

The National Assessment of Educational Progress (NAEP) assesses reading on a 0-500 point scale. In 2005, Cleveland Municipal City School District was one of ten urban districts that voluntarily participated in the NAEP reading assessment on a trial basis.

Overall Reading Results for Cleveland	Student Percentages at NAEP Achievement Levels																				
<ul style="list-style-type: none"> In 2005, the average scale score for fourth-grade students in Cleveland was 197. This was not significantly different from their average score in 2003 (195).¹ Cleveland's average score (197) in 2005 was lower than that of public schools in large central cities² (206). The percentage of students in Cleveland who performed at or above the NAEP <i>Proficient</i> level was 10 percent in 2005. This percentage was not significantly different from that in 2003 (9 percent). The percentage of students in Cleveland who performed at or above the NAEP <i>Basic</i> level was 37 percent in 2005. This percentage was not significantly different from that in 2003 (35 percent). 	<p>Cleveland (public)</p> <table border="1"> <tr> <td>2003</td> <td>65</td> <td>26</td> <td>9</td> <td>1</td> </tr> <tr> <td>2005</td> <td>63</td> <td>28</td> <td>9</td> <td>1</td> </tr> </table> <p>Large central city (public)</p> <table border="1"> <tr> <td>2005</td> <td>56</td> <td>27</td> <td>14</td> <td>3</td> </tr> </table> <p>Nation (public)</p> <table border="1"> <tr> <td>2005</td> <td>38</td> <td>33</td> <td>23</td> <td>7</td> </tr> </table> <p>Percent below <i>Basic</i> Percent at <i>Basic</i>, <i>Proficient</i>, and <i>Advanced</i></p> <p>■ Below <i>Basic</i> □ <i>Basic</i> ■ <i>Proficient</i> ■ <i>Advanced</i></p> <p>NOTE: The NAEP grade 4 reading achievement levels correspond to the following scale points: <i>Below Basic</i>, 207 or lower; <i>Basic</i>, 208–237; <i>Proficient</i>, 238–267; <i>Advanced</i>, 268 or above.</p>	2003	65	26	9	1	2005	63	28	9	1	2005	56	27	14	3	2005	38	33	23	7
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Performance of NAEP Reporting Groups in Cleveland: 2005							
Reporting groups	Percent of students ³	Average score	Percent below <i>Basic</i>	Percent of students at or above <i>Basic</i> / <i>Proficient</i>		Percent <i>Advanced</i>	
Male	50	193	68	32	7	#	
Female	50	201	57	43	13	1	
White	19	209	46	54	17	2	
Black	70	193	68	32	7	#	
Hispanic	9	201	56	44	14	1	
Asian/Pacific Islander	#	‡	‡	‡	‡	‡	
American Indian/Alaska Native	#	‡	‡	‡	‡	‡	
Eligible for free/reduced-price school lunch	100	197	62	38	10	1	
Not eligible for free/reduced-price school lunch	#	‡	‡	‡	‡	‡	

Average Score Gaps Between Selected Groups	Reading Scale Scores at Selected Percentiles
<ul style="list-style-type: none"> In 2005, male students in Cleveland had an average score that was lower than that of female students by 9 points. In 2003, the average score for male students was lower than that of female students by 9 points. In 2005, Black students had an average score that was lower than that of White students by 16 points. In 2003, the average score for Black students was lower than that of White students by 17 points. In 2005, Hispanic students had an average score that was not significantly different from that of White students (gap of 8 points). In 2003, there was no significant difference between the average score of Hispanic and White students (gap of 8 points). Data are not reported for students who were not eligible for free/reduced-price school lunch in Cleveland in 2005, because reporting standards were not met. Therefore, the performance gap results are not reported. In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 44 points. In 2003, the score gap between students at the 75th percentile and students at the 25th percentile was 44 points. 	<p>Score 500 220 210 200 190 180 170 0</p> <p>Percentiles</p> <p>75th: 217 ('03), 220 ('05)</p> <p>50th: 196 ('03), 198 ('05)</p> <p>25th: 174 ('03), 175 ('05)</p> <p>Year '03 '05</p> <p>Scores at selected percentiles on the NAEP reading scale indicate how well students at lower, middle, and higher levels performed.</p>

The estimate rounds to zero.

‡ Reporting standards not met.

* Significantly different from 2005.

↑ Significantly higher than 2003. ↓ Significantly lower than 2003.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Comparisons across jurisdictions and comparisons with the nation or within a jurisdiction across years may be affected by differences in exclusion rates for students with disabilities (SD) and English language learners (ELL). The exclusion rates for SD and ELL in Cleveland were 12 percent and 2 percent in 2005, respectively. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

² "Large central city" includes public schools located in large central cities (population 250,000 or more) within metropolitan statistical areas as defined by the federal Office of Management and Budget. It is not synonymous with "inner city."

³ For comparison, non-White students comprised 78 percent of students in large central city public schools and 41 percent in public schools nationally. Also, students eligible for free/reduced-price school lunch comprised 71 percent of students in large central city public schools and 45 percent in public schools nationally.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for free/reduced-price school lunch and the "Unclassified" category for race/ethnicity are not displayed. Visit <http://nces.ed.gov/nationsreportcard/reading/tuda.asp> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 and 2005 Trial Urban District Reading Assessments.