

2025 Colorado Measures of Academic Success (CMAS) Data

The annual Colorado Measures of Academic Success (CMAS) tests help us understand academic proficiency and growth. **Proficiency** tells us if students are reading or doing math at grade level. **Growth** tells us how much progress in proficiency students are making in reading and math from one year to the next.

Together, proficiency and growth help us understand how successfully and how equitably our school system and support structures are meeting the needs of all students. The tests also help indicate whether some students aren't receiving the support they need, so changes can be made to improve learning for them and help us identify successful strategies we can learn from.

Key Takeaways From 2025 Data

1. CMAS **reading and math proficiency scores improved slightly** for students in Denver Public Schools compared to 2024 scores. These scores increased (variably) in all but one subgroup of students (English Language Learners). These increases in 2025 were comparable to increases seen statewide in math, and slightly larger in ELA (English Language Arts).
2. **Academic growth data shows that Denver Public Schools supported students in providing the support they needed to grow, surpassing the state average overall.** This was also true for all student subgroups--they showed higher growth than their peer groups across the state (i.e., FRL students in DPS had higher growth than FRL students statewide). However, within DPS, most traditionally underserved groups showed less growth than their comparison groups (i.e., FRL students had lower growth than non-FRL students) which could lead to widening gaps over time.
3. There were differing proficiency gains across subgroups. Most traditionally underserved groups did see some increases in performance between 2024 and 2025, generally similar to their peers statewide. However, **many subgroups**, including students from low-income households, Black students, Hispanic students, and special education students, **still have proficiency rates lower than their peers statewide.**
4. Proficiency gaps in reading and math largely stayed constant and, where they narrowed it was largely a result of declining performance for the comparison group (students not from low income households in particular.)
5. When looking at performance by governance, overall charter schools perform below other governance types. However, when looking at the performance of traditionally underserved student groups, charters typically perform above or on par with other school types. Large gaps remain across schools of all governance types.

6. Students are not the problem - We are seeing numerous examples where students are bucking the trends and achieving excellent results across governance types. This includes: Valdez, RMP Creekside, DSST GVR Middle School, Denver Center for International Studies, Gust, and Holm.

Other Notable 2025 Data

In our early analysis of 2025 Colorado Measures of Academic Success (CMAS) results, we looked at academic **proficiency data**, which tells us if students are reading or doing math at grade level. The proficiency data tells us:

- 41.9% of all students in Denver Public Schools are reading at grade level, while 44.1% of students statewide are reading at grade level.
- 32.9% of all students in Denver Public Schools are doing math at grade level while 35.9% of students statewide are doing math at grade level.

The data also tells us that proficiency gaps remain, though they are slightly smaller in some cases for a majority of Denver's Black and Hispanic students, English-language learners, students from low-income households, and students who receive special education services. This indicates that our existing education system is not serving every student equitably. These gaps do also exist statewide but in many cases are larger in DPS than across the state. The data for DPS tells us:

- 27.3% of Black students are reading at grade level, while 74.5% of white students are reading at grade level; and 18.4% of Black students are doing math at grade level, while 68.1% of white students are doing math at grade level.
- 25% of Hispanic students are reading at grade level, while 74.5% of white students are reading at grade level; and 16.7% of Hispanic students are doing math at grade level, while 68.1% of white students are doing math at grade level.
- 24.6% of students from low-income households are reading at grade level, while 58.6% of students who are not from low-income households are reading at grade level; and 17.3% of students from low-income households are doing math at grade level while 47.9% of students who are not from low-income households are doing math at grade level.
- 7.5% of English language learners are reading at grade level while 5.7% of English language learners statewide are reading at grade level; and 8.2% of English language learners are doing math at grade level while 6.5% of English language learners statewide are doing math at grade level.

- 10.3% of students who receive special education services are reading at grade-level while 11.5% of students statewide who receive special education services are reading at grade level; and 9.1% of students who receive special education services are doing math at grade level while 10.3% students statewide who receive special education services are doing math at grade level.

Why CMAS Data Matters

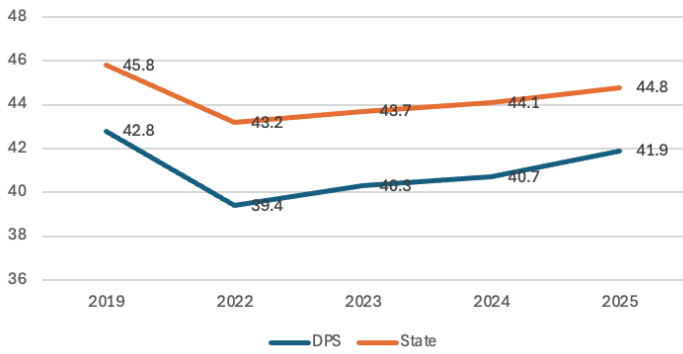
State test data provides **valuable insight into how schools and support systems are serving students. That helps us know where to engage in order to hold the district accountable, and identify where schools and educators need help to improve their service to students.** This data can help us co-create high-quality schools that equitably meet the needs of every student.

