

State Assessment Data Repository: Data Documentation



Education Data Center
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Version 3.1

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Overview

At the Education Data Center (EDC), we are committed to improving timely education data access and transparency. In 2023, we launched the State Assessment Data Repository in an effort to make state assessment data more widely accessible and engaging for the general public. This project grew from the need across organizations, education leaders, policymakers, researchers, and parents to be able to more easily find and use annual state summative assessment data. This data repository has grown to be the most comprehensive database of state assessment data in the United States. We believe that timely data access and transparency are critical for stakeholders to be able to make evidence-based decisions on how to support our nation's students and address their academic needs.

The State Assessment Data Repository (SADR) is a comprehensive U.S. state assessment database that includes publicly-available assessment data for students in Grades 3-8 from all 50 states, D.C., Puerto Rico, and the Virgin Islands. This database integrates data across state-, district-, and school- levels, disaggregated by subject, grade level and student subgroups. SADR includes data received from State Education Agencies (SEAs) via public data request for components that states have not posted publicly, such as data disaggregated by grade or demographic characteristics. The data do not include any student-level data or personally identifiable information (PII). We also integrate important school and district identifiers from the National Center for Education Statistics (NCES) to support researchers seeking to understand student outcome data across a range of external datasets.

This technical guide provides an overview of the project's data sources and inclusion criteria, as well as documentation about the file format, variables, and data decisions used to produce the data files.

Document Publication

This document corresponds to SADR Version 3.1. See *Appendix A. Technical Guide Version History* for the Version History of this document.

Data Publication

The EDC published Version 3.1 in June 2026. SEA data released or corrected after this date will be incorporated into subsequent versions.

Data Use & Citations

Individuals or organizations who use the data files to produce information for the public such as articles, reports, or presentations, should cite the data source and date of retrieval. We value hearing from users about public projects or research using these data – we appreciate seeing the data in use and this also helps us as we seek continued grant funding. **Please let us know about your work by emailing us at info@eddatacenter.org.**

Data Sources

State assessment data are sourced from state education agencies (SEAs) and are combined with supplementary school and district information from U.S. Department of Education (ED) resources, including the National Center for Education Statistics (NCES) and *EDFacts*, as described below.

- a. **State Education Agencies (SEAs).** All proficiency data are sourced directly from State Education Agencies, from either their websites/data portals or via data request (no personally identifiable information

are ever requested). In some cases, SEA enrollment data are used as a proxy for student tested counts (see Table 21). A complete list of SEA sources by state can be found in *Appendix B, Data Sources*.

- b. **National Center for Education Statistics (NCES).** SADR integrates information about district and school characteristics from the Common Core of Data, a U.S. public school database available from the National Center for Education Statistics (NCES).
- c. **EDFacts.** The U.S. Department of Education (ED) annually collects state proficiency data in ELA and math from SEAs through an initiative called *EDFacts*. In some cases, *EDFacts* counts of students tested are used as a proxy for student tested counts that are not available in SEA data files (see Table 21). As of this publication, the most recent *EDFacts* assessment data files available are from Spring 2022, with some participation rates available at the state-level from Spring 2023.

Public Records Requests

An important part of the EDC's work in building the State Assessment Data Repository is identifying gaps in the publicly-reported assessment results, and submitting public records requests for such information. "Gaps" include data components that SEAs:

- a. are expected to collect as part of their standard data reporting, and therefore would be expected to possess as part of the SEA's public record;
- b. are not currently providing to the public through data files or dashboards; and
- c. meet all SEA suppression policies to protect student privacy.

The EDC submits public records requests in accordance with each state's Freedom of Information Act (FOIA) laws (also referred to in some states as the "Sunshine Law" or Open Records Requests). FOIA legislation exists to ensure government transparency; it stipulates that federal agencies are required to disclose information to the public (with exemptions for national security, law enforcement, and personal privacy). State assessment results are held by State Education Agencies (SEAs); the public has a right to these records if they do not otherwise violate the FOIA terms above.

The EDC has submitted public records requests to the majority of all states; these requests do not include any personally identifiable information (PII). Examples of public records requests submitted by the EDC include data files that:

- provide grade x subgroup disaggregation (not only one or the other)
- provide achievement level disaggregation (not only "proficient or above" as a metric)
- provide results that disaggregate regular and alternate results (not both combined)
- provide *counts* of students tested
- provide *counts* of students performing at each achievement level (not only level %s)
- provide grade x subgroup participation rates
- provide average scale scores & standard deviations
- provide aggregated data for all students in Grades 3-8

We are thankful for the time spent by individuals across SEAs to help our team fulfill these detailed requests. The communication and collaboration from SEAs has been a valuable part of our effort to help provide the public with a comprehensive research database across states, years, and subjects. We express our immense gratitude to SEA teams.

Assessment Inclusion Criteria

The State Assessment Data Repository includes all available achievement data from annual statewide summative assessments that are used to report outcomes to the U.S. Department of Education under Title I, Part A of the Elementary and Secondary Education Act (ESEA). SADR does not include other assessments administered by states, such as alternate assessments or English language proficiency assessments.

The ESEA requires that SEAs administer state assessments annually to students in Grades 3-8 and at least once in high school. SADR currently limits data to Grades 3-8.

Several states include schools that are supported by the Bureau of Indian Education (BIE). SADR data files do not currently include schools represented by BIE.

In addition to assessments administered in English, SADR includes the Colorado Spanish language arts assessment administered to grades 3 and 4 (2021 onward); Puerto Rico's standardized assessments; and the Texas-STAAR assessment administered in Spanish.

Assessment data availability vary by state, school year, and subject. See *Appendix C. State-Subject-Year Data Availability* for a complete list of subject availability by state, including the first and last year of available data. **If there are data components that you would like to request we include in future releases, please let us know by emailing us at info@eddatacenter.org.**

Changes in Assessments

Changes in state assessments are noted in two ways for data users:

- a. in the data files, there are variables that indicate (or "flag") if the subject-area assessment has changed either its name or how the state defines proficiency from the prior year (for ELA, math, science, and social studies), and
- b. below all figures produced by the AI assistant Zelma on the website at zelma.ai, there are details included as part of the "Notable Events" that explain if states have administered a new assessment in a given year, if there have been changes in proficiency cut scores, if an assessment has not been administered due to field testing, if participation rates were lower than a typical year, or if assessment data are not currently available.

School Years Included

Longitudinal data vary by state, with the first year of available data ranging from 1998 to 2018. A few notes:

- **No assessments in Spring 2020:** No states administered assessments in Spring 2020 due to the COVID-19 pandemic; therefore, no data are included as part of SADR for this school year.
- **Missing years:** There may be periodic years of missing data for all subjects within a state or for a particular subject area; often this is due to field testing a new assessment. In addition, some SEAs received assessment waivers from the Department of Education (ED) in Spring 2021 due to the pandemic.

The full range of available years and subjects for each state is included in *Appendix C. State-Subject-Year Data Availability*.

Data Suppression & Missing Data

According to the Family Educational Rights and Privacy Act (FERPA), states are required to ensure that a student's individual identity cannot be determined when included as part of datasets with educational

records. Therefore, states implement data rules that "suppress" or "mask" certain data fields that would otherwise reveal the outcomes for small groups of students; often, states suppress data when a cell size is less than 10 students, though this varies. Suppressed data are represented with an asterisk (*) in the data files. Information that was not provided in the original data files and is therefore missing is represented with dashes (--) in the SADR data files (see Table 1).

Table 1. Data File Symbols

Symbol	Description
*	Data suppressed
--	Data missing

Ranges: Some states suppress data by including a range of either students tested or the proficiency outcomes. SADR data files retain these ranges. Values represented as "<" or ">" are converted to decimal ranges (e.g., a participation rate of ">.95" is represented as ".95-1").

The Incomparability of State Assessment Data

All SEAs define proficiency according to their state's unique grade-level and subject-area learning standards. For this reason, results are *NOT comparable across states*, as states administer distinct assessments. These tests are often designed to assess student progress on state-specific standards and are reported based on state-specific definitions of proficiency.

Updates to Data & Documentation

★ *Changes from the prior data release will be highlighted for the user throughout this technical guide with this symbol.*

VERSION 3.1 HIGHLIGHTS

- **2025 data for ALL states.** The repository now includes 2025 assessment data for all 50 states, the District of Columbia, Puerto Rico, and the Virgin Islands.
- **Montana** results now available at the state, district, and school level for grade x subgroup in ELA/math (2016-2025), and science (2022-2025).
- **Delaware** achievement level results for all students *and subgroups* now available for 2025.
- **Idaho** grade x subgroup data now available for 2025.
- **Virgin Islands** results are included in the State Assessment Data Repository for the first time.
- **Expanded time coverage.** Massachusetts data now begins in 2003 (previously 2010); Connecticut data now begins in 2006 (previously 2010).
- **New data pieces for 24 states.** Whether new subgroups, new achievement level data, new average scale scores, or new years of data, we have been actively working on updating the State Assessment Data Repository! Version 3.1 includes updates from Version 3.0 across 24 states.

State-specific updates include:

Table 2. Version 3.1 Dataset Updates by State

State	Version 3.1 Database Updates
COLORADO	<ul style="list-style-type: none"> • Addition of the following, due to data received via data request: <ul style="list-style-type: none"> ○ 2023, 2024, 2025: State-level science aggregated data across Grades 5 & 8
CONNECTICUT	<ul style="list-style-type: none"> • Addition of the following, due to data received via data request & new data pull: <ul style="list-style-type: none"> ○ 2015 ELA/Math aggregated results (“G38”) and 2019-2025 Sci G38 ○ 2006-2013 ELA/Math results for Grades 3, 4 & 8 (state and district levels) ○ 2009-2013 Science Grade 8 (state and district levels)
DELAWARE	<ul style="list-style-type: none"> • Addition of the following, due to data received via data request: <ul style="list-style-type: none"> ○ 2025: Data by achievement level for all data levels & subgroups (replaces 2025 dataset from V3.0)
DISTRICT OF COLUMBIA	<ul style="list-style-type: none"> • Addition of the following: <ul style="list-style-type: none"> ○ 2024: Limited 2024 science data now available ○ 2025: 2025 science data by grade for “All Students” now available

Table 2. Version 3.1 Dataset Updates by State (continued)

GEORGIA	<ul style="list-style-type: none"> • Addition of the following, from public data: <ul style="list-style-type: none"> ○ 2025: StudentSubGroup data now available for ELA, math, sci, soc • 2011-2025: Updated StateAssignedSchID format • Addition of social studies data (2015-2025) • Addition of the following, due to data received via data request: <ul style="list-style-type: none"> ○ 2025: Average scale scores & standard deviations
IDAHO	<ul style="list-style-type: none"> • Addition of the following, due to data received via data request: <ul style="list-style-type: none"> ○ 2025: Grade x subgroup data across all data levels (replaces 2025 dataset from V3.0)
ILLINOIS	<ul style="list-style-type: none"> • Updated 2025 dataset to reflect the SEA's re-publication of 2025 Report Card data in April 2026
INDIANA	<ul style="list-style-type: none"> • Addition of the following, due to data received via data request: <ul style="list-style-type: none"> ○ 2022–2024: "Gifted and Talented" subgroup data (district and school levels) ○ 2022–2024: Average scale scores and standard deviation (district and school levels)
KANSAS	<ul style="list-style-type: none"> • 2025: CCD enrollment counts from the 2024-25 school year are applied to 2025.
KENTUCKY	<ul style="list-style-type: none"> • Addition of the following, due to data received via data request: <ul style="list-style-type: none"> ○ 2025: Updated level counts for all subjects (ela, math, sci, soc, writing) ○ 2025: Updated StudentSubGroup_TotalTested to reflect more precise level counts
MARYLAND	<ul style="list-style-type: none"> • Addition of the following, due to data received via data request: <ul style="list-style-type: none"> ○ 2022–2025: ELA & math school-level subgroup data (G03 to G08, no G38) for the first time ○ 2022–2025: More complete district-level ELA & math data for G03 to G08.
MASSACHUSETTS	<ul style="list-style-type: none"> • Addition of 2003 to 2009 ELA, math, and science assessment data
MISSISSIPPI	<ul style="list-style-type: none"> • Addition of the following, due to data received via data request: <ul style="list-style-type: none"> ○ 2024, 2025: Subgroup data ○ 2021 to 2025: Data disaggregated by assessment type: "regular with accommodations" and "regular without accommodations"
MISSOURI	<ul style="list-style-type: none"> • Addition of the following, due to data received via data request: <ul style="list-style-type: none"> ○ 2025: State-level gender data and non-EL data

Table 2. Version 3.1 Dataset Updates by State (continued)

MONTANA	<ul style="list-style-type: none"> • Entirely new data pull to include the following: <ul style="list-style-type: none"> ○ 2016-2025: ELA & math - All state, district, and school level ELA and math data by grade x subgroup ○ 2022-2025: Science - All state, district, and school level ELA and math data by grade x subgroup. • <i>*** All subjects: V3.1 is the first version with data fully disaggregated by grade and subgroup at the district and school levels for all subjects. Subgroups at this time only include Race/Ethnicity, Gender, and Economic Status.</i>
NEVADA	<ul style="list-style-type: none"> • Addition of the following, due to data received via data request: <ul style="list-style-type: none"> ○ 2025: More precise counts for proficient levels and ProficientOrAbove added for student subgroups (new data source except for G38 data)
NORTH DAKOTA	<ul style="list-style-type: none"> • 2025: CCD enrollment counts from the 2024-25 school year are applied to 2025 tested counts.
OKLAHOMA	<ul style="list-style-type: none"> • Addition of the following, due to data received via data request: <ul style="list-style-type: none"> ○ 2025: All subgroup results now available
PENNSYLVANIA	<ul style="list-style-type: none"> • Addition of the following, due to data received via data request: <ul style="list-style-type: none"> ○ 2022: Addition of non-SWD subgroup data. More complete gender and race data for schools. Addition of average scale scores & standard deviations. ○ 2023 & 2024: Addition of non-EL subgroup data. ○ 2025: Addition of Non-EL, Not Economically Disadvantaged, and Non-IEP subgroup data. Addition of average scale scores & standard deviations. Replaced level counts with exact counts from SEA.
PUERTO RICO	<ul style="list-style-type: none"> • Addition of the following, from public data: <ul style="list-style-type: none"> ○ Addition of 2025 results
SOUTH DAKOTA	<ul style="list-style-type: none"> • Addition of the following, due to data received via data request: <ul style="list-style-type: none"> ○ 2025 average scale scores & standard deviation for district and school levels; updated average scale scores & standard deviation at the state level. • Revised 2005 math data to suppress district- and state-level values, as this data is not available from the state.
UTAH	<ul style="list-style-type: none"> • 2014-2018: Dropped GZ values from dataset • 2014-2021: Removed math & ELA G38 tested counts & participation rates • 2019-2025: Addition of Grade 8 Secondary I Math. AssmtName updated for Math G38 values from "RISE" to "RISE & Secondary Math I" • 2022-2025: Updated district- and school-level tested counts (and corresponding achievement level counts) to rely on CCD enrollment data rather than enrollment files from SEA, which did not include grade x subgroup enrollment data. • 2025: Addition of ELA data
VERMONT	<ul style="list-style-type: none"> • Addition of 2025 data (from public data released in April 2026) <ul style="list-style-type: none"> ○ 2016-2025: Addition of district-level data for the first time ○ 2018-2025: Addition of Historically Marginalized StudentGroup for the first time
VIRGIN ISLANDS	<ul style="list-style-type: none"> • New for V3.1 (includes 2015-2025, ela/math; missing 2018, 2021)

File Format

All files include an identical file format, including identical variables. However, **because not all states report all data components, some variables will be empty for some states.** In this section, we present variables included in **the current dataset.**

State-Year-Data Level Variables

Table 3. State-Year-Data Level Values

Variable Name		Description
a	State	State Name
b	StateAbbrev	Two-letter state abbreviation
c	SchYear	School year for which the data were reported (e.g., 2023-24)
d	DataLevel	Level at which the data are reported
e	StateFips	The two-digit American National Standards Institute (ANSI) code for the state

a. State

☛ Value labels reflect state names for all 50 states, D.C., Puerto Rico, and the Virgin Islands.

b. StateAbbrev

☛ Value labels reflect the two-letter state abbreviations for all 50 U.S. states, D.C., and the Virgin Islands.

c. SchYear

Value labels reflect the school year for the year the assessment; typically, these assessments are completed in the spring of each school year. For example, assessments completed in Spring 2025 are represented as part of the “2024-25” school year.

d. DataLevel

Value labels include **State**, **District**, and **School**. Data are included at each level to the extent that they are available from the SEA; that is, not all files will have all data levels available for all school years and subjects. Districts represent local education agencies (LEAs) as defined by NCES.

