are the nearest matches within the same state based on socioeconomic status, demographics, and size. Similar districts for Winona R-III are Iron County C-4, Humansville R-IV, Gainesville R-V, Holcomb R-III, and Eminence R-I.

### STUDENT SUBGROUPS

	2022-2025 Average Scores	2022-2025 Trend in Test Scores
White	1.62	N/A
Black	N/A	N/A
Hispanic	N/A	N/A
Asian	N/A	N/A
Poor	1.30	N/A
Non-Poor	2.51	N/A
Female	N/A	N/A
Male	N/A	N/A



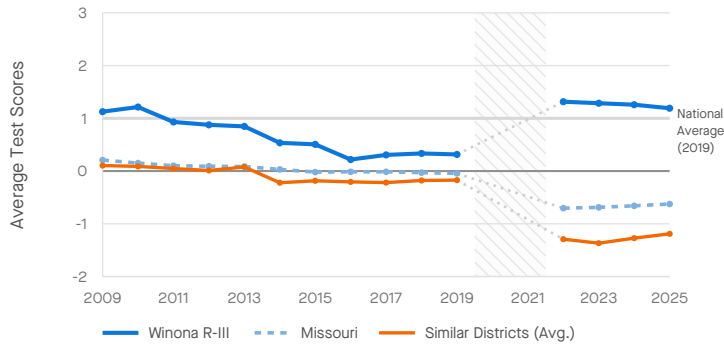
# Winona R-III, Missouri

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

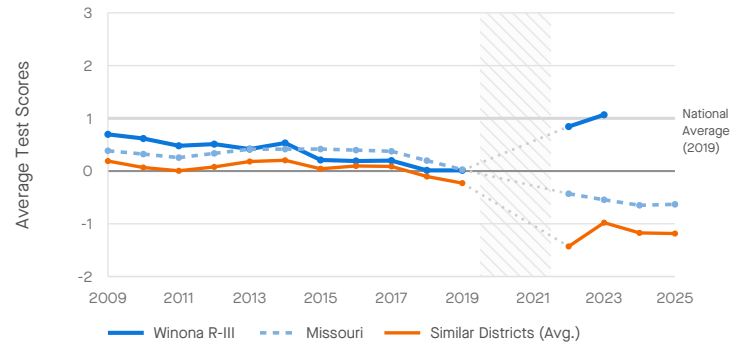


Trends in test scores may reflect changes in school quality, changes in demographics, and/or changes in out-of-school educational opportunities.

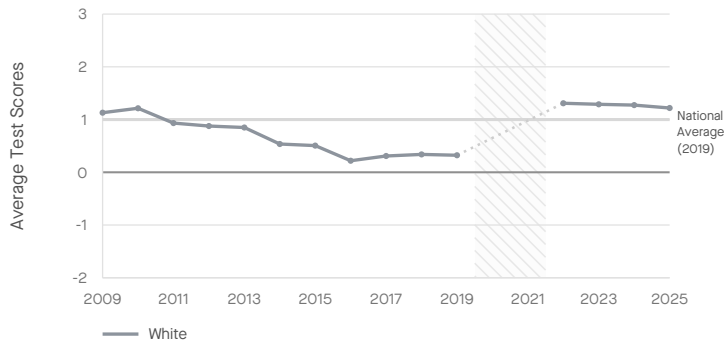
**Trend in Math Scores (All Students)**



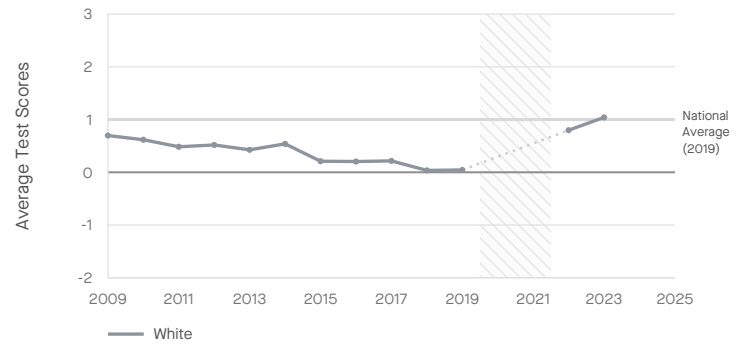
**Trend in Reading Scores (All Students)**