Keep in mind: The 2025 raw data we've gathered and shared shows us how the district is supporting students on their academic journeys. It's important we look and think more critically about the data and what it tells us about our school system, including a broader picture of student wellbeing.

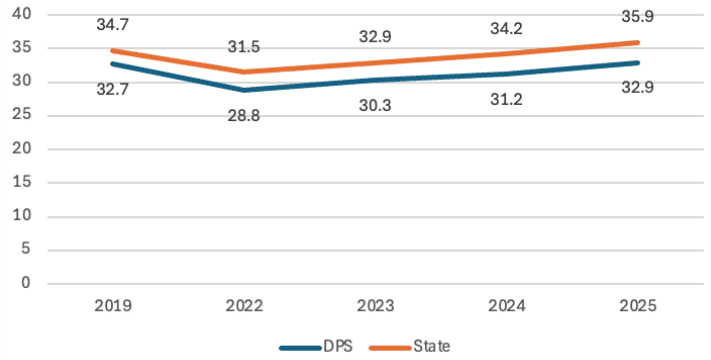
In this case, the 2025 CMAS data tells us **there is progress being made across the system AND a tremendous amount of work to be done to provide Denver's schools and educators with needed resources**—in areas such as leader and teacher retention, professional learning, curriculum development, and in other support services— to equitably meet the needs of all students.

See a visual representation of the data on the next page.

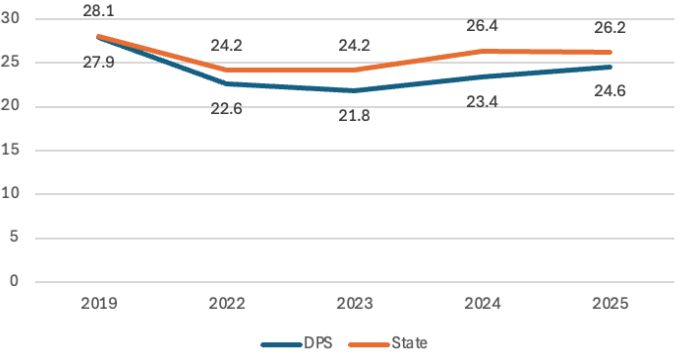
CMAS ELA Proficiency (All Students)



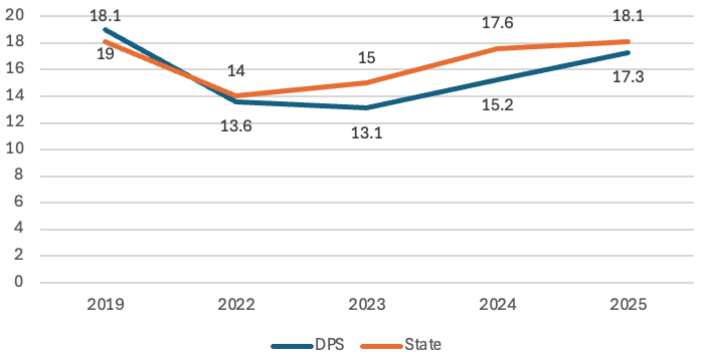
CMAS Math Proficiency (All Students)



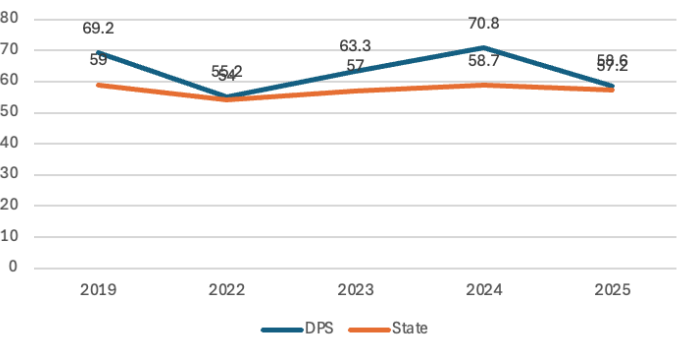
CMAS ELA Proficiency (FRL Students)