Please note that NCES considers schools in Hawaii and Puerto Rico to be within a single district (“Hawaii State Department of Education” and “Puerto Rico Department of Education”, respectively). Therefore, district-level data will be comparable to state-level data in these cases.

☛ Prior to V3.1, Vermont’s district-level data was not included in SADR. As of V3.1, the state’s district-level data, as defined by NCES, are now included.

e. StateFips

Value labels reflect two-digit state American National Standards Institute (ANSI) codes (see Table 4).

Table 4. State Abbreviations and FIPS Codes

State	StateAbbrev	FIPS	State	StateAbbrev	FIPS
Alabama	AL	01	Nebraska	NE	31
Alaska	AK	02	Nevada	NV	32
Arizona	AZ	04	New Hampshire	NH	33
Arkansas	AR	05	New Jersey	NJ	34
California	CA	06	New Mexico	NM	35
Colorado	CO	08	New York	NY	36
Connecticut	CT	09	North Carolina	NC	37
Delaware	DE	10	North Dakota	ND	38
District of Columbia	DC	11	Ohio	OH	39
Florida	FL	12	Oklahoma	OK	40
Georgia	GA	13	Oregon	OR	41
Hawaii	HI	15	Pennsylvania	PA	42
Idaho	ID	16	Rhode Island	RI	44
Illinois	IL	17	South Carolina	SC	45
Indiana	IN	18	South Dakota	SD	46
Iowa	IA	19	Tennessee	TN	47
Kansas	KS	20	Texas	TX	48
Kentucky	KY	21	Utah	UT	49
Louisiana	LA	22	Vermont	VT	50
Maine	ME	23	Virginia	VA	51
Maryland	MD	24	Washington	WA	53
Massachusetts	MA	25	West Virginia	WV	54
Michigan	MI	26	Wisconsin	WI	55
Minnesota	MN	27	Wyoming	WY	56
Mississippi	MS	28	Puerto Rico	PR	72
Missouri	MO	29	★ Virgin Islands	VI	78
Montana	MT	30			

Note: ★ Indicates a change or new addition from V3.0 to V3.1.

District and School Identifiers

All data files include important information on district and school names and identifiers (see Table 5), as discussed below.

Table 5. District and School Identifiers

Variable Name	Description
f	DistName
g	SchName
h	NCESDistrictID
i	StateAssignedDistrictID
j	NCESSchoolID
k	StateAssignedSchoolID

f. DistName

District names reflect the name as spelled and reported publicly in SEA assessment data files or NCES, which may include variations over time (see Table 6). Where SEAs have significant variation in district naming conventions (e.g., Springfield SD, Springfield Sch Dist, Spr. Sch Dis), the EDC has applied the most current district name across years (as long as the district has the same NCESDistrictID and StateAssignedDistID).

Table 6. DistName Values

Data Level	DistName
State	DistName = "All Districts"
District	DistName will reflect the name as publicly reported in state assessment data files from the SEA or NCES. As such, there may be differences from year to year in how the state reports the district name (e.g., "Central Public Schools" one year may be reported as "Central PS" in another year). Note that district IDs would remain constant if the district did not change.
School	DistName will reflect the district that the given school is part of for the given school year, as defined by NCES.

g. SchName

School names reflect the name as spelled and reported publicly in SEA assessment data files or NCES, which may include variations over time (see Table 7). Not all states report school-level data; data at the school level typically have more data suppression than district- or state-level files.

Table 7. SchName Values

Data Level	SchName
State	SchName = "All Schools"
District	SchName = "All Schools"
School	SchName will reflect the name as publicly reported in state assessment data files from the SEA or NCES. As such, there may be differences from year to year in how the state reports the school name (e.g., "Franklin Elem." one year may be reported as "Franklin Elementary" in another year). Note that school IDs would remain constant if the school did not change.

h. NCESDistrictID

NCES assigns all U.S. local education agencies (LEAs) with a 7-digit identification number. These IDs are typically stable from year to year. All districts and schools in the assessment data files are matched to their NCES LEA ID to support the ability to merge data with other datasets.

New York City Public Schools

In the case of New York City schools, there are multiple smaller local education agencies (LEAs) with unique IDs as part of the Common Core of Data. SADR data files include these unique IDs. However, for visualization purposes, the data for these smaller LEAs are aggregated to represent the outcomes for NYC schools. See *Appendix D. New York City NCES District IDs* for a complete list of IDs as reported by NCES.

Charter Schools

SEAs use different approaches for assigning charter schools to broader school districts. In the EDC files, charter schools are aligned with the *school district name used by NCES*, with the corresponding NCESDistrictID. Note that the *StateAssignedDistID* may still reflect a local traditional public school district.

i. StateAssignedDistrictID

Values reflect the district identification numbers used by SEAs as part of their own data management systems and data files. In some cases, EDC has modified district IDs to add clarity or to ensure unique district IDs (see Table 8).

Table 8. States-Years Where EDC has Modified District IDs

State	Applicable School Years (by Spring)	StateAssignedDistID Modification
California	2010 – 2025	EDC applied ST_LEAID from NCES
Minnesota	1998 – 2025	EDC applied District Number + District Type to create unique IDs
Mississippi	2021 – 2025	Missing district ID in public data; EDC applied ST_LEAID value from NCES
Nebraska	2016 – 2025	EDC applied County ID + District ID
New Hampshire	2009 – 2025	Missing district ID in public data; EDC applied ST_LEAID value from NCES
Oklahoma	2017 – 2023	EDC applied County ID + District ID
Utah	2014 – 2025	Missing district ID in public data; EDC applied ST_LEAID value from NCES
Vermont	2016 - 2025	Missing district ID in public data; EDC applied ST_LEAID value from NCES
Washington	2015 – 2025	EDC applied “District Code” rather than “DistrictOrganizationId” (files have both IDs), to align with NCES

j. NCESSchoolID

NCES assigns U.S. schools a 12-digit identification number. The first 7 digits are consistent with the NCES district ID, and the subsequent 5 digits are unique to the school. All schools in the assessment data files are matched to their NCES school ID to support the ability to merge data with other datasets. In some cases, newly-opened schools may not yet have publicly-available NCES IDs at the time of data release and are reported in the assessment files as “Missing/not reported.” These IDs will be updated as available.

k. StateAssignedSchoolID

Values reflect the school identification numbers used by SEAs. These may or may not be unique for all schools in the file. For example, there may be distinct schools with a StateAssignedSchoolID of “1” that belong to different districts. In cases where SEAs do not have unique school IDs, EDC has hyphenated the district-school IDs to create unique identifiers (see Table 9).

Table 9. States-Years Where EDC has Hyphenated District-School IDs for StateAssignedSchID

State	Applicable School Years (by Spring)
Alabama	2015 - 2025
Florida	2015 - 2025
Georgia	2011 - 2025
Iowa	2015 - 2025
Maine	2015 - 2025
Maryland	2015 - 2025
Missouri	2010 - 2025
Nebraska	2016 - 2025
New Jersey	2015 - 2025
Oklahoma	2017 – 2023
Tennessee	2010 - 2025
Virginia	1998 - 2025
Washington	2015 - 2025
West Virginia	2015 - 2025
Wisconsin	2014 - 2025

Some SEAs do not include school IDs in the public data files. For these states, EDC has applied the NCES search value to StateAssignedSchID (see Table 10).

Table 10. States Missing School IDs in Public Data Files

State	School Years (by Spring)
Mississippi	2021 - 2025
New Hampshire	2009 - 2025
Utah	2014 - 2025

Assessment Variables

All data files include a set of variables to properly and easily identify student outcomes, including the assessment name, the assessment type, the assessed subject area, the assessed grade level, the student group category of analysis (e.g., Race/Ethnicity) and number of tested students in the respective category, and the student subgroup of analysis (e.g., Asian) and the number of tested students in the respective subgroup (see Table 11), as discussed below.

Table 11. Assessment Variables

Variable Name		Description
l	AssmtName	Name of state assessment
m	AssmtType	Assessment type
n	Subject	Assessment subject area
o	GradeLevel	Grade tested
p	StudentGroup	Student group category of analysis
	StudentSubGroup	Student subgroup within the larger StudentGroup category
q	StudentGroup_TotalTested	Number of valid scores in the designated StudentGroup
	StudentSubGroup_TotalTested	Number of valid scores in the designated StudentSubGroup

I. AssmtName

Value labels reflect the name of the assessment for the given state-year-subject corresponding to the student outcome data. A change in the assessment name from the prior year is indicated by the variable Flag_AssmtNameChange, as explained below. In most but not all cases, a change in the assessment name from the prior year indicates a change in the SEA's definition of proficiency. In other cases, a state may change a subject's cut scores (thus affecting comparability over time), but may not change the assessment name.

m. AssmtType

Value labels reflect the type of assessment for the given state-year-subject corresponding to the student outcome data. While the repository aims to include data for each state's general state standardized assessments (AssmtType: "Regular"), some states *aggregate* the regular and alternate assessment data (AssmtType: "Regular and alt"). Alternate assessments are annual state assessments based on alternate achievement standards for students with significant cognitive disabilities. To reflect the difference in state assessments included in the dataset, this variable is included for additional clarity for the user (see Table 12).

- ✦ In V3.1, additional AssmtType values have been added (specific to Mississippi): *Regular with accommodations* and *Regular without accommodations*.

Table 12. Assessment Types

AssmtType	Description
Regular	Regular/general assessment data only
Regular and alt	Aggregated data from the regular/general assessment AND the state's alternate assessment
Reg with accommodations ✦	Regular assessment data <i>for students receiving accommodations</i> (available for Mississippi only)
Reg without accommodations ✦	Regular assessment data <i>for students NOT receiving accommodations</i> (available for Mississippi only)

Note: ✦ Indicates a change or new addition from V3.0 to V3.1.

States and years for which data files reflect *Regular and alt* for at least some years include Arizona, Arkansas, Iowa, Minnesota, South Dakota, Wyoming, Puerto Rico, and the Virgin Islands (see Table 13).

Table 13. States with Regular and Alternate Assessment Data

State	Year	AssmtType Available
Arizona	2009-10 to 2018-19	<i>Regular and alt</i>
	2020-21 onward	<i>Regular</i>
Arkansas	2015-16 onward	<i>Regular</i> (for All Students data and State subgroup data only) and <i>Reg and alt</i> (for All Students + other subgroups)
Iowa	2003-04 to 2013-14	<i>Regular and alt</i>
	2014-15 onward	<i>Regular</i>
Minnesota	1997-98 to 2017-18	<i>Regular</i>
	2018-19 onward	<i>Regular and alt</i>
South Dakota	2014-15 to 2016-17	<i>Regular and alt</i>
	2018-19 onward	<i>Regular</i>
Wyoming	2013-14 to 2016-17	<i>Regular and alt</i>
	2017-18 onward	<i>Regular</i>
Puerto Rico	2018-19 onward	<i>Regular and alt</i>
Virgin Islands 🔄	2014-15 onward	<i>Regular and alt</i>

Note: 🔄 Indicates a change or new addition from V3.0 to V3.1.

n. Subject

Subjects are included as available from SEAs. All states include data for English language arts (ELA) and math. To the extent that additional subjects are publicly available, SADR data files also integrate science, reading (if different from ELA), writing, social studies, STEM, Spanish language arts, and English as a second language (see Table 14). However, not all states have a required assessment for all subject areas. States may assess in additional subject areas that are not included here.

Table 14. Subjects

Subject	Description
ela	English language arts
math	Mathematics
sci	Science
soc	Social studies
wri	Writing
read	Reading (only available for Arkansas, 2015-16 to 2023-24; Georgia, 2010-11 to 2013-14; Wisconsin, 2024-25)
eng	English (only available for Arkansas, 2015-16 to 2022-23)
stem	Science, technology, engineering and math (only available for Arkansas, 2015-16 to 2022-23)
span	Spanish language arts (only available in Puerto Rico; and in Colorado, 2021+)
esl	English as a second language (only available in Puerto Rico)

Some states use the subject “ELA” to report student outcomes related to reading and writing, while other states use the term “reading” or “reading language arts.” For standardization purposes, all states have been recorded as “ela” in the data files *unless the state included both ELA and reading outcomes* in the same year, in which case with subject value labels were retained. This was the case for three states (see Table 15).