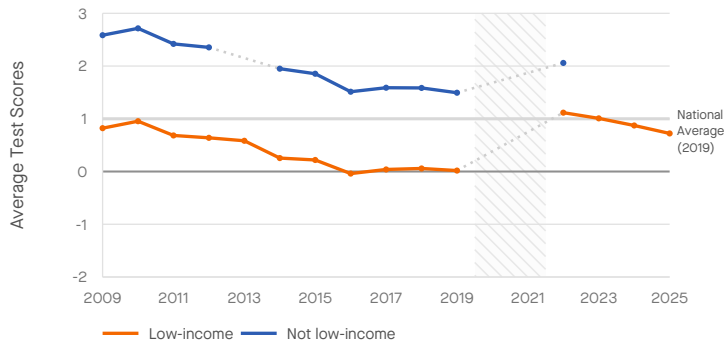
**Trend in Math Scores, by Student Race/Ethnicity**



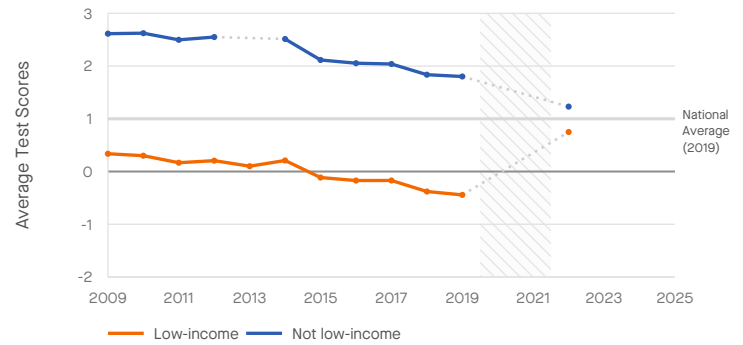
**Trend in Reading Scores, by Student Race/Ethnicity**



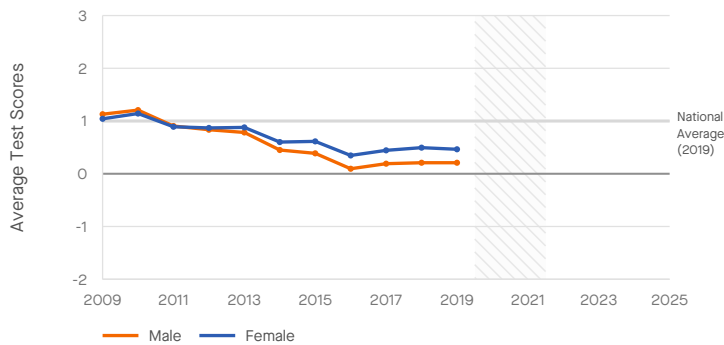
**Trend in Math Scores, by Student Income Level**



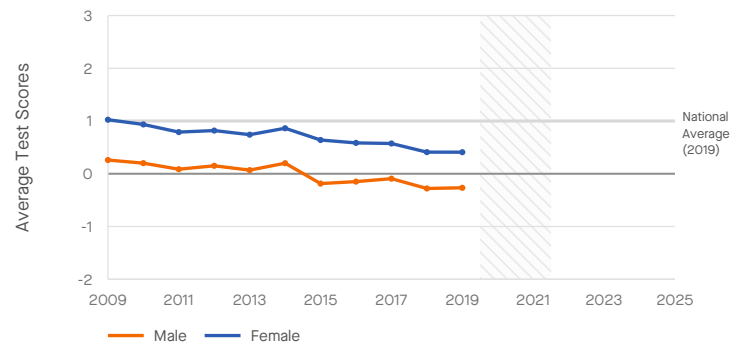
**Trend in Reading Scores, by Student Income Level**