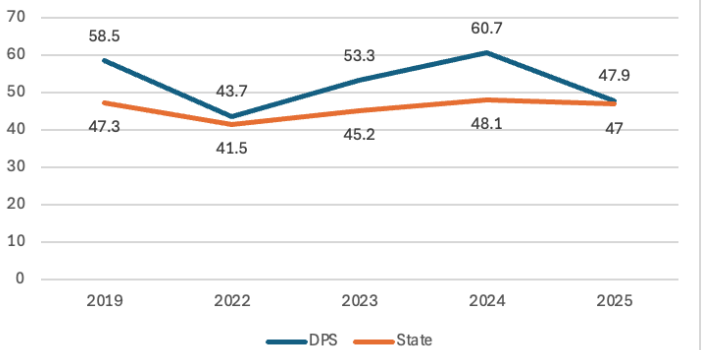
CMAS Math Proficiency (FRL Students)



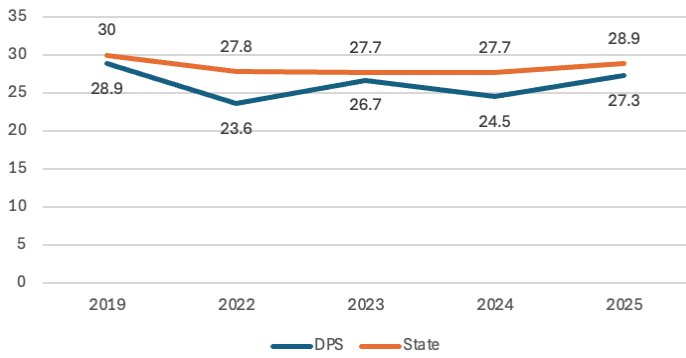
CMAS ELA Proficiency (Non-FRL Students)



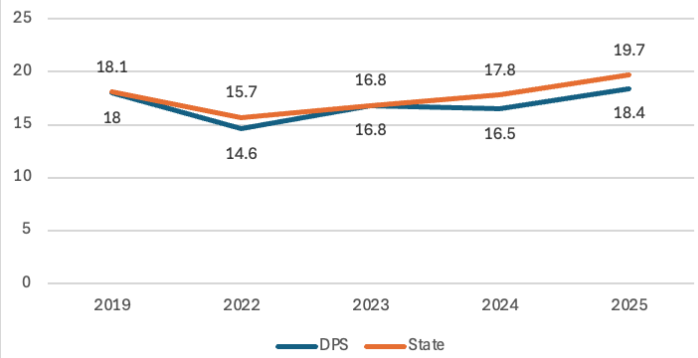
CMAS Math Proficiency (Non-FRL Students)



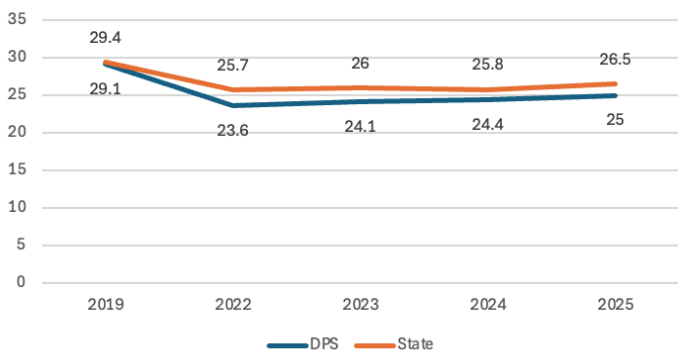
CMAS ELA Proficiency (Black Students)



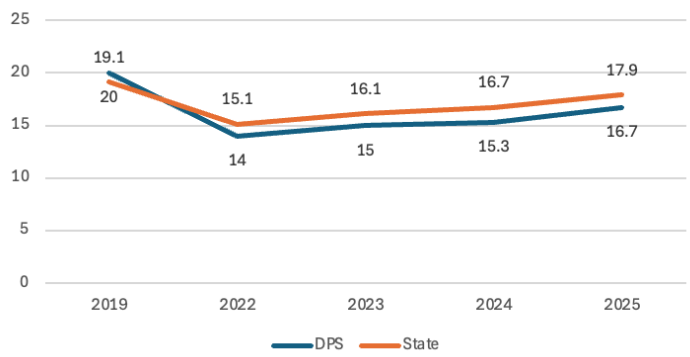
CMAS Math Proficiency (Black Students)



