

The National Assessment of Educational Progress (NAEP) assesses mathematics 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 mathematics assessment on a trial basis.

Overall Mathematics 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 220. This was higher than their average score in 2003 (215).¹ Cleveland's average score (220) in 2005 was lower than that of public schools in large central cities² (228). The percentage of students in Cleveland who performed at or above the NAEP <i>Proficient</i> level was 13 percent in 2005. This percentage was not significantly different from that in 2003 (10 percent). The percentage of students in Cleveland who performed at or above the NAEP <i>Basic</i> level was 60 percent in 2005. This percentage was greater than that in 2003 (51 percent). 	<p>Percent below Basic Percent at Basic, Proficient, and Advanced</p> <p>█ <i>Below Basic</i> □ <i>Basic</i> █ <i>Proficient</i> █ <i>Advanced</i></p> <p>NOTE: The NAEP grade 4 mathematics achievement levels correspond to the following scale points: <i>Below Basic</i>, 213 or lower; <i>Basic</i>, 214–248; <i>Proficient</i>, 249–281; <i>Advanced</i>, 282 or above.</p>

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>	Percent of students at or above <i>Proficient</i>	Percent <i>Advanced</i>
Male	52 ↑	220 ↑	41 ↓	59 ↑	14	1
Female	48 ↓	220 ↑	38 ↓	62 ↑	12	#
White	20	233	19	81	25	1
Black	70	215 ↑	48 ↓	52 ↑	8	#
Hispanic	7	224	32	68	18	#
Asian/Pacific Islander	1	‡	‡	‡	‡	‡
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	100	220 ↑	39 ↓	61 ↑	13	#
Not eligible for free/reduced-price school lunch	#	‡	‡	‡	‡	‡

Average Score Gaps Between Selected Groups	Mathematics Scale Scores at Selected Percentiles
<ul style="list-style-type: none"> In 2005, male students in Cleveland had an average score that was not significantly different from that of female students. In 2003, there was no significant difference between the average score of male and female students. In 2005, Black students had an average score that was lower than that of White students by 18 points. In 2003, the average score for Black students was lower than that of White students by 24 points. In 2005, Hispanic students had an average score that was not significantly different from that of White students (gap of 9 points). In 2003, the average score for Hispanic students was lower than that of White students by 14 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 35 points. In 2003, the score gap between students at the 75th percentile and students at the 25th percentile was 35 points. 	<p>Score 500</p> <p>Percentiles</p> <p>240 230 220 210 200 190 0</p> <p>'03 '05</p> <p>Year</p> <p>Scores at selected percentiles on the NAEP mathematics 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 5 percent and 1 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 42 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 46 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/mathematics/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 Mathematics Assessments.