**Trend in Math Scores, by Student Gender**



**Trend in Reading Scores, by Student Gender**

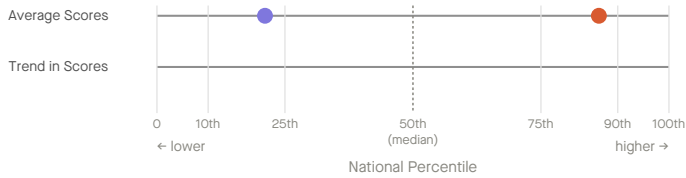


# Winona R-III, Missouri

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



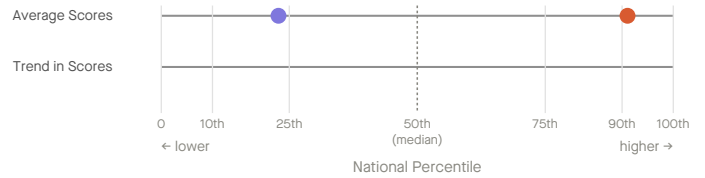
### Math Ranks



	Average	Trend
● Winona R-III	1,398 / 10,205 (86th pct)	N/A
● Similar Districts Avg.	8,052 / 10,205 (21st pct)	N/A

Winona R-III ranked higher than 86% of districts nationwide in average math performance during the 2022-25 school years (1,398th of 10,205 districts with available data).

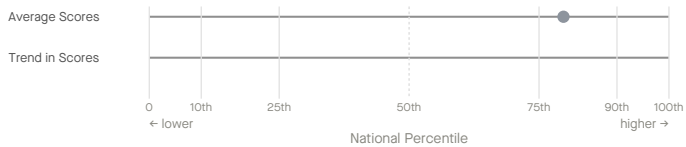
### Reading Ranks



	Average	Trend
● Winona R-III	902 / 10,076 (91st pct)	N/A
● Similar Districts Avg.	7,770 / 10,076 (23rd pct)	N/A

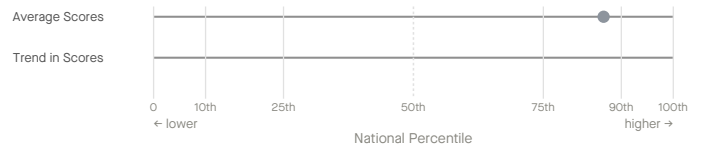
Winona R-III ranked higher than 91% of districts nationwide in average reading performance during the 2022-25 school years (902nd of 10,076 districts with available data).

### Math Ranks by Race/Ethnicity



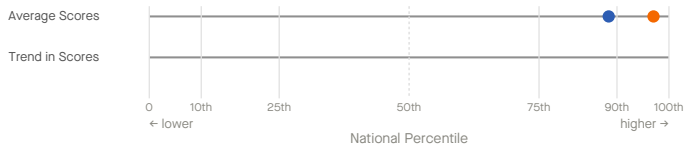
	Average	Trend
● White	1,768 / 8,707 (80th pct)	N/A

### Reading Ranks by Race/Ethnicity



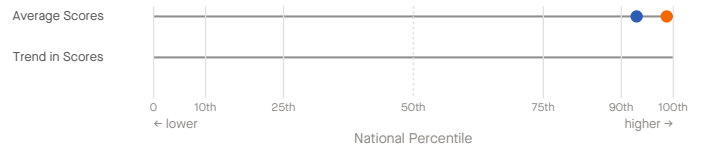
	Average	Trend
● White	1,179 / 8,785 (87th pct)	N/A

### Math Ranks by Income



	Average	Trend
● Low-income	265 / 8,875 (97th pct)	N/A
● Not low-income	985 / 8,489 (88th pct)	N/A

### Reading Ranks by Income



	Average	Trend
● Low-income	114 / 8,987 (99th pct)	N/A
● Not low-income	607 / 8,596 (93rd pct)	N/A