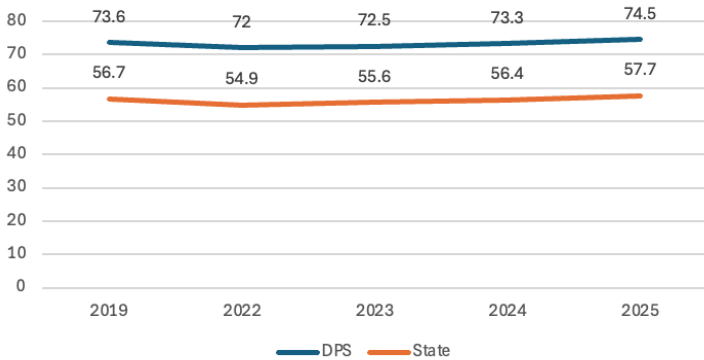
CMAS ELA Proficiency (Latino Students)



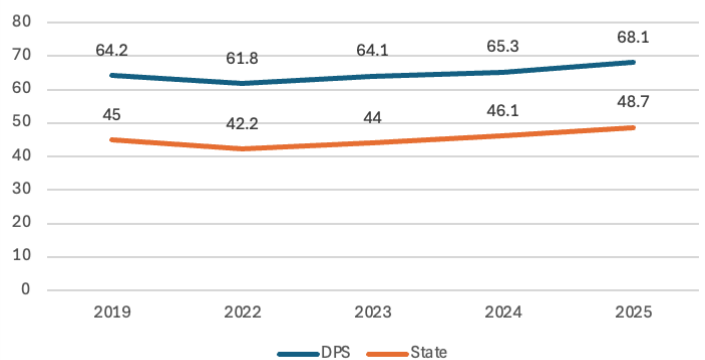
CMAS Math Proficiency (Latino Students)



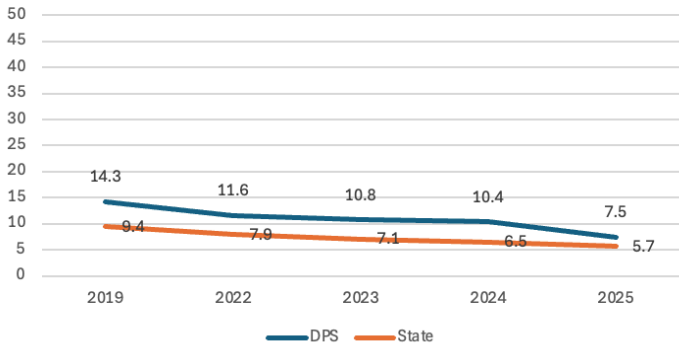
CMAS ELA Proficiency (White Students)



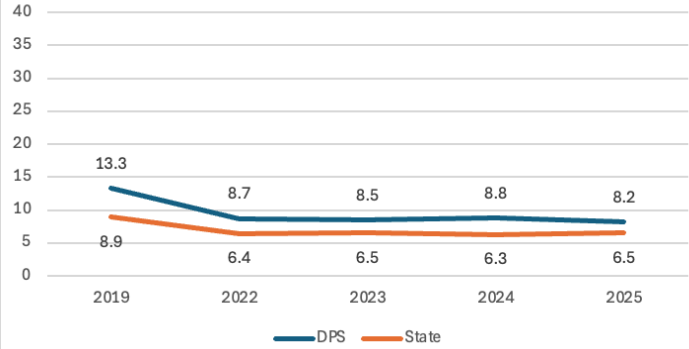
CMAS Math Proficiency (White Students)



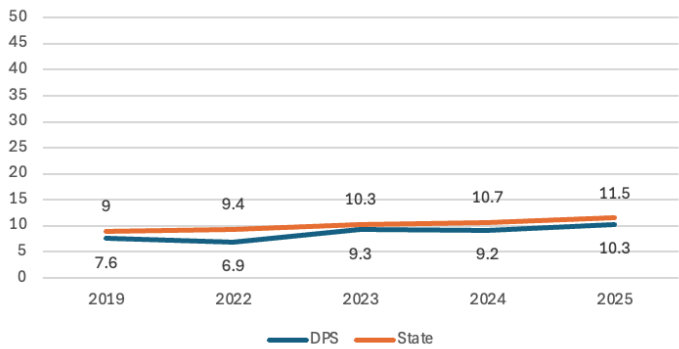
CMAS ELA Proficiency (ELL Students)



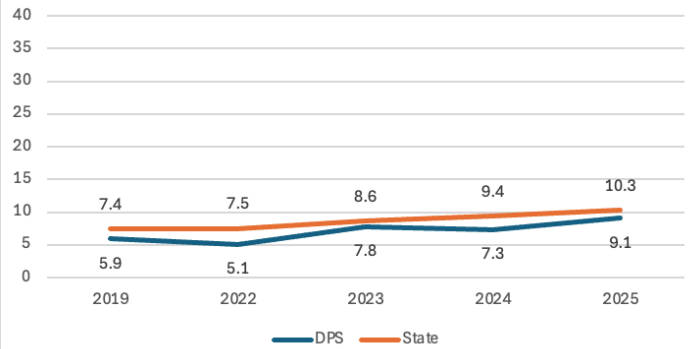
CMAS Math Proficiency (ELL Students)