Table 15. States with both ELA and Reading Outcome Data

State	Year	Description
Arkansas	2015-16 to 2023-24	State includes ELA outcome data separately from reading outcome data. ELA outcome data is the average of three subjects that are included in the file: English, reading, and writing. Arkansas stopped reporting outcome data for <i>writing</i> after the 2016-17SY.
Georgia	2010-11 to 2013-14	State includes ELA outcome data separately from reading outcome data.
Wisconsin★	2024-25 onward	State includes ELA outcome data separately from reading outcome data.

o. GradeLevel

Grade level value labels are limited to Grades 3-8, as well as an aggregated measure (“G38”), if available (see Table 16). *Note that for visualization purposes, zelma.ai relies on data disaggregated by grade level.*

Table 16. Grade Levels

GradeLevel	GradeLevel Value Labels
G38	Aggregated data for all of Grades 3-8
G03	Grade 3
G04	Grade 4
G05	Grade 5
G06	Grade 6
G07	Grade 7
G08	Grade 8
GZ	Aggregated data for more than Grades 3-8. Disaggregated grade level data not available.

Not all states disaggregate student outcomes by grade level. This is the case for DC and Maine (see Table 17). Beginning in V1.1, these cases are indicated with GradeLevel value “GZ”.

Table 17. States without Disaggregated Grade-Level Data

State	Year	Description
District of Columbia	2023-24	SEA does not provide science data disaggregated by grade level and denied public data request to provide this (as of Spring 2025, Fall 2025). As a result, minimal science data are included in SADR output for 2024.
Maine	2014-15 to 2018-19	SEA does not have student subgroup disaggregated grade level data available at the district or school level. GradeLevel values <u>only</u> include “GZ”, as they include values outside of Grades 3-8. At the state level, data are disaggregated by grade, by G38, and GZ.

Student Variables

p. StudentGroup and StudentSubGroup

Value labels for **StudentGroup** reflect the broader student classification categories of which the **StudentSubGroup** classifications are a part (see Table 18). Each state uses its own criteria to define student subgroups. For this reason, there may be differences from one state to another related to how students are classified; they are not necessarily comparable. SADR data files reflect each state's own data classifications for student subgroups.

Table 18. StudentGroup and StudentSubGroup Value Labels

StudentGroup	StudentSubGroup Value Labels
All Students	<ul style="list-style-type: none"> All students
RaceEth	<ul style="list-style-type: none"> American Indian or Alaska Native Asian Black or African American Native Hawaiian or Pacific Islander Two or more White Hispanic or Latino Not Hispanic or Latino Filipino Other Indigenous Peoples Puerto Rican Middle Eastern or North African Unknown
EL Status	<ul style="list-style-type: none"> English Learner English Proficient EL Exited EL Monitored or Recently Exited EL and Monitored or Recently Exited Long-term EL (LTEL) AR-LTEL (At-risk of becoming LTEL) IFEP (Initial Fluent English Proficient) English Only (only in CA) Never EL Ever EL Recently Arrived (RAEL) ★ Non-Recently Arrived (Non-RAEL) ★
Economic Status	<ul style="list-style-type: none"> Economically Disadvantaged Not Economically Disadvantaged
Gender	<ul style="list-style-type: none"> Male Female Gender X Unknown
Disability Status	<ul style="list-style-type: none"> SWD (students with disabilities) Non-SWD (students without disabilities)
Migrant Status	<ul style="list-style-type: none"> Migrant Non-Migrant
Homeless Enrolled Status	<ul style="list-style-type: none"> Homeless Non-Homeless
Foster Care Status	<ul style="list-style-type: none"> Foster Care Non-Foster Care
Military Connected Status	<ul style="list-style-type: none"> Military Non-Military
Gifted and Talented Status	<ul style="list-style-type: none"> GT (Gifted and Talented) Non-GT (non-Gifted and Talented)
SLIFE Status	<ul style="list-style-type: none"> SLIFE (Students with Limited or Interrupted Education (SLIFE)) Non-SLIFE
High Needs Status	<ul style="list-style-type: none"> High Needs Non-High Needs
Historically Marginalized ★	<ul style="list-style-type: none"> Historically Marginalized Non-Historically Marginalized

Note: ★ Indicates a change or new addition from V3.0 to V3.1.

Race/Ethnicity Data

States have some flexibility in determining how they will report student outcome data by race/ethnicity (as granted by the ESEA). Therefore, reported categories are not uniform, and some states may change student classification conventions over time, add new categories, remove categories, or add more nuance to student classifications. Some SEAs use subgroup classifications that are *mutually exclusive*, while other SEAs may consider students to be part of multiple subgroups.

The race/ethnicity student subgroup with the most variation was for the "Asian" and "Native Hawaiian or Pacific Islander" categories. For example, Hawaii was the only state to disaggregate results for "Native Hawaiian and "Pacific Islander", while several state aggregated results for "Asian" and "Native Hawaiian/Pacific Islander." See Table 19 for details on state differences in race/ethnicity reporting.

Table 19. Race/Ethnicity Category Variations

State	Year	State Subgroup	SADR Subgroup
Alaska	2016-17 to 2021-22	"Asian/Pacific Islander"	"Asian"
Hawaii	2015-16 to 2016-17	"Pacific Islander"	"Pacific Islander"
		"Asian/Pacific Islander"	"Asian"
Minnesota	2000-01 to 2012-13	"Asian/Pacific Islander"	"Asian"
	2018-19 to 2021-22	"American Indian or Alaska Native students" under <u>Federal</u> categories	"American Indian or Alaska Native"
	2022-23 onward	"American Indian Students" under <u>State</u> categories)	"American Indian or Alaska Native"
Missouri	2014-15 onward	"Asian/Pacific Islander"	"Asian"
New Hampshire	2018-19 onward	"Asian+PI+Hawaiian"	"Asian"
New York	2005-06 to 2021-22	"Asian or Native Hawaiian/ Other Pacific Islander"	"Asian"
Ohio	2015-16 onward	"Asian or Native Hawaiian/ Other Pacific Islander"	"Asian"
Virginia	1997-98 to 2004-05	"Asian/Pacific Islander"	"Asian"

English Learner Data

Value labels for the **EL Status** Student Group reflect a wide range of classifications used by states (see Table 20). Each state uses its own criteria to define English learner (EL) students and these additional subcategories. For this reason, there may be differences from one state to another related to how students are classified; they are not necessarily comparable. SADR data reflect each state's own data classifications for student subgroups.

Table 20. EL Status Value Labels

EL Status	Value Labels
English Learner	Students who meet the state's criteria for being classified as an "English learner" (Note: all states use their own process and procedures for English learner classification and re-classification as "English proficient").
English Proficient	Students who meet the state's criteria for being classified as "English proficient" (Note: all states use their own process and procedures for English learner classification and re-classification as "English proficient").
EL Exited	Students who had previously been classified as an "English learner" (EL) but who have ever "exited" or "ended" their EL status by attaining English proficiency as measured by the state's EL assessment. These students are considered "English proficient". (Note: all states use their own process and procedures for English learner classification and re-classification as "English proficient").

EL Status	Value Labels
EL Monit or Recently Ex	Students who had previously been classified as an "English learner" (EL) but who had "exited" or "ended" their EL status by attaining English proficiency in the past 1-4 years as measured by the state's EL assessment. This is different from the "EL Exited" category, which includes ALL EL students who have ever exited the EL status. These students are considered "English proficient". (Note: all states use their own process and procedures for English learner classification and re-classification as "English proficient").
EL and Monit or Recently Ex	Students who are currently English learners, as well as students who have "exited" or "ended" their EL status by attaining English proficiency in the past 1-4 years as measured by the state's EL assessment. Some students in this category are therefore "English learners" while others are "English proficient". (Note: all states use their own process and procedures for English learner classification and re-classification as "English proficient").
LTEL	Students who the state has classified as English learners for an extended period of time, as determined by the state. Typically, LTELs are students who have been classified as ELs for a minimum of 6 years. These students are considered "English learners". Definitions vary by state (and not all states define LTELs).
AR-LTEL (At-risk of becoming LTEL)	[Currently only applicable to California] An EL student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below (level 3 or below) on the prior year administration of the ELPAC; and (4) for students in grades 3 to 9, inclusive, has scored in the fourth or fifth year at the "Standard Not Met" level on the prior year administration of the California Assessment of Student Performance and Progress (CAASPP)-English Language Arts/Literacy (ELA). In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be "At-Risk"; and (2) the assessment component of "At-Risk" determination for students in grades 10–12, inclusive, is based solely on the ELPAC criteria outlined above; and (3) the CAASPP-ELA component of "At-Risk" determination is not applied to students in grade 3, as outlined in Education Code Section 313.1(b)(1)(D), because the CAASPP-ELA is administered in grades 3 to 8, inclusive, and 11, so students enrolled in grade 3 on Census Day will not have prior year CAASPP-ELA test scores available. For more information see California Education Code (EC) 313.1.
IFEP (Initial Fluent English Proficient)	[Currently only applicable to California] A student in kindergarten through grade 12 for whom a language other than English is reported on the HLS and who, upon initial assessment in California using an appropriate state assessment (as of 2025 this was the ELPAC; prior to the 2017–18 school year, the CELDT) and from additional information when appropriate, is determined to be proficient in English.
Ever EL	Students who have ever been classified as an English learner. Some students in this category are therefore "English learners" while others are "English proficient."
Never EL	Students who have never been classified as an English learner.
English Only	[Currently only applicable to California] A student in kindergarten through grade 12 for whom the only language reported on the HLS is English or American Sign Language (ASL).
Recently Arrived (RAEL)	[Currently only applicable to Oklahoma] English learners who are within their first two years of instruction in U.S. schools.
Non-Recently Arrived (Non-RAEL)	[Currently only applicable to Oklahoma] English learners who are not within their first two years of instruction in U.S. schools.

Note: 🔄 Indicates a change or new addition from V3.0 to V3.1.

q. StudentGroup_TotalTested and StudentSubGroup_TotalTested

Values for **StudentGroup_TotalTested** and **StudentSubGroup_TotalTested** reflect the counts of students tested as reported by the SEA. To the extent possible, these values reflect the number of **valid scores**.

Where SEAs do not report counts of students tested, data are applied from the applicable reporting year as available from ED*Facts* (which is currently only available through Spring 2022 assessments), from the prior year's assessment data, or enrollment data from the CCD. However, ED*Facts* only reports outcomes and tested counts for ELA and math; as a result, many gaps still exist for **science** and other subjects. In

addition, *EDFacts* does not report outcomes for the Native Hawaiian/Pacific Islander student subgroup, as these are aggregated into counts with the "Asian" student subgroup. See Table 21 for details on student count values for states that did not provide this information in their raw data.

There may be cases where the summation of *StudentSubGroup_TotalTested* does not equal *StudentGroup_TotalTested*. This may be due to the fact that not all students are necessarily accounted for in the student subgroups. Within the *RaceEth StudentGroup*, note that classifications are not necessarily mutually exclusive, particularly for Hispanic/Latino (in other words, students may be counted in more than one *RaceEth* subgroup, depending on the state’s approach).

In cases where SEAs report 0 (zero) students tested for a given subgroup, with no corresponding proficiency data or participation data reported, the EDC has dropped these observations to reduce file sizes; this is only applicable to student subgroups other than “All Students.”

Note: Visualizations on zelma.ai are dependent on counts of students tested. Where possible, other sources are utilized to best represent the data. However, not all missing states-years have been matched with other data sources.

Table 21. Data Sources for Files with Missing Student Tested Counts for ELA and Math

State	Year	StudentSubGroup_TotalTested	SADR Data Substitute
Arizona	2009-10 to 2015-16	No counts	<i>EDFacts</i>
Arkansas	2018-19 to 2023-24	Partial counts	<i>EDFacts</i> [2022 applied to 2022, 2023, 2024 for student subgroups] 2025: No subgroup data currently included.
Connecticut	2020-21	No counts	<i>EDFacts</i>
Illinois	2014-15 to 2021-22	No counts	<i>EDFacts</i> [2021 ela also applied to math due to missing data]
Indiana	2004-05 to 2012-13	No counts	No current substitute applied
Kansas	2014-15 onward	No counts	<i>EDFacts</i> [2022 applied to 2022, 2023, 2024] ● 2025: CCD enrollment counts from the 2024-25 school year are applied to 2025 as of V3.1.
Mississippi	2013-14	Partial counts	<i>EDFacts</i>
Nebraska	2015-16 to 2016-17	No counts	Nebraska DoE enrollment data applied
North Dakota	2014-15 onward	No counts	<i>EDFacts</i> [2022 applied to 2022, 2023, 2024] ● 2025: CCD enrollment counts from the 2024-25 school year are applied to 2025 as of V3.1.
South Dakota	2002-03 to 2013-14	Partial counts	No current substitute applied to subgroup tested counts
	2014-15 to 2017-18	Partial counts	<i>EDFacts</i>
Utah	2013-14 to 2020-21	No counts	<i>EDFacts</i>
	2021-22 to 2024-25	No counts	<ul style="list-style-type: none"> ● State counts: Available via data req. starting V2.1 ● Dist and Sch counts: CCD DoE enrollment data applied due to insufficient <i>EDFacts</i> data.
Virginia	1997-98 to 2004-05	No counts	No current substitute applied
West Virginia	2014-15 to 2016-17	No counts	<ul style="list-style-type: none"> ● State counts: Aggregated from district data ● Dist and Sch counts: <i>EDFacts</i>
	2017-18	No counts	<ul style="list-style-type: none"> ● State counts: Available via data req. starting V2.1 ● Dist and Sch counts: <i>EDFacts</i>

State	Year	StudentSubGroup_TotalTested	SADR Data Substitute
	2018-19	No counts	<ul style="list-style-type: none"> State counts: Available via data req. starting V2.1 Dist and Sch counts: ED<i>Facts</i>. <i>MATH counts are applied to ELA for 2019, as ELA counts were not available.</i>
	2020-21 onward	No counts	<ul style="list-style-type: none"> State counts: Available via data req. starting V2.1 Dist and Sch counts: ED<i>Facts</i> [2022 applied to 2022, 2023, 2024, 2025]

★ **V3.1 Change:**

- Kentucky:** Kentucky now has tested counts incorporated into Version 3.1 due to data received via data request for 2025. This replaces tested counts from the prior school year that were applied to 2025, due to lack of available 2025 counts as of December 2025.

Proficiency and Participation

All data files include important information on data by proficiency level (also known as “achievement levels” or “performance levels”), the criteria used by the SEA to define proficiency for the given year-subject, and the total count and percent of students considered to be at “proficient or above” on the state assessment (see Table 22). Additional variables include average scale score information and the participation rate, if reported. Details are provided below.