### Math Ranks by Gender

No subgroup data available

### Reading Ranks by Gender

No subgroup data available

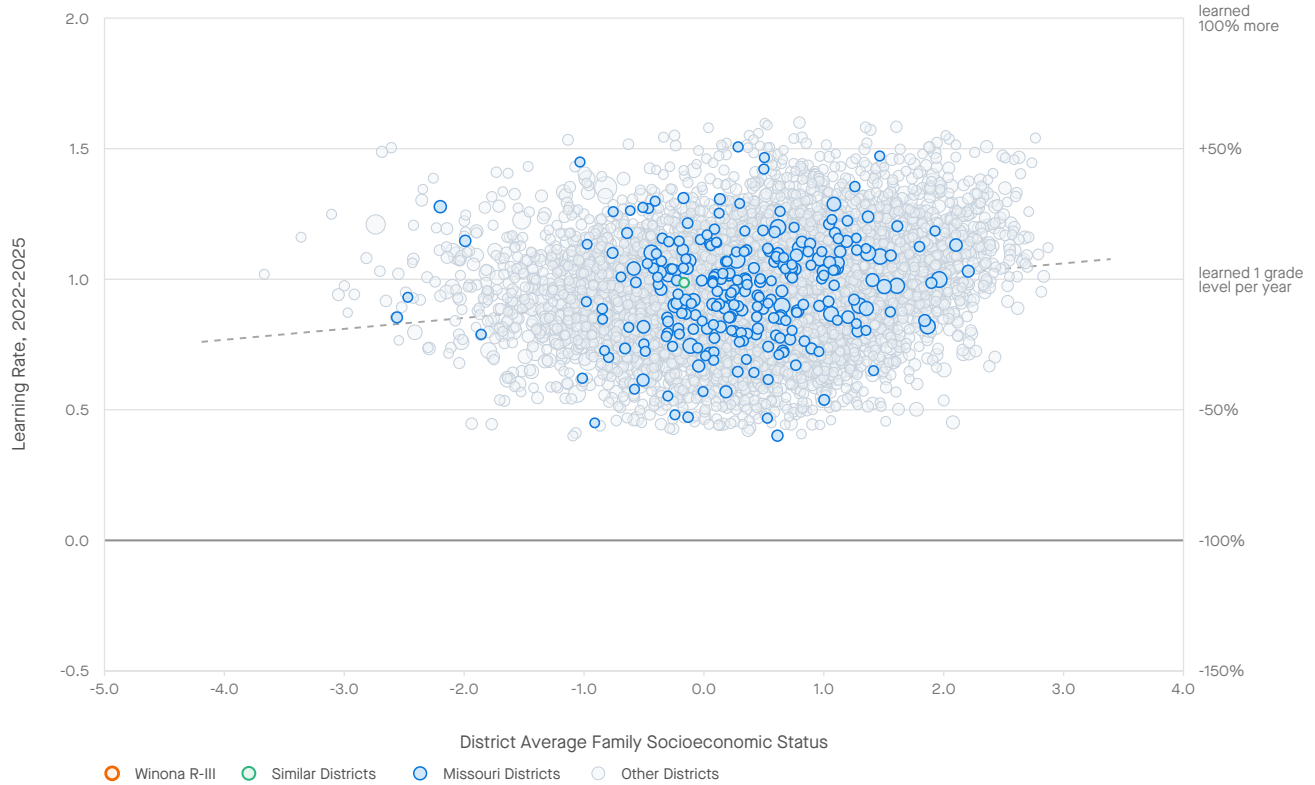


# Winona R-III, Missouri



## 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

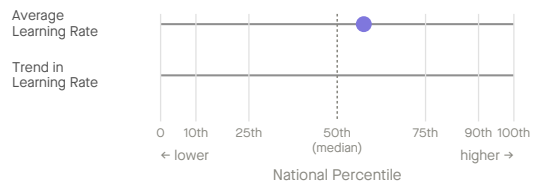
### Learning Rate Rankings

#### ALL STUDENTS

	2022-2025 Learning Rate	2022-2025 Trend in Learning Rates
Winona R-III	N/A	N/A
Similar Districts Avg.*	0.99	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 Winona R-III are Iron County C-4, Humansville R-IV, Gainesville R-V, Holcomb R-III, and Eminence R-I.



	Average	Trend
Similar Districts Avg.	3,462 / 8,147 (58th pct)	N/A

Winona R-III ranked among districts with available data in learning rates during the 2022-25 school years.