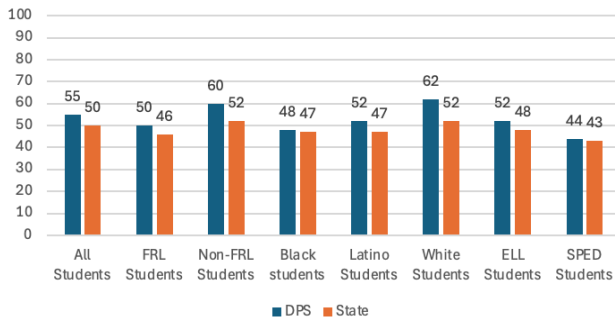
CMAS ELA Proficiency (SPED Students)



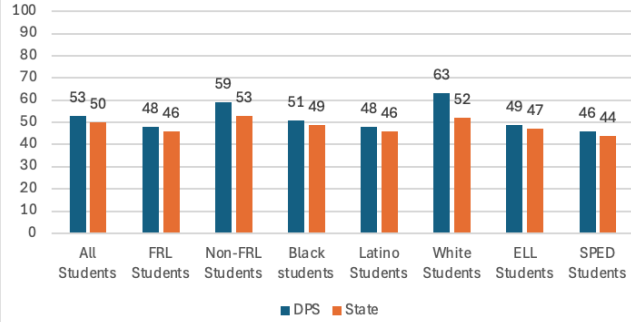
CMAS Math Proficiency (SPED Students)



2025 CMAS ELA Growth



2025 CMAS Math Growth



Key Takeaways From 2025 SAT Data:

Similar to CMAS in elementary and middle school, DPS and Colorado high school students take the PSAT in grades 9 and 10 and the SAT in grades 11 annually. Below are some key takeaways from **11th grade SAT proficiency rates**, which are historically correlated with college readiness, **and overall HS growth**:

1. **Overall proficiency rates in literacy and math improved from 2024 to 2025.** In both subjects these increases were larger than the state and, in math, DPS now performs on par with the state. In both subjects, DPS performance is either above or within a percentage point of pre-pandemic levels as well.
2. **Academic growth data shows that Denver Public Schools students in grades 9-11 made more growth than their peers statewide, although this difference was very small.** This was also true for most student subgroups--they showed higher growth than their peer groups across the state. However, within DPS most traditionally underserved groups showed less growth than their comparison groups (i.e., FRL compared to non-FRL) which could lead to widening gaps over time.
3. Most student subgroups also saw increases in proficiency from 2024 to 2025. In math, most traditionally underserved groups (including ELL, Black, and Latino students) outperform their peers statewide. In literacy these groups still trail their peers statewide but in many instances have married the gap.
4. While progress is being made, the data shows that **proficiency gaps in reading and math remain for** Denver's Black and Hispanic students, English-language learners, students from low-income households, and students who receive special education services. Additionally, these gaps remain larger than the gaps statewide--although again, there have been some improvements.

In our early analysis of 2025 Colorado SAT results, we looked at academic proficiency data, which tells us if students are reading or doing math at grade level in 11th grade. The proficiency data tells us:

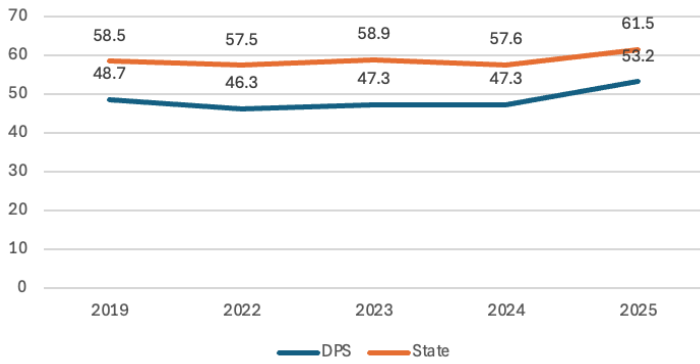
- 53.2% of all 11th grade students in Denver Public Schools are reading at grade level while 61.5% of students statewide are reading at grade level.
- 32.4% of all 11th grade students in Denver Public Schools are doing math at grade level while 32.5% of students statewide are doing math at grade level.