Table 22. Proficiency and Participation Variables

Variable Name	Description	
r	Lev1_count	Count of students performing at Level 1
	Lev1_percent	Percent of students performing at Level 1
	Lev2_count	Count of students performing at Level 2
	Lev2_percent	Percent of students performing at Level 2
	Lev3_count	Count of students performing at Level 3
	Lev3_percent	Percent of students performing at Level 3
	Lev4_count	Count of students performing at Level 4
	Lev4_percent	Percent of students performing at Level 4
	Lev5_count	Count of students performing at Level 5
	Lev5_percent	Percent of students performing at Level 5
s	ProficiencyCriteria	Achievement levels included in state’s definition of proficiency
t	ProficientOrAbove_count	Count of students attaining proficiency of above, as defined by the state
u	ProficientOrAbove_percent	Percent of students attaining proficiency of above, as defined by the state
v	AvgScaleScore	Average scale score for the applicable student subgroup
w	AvgSS_SD	Standard deviation of the average scale score for the applicable student subgroup
x	ParticipationRate	Participation rate for the applicable student subgroup

r. Level counts and percents

States vary in the number of achievement levels used to describe student outcomes. Most commonly, state-subject assessments use four achievement levels, such as:

- *Level 1 – Below basic*
- *Level 2 – Basic*
- *Level 3 – Proficient*
- *Level 4 – Advanced*

However, there are some state-subjects that have either fewer than four or more than four achievement levels. For standardization purposes, each state’s *lowest achievement level* has been mapped onto the SADR category **Lev1_count** and **Lev1_percent**, with subsequent levels progressing up through Level 5, as available. In one instance (Maine), the *lowest* achievement level was not mapped onto Level 1 due to the variable naming conventions used by the state (see Table 23).

If state data provide a *range* of values for each achievement level (e.g., 0.20 – 0.29 percent of students), SADR retains these ranges in the dataset.

Texas Proficiency Levels. In publicly-reported assessment results for the Texas STAAR assessment (2021-22 onward), the SEA reports “nested” achievement level results. That is, the results for Level 2 (“Approaches and Above”) include aggregate results for Levels 2-4, and the results for Level 3 (“Meets and Above”) include aggregate results for Levels 3-4. These results are re-mapped in the SADR files to reflect the results that are reflective of the given achievement level only (see Table 23).

Table 23. Level Re-Mapping

State	Years/ Subject	Description	SADR Var Mapping
Maine	2020-21 to 2021-22 (ela/math)	• [no Level 1 variable]	Not mapped
		• <i>Below State Expectations</i>	Lev2_percent
		• <i>At State Expectations</i>	Lev3_percent
		• <i>Above State Expectations</i>	Lev4_percent
Texas	2021-22 to 2024-25 (ela/math, sci, soc)	• <i>Did Not Meet</i>	Lev1_percent
		• <i>Approaches and Above</i>	Calculated by subtracting “Meets and Above” - “Did Not Meet” to isolate Level 2 values, mapped to Lev2_percent
		• <i>Meets and Above</i>	Calculated by subtracting “Meets and Above” - “Masters” to isolate Level 3 values, mapped to Lev3_percent
		• <i>Masters</i>	Lev4_percent

★ **V3.1 Change:**

- **Maryland, science:** In Spring 2018 & 2019, science proficiency levels ranges from Level 2 to Level 5. As of Version 3.1, these levels are mapped onto Levels 1 to 4.

States with Re-Scaled Proficiency Level Data

The majority of states report outcomes by proficiency level (or “achievement level”) based on the count and percent of students that fall in each of the designated performance categories, typically between Level 1 and Level 4. However, **Kansas, Washington, and Wisconsin** report proficiency level outcomes in a way that *includes* students for whom there is no test score. To standardize our reporting of proficiency level outcome data across states, SADR files have re-scaled the proficiency level percentages to remove the students for whom there is not a valid test score. In other words, the percentage of

students achieving at each of Levels 1-4 will now add to 100%, compared to raw SEA data files which would have a total of less than 100% due to the additional reporting category of students without a valid test score.

No Achievement Level Data

Some states report only a single measure for percent of students reaching proficiency or above; these states, therefore, do not have achievement level data (see Table 24).

Table 24. States-Years Not Reporting Student Outcomes by Achievement Level

State	Year(s)	Subject(s)
Delaware*	2014-15 to 2016-17	Science
	2014-15 to 2015-16	Social studies
District of Columbia	2023-24 to 2024-25	Science (limited science 2024 included in SADR)
Illinois	2015-16 to 2018-19	Science
Indiana	2005-06 to 2012-13	ELA, math, science, social studies
Iowa	2003-04 to 2013-14	ELA, math
Maine	2014-15	ELA, math, science
Mississippi	2013-14; 2020-21 to 2024-25	Subgroup data not available by achievement level in ELA, math, or science
Oregon	2020-21	ELA, math, science
Virginia	1997-98 to 2001-02	ELA, math, science, social studies, writing

* Delaware’s achievement level data are only available via a public records request. The SEA’s Open Data Portal only provides an overall proficient variable for more current school years.

s. ProficiencyCriteria

Values include the achievement levels that the state uses for a given year-subject to determine proficiency (e.g., “Levels 3-4”). These are the achievement levels that correspond to the ProficientOrAbove_count and ProficientOrAbove_percent variables, even if achievement level data are not available for a given state. See Appendix E for a full list of proficiency criteria by each state, year, and subject.

t. ProficientOrAbove_count

Values represent the count of students achieving proficiency or above according to the state’s designated proficiency criteria. Values are represented as a whole number or as a range.

If not provided by SEAs, the EDC aggregates the applicable achievement levels to determine the overall ProficientOrAbove_count (where achievement level values are not missing or suppressed).

u. ProficientOrAbove_percent

Values represent the percentage of students achieving proficiency or above according to the state’s designated proficiency criteria. Values are represented as a decimal or as a decimal range.

If not provided by SEAs, the EDC aggregates the applicable achievement levels (where achievement level values are not missing or suppressed) to determine the overall ProficientOrAbove_percent.

v. AvgScaleScore

Value labels for AvgScaleScore reflect the mean scale score for the given student subgroup, if available. As with all variables, *not all states have available data for average scale score*. For two states - Ohio and Pennsylvania - the average scale score was calculated for G38 values (ie, the aggregate value for all grades 3-8) if the tested counts and average scale score values were available for each individual grade level. This was calculated using a combined mean formula.

w. AvgSS_SD

Value labels represent the standard deviation of the average scale score for the given student subgroup, if available. As with all variables, *not all states have available data for average scale score standard deviations*.

For two states - Rhode Island and Ohio - the average standard deviation was calculated from data provided by the SEA.

- For **Rhode Island 2025**, the average standard deviation was calculated for each grade using the StudentSubGroup_TotalTested and the standard error of the mean, only if both were available and not missing or suppressed.
- For **Ohio 2025**, the average standard deviation was calculated for Grades 3-8, only if StudentSubGroup_TotalTested, average scale scores, and the standard deviation for each grade was available and not suppressed or missing.

x. ParticipationRate

Participation rates are sourced from the original data or derived if the state reports "percent not tested." Values are expressed as a decimal or a decimal range (e.g., If the state reports the participation rate as <25%, it is represented as 0-.25). If the state does not provide participation rate data, it is represented as "--" for all observations or applied from the relevant school year from *EDFacts*.

Indicators of Assessment Changes ("Flags")

All data files include indicators of assessment changes ("flags") from the **prior year** (see Table 25). In some cases, states might change the *name* of the assessment without changing the assessment itself, or the cut scores. Conversely, some states may change or revise a given subject-area assessment without changing the name.

Table 25. Flags for Assessment Changes

Variable Name		Description	Value Labels
y	Flag_AssmtNameChange	Indicator if the state-subject assessment name has changed from the <i>prior year's</i> administration. Typically, but not always, this is accompanied by a change in cut scores.	<ul style="list-style-type: none"> • Y = Yes • N= No change • Not applicable = Subject-area assessment not administered or available for the relevant school year
z	Flag_CutScoreChange_ELA	Indicator if the state's ELA cut scores have changed from <i>the prior year's</i> administration or not, affecting comparability to prior years. A change represents a new baseline in the ELA assessment.	
aa	Flag_CutScoreChange_math	Indicator if the state's math cut scores have changed from the <i>prior year's</i> administration, affecting comparability to prior years. A change represents a new baseline in the math assessment.	
bb	Flag_CutScoreChange_sci	Indicator if the state's science cut scores have changed from the <i>prior year's</i> administration, affecting comparability to prior years. A change represents a new baseline in the science assessment.	
cc	Flag_CutScoreChange_soc	Indicator if the state's social studies cut scores have changed from the <i>prior year's</i> administration, affecting comparability to prior years. A change represents a new baseline in the social studies assessment.	

An example of test score changes over time and how these are reflected in the data files is from North Carolina (see Table 26). In this example, the state rolled out the new End-of-Grade (EOG) Assessments – Edition 5 first for math (in 2019), followed by ELA for Grades 4 – 8 (2021), and finally ELA for Grade 3 (2022).

Table 26. Flags for Assessment Changes – North Carolina Example

SchYear	Subject	Assessment Background	Flag_CutScore Change_ELA	Flag_CutScore Change_Math
2017-18	ELA & Math	EOG Assessments - Edition 4	N	N
2018-19	ELA	EOG Assessments - Edition 4	N	Y
	Math	EOG Assessments - Edition 5 . Math EOG assessments were redesigned and new operational forms aligned to the new North Carolina Standard Course of Study (NCSCoS) were operationally administered in the 2018–19 school year.		
2020-21	ELA	Grade 3: NCDPI linked Edition 5 tests to the Edition 4 scale for reporting.	N	N
		Grades 4-8: EOG Assessments - Edition 5	Y	
		G38: EOG Assessments - Edition 5	Y	
	Math	EOG Assessments - Edition 5 (second year)	N	
2021-22	ELA	Grade 3: EOG Assessments - Edition 5	Y	N
		Grades 4-8: EOG Assessments - Edition 5 (second year)	N	
		G38: EOG Assessments - Edition 5 . Flagged as a cut score change given changes for Grade 3.	Y	
	Math	EOG Assessments - Edition 5 (third year)	N	
2022-23	ELA	EOG Assessments - Edition 5	N	N
	Math	EOG Assessments - Edition 5	N	N

NCES Descriptive Variables

All data files include a set of descriptive variables from NCES, including an indicator if the school or district is part of a charter district, the reported school level, a virtual school indicator, the county name, and the county code (see Table 27), as discussed below.

Table 27. Descriptive Variables

Variable Name	Description
dd	DistType District type
ee	DistCharter Charter indicator for the district
ff	DistLocale An indication of school's location relative to a populous area. The locales assigned to school districts are based on the locale code of their schools, weighted by the size of the schools' membership.
gg	SchType School type
hh	SchLevel School level
ii	SchVirtual Virtual school indicator
jj	CountyName County in which the district is located.
kk	CountyCode County code in which the district is located, also referred to as the county-level FIPS code

dd. DistType

Value labels for the type of district come from NCES, which classifies districts into a variety of district types (see Table 28).

Table 28. DistType Values

DistType	Description
Regular local school district	Locally governed agency responsible for providing free public elementary or secondary education; includes independent school districts and those that are a dependent segment of a local government such as a city or county.
Component district	Regular local school district that shares its superintendent and administrative services with other school districts participating in the supervisory union.
Local school district that is a component of a supervisory union	Regular local school district that shares its superintendent and administrative services with other school districts participating in the supervisory union.
Regional education service agency	Agency providing specialized education services to a variety of local education agencies, or a county superintendent serving the same purposes.
State-operated agency	Agency that is charged, at least in part, with providing elementary and/or secondary instruction or support services. Includes the State Education Agency if this agency operates schools. Examples include elementary/secondary schools operated by the state for the deaf or blind; and programs operated by state correctional facilities.
Federal-operated agency	A federal agency that is charged, at least in part., with providing elementary or secondary instruction or support services.
Charter agency	All schools associated with the agency are charter schools.
Supervisory union	An education agency that performs administrative services for more than one school district, providing a common superintendent for participating districts.
Specialized public school district	A specialized public school district is a school district that operates one or more schools that are designed for a specific educational need or purpose.
Other education agency	Agency providing elementary or secondary instruction or support services that does not fall within the definitions of other agency types.
Missing/not reported	School type not available.

ee. DistLocale

Value labels come from NCES, which classifies districts based on their proximity to populous areas. The value labels used until the 2005-06SY are referred to as the “metro-centric locale” (see codebook for these values), while value labels beginning in the 2006-07SY are referred to as the “urban-centric locale.” The locales assigned to school districts are based on the locale code of their schools, weighted by the size of the schools’ membership. The value labels and their definitions are presented in Table 29.

Table 29. DistLocale Values

DistType	Description
City, large	Territory inside an urbanized area and inside a principal city with population of 250,000 or more.
City, midsize	Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000.
City, small	Territory inside an urbanized area and inside a principal city with population less than 100,000.
Suburb, large	Territory outside a principal city and inside an urbanized area with population of 250,000 or more.
Suburb, midsize	Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000.
Suburb, small	Territory outside a principal city and inside an urbanized area with population less than 100,000.
Town, fringe	Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.
Town, distant	Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.
Town, remote	Territory inside an urban cluster that is more than 35 miles of an urbanized area.
Rural, fringe	Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.
Rural, distant	Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.
Rural, remote	Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

ff. DistCharter

Value labels for the district charter indicator come from NCES, which indicate if a **district** is classified as a charter (Yes) or not (No). Observations missing this information are reported as “Missing/not reported.” This variable will only have values for district- and school-level data.

In most cases, charter schools are part of a charter *district* (according to NCES). However, there are some cases where charter schools are in fact part of a local public school district; for example, **Kipp Northeast Denver Leadership Academy** is a charter school in **Denver Public Schools**. Denver Public Schools is not a charter district, and therefore DistCharter would be marked as “No” in this instance.

gg. SchType

Value labels for the type of school come from NCES, which classifies schools according to distinct characteristics (see Table 30).

Table 30. SchType Values

SchType	Description
Regular school	A public elementary/secondary school that does not focus primarily on vocational, special, or alternative education.
Special education school	Public elementary/secondary school that focuses primarily on the following: hard of hearing, deaf, speech-impaired, health-impaired, orthopedically impaired, mentally retarded, seriously emotionally disturbed, multi-handicapped, visually handicapped, deaf and blind, and adapts curriculum, materials or instruction for students served.
Vocational school	Public elementary/secondary school that focuses primarily on vocational education, provides education in one or more semi-skilled technical operations.
Other	A public elementary/secondary school that addresses the needs of students which typically cannot be met in a regular school, provides nontraditional education, serves as an adjunct to a regular school, and falls outside of the categories of regular, special education, vocational education.
Missing/not reported	School type not available.

hh. SchLevel

Value labels for the school level indicator come from NCES, which classifies all schools according to their primary level of instruction (see Table 31). This variable will only have values for school-level data.