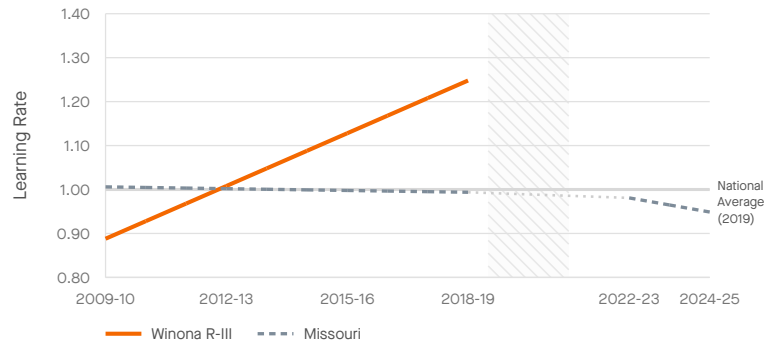
# Winona R-III, Missouri

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

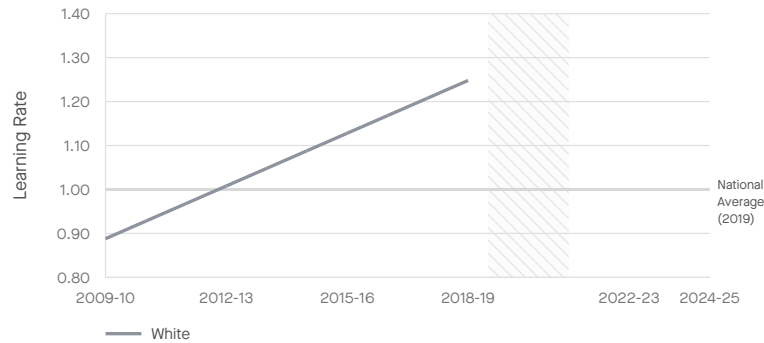


Trends in learning rates measure how annual learning rates change over time. They are a better indicator of changes in school quality than trends in average test scores, which are influenced by a range of experiences outside of school.

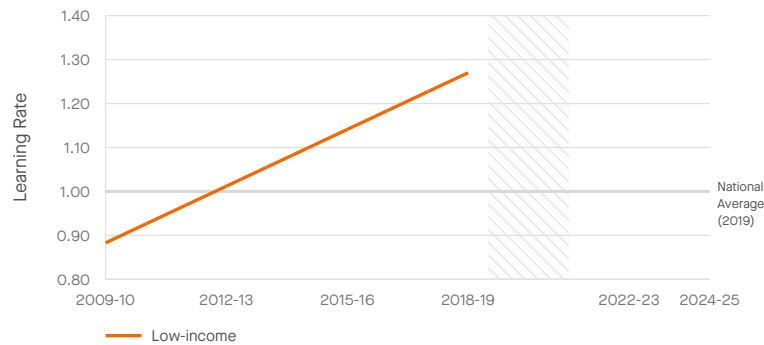
**Trend in Learning Rates (All Students)**



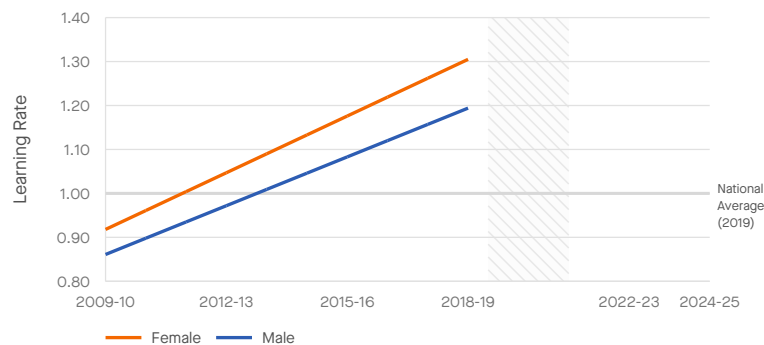
**Trend in Learning Rates, by Student Race/Ethnicity**