The data also tells us that proficiency gaps remain for a majority of Denver's Black and Hispanic students, English-language learners, students from low-income households, and students who receive special education services as they complete their high school careers. However, most of these students groups did see increases in performance. This indicates that our existing education system is not serving every student equitably but is making some gradual improvements. These gaps do also exist statewide but in many cases are larger in DPS than across the state. The data for DPS 11th graders tells us:

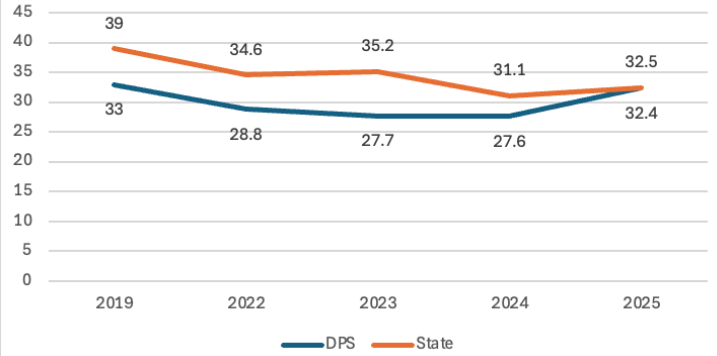
- 42.1% of Black students are reading at grade level, while 88% of white students are reading at grade level; and 22.8% of Black students are doing math at grade level, while 66.3% of white students are doing math at grade level.
- 36.9% of Hispanic students are reading at grade level, while 88% of white students are reading at grade level; and 19.3% of Hispanic students (an increase of over 5 percentage points in one year) are doing math at grade level, while 66.3% of white students are doing math at grade level.
- 37.8% of students from low-income households are reading at grade level (an increase of over 6 percentage points in one year), while 67.6% of students who are not from low-income households are reading at grade level; and 18.2% of students from low-income households are doing math at grade level while 45.7% of students who are not from low-income households are doing math at grade level.
- 5.6% of English language learners are reading at grade level while 3.9 % of English language learners statewide are reading at grade level; and 2.7% of English language learners are doing math at grade level while 2.4% of English language learners statewide are doing math at grade level.
- 15.9% of students who receive special education services are reading at grade-level while 19.5% of students statewide who receive special education services are reading at grade level; and 4.9% of students who receive special education services are doing math at grade level while 5.8% students statewide who receive special education services are doing math at grade level.

See a visual representation of the data on the next page.

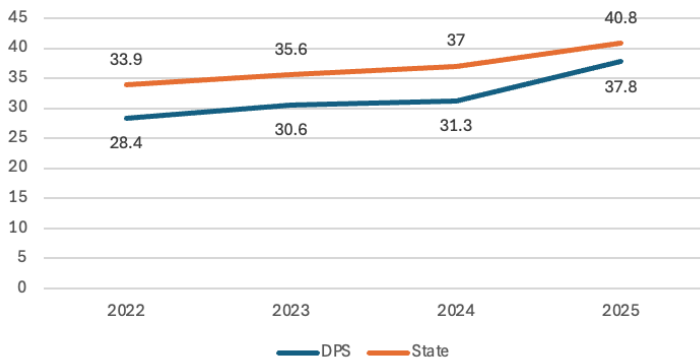
SAT Literacy Proficiency (All Students)



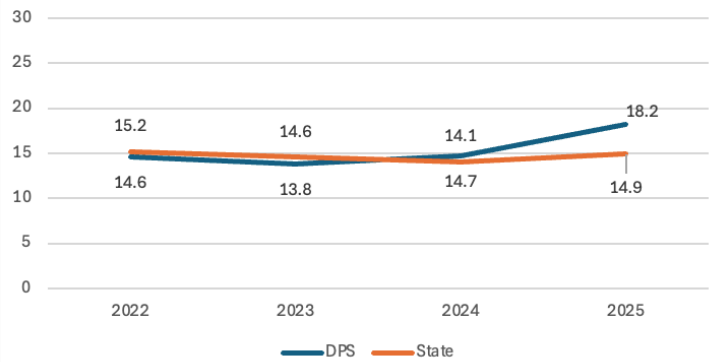
SAT Math Proficiency (All Students)



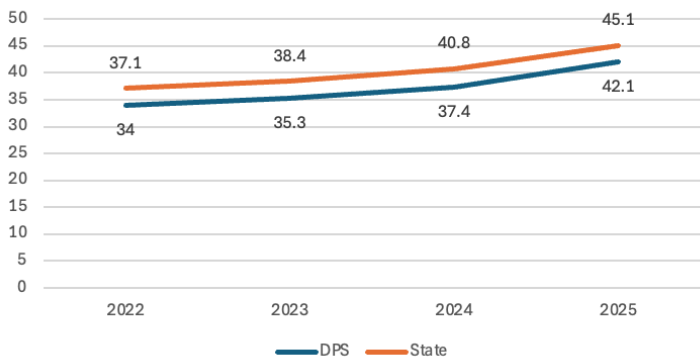
SAT Literacy Proficiency (FRL Students)