Table 31. SchLevel Values

SchType	Low Grade	High Grade
Primary	Prekindergarten through Grade 3	Up to Grade 8
Middle	Grades 4 through 7	Grades 4 through 9
High	Grades 7 through 12	Grade 12 only
Ungraded	Ungraded	Ungraded
Not applicable	Not applicable	
Other	Any combination of grade levels not included above.	
Missing/not reported	School type not available.	

ii. SchVirtual

Value labels for the virtual school indicator come from NCES, which classifies all schools by whether or not they operate as virtual schools. The first year with available data is the 2015-16 school year, so years prior to this will have “Missing/not reported” for all school values. This variable will only have values for school-level data.

jj. CountyName

Values reflect the name of the county in which the **district** is located, available from NCES. This variable will only have values for district- and school-level data. In some cases where a school or district falls on the border of two states, the school/district's county may differ from the state with the school/district assessment data.

kk. CountyCode

Values reflect the county code in which the district is located, also referred to as the county-level FIPS code, available from NCES. This variable will only have values for district- and school-level data.

Version Variable

This variable indicates the version of the data in use as part of the State Assessment Data Repository. The most current version of the dataset is **Version 3.1** as of **June 2026**.

Appendix A. Technical Guide Version History

Table A1. Technical Guide Version History

Version	Date Released	Description
Version 1.0	Dec 6, 2023	Initial data launch
Version 1.1	June 18, 2024	<ul style="list-style-type: none"> Added remaining 2023 assessment data [now includes all 50 states] Added new student subgroup proficiency data, including outcomes by disability status, migrant status, homeless enrolled status, foster care status, and military connected status. Added new subgroups within existing student groups of race/ethnicity, gender, and English learner status. Added new grade level x subgroup data for Arkansas, Florida, Hawaii, Indiana, Iowa, Nevada, Oklahoma. Added new outcomes by achievement level for Hawaii, Ohio. Added achievement level counts for all states based on achievement level percents. Added new flags for changes in science and social studies assessments compared to prior year.
Version 2.0	Dec 18, 2024	<ul style="list-style-type: none"> Includes 2024 proficiency data for available states + D.C. Added STAAR-Spanish assessment data for Texas; updated Texas proficiency criteria Added new outcomes by achievement level for Delaware Added new grade level x subgroup data at the state level for Maine Added new grade level x subgroup data for science and social studies for Indiana Re-mapped achievement levels for Ohio from 6 to 5 levels
Version 2.1	June 17, 2025	<ul style="list-style-type: none"> New 2024 data. The repository now includes 2024 assessment data for all states. Newly-added 2024 data include Hawaii, Maine, Montana, New Mexico, Vermont, Virginia. New subgroup data. New subgroup data has been added across several states, including Georgia, Iowa, Missouri, and Pennsylvania. Additional data disaggregation by grade level. New data disaggregated by grade level has been incorporated at the state level for West Virginia (2018-2024). New data has been added for New Mexico disaggregated by grade x subgroup for the “regular” assessment only, 2017 onward. Greater scope. Puerto Rico is now included in the repository. New data has been added for the Colorado Grades 3-4 Spanish Language Arts assessment from 2021 onward. And many more updates! The repository includes many other improvements, such as updated data for Virginia, Illinois, Kentucky, Wyoming, and more.
Version 3.0	Dec 9, 2025	<ul style="list-style-type: none"> Includes 2025 proficiency data for 49 states + D.C., including files received via data request from SEAs in Fall 2025 for components not published on SEA websites, including data disaggregated by <i>grade x subgroup</i>, data disaggregated by achievement level, and tested counts. New student groups added across states as available, including Gifted and Talented Status, High Needs Status (CT and MA), SLIFE Status (MN), and more EL subgroups. Added AvgSS_SD (standard deviation of the average scale score) as a variable for all states/years, and provided as available. More precise tested counts added for Illinois in 2023-2025.

Table A1. Technical Guide Version History (continued)

Version	Date Released	Description
Version 3.1	June 2026	<ul style="list-style-type: none"> • 2025 data for ALL states. The repository now includes 2025 assessment data for all 50 states, the District of Columbia, Puerto Rico, and the Virgin Islands. • Montana results now available at the state, district, and school level for grade x subgroup in ELA/math (2016-2025), and science (2022-2025). • Delaware achievement level results for all students <i>and subgroups</i> now available for 2025. • Idaho grade x subgroup data now available for 2025. • Virgin Islands results are included in the State Assessment Data Repository for the first time. • Expanded time coverage. Massachusetts data now begins in 2003 (previously 2010); Connecticut data now begins in 2006 (previously 2010). • New data pieces for 24 states. Whether new subgroups, new achievement level data, new average scale scores, or new years of data, we have been actively working on updating the State Assessment Data Repository! Version 3.1 includes updates from Version 3.0 across 24 states.

Appendix B. Data Sources

Please note that the original data access links are included below. In some cases, State Education Agencies may move or remove certain links as they update their own websites and data dashboards.

Table B1. Data Sources

State	Data Source(s)
Alabama	<p>Alabama State Department of Education. <i>Report Card: Student Participation & Proficiency, SY 2014-15 – 2024-25.</i> https://reportcard.alsde.edu/SupportingData_Proficiency.aspx</p> <p>Alabama State Department of Education. <i>Reports & Data (School Performance: Proficiency).</i> https://www.alabamaachieves.org/reports-data/school-performance/</p>
Alaska	<p>Alaska Department of Education & Early Development (DEED). <i>Proficiency data received via data request, 2016-17SY – 2021-22SY (Received July 26, 2023).</i></p> <p>Alaska Department of Education & Early Development (DEED). <i>Proficiency data received via data request (SY 2022-23 received April 24, 2024; SY 2023-24 received October 30, 2024; SY 2024-25 received November 12, 2025).</i></p>
Arizona	<p>Arizona Department of Education. <i>State Assessment Results (ela and math), State Science Assessment Results (science).</i> https://www.azed.gov/accountability-research/data</p>
Arkansas	<p>Arkansas Department of Education. <i>Assessment: Test Scores.</i> https://dese.ade.arkansas.gov/Offices/public-school-accountability/assessment-test-scores</p> <p>Arkansas Department of Education. <i>ADE Data Center: My School Info (2016-2024).</i> https://myschoolinfo.arkansas.gov/</p>
California	<p>California Department of Education. <i>English Language Arts/Literacy and Mathematics: Smarter Balanced Summative Assessments, SY 2014-15 – 2024-25 (Research Files).</i> https://caaspp-elpac.ets.org/caaspp/ResearchFileListSB</p> <p>California Department of Education. <i>STAR Data Files, SY 2002-03 – 2012-13 (Research Files).</i> https://caaspp-elpac.ets.org/caaspp/</p>
Colorado ★	<p>Colorado Department of Education. <i>CMAS – Mathematics, English Language Arts, Science and Social Studies Data and Results.</i> https://www.cde.state.co.us/assessment/cmas-dataandresults</p> <p>★ Colorado Department of Education. <i>State-level science aggregated results for Grades 5 & 8, received via data request, 2022-23SY – 2024-25SY (Received March 30, 2026).</i></p>
Connecticut ★	<p>★ Connecticut State Department of Education. <i>Connecticut Mastery Test Results - Archive (2005-06 - 2012-13SY).</i> http://data.ctdata.org/dataset/connecticut-mastery-test-results-archive</p> <p>★ Connecticut State Department of Education – EdSight. <i>Smarter Balanced Achievement/Participation.</i> https://public-edsight.ct.gov/performance/smarter-balanced-achievement-participation. (For 2014-15 – 2024-25: Versions 1-3: Data accessed May 2023, Oct 2024, Aug 2025; Version 3.1: Data for these years re-pulled in April 2026).</p> <p>★ Connecticut State Department of Education. <i>ELA/math aggregated results for Grades 3-8, received via data request, 2014-15SY (Received March 22, 2026).</i></p> <p>★ Connecticut State Department of Education – EdSight. <i>Next Generation Science Standards (NGSS) Assessment.</i> https://public-edsight.ct.gov/performance/ngss-assessment?language=en_US (For 2014-15 – 2024-25: Versions 1-3: Data accessed May 2023, Oct 2024, Aug 2025; Version 3.1: Data for these years re-pulled in April 2026).</p>

	<p>✦ Connecticut State Department of Education. <i>Science aggregated results for Grades 5 & 8, received via data request, 2018-19SY – 2024-25SY</i> (Received March 22, 2026).</p>
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Table B1. Data Sources (continued)

State	Data Source(s)
Delaware ✦	<p>✦ Delaware Department of Education. <i>Proficiency data received via data request, SY 2024-25</i> (Received February 19, 2026).</p> <p>Delaware Department of Education. <i>Proficiency data received via data request, SY 2014-15 – 2023-24</i> (Received November 6, 2024).</p> <p>Delaware Department of Education. <i>2017 DCAS Science State Summary.</i> https://www.doe.k12.de.us/Page/3470</p> <p>Delaware Department of Education. <i>Assessments: DCAS State Summary Reports, SY 2014-15 – 2015-16.</i> https://www.doe.k12.de.us/Page/2416</p>
District of Columbia ✦	<p>DC Office of the State Superintendent of Instruction (OSSE). <i>The Partnership for Assessment Readiness for College and Careers (PARCC)</i> (ELA and Mathematics Assessment Results). https://osse.dc.gov/parcc</p> <p>DC Office of the State Superintendent of Instruction (OSSE). <i>DC Science Assessment</i> (Assessment Results). https://osse.dc.gov/science</p> <p>DC Office of the State Superintendent of Instruction (OSSE). <i>DC Comprehensive Assessments of Progress in Education (CAPE)</i> (ELA and Mathematics Assessment Results). https://osse.dc.gov/dccape</p> <p>✦ DC Office of the State Superintendent of Instruction (OSSE). <i>DC Comprehensive Assessments of Progress in Education (CAPE).</i> (Science Assessment Results). https://osse.dc.gov/dccape</p>
Florida	<p>Florida Department of Education. <i>Proficiency data received via data request, SY 2014-15 – 2017-18</i> (Received April 14, 2025).</p> <p>Florida Department of Education. <i>Know Your Data PK-12 Advanced Reports, SY 2018-19 – 2024-25</i> (Assessments). https://edudata.fldoe.org/AdvancedReports.html</p>
Georgia ✦	<p>Governor’s Office of Student Achievement. <i>Criterion-Referenced Competency Tests (CRCT) (Downloadable Data), SY 2010-11 - 2013-14.</i> https://gosa.georgia.gov/dashboards-data-report-card/downloadable-data</p> <p>✦ Governor’s Office of Student Achievement. <i>Georgia Milestones End-of -Grade (EOG) Assessments (by grade) SY 2014-15 – 2024-25</i> (Downloadable Data). https://gosa.georgia.gov/dashboards-data-report-card/downloadable-data</p> <p>Georgia Department of Education. <i>Average scale scores and standard deviations received via data request</i> (SY 2024-25 received Apr 27, 2026).</p>
Hawaii	<p>Hawai’i State Department of Education. <i>Proficiency data received via data request</i> (SY 2014-15 – 2022-23 received May 29, 2024; SY 2023-24 received February 25, 2025; SY 2024-25 received November 17, 2025).</p>
Idaho ✦	<p>✦ Idaho Department of Education. <i>Proficiency data received via data request</i> (SY 2015-16 – 2022-23 received November 27, 2023; SY 2024-25 received January 16, 2026).</p> <p>Idaho Department of Education. <i>Assessment & Accountability, SY 2023-24</i> (Assessments, Resource Files). Accessed 24 Aug 2024. https://www.sde.idaho.gov/assessment/accountability/ [Note: as of Fall 2025, this link has been changed on the SEA webpage]</p> <p>✦ Idaho Department of Education. <i>Idaho Report Card: Data Files</i> (Achievement - ISAT ELA Proficiency, ISAT Math Proficiency, ISAT Science Proficiency). https://www.idahoreportcard.org/datafiles</p>

Table B1. Data Sources (continued)

State	Data Source(s)
Illinois	Illinois State Board of Education. Data & Accountability: Report Card Data Library. (Report Card Public Data Sets). https://www.isbe.net/Pages/Illinois-State-Report-Card-Data.aspx
	Illinois State Board of Education. Assessment: Illinois Science Assessment (ISA). (Illinois Science Assessment Results). https://www.isbe.net/Pages/Illinois-Science-Assessment.aspx
	Illinois State Board of Education. Science proficiency data by grade and subgroup disaggregated by achievement level received via data request, SY 2020-21 – 2022-23. (Received Jan 28, 2025).
	Illinois State Board of Education. Science proficiency data by grade and subgroup received via data request, SY 2023-24. (Received Feb 11, 2025).
	Illinois State Board of Education. ELA, math, and science tested counts received via data request, SY 2022-23 – 2023-24. (Received Nov 5, 2025).
	Illinois State Board of Education. ELA, math, and science achievement level counts received via data request, SY 2024-25. (Received Nov 19, 2025).
Indiana ★	Indiana Department of Education. Data Center & Reports, SY 2013-14 – 2023-24 (ILEARN, ISTEP+). https://www.in.gov/doi/it/data-center-and-reports/
	Indiana Department of Education. ELA and math proficiency data by grade and subgroup received via data request, SY 2013-14 – 2022-23. (Received April 3-June 14, 2023).
	Indiana Department of Education. ELA, math, science and social studies proficiency data by grade and subgroup received via data request (SY 2013-14 – 2023-24 received July 11-October 30, 2024; SY 2024-25 received Aug 19-October 6, 2025).
	★ Indiana Department of Education. ELA, math, science and social studies average scale score data received via data request, SY 2021-22 – 2023-24. (Received Feb 10, 2026).
Iowa	Iowa Department of Education. PK-12 Education Statistics, SY 2002-03 – 2013-14 (Student Performance: Assessments – Proficiency Rate). https://educate.iowa.gov/pk-12/data/education-statistics#Student_Performance
	Iowa Department of Education. Proficiency data received via data request (SY 2014-15 – 2022-23 received December 1, 2023; SY 2023-24 received September 18, 2024; SY 2024-25 received August 26, 2025).
Kansas	Kansas State Department of Education (KSDE). Performance Indicators (Longitudinal Performance Level Reports). https://ksreportcard.ksde.org/assessment_results.aspx
	Kansas State Department of Education (KSDE). Performance Indicators (Participation Summary Report). https://ksreportcard.ksde.org/part_details.aspx
Kentucky ★	Kentucky Department of Education. School Report Card Datasets, SY 2012-13 – 2018-19 (Assessments/Accountability). https://openhouse.education.ky.gov/Home/SRCData
	Kentucky Department of Education. School Report Card: Data Sets, SY 2020-21 (Academic Performance: State Assessments). https://www.kyschoolreportcard.com/datasets
	Kentucky Department of Education. Proficiency data received via data request, SY 2021-22 to 2023-24 (received Feb 12, 2025); SY 2024-25 (received Feb 4, 2026)

