

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"> <li>In 2005, the average scale score for eighth-grade students in Cleveland was 249. This was not significantly different from their average score in 2003 (253).<sup>1</sup></li> <li>Cleveland's average score (249) in 2005 was lower than that of public schools in large central cities<sup>2</sup> (265).</li> <li>The percentage of students in Cleveland who performed at or above the NAEP <i>Proficient</i> level was 6 percent in 2005. This percentage was not significantly different from that in 2003 (6 percent).</li> <li>The percentage of students in Cleveland who performed at or above the NAEP <i>Basic</i> level was 34 percent in 2005. This percentage was not significantly different from that in 2003 (38 percent).</li> </ul>	<p><b>Cleveland (public)</b></p> <table border="1"> <tr> <td>2003</td> <td>62</td> <td>31</td> <td>6</td> <td>#</td> </tr> <tr> <td>2005</td> <td>66</td> <td>28</td> <td>6</td> <td>#</td> </tr> </table> <p><b>Large central city (public)</b></p> <table border="1"> <tr> <td>2005</td> <td>50</td> <td>34</td> <td>14</td> <td>3</td> </tr> </table> <p><b>Nation (public)</b></p> <table border="1"> <tr> <td>2005</td> <td>32</td> <td>39</td> <td>23</td> <td>6</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 8 mathematics achievement levels correspond to the following scale points: Below <i>Basic</i>, 261 or lower; <i>Basic</i>, 262–298; <i>Proficient</i>, 299–332; <i>Advanced</i>, 333 or above.</p>	2003	62	31	6	#	2005	66	28	6	#	2005	50	34	14	3	2005	32	39	23	6
2003	62	31	6	#																	
2005	66	28	6	#																	
2005	50	34	14	3																	
2005	32	39	23	6																	

Performance of NAEP Reporting Groups in Cleveland: 2005							
Reporting groups	Percent of students <sup>3</sup>	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	48	249	66	34	6	#	
Female	52	249	65	35	7	1	
White	18	265	46	54	17	2	
Black	70	244	71	29	3	#	
Hispanic	10	251	67	33	7	#	
Asian/Pacific Islander	1	‡	‡	‡	‡	‡	
American Indian/Alaska Native	#	‡	‡	‡	‡	‡	
Eligible for free/reduced-price school lunch	100	249	66	34	6	#	
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"> <li>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.</li> <li>In 2005, Black students had an average score that was lower than that of White students by 21 points. In 2003, the average score for Black students was lower than that of White students by 20 points.</li> <li>In 2005, Hispanic students had an average score that was lower than that of White students by 14 points. In 2003, the average score for Hispanic students was lower than that of White students by 20 points.</li> <li>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.</li> <li>In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 42 points. In 2003, the score gap between students at the 75th percentile and students at the 25th percentile was 39 points.</li> </ul>	<table border="1"> <caption>Mathematics Scale Scores at Selected Percentiles</caption> <thead> <tr> <th>Year</th> <th>75th Percentile</th> <th>50th Percentile</th> <th>25th Percentile</th> </tr> </thead> <tbody> <tr> <td>'03</td> <td>272</td> <td>252</td> <td>233</td> </tr> <tr> <td>'05</td> <td>270</td> <td>251</td> <td>228</td> </tr> </tbody> </table> <p>Scores at selected percentiles on the NAEP mathematics scale indicate how well students at lower, middle, and higher levels performed.</p>	Year	75th Percentile	50th Percentile	25th Percentile	'03	272	252	233	'05	270	251	228
Year	75th Percentile	50th Percentile	25th Percentile										
'03	272	252	233										
'05	270	251	228										

# The estimate rounds to zero.

‡ Reporting standards not met.

\* Significantly different from 2005.

† Significantly higher than 2003. ‡ Significantly lower than 2003.

<sup>1</sup> 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 8 percent and 1 percent in 2005, respectively. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

<sup>2</sup> "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."

<sup>3</sup> For comparison, non-White students comprised 77 percent of students in large central city public schools and 40 percent in public schools nationally. Also, students eligible for free/reduced-price school lunch comprised 62 percent of students in large central city public schools and 39 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.