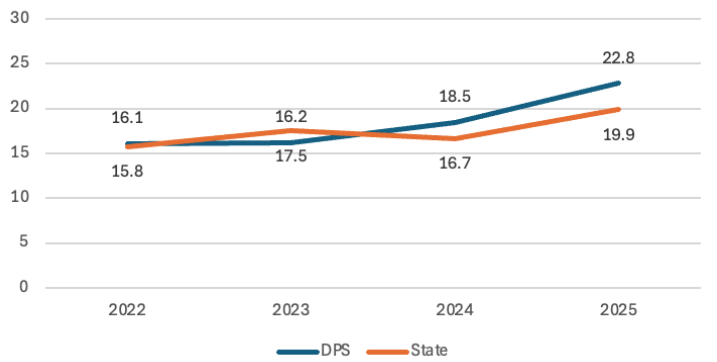
SAT Math Proficiency (FRL Students)



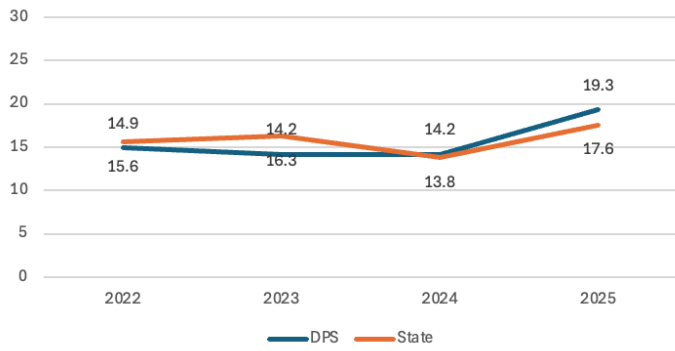
SAT Literacy Proficiency (Black Students)



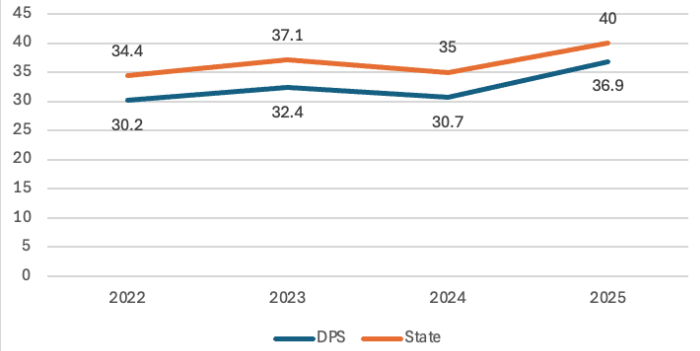
SAT Math Proficiency (Black Students)



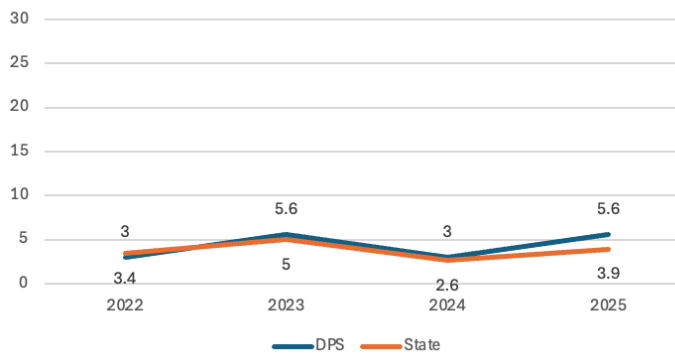
SAT Math Proficiency (Latino Students)



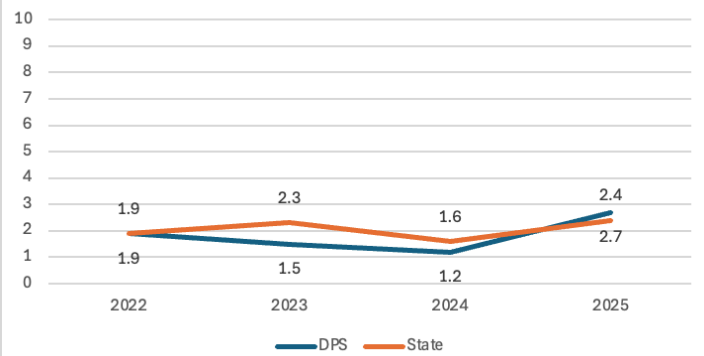
SAT Literacy Proficiency (Latino Students)