Table B1. Data Sources (continued)

State	Data Source(s)
Louisiana	<p>Louisiana Department of Education. <i>Proficiency data received via data request, SY 2014-15 – 2022-23</i> (received September 13, 2023; December 12, 2023); SY 2023-24 (Received August 14, 2024).</p> <p>Louisiana Department of Education. Elementary and Middle School Performance (LEAP 2025 Results). https://doe.louisiana.gov/data-and-reports/elementary-and-middle-school-performance</p> <p>Louisiana Department of Education. <i>Average scale scores & standard deviations received via data request, SY 2024-25</i> (Received August 13, 2024)</p>
Maine	<p>Maine Department of Education. <i>Maine Assessment Legacy Data, SY 2014-15</i> (Academic Performance on the Assessments by Student Population). https://www.maine.gov/doe/data-reporting/reporting/legacy-assessment-data</p> <p>Maine Department of Education. <i>ESSA Dashboard, SY 2015-16 – 2022-23</i> (Academic Performance on the Assessments by Student Population). https://www.maine.gov/doe/dashboard</p> <p>Maine Department of Education. <i>Proficiency data received via data request</i> (SY 2022-23 received August 8, 2024; SY 2023-24 received January 16, 2025; SY 2024-25 received November 18, 2025).</p> <p>Maine Department of Education. <i>Maine Student Performance on State Assessments, SY 2020-21 – 2024-25</i> (accessed July 2025; November 2025).</p>
Maryland ★	<p>Maryland State Department of Education. <i>Data Downloads: Public Use Data for Download</i> (MCAP, PARCC, MSA data). https://reportcard.msde.maryland.gov/Graphs/#/DataDownloads</p> <p>★ Maryland State Department of Education. <i>Proficiency data received via data request, SY 2021-22 - 2024-25</i> (Received November 24, 2025).</p>
Massachusetts ★	<p>Massachusetts Department of Elementary and Secondary Education (DESE). <i>Statewide Reports, SY 2002-03 – 2015-16</i> (Assessment and Accountability). https://profiles.doe.mass.edu/statereport/#Assessment%20and%20Accountability</p> <p>Massachusetts Department of Elementary and Secondary Education (DESE). <i>Next Generation MCAS Achievement Results</i> (E2C Hub MCAS Data Explorer). https://educationtocareer.data.mass.gov/Assessment-and-Accountability/Next-Generation-MCAS-Achievement-Results/i9w6-niyt/about_data</p>
Michigan	<p>Michigan’s Center for Educational Performance and Information (CEPI). <i>K-12 Data Files, SY 2014-15 – 2024-25.</i> https://www.mischooldata.org/k-12-data-files/</p>
Minnesota	<p>Minnesota Department of Education. <i>Data Center, Data Reports and Analytics</i> (Assessment Files). https://public.education.mn.gov/MDEAnalytics/DataTopic.jsp?TOPICID=1</p>
Mississippi ★	<p>★ Mississippi Department of Education. <i>Files received via data request, SY 2015-16 – 2022-23</i> (received Mar 5, 2024); SY 2023-24 (received Feb 24, 2025); SY 2024-25 (received Jan 26, 2026)</p> <p>Mississippi Department of Education. <i>Student Assessment</i> (Assessment Results). https://www.mdek12.org/OPR/Reporting/Assessment</p>

Table B1. Data Sources (continued)

State	Data Source(s)
Missouri ★	<p>◆ Missouri Department of Elementary & Secondary Education. <i>Gender and EL subgroup data received via data request, SY 2014-15– 2023-24 (received March 24, 2025); SY 2024-25 (received Dec 29, 2025)</i></p> <p>Missouri Department of Elementary & Secondary Education. <i>Missouri Comprehensive Data System (Students: Missouri Assessment Program (MAP) Data).</i> https://apps.dese.mo.gov/MCDS/home.aspx?categoryid=2&view=2</p>
Montana	<p>Montana Office of Public Instruction. <i>Proficiency data received via data request, SY 2015-16 – 2022-23 (received January 6, 2024); SY 2023-24 (received March 21, 2025).</i></p> <p>Montana Office of Public Instruction. Interactive Dashboards: Student Achievement & Performance (ELA/math; science). https://gems.opi.mt.gov/student-data</p>
Nebraska	<p>Nebraska Department of Education. <i>Data Downloads (NSCAS, NeSA Assessment Data).</i> https://nep.education.ne.gov/#/data-downloads</p>
Nevada ★	<p>Nevada Department of Education. <i>Data Interaction for Nevada Accountability Portal. (Group Summary Report).</i> http://nevadareportcard.nv.gov/di/main/assessment</p> <p>◆ Nevada Department of Education. Proficiency level counts received via data request, SY 2024-25 (received Feb 6, 2026).</p>
New Hampshire	<p>New Hampshire Department of Education. <i>Bureau of Education Statistics: Assessment Data (Disaggregated Data File Regular Denominator).</i> https://www.education.nh.gov/who-we-are/division-of-educator-and-analytic-resources/bureau-of-education-statistics/assessment-data</p>
New Jersey	<p>New Jersey Department of Education. <i>Assessment (Statewide Assessment Reports).</i> https://www.nj.gov/education/assessment/results/reports/</p>
New Mexico	<p>New Mexico Public Education Department (NM PED). <i>Proficiency data received via data request, SY 2016-17– 2023-24 (received April-June, 2025); SY 2024-25 (received November 13, 2025).</i></p>
New York	<p>New York State Department of Education (NYSDE). <i>Downloads (Report Card Database).</i> https://data.nysed.gov/downloads.php</p>
North Carolina	<p>North Carolina Department of Public Instruction. <i>Accountability Data Sets and Reports (Disaggregated Performance Data).</i> https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/school-accountability-and-reporting/accountability-data-sets-and-reports</p>
North Dakota	<p>North Dakota State Government. <i>Download Insights Data (Assessment Performance; Assessment Participation).</i> https://insights.nd.gov/Data</p>
Ohio	<p>Ohio Department of Education and Workforce. <i>Proficiency data received via data request, SY 2015-16 – 2023-24 (received September 25, 2024); SY 2024-25 (received November 24, 2024).</i></p>

Table B1. Data Sources (continued)

State	Data Source(s)
Oklahoma ★	<p>★ Oklahoma State Department of Education. <i>Proficiency data received via data request, SY 2016-17 – 2022-23 (received Apr 25, 2024); SY 2023-24 (received Nov 10, 2024) ; SY 2024-25 (received Feb 3, 2026)</i></p> <p>Oklahoma State Department of Education. State Testing Resources (State Assessments Summary Reports, SY 2045-25). https://oklahoma.gov/education/services/assessments/state-testing-resources.html</p>
Oregon	<p>Oregon Department of Education. <i>Assessment Group Reports</i> (English Language Arts, Mathematics, Science). https://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Group-Reports.aspx</p>
Pennsylvania ★	<p>★ Pennsylvania Department of Education. <i>Proficiency data received via data request, SY 2014-15 – 2021-22 (received Sep 25, 2023); SY 2022-23 – 2023-24 (received Mar 14, 2024) ; SY 2024-25 (received Jan 6, 2026)</i></p> <p>Pennsylvania Department of Education. <i>Data and Reporting, Assessments, PSSA Results, SY 2021-22, 2024-25.</i> https://www.pa.gov/agencies/education/data-and-reporting/assessment-reporting</p>
Puerto Rico	<p>Puerto Rico Departamento de Educación. <i>Perfil Escolar.</i> https://perfilescolar.dde.pr/standardizedtest.</p>
Rhode Island	<p>Rhode Island Department of Education. <i>Assessment Data Portal.</i> https://www3.ride.ri.gov/ADP</p>
South Carolina	<p>South Carolina Department of Education. <i>Data, Test Scores, State Assessments, SC PASS, SY 2015-16 – 2022-23.</i> https://ed.sc.gov/data/test-scores/state-assessments/scpalmetto-assessment-of-state-standards-pass/</p> <p>South Carolina Department of Education. <i>Data, Test Scores, State Assessments, SC READY, SY 2015-16 – 2024-25.</i> https://ed.sc.gov/data/test-scores/state-assessments/sc-ready/</p>
South Dakota ★	<p>★ South Dakota Department of Education. <i>South Dakota Report Card (Report Card Archives), SY 2002-03 – 2013-14.</i> https://doe.sd.gov/reportcard/</p> <p>★ South Dakota Department of Education. <i>Proficiency data received via data request (SY 2014-15 – 2022-23 received October 16, 2023; SY 2023-24 received November 7, 2024; SY 2024-25 received November 20, 2025; SY 2024-25 average scale score data received Dec 11, 2025).</i></p>
Tennessee	<p>Tennessee Department of Education. <i>Federal Programs and Oversight: Data Downloads & Requests</i> (State Assessments: Assessment Files). https://www.tn.gov/education/districts/federal-programs-and-oversight/data/data-downloads.html</p>
Texas	<p>Texas Education Agency. <i>Student Assessment Results, SY 2011-12 – 2018-19 (STAAR Aggregate Data).</i> https://tea.texas.gov/student-assessment/testing/student-assessment-results/staar-aggregate-data</p> <p>Texas Education Agency. <i>Texas Assessment Research Portal, SY 2021-22 – 2024-25 (Re-accessed August 7, 2025).</i> https://txresearchportal.com/</p>

Table B1. Data Sources (continued)

State	Data Source(s)
Utah	Utah State Board of Education (USBE). <i>Reports</i> (Readiness Improvement Success Empowerment (RISE)/Utah Aspire Plus). https://www.schools.utah.gov/datastatistics/reports
Vermont	Vermont Agency of Education (AOE). <i>Vermont Education Dashboard: Assessment.</i> https://education.vermont.gov/data-and-reporting/vermont-education-dashboard/vermont-education-dashboard-assessment
Virgin Islands ✱	<p>Virgin Islands Department of Education. Virtual Information System, Assessment Analysis (SY 2014-15 – 2022-23). https://vividata.vi.gov/Nimble/asp/Main.aspx</p> <p>Virgin Islands Department of Education. 2025 School Management Accountability Report, titled “Turning the Tide: Reclaiming Promise in Public Education.” (SY 2023-24). https://myviboe.com/wp-content/uploads/2025/06/VIBE-School-Management-Accountability-Report-2025.pdf</p> <p>Virgin Islands Department of Education. Virgin Islands School Report Card, 2023-24. https://www.vide.vi/divisions/planning-research-and-evaluation</p> <p>Virgin Islands Department of Education. Every Student Succeeds Act (ESSA) Report Card, 2024-2025 (SY 2024-25). https://s3.documentcloud.org/documents/26192884/school-report-cards-2024-2025.pdf</p>
Virginia	<p>Virginia Department of Education. <i>SOL Test Pass Rates & Other Results, SY 2005-06+ (SOL Test Results)</i> (Accessed March 28, 2025; 2024-25 accessed August 29, 2025). https://www.doe.virginia.gov/data-policy-funding/data-reports/statistics-reports/sol-test-pass-rates-other-results</p> <p>Virginia Department of Education. <i>SOL Test Pass Rates & Other Results: Archived Reports, SY 1997-98 – 2004-05</i> (1998-2005 Miscellaneous Reports). https://www.doe.virginia.gov/data-policy-funding/data-reports/statistics-reports/archived-reports</p> <p>Virginia Department of Education. <i>Participation rate data received via data request, SY 2015-16 – 2022-23.</i> (Received December 1, 2023).</p>
Washington	Washington Office of Superintendent of Public Instruction. <i>Data Portal</i> (Report Card Assessment Data). https://ospi.k12.wa.us/data-reporting/data-portal
West Virginia	<p>West Virginia Department of Education. <i>State Assessment Results, 2014-15 – 2024-25.</i> https://zoomwv.k12.wv.us/Dashboard/dashboard/7301</p> <p>West Virginia Department of Education. <i>Participation rate data for all data levels; state-level enrollment by grade x subgroup data received via data request</i> (SY 2017-18 to 2023-24 received February 19, 2025; 2024-25 received October 29, 2025).</p>
Wisconsin	Wisconsin Department of Public Instruction. <i>WISEdash Data Files by Topic</i> (Forward data). https://dpi.wi.gov/wisedash/download-files/type?field_wisedash_upload_type_value=Forward
Wyoming	<p>Wyoming Department of Education (WDE). <i>Assessment Reports: Grades 3-10 WY-TOPP/WY-ALT Performance Results, SY 2013-14 – 2016-17</i> (Aggregated and Disaggregated Results). https://edu.wyoming.gov/data/assessment-reports/.</p> <p>Wyoming Department of Education (WDE). <i>WY-TOPP data disaggregated from WY-ALT proficiency results received via data request</i> (SY 2017-18 to 2023-24 received February 19, 2025; SY 2024-25 received October 6, 2025).</p>

Appendix C. State-Subject-Year Data Availability

Longitudinal data varies by state, with the first year of available data ranging from 1998 to 2018. The data range in Table C1 presents the earliest possibly year available for the state-subject and the latest possible year available. A few notes:

- **No assessments in Spring 2020:** No states administered assessments in Spring 2020 due to the COVID-19 pandemic; therefore, no data are included as part of SADR for this school year.
- **Missing years:** There may be periodic years of missing data for all subjects within a state or for a particular subject area. Often this is due to field testing a new assessment. Some states received assessment waivers from ED in Spring 2021 due to the pandemic.
- **Changes from the prior version of these data are represented with this symbol:** 🔄

Table C1. State-Subject-Year Data Availability

State	Subject	Data Start	Data End	Missing Years
Alabama	ELA	2015	2025	
Alabama	Math	2015	2025	
Alabama	Science	2015	2025	
Alaska	ELA	2017	2025	
Alaska	Math	2017	2025	
Alaska	Science	2017	2025	2021
Arizona	ELA	2010	2025	
Arizona	Math	2010	2025	
Arizona	Science	2010	2025	2021
Arkansas	ELA	2009	2025	
Arkansas	Math	2009	2025	
Arkansas	Reading	2016	2025	
Arkansas	Science	2009	2025	
Arkansas	STEM	2016	2025	
Arkansas	Writing	2016	2017	2018+
California	ELA	2010	2025	2014
California	Math	2010	2025	2014
California	Science	2010	2025	
California	Social Studies	2010	2013	2014+
Colorado	ELA	2015	2025	
Colorado	Math	2015	2025	
Colorado	Science	2015	2025	2022
Colorado	Social Studies	2015	2015	2016+
Colorado	Spanish Language Arts	2021	2025	
Connecticut	ELA	2006🔄	2025	2014
Connecticut	Math	2006🔄	2025	2014
Connecticut	Science	2008🔄	2025	2014-2018
Delaware	ELA	2015	2025	