**Trend in Learning Rates, by Student Income Level**



**Trend in Learning Rates, by Student Gender**



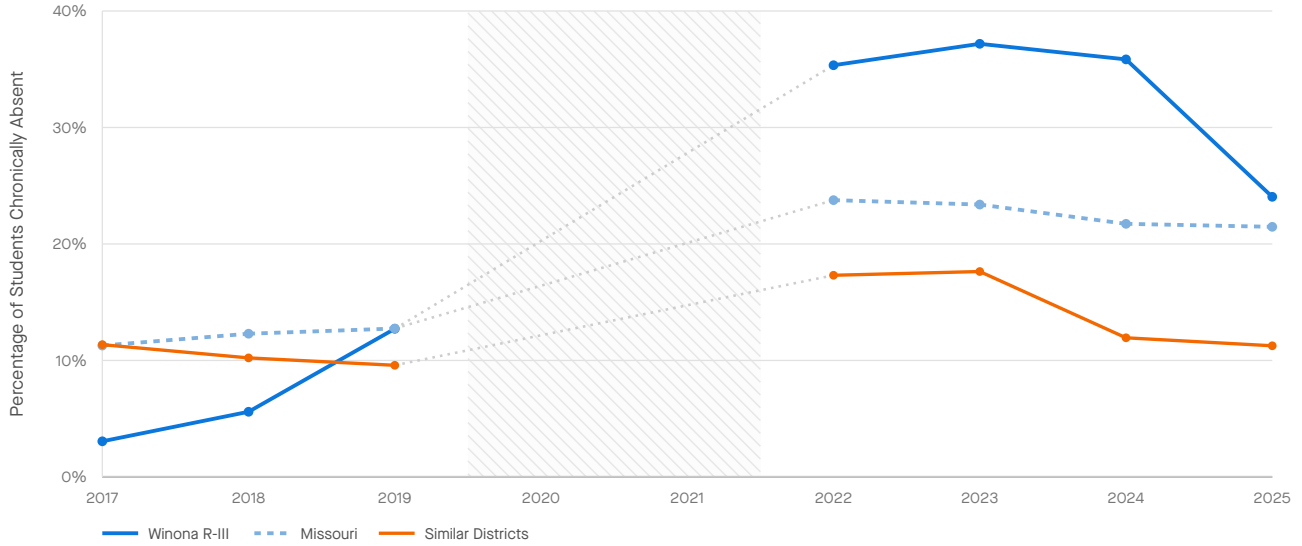
# Winona R-III, Missouri



## 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
Winona R-III	7.1	33.1	+26.0
Similar Districts Avg.*	10.4	14.5	+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 Winona R-III are Iron County C-4, Humansville R-IV, Gainesville R-V, Holcomb R-III, and Eminence R-I.

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



# Winona 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



# Winona 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



# Winona 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

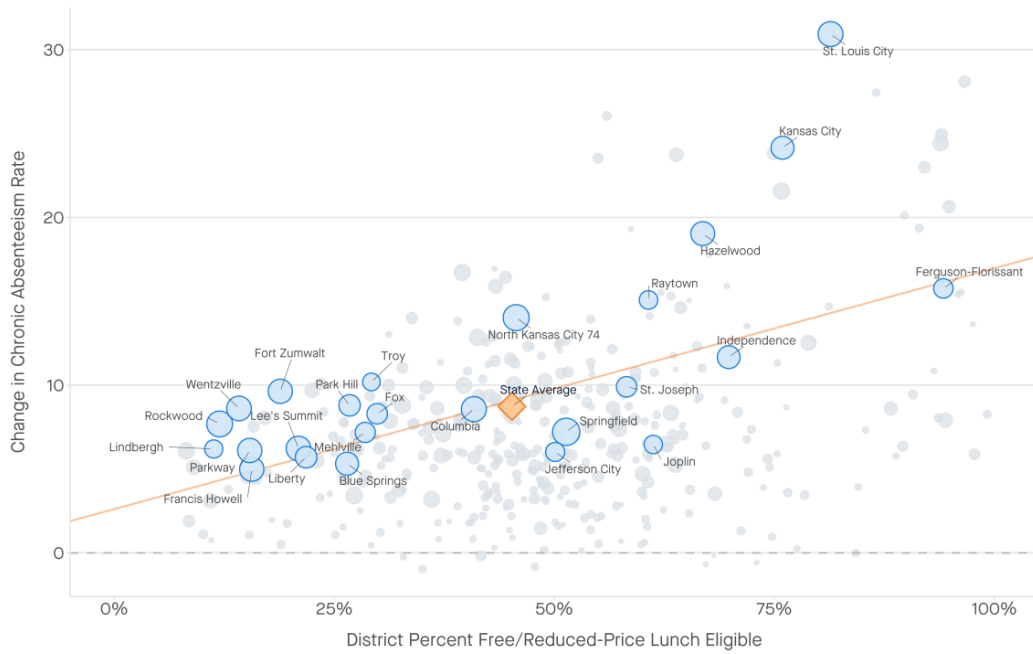


Figure produced by the Center for Education Policy Research at Harvard University

○ Largest Districts    ◆ State Average





## Notes & Acknowledgments

This report summarizes academic performance in Winona 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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