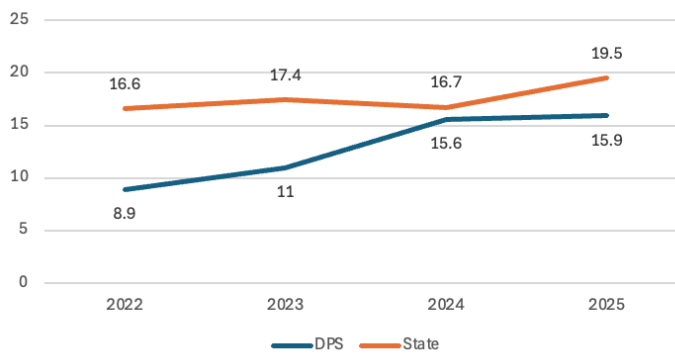
SAT Literacy Proficiency (ELL Students)



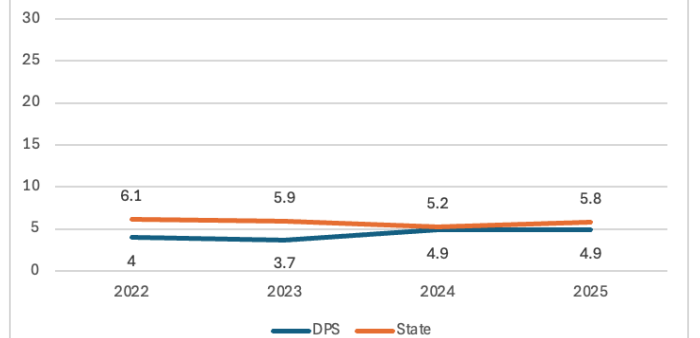
SAT Math Proficiency (ELL Students)



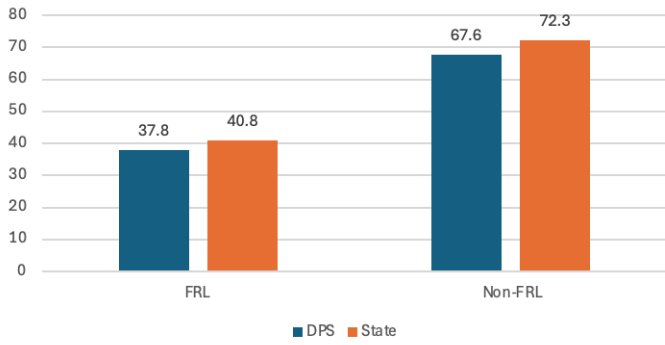
SAT Literacy Proficiency (SPED Students)



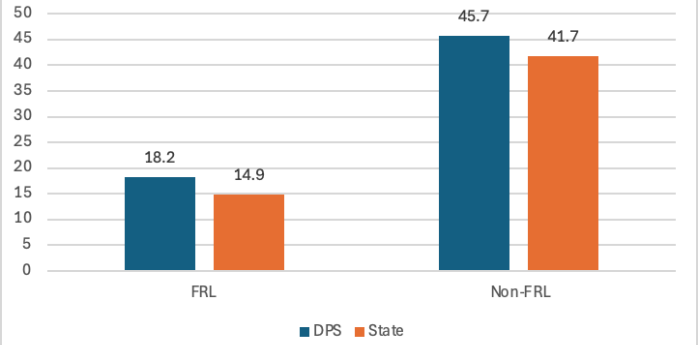
SAT Math Proficiency (SPED Students)



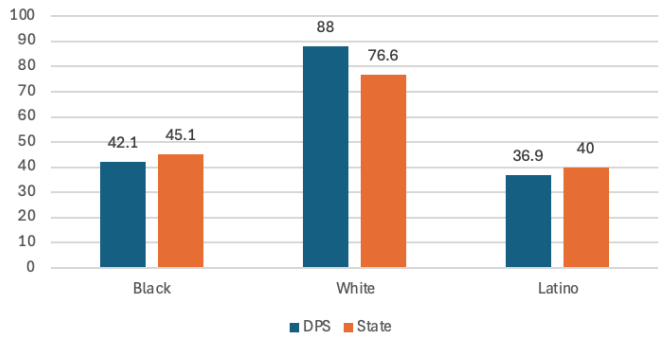
2025 SAT Literacy Proficiency (By FRL Status)



2025 SAT Math Proficiency (By FRL Status)



2025 SAT Literacy Proficiency (By Race/Ethnicity)



2025 SAT Math Proficiency (By Race/Ethnicity)