Table C1. State-Subject-Year Data Availability (continued)

State	Subject	Data Start	Data End	Missing Years
Delaware	Math	2015	2025	
Delaware	Science	2015	2025	2018
Delaware	Social Studies	2015	2025	2017, 2018
District of Columbia	ELA	2015	2025	2021
District of Columbia	Math	2015	2025	2021
District of Columbia	Science	2019	2025	2021
Florida	ELA	2015	2025	
Florida	Math	2015	2025	
Florida	Science	2015	2025	
Georgia	ELA	2011	2025	
Georgia	Math	2011	2025	
Georgia	Reading	2011	2014	2015+
Georgia	Science	2011	2025	
Georgia	Social Studies	2011	2025	
Hawaii	ELA	2015	2025	
Hawaii	Math	2015	2025	
Hawaii	Science	2015	2025	
Idaho	ELA	2016	2025	
Idaho	Math	2016	2025	
Idaho	Science	2016	2025	2021
Illinois	ELA	2015	2025	
Illinois	Math	2015	2025	
Illinois	Science	2016	2025	
Indiana	ELA	2014	2025	
Indiana	Math	2014	2025	
Indiana	Science	2014	2025	
Indiana	Social Studies	2014	2025	
Iowa	ELA	2004	2025	
Iowa	Math	2004	2025	
Iowa	Science	2019	2025	
Kansas	ELA	2015	2025	
Kansas	Math	2015	2025	
Kansas	Science	2019	2025	
Kentucky	ELA	2012	2025	
Kentucky	Math	2012	2025	
Kentucky	Science	2012	2025	2015, 2016, 2017
Kentucky	Social studies	2012	2025	2021
Kentucky	Writing	2012	2025	
Louisiana	ELA	2015	2025	
Louisiana	Math	2015	2025	

Table C1. State-Subject-Year Data Availability (continued)

State	Subject	Data Start	Data End	Missing Years
Louisiana	Science	2015	2025	2018
Louisiana	Social Studies	2015	2025	2016, 2024
Maine	ELA	2015	2025	
Maine	Math	2015	2025	
Maine	Science	2015	2025	2021
Maryland	ELA	2015	2025	
Maryland	Math	2015	2025	
Maryland	Science	2015	2025	2017
Maryland	Social Studies	2023	2025	
Massachusetts	ELA	2003*	2025	
Massachusetts	Math	2003*	2025	
Massachusetts	Science	2003*	2025	2015, 2016
Massachusetts	Social Studies	2025	2025	
Michigan	ELA	2015	2025	
Michigan	Math	2015	2025	
Michigan	Science	2015	2025	2018, 2019
Michigan	Social Studies	2015	2025	
Minnesota	ELA	1998	2025	
Minnesota	Math	1998	2025	
Minnesota	Science	2008	2025	
Minnesota	Writing	1998	2005	2006+
Mississippi	ELA	2014	2025	
Mississippi	Math	2014	2025	
Mississippi	Science	2014	2025	
Missouri	ELA	2010	2025	
Missouri	Math	2010	2025	
Missouri	Science	2010	2025	2018
Montana	ELA	2016	2025	
Montana	Math	2016	2025	
Montana	Science	2022	2025	
Nebraska	ELA	2016	2025	
Nebraska	Math	2016	2025	
Nebraska	Science	2016	2025	2021
Nebraska	Writing	2016	2016	2017+
Nevada	ELA	2016	2025	
Nevada	Math	2016	2025	
Nevada	Science	2017	2025	
New Hampshire	ELA	2009	2025	
New Hampshire	Math	2009	2025	
New Hampshire	Science	2009	2025	2014

Table C1. State-Subject-Year Data Availability (continued)

State	Subject	Data Start	Data End	Missing Years
New Jersey	ELA	2015	2025	2021
New Jersey	Math	2015	2025	2021
New Jersey	Science	2019	2025	2021
New Mexico	ELA	2017	2025	
New Mexico	Math	2017	2025	
New Mexico	Science	2017	2025	2021
New York	ELA	2006	2025	
New York	Math	2006	2025	
New York	Science	2006	2025	
New York	Social Studies	2006	2025	
North Carolina	ELA	2014	2025	
North Carolina	Math	2014	2025	
North Carolina	Science	2014	2025	
North Dakota	ELA	2015	2025	
North Dakota	Math	2015	2025	
North Dakota	Science	2015	2025	
Ohio	ELA	2016	2025	
Ohio	Math	2016	2025	
Ohio	Science	2016	2025	
Ohio	Social Studies	2016	2025	
Oklahoma	ELA	2017	2025	
Oklahoma	Math	2017	2025	
Oklahoma	Science	2017	2025	
Oregon	ELA	2015	2025	
Oregon	Math	2015	2025	
Oregon	Science	2015	2025	
Pennsylvania	ELA	2015	2025	
Pennsylvania	Math	2015	2025	
Pennsylvania	Science	2015	2024	2025
Puerto Rico	Math	2019	2025	2021
Puerto Rico	Science	2019	2025	2021
Puerto Rico	Spanish Language Arts	2019	2025	2021
Puerto Rico	English as a Second Language	2019	2025	2021
Rhode Island	ELA	2018	2025	
Rhode Island	Math	2018	2025	
Rhode Island	Science	2019	2025	
South Carolina	ELA	2016	2025	
South Carolina	Math	2016	2025	
South Carolina	Science	2016	2025	2024
South Carolina	Social Studies	2016	2019	2021+

Table C1. State-Subject-Year Data Availability (continued)

State	Subject	Data Start	Data End	Missing Years
South Dakota	ELA	2003	2025	2014
South Dakota	Math	2003	2025	2014
South Dakota	Science	2007	2025	
Tennessee	ELA	2010	2025	2016
Tennessee	Math	2010	2025	2016
Tennessee	Science	2010	2025	2016, 2019
Tennessee	Social Studies	2013	2025	2015, 2016, 2017
Texas	ELA	2012	2025	
Texas	Math	2012	2025	
Texas	Science	2012	2025	
Texas	Social Studies	2012	2025	
Texas	Writing	2012	2021	2022+
Utah	ELA	2014	2025	
Utah	Math	2014	2025	
Utah	Science	2014	2025	
Vermont	ELA	2016	2025	
Vermont	Math	2016	2025	
Vermont	Science	2019	2025	
Virgin Islands	ELA	2015	2025	2018, 2021
Virgin Islands	Math	2015	2025	2018, 2021
Virginia	Math	1998	2025	
Virginia	ELA	1998	2025	
Virginia	Science	1998	2025	
Virginia	Social Studies	1998	2014	2015+
Virginia	Writing	1998	2025	
Washington	ELA	2015	2025	
Washington	Math	2015	2025	
Washington	Science	2018	2025	
West Virginia	ELA	2015	2025	
West Virginia	Math	2015	2025	
West Virginia	Science	2019	2025	
Wisconsin	ELA	2016	2025	
Wisconsin	Math	2016	2025	
Wisconsin	Science	2016	2025	
Wisconsin	Social Studies	2016	2025	
Wisconsin	Reading [Ⓢ]	2025	2025	
Wisconsin	Writing [Ⓢ]	2025	2025	
Wyoming	ELA	2014	2025	
Wyoming	Math	2014	2025	
Wyoming	Science	2014	2025	
Wyoming	Writing	2014	2014	2015+

Appendix D. New York City NCES District IDs

Table D1. New York City School District’s Subordinate School Districts

Subordinate District Name	NCESDistrictID
New York City Geographic District #1	3600076
New York City Geographic District #2	3600077
New York City Geographic District #3	3600078
New York City Geographic District #4	3600079
New York City Geographic District #5	3600081
New York City Geographic District #6	3600083
New York City Geographic District #7	3600084
New York City Geographic District #8	3600085
New York City Geographic District #9	3600086
New York City Geographic District #10	3600087
New York City Geographic District #11	3600088
New York City Geographic District #12	3600090
New York City Geographic District #13	3600091
New York City Geographic District #14	3600119
New York City Geographic District #15	3600092
New York City Geographic District #16	3600094
New York City Geographic District #17	3600095
New York City Geographic District #18	3600096
New York City Geographic District #19	3600120
New York City Geographic District #20	3600151
New York City Geographic District #21	3600152
New York City Geographic District #22	3600153
New York City Geographic District #23	3600121
New York City Geographic District #24	3600098
New York City Geographic District #25	3600122
New York City Geographic District #26	3600099
New York City Geographic District #27	3600123
New York City Geographic District #28	3600100
New York City Geographic District #29	3600101
New York City Geographic District #30	3600102
New York City Geographic District #31	3600103
New York City Geographic District #32	3600097

Appendix E. Proficiency Criteria by State-Year-Subject

Table E1. Proficiency Criteria by State-Year-Subject

State	Year(s)	Subject	Proficiency Criteria
Alabama	2014-15 to current	ELA, math, science	Levels 3–4
Alaska	2016-17 to current	ELA, math, science	Levels 3–4
Arizona	2009-10 to current	ELA, math, science	Levels 3–4
Arkansas	2008-09 to 2013-14	ELA, math, science	Levels 3–4
	2014-15	ELA, math	Levels 4–5
	2014-15	Science	Levels 3–4
	2015-16 to 2022-23	English, STEM	Levels 3–4
	2015-16 to current	ELA, math, science, reading	Levels 3–4
California	2009-10 to 2012-13	ELA, math, science, social studies	Levels 4–5
	2014-15 to current	ELA, math	Levels 3–4
Colorado	2014-15	Social studies	Levels 3–4
	2014-15 to current	Science	Levels 3–4
	2014-15 to current	ELA, math	Levels 4–5
Connecticut	2014-15 to current	ELA, math, science	Levels 3–4
Delaware	2014-15 to current	ELA, math, science	Levels 3–4
District of Columbia	2014-15 to current	ELA, math	Levels 4–5
	2018-19 to current	Science	Levels 3–4
Florida	2014-15 to current	ELA, math, science	Levels 3–5
Georgia	2010-11 to 2013-14	ELA, math, science, reading, social studies	Levels 2–3
	2014-15 to current	ELA, math, science, social studies	Levels 3–4
Hawaii	2014-15 to current	ELA, math, science	Levels 3–4
Illinois	2014-15 to 2023-24	ELA, math	Levels 4–5
	2024-25	ELA, math	Levels 3–4
	2015-16 to 2018-19	Science	Level 2
	2020-21 to current	Science	Levels 3–4
Indiana	2004-05 to 2017-18	ELA, math	Levels 2–3
	2010-11 to 2017-18	Science, social studies	Levels 2–3
	2018-19 to current	ELA, math, science, social studies	Levels 3–4
Iowa	2002-03 to current	ELA, math	Levels 2–3
	2018-19 to current	Science	Levels 2–3
Kansas	2014-15 to current	ELA, math	Levels 3–4
	2018-19 to current	Science	Levels 3–4
Kentucky	2011-12 to current	ELA, math, science, social studies	Levels 3–4
Louisiana	2013-14 to current	ELA, math, science, social studies	Levels 4–5
Maine	2014-15 to 2018-19	ELA, math, science	Levels 3–4
	2020-21 to 2021-22	ELA, math	Levels 2–3
	2021-22	Science	Levels 3–4
	2022-23 to current	ELA, math, science	Levels 3–4

Table E1. Proficiency Criteria by State-Year-Subject (continued)

State	Year(s)	Subject	Proficiency Criteria
Maryland	2014-15 to 2015-16	Science	Levels 2–3
	2017-18 to 2018-19	Science	Levels 4–5
	2020-21	Science	Levels 2-3
	2014-15 to 2018-19	ELA, math	Levels 4–5
	2020-21	ELA, math	Levels 2-3
	2021-22 to current	ELA, math, science	Levels 3–4
Massachusetts ^a	2009-10 to 2014-15	ELA, math, science	Levels 3–4
	2014-15 to 2015-16	ELA, math	Levels 4–5
	2016-17 to current	ELA, math, science	Levels 3–4
Michigan	2014-15 to current	ELA, math, science	Levels 3–4
Minnesota	1997-98 to 2004-05	ELA, math	Levels 3–5
	2005-06 to current	ELA, math, science	Levels 3–4
Mississippi	2013-14	ELA, math, science	Levels 3–4
	2014-15 to current	ELA, math	Levels 4–5
	2014-15 to 2017-18	Science	Levels 3–4
	2018-19 to current	Science	Levels 4–5
Missouri	2009-10 to current	ELA, math, science	Levels 3–4
Montana	2015-16 to current	ELA, math, science	Levels 3–4
Nebraska	2015-16 to current	ELA, math, science	Levels 2–3
Nevada	2015-16	ELA, math	Levels 3–4
	2016-17 to current	ELA, math, science	Levels 3–4
New Hampshire	2008-09 to current	ELA, math, science	Levels 3–4
New Jersey	2014-15 to current	ELA, math	Levels 4–5
	2018-19 to current	Science	Levels 3–4
New Mexico	2016-17 to 2018-19	ELA, math	Levels 4–5
	2020-21	ELA, math	Level 3
	2021-22 to current	ELA, math	Levels 3–4
	2016-17 to current	Science	Levels 3–4
New York	2005-06 to 2009-10	ELA, math, science, social studies	Levels 3–4
	2010-11 to current	ELA, math, science	Levels 3–4
North Carolina	2013-14 to 2017-18	ELA, math, science	Levels 3–5
	2019	ELA, science	Levels 3–5
	2019	Math	Levels 2–4
	2020-21 to current	ELA, math, science	Levels 2–4
North Dakota	2014-15 to current	ELA, math, science	Levels 3–4
Ohio ^b	2015-16 to 2016-17	ELA, math, science, social studies	Levels 3–5
	2017-18 to current	ELA, math, science	Levels 3–5
Oklahoma	2016-17 to current	ELA, math, science	Levels 3–4

Table E1. Proficiency Criteria by State-Year-Subject (continued)

State	Year(s)	Subject	Proficiency Criteria
Oregon	2014-15 to 2017-18	Science	Levels 4–5
	2019-22 to current	Science	Levels 3–4
	2014-15 to current	ELA, math	Levels 3–4
Pennsylvania	2014-15 to current	ELA, math, science	Levels 3–4
Rhode Island	2018-19 to current	ELA, math, science	Levels 3–4
South Carolina	2015-16 to current	ELA, math	Levels 3–4
	2015-16	Science	Levels 2–3
	2016-17 to current	Science	Levels 3–4
	2015-16 to 2018-19	Social studies	Levels 2–3
South Dakota	2002-03 to current	ELA, math, science	Levels 3–4
Tennessee	2009-10 to current	ELA, math, science	Levels 3–4
	2012-13 to current	Social studies	Levels 3–4
Texas ^c	2011-12 to 2015-16	ELA, math, science, social studies, writing	Levels 2–3
	2016-17 to current	ELA, math, science, social studies, writing [through 2021]	Levels 3–4
Utah	2013-14 to current	ELA, math, science	Levels 3–4
Vermont	2015-16 to current	ELA, math	Levels 3–4
	2018-19 to current	Science	Levels 3–4
Virginia	1997-98 to current	ELA, math, science, writing	Levels 2–3
	1997-98 to 2013-14	Social studies	Levels 2–3
Washington	2014-15 to current	ELA, math	Levels 3–4
	2018-19 to current	Science	Levels 3–4
West Virginia	2014-15 to current	ELA, math	Levels 3–4
	2018-19 to current	Science	Levels 3–4
Wisconsin	2015-16 to current	ELA, math, science	Levels 3–4
Wyoming	2013-14 to current	ELA, math, science	Levels 3–4

a. In MA during SY 2014-15, some used an assessment with 4 proficiency levels (Legacy MCAS) and some districts began an assessment with 5 proficiency levels (PARCC).

b. V2.0 files for OH reflect 5 proficiency levels.

c. V2.0 files for TX reflect Levels 3-4 as “proficient or above”, rather than Levels 2-4.

Appendix F. Frequently Asked Questions (FAQs)

State Assessment Data Repository

1. What is the State Assessment Data Repository?

The State Assessment Data Repository (SADR) is a comprehensive U.S. state assessment database that aims to make state assessment data more widely accessible for a broad range of stakeholders. The repository includes all publicly-available assessment data from all 50 states, D.C., and Puerto Rico for students in Grades 3-8.

2. Where do the data come from?

First, all proficiency data are sourced directly from State Education Agencies, from either their websites/data portals or via data request (no student-level results are included). Second, data files integrate data from the National Center for Education Statistics (NCES) to provide information about district and school characteristics. The Technical Documentation includes a full list of sources by state.

3. Who created the State Assessment Data Repository?

The SADR initially grew from a project at Brown University and is now part of the Education Center. The website was created in collaboration with Novy.AI to develop the site's design and AI features.

4. How is the EDC different from other sites that have state assessment data?

The Education Data Center is not the only website with state assessment data. However, the EDC sets itself apart from other current sites for the following reasons:

a. The EDC provides users the most up-to-date data publicly available.

The EDC provides updated assessment data promptly upon the public release from State Education Agencies for the most recent spring assessments. This means that individuals can quickly dive into the data to explore trends across schools and districts by grade or student subgroup.

b. The EDC's SADR and AI assistant, Zelma, are highly user-friendly.

Zelma allows individuals to use natural language to ask questions and explore areas of interest, enabled by AI.

c. All data are easily accessible.

All state data are available via API or via download at <https://www.zelma.ai/data>. Individuals may select the state and year of interest and easily export as a .csv file.

d. The EDC offers broad subject-area coverage.

Existing data sources prioritize data for reading/ELA and math, which is largely based on the fact that this is what states are required to submit for federal reporting purposes. However, State Education Agencies often provide academic achievement data across other subjects as well, such as science and social studies. We believe that integrating these subject areas captures other important areas of student learning.

Summative Assessments

5. What assessments does the State Assessment Data Repository include?

The SADR includes data from annual statewide summative assessments; it does not include other assessments administered by states, such as alternate assessments or English language proficiency assessments. Currently, the SADR only contains assessments administered in English except for the Texas STAAR-Spanish assessment, Puerto Rico's standardized assessments, and the Colorado Spanish language arts assessment.

6. My state adopted a new assessment recently. Can I still see prior achievement data?

Yes. The SADR includes all available achievement data for all available school years, regardless of changes. Changes in state assessments are noted in two ways for data users: 1) in the data files, there are variables that note if the subject-area assessment has changed either its name or how the state defines proficiency, and 2) all visuals produced by Zelma include detailed notes that indicate when states changed or administered new assessments in order to better inform interpretation.

7. How do states define proficiency?

All states define proficiency according to their state's unique grade-level and subject-area learning standards. For this reason, results are NOT comparable across states, as states administer distinct assessments.

8. How are changes in assessment administration accounted for?

Raw data files

In the raw data files, variables indicate if there has been a change in the assessment name (for a given subject and year) or changes in cut score criteria affecting comparability to the prior year.

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Changes in state assessments that affect comparability over time are described below the figures as part of the "Notable Events." The Notable Events will explain if states have administered a new assessment in a given year, if there have been changes in proficiency cut scores, if an assessment has not been administered due to field testing, if participation rates were lower than a typical year, or if assessment data are not currently available.

9. Are proficiency data comparable across states?

No, the results are NOT comparable across states, as states administer distinct assessments. These tests are often designed to assess student progress on state-specific standards, and are reported based on state-specific definitions of proficiency. Rather, for each state, the AI Assistant, Zelma, can provide insight into trends and outcomes across districts and schools.

Data Availability

10. How can I get notified about data updates?

We encourage all data users to subscribe to receive data updates via email – you may do so at the bottom of our webpage here: <https://www.zelma.ai/>. Upon downloading SADR data files or the full dataset, you will also have the opportunity to subscribe to receive information about new data updates as well.

11. What states are included as part of the State Assessment Data Repository?

Data are available for all 50 U.S. states, the District of Columbia, Puerto Rico, and the Virgin Islands. However, states vary in the years and data components that are publicly available.

12. What datasets are available to download?

All state data are available to download here: <https://www.zelma.ai/data>. Individuals may select the state and year of interest and easily export as a .csv file. Data are also available via our API, here: <https://www.zelma.ai/api>.

13. What subjects does the State Assessment Data Repository include?

All states include data for English language arts (ELA) and math. To the extent that additional subjects are publicly available, the State Assessment Data Repository also integrates data for science, reading (if different from ELA), writing, social studies, STEM, Spanish language arts, and English as a second language (Puerto Rico only). However, not all states have publicly posted assessment data for subject areas other than ELA and math.

14. What school years are available as part of the State Assessment Data Repository?

In Version 3.1, released in June 2026, data through Spring 2025 assessment data are included for all states, D.C., Puerto Rico. Data from the Virgin Islands are available through Spring 2025. The database will be updated each June and December with all new data published or received by SEAs. Longitudinal data varies by state, with the first year of available data ranging from 1998 to 2018. No states administered assessments in Spring 2020 due to the COVID-19 pandemic; therefore, no data are included as part of SADR for this school year. Users may view the years of availability for each state, by subject, at <https://www.zelma.ai/data>.

15. What grades are available?

Assessment data are currently limited to grades 3-8.

16. What student subgroups are available in the data?

To the extent that states have published or shared student subgroup information, data are available for the following student groups and subgroups:

- All students
- Race/ethnicity
 - American Indian or Alaska Native; Asian; Black or African American; Middle Eastern or North African; Native Hawaiian or Pacific Islander; Puerto Rican; Two or More; White; Hispanic or Latino; Unknown; Not Hispanic or Latino; Filipino; Other Indigenous Peoples
- Gender
 - Male, Female, Gender X (for all non-binary values), Unknown
- English language status
 - English learner, English proficient, EL exited, EL monitored or recently exited, EL and recently monitored/recently exited, LTEL, Ever EL, English only, Never EL, Initial English fluent proficient, At-risk of becoming LTEL (these groups are specific to California)
 - **New for V3.1:** Recently arrived English learner (RAEL), Non-Recently arrived EL (Non-RAEL) (these are specific to Oklahoma)
- Economic status
 - Economically disadvantaged, not economically disadvantaged
- Disability Status
 - Students with disabilities, non-students with disabilities
- Migrant Status:
 - Migrant, non-migrant
- Homeless enrolled status:
 - Homeless, non-homeless
- Foster care status:
 - Foster care, non-foster care
- Military connected status:
 - Military, non-military
- Gifted and talented status
 - Gifted and talented, non-gifted and talented
- High needs status:
 - High needs, non-high needs
- Historically marginalized:
 - Historically marginalized, non-historically marginalized

17. How are student subgroups defined?

Each state uses its own criteria to define student subgroups such as race/ethnicity, gender, English learner status, and economic status. The SADR reflects each state's own data classifications for student subgroups. For this reason, results are NOT comparable across states, as states administer distinct assessments and may have unique state criteria for student classifications.

18. What variables are included in the data?

All state datasets include an identical set of variables, even if a state does not have data available for a particular variable. Specific NCES variables include: district and school NCES IDs, district and school state-assigned IDs, district and school types, indicators for virtual school or charter district, county names and IDs, and school-level information. For a complete list and description of all available variables, visit <https://www.zelma.ai/data>.

19. Does the dataset include student-level information?

No, the dataset does not include any student-level data or "personally identifiable information" (PII). Aggregated data are only available at the state, district, or school level, depending on the state.

20. What kinds of schools are included in the datasets?

The datasets include data from all U.S. public school districts (including charter schools) with available data from State Education Agencies for students in Grades 3-8 on the general summative assessments.

21. Will more data be added to the SADR?

Yes. The EDC will incorporate additional data as part of the State Assessment Data Repository in June and December of each year. Updates will reflect: a) newly-released data from State Education Agencies each year, and b) any additional data that the EDC has received via data request for missing components.

If there are data components you are interested in seeing in the future, please send your feedback to info@eddatacenter.org.

Using Zelma, EDC's AI Assistant

22. What is Zelma?

Zelma is an AI-powered research assistant that can help answer your assessment-related questions as part of the State Assessment Data Repository! Zelma is intended to make understanding these data accessible to anyone who can ask questions, which is everyone. Our target audience includes educators and education leaders, journalists and policymakers, parents, researchers and students. Visuals help to answer questions that individuals may have about particular states, districts, or schools, and data files are available for anyone who wants to use the data itself for further exploration.

23. How can I create an account? What can I do with an account?

Users may create their own account through our sign in page here: <https://www.zelma.ai/sign-in>. Creating an account will allow users to save all queries.

24. How does Zelma work?

All state assessment data files have been re-formatted by the EDC's team using a standardized set of variable names. Zelma draws from these files to respond to user queries; in other words, Zelma cannot use any external data. To be fully transparent with how Zelma draws from the datafiles, each query also displays the associated SQL code to explain the commands used to generate the response. Zelma is always learning - and improving!

25. What can I do with Zelma? How can I use it?

Zelma is a tool to ask questions about state test score data in the United States. Zelma can produce line graphs, bar graphs, pie charts and tables about assessment data only. The best way to use Zelma is to be specific about the following components of interest:

- State, district(s) or school(s) of interest
- Subject(s) of interest
- Time frame of interest (e.g., including “over time” in your query will produce a trend line)
- Student groups of interest

For example, users can ask:

- "Please show me math scores in Minnesota over time."
- "How do math test scores differ by race/ethnicity in New Jersey?"

Users can also ask how districts within a state compare to others, or about which districts are the top performing in a certain subject:

- "What were the top 5 performing school districts in math in Mississippi in 2024?"

The more detail that users can give Zelma, the better. And if she doesn't quite get it, try again!

26. What if I am not seeing anything appear for my query?

There are a few possible reasons that you may not see a visual appear for your query:

- Zelma may need some more information. Try asking the question in a different way - can the query be more specific (e.g., are you interested in a particular year or subject)?
- The data may not be provided from states in a way that allows for visualizations. In some cases, data are not available from states in a way that Zelma can use for visualization purposes. For example, Zelma relies on data disaggregated by grade level; states that only provide aggregated data for all of grades 3-8 cannot be included here. In addition, Zelma relies on data related to the number of students tested across the state, district, and schools. When states omit the number of students tested, Zelma is not able to use proficiency data for visualization purposes. However, proficiency rates may still be available in state files at <https://www.zelma.ai/data>.
- The data file may not be available. There are several reasons for this: the state may have only administered a field test in a given year, the state may have received a federal waiver from testing in 2021 due to the pandemic, the state may not post all assessment data online, or the state may have stopped administering an assessment.

You may always contact us at info@eddatacenter.org and we are happy to look into any questions you have about your queries.

27. How does Zelma handle data suppression?

Raw data files

In order to protect personally identifiable information (PII), states have regulations in place to limit the amount of information shared publicly. For example, many states omit proficiency data if a given subgroup of students includes 10 or fewer students. In the raw data files, these cases of data suppression are designated with an asterisk (*), while missing data is designated as --. States may present a data range rather than a specific number for a given variable. In the raw data files, the data ranges are preserved.

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For the purposes of the data visualizations, Zelma replaces data ranges with the mid-point. For example, a state may indicate that 20-30 students completed the ELA assessment in a given school; for visualization purposes Zelma replaces this as 25. Missing data (--) are omitted from visualizations.

Other

28. How do I cite the data that I use from the raw data files as part of the State Assessment Data Repository?

Citation Format (Raw Data)

Education Data Center. (2026). State Assessment Data Repository (Version X.X) [Data sets/Years].
Education Data Center. Retrieved Month DD, YYYY <https://www.zelma.ai/data>.

Example

Education Data Center. (2026). State Assessment Data Repository (Version 3.1), [Minnesota (2018–2023); Wisconsin (2018–2023)]. Education Data Center. Retrieved Jun 1, 2026, from <https://www.zelma.ai/data>

29. How do I cite the data that I use from figures or tables produced by Zelma?

Zelma queries used to produce information for the general public such as articles, reports, or presentations, should cite the data source as follows (currently, the data posted to our site represent Version 3.1).

Citation Format (Zelma Queries)

Education Data Center. (2026). State Assessment Data Repository (Version X.X). Zelma Query, "[Query title]". Education Data Center. Retrieved Month DD, YYYY, from [query link]

Example

Education Data Center. (2026). State Assessment Data Repository (Version 3.1). Zelma Query, "Math scores by race in New York over time." Education Data Center. Retrieved Jun 1, 2026, from [query link]

30. Where can I find the Terms of Service?

More information about our Terms of Service can be found at <https://www.zelma.ai/terms-of-service>.

31. How do I share questions, comments, or corrections?

All questions, comments, or corrections can be sent to our team at info@eddatacenter.org. Thank you for your feedback!