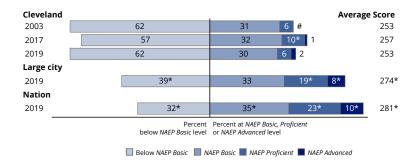


Overall Results

- In 2019, the average score of eighth-grade students in Cleveland was 253. This was lower than the average score of 274 for students in large cities.
- The average score for students in Cleveland in 2019 (253) was not significantly different from their average score in 2017 (257) and in 2003 (253).
- The percentage of students in Cleveland who performed at or above the NAEP Proficient level was 8 percent in 2019. This percentage was lower than that in 2017 (11 percent) and was not significantly different from that in 2003 (6 percent).
- The percentage of students in Cleveland who performed at or above the *NAEP Basic* level was 38 percent in 2019. This percentage was not significantly different from that in 2017 (43 percent) and in 2003 (38 percent).

NAEP Achievement-Level Percentages and Average Score Results



[#] Rounds to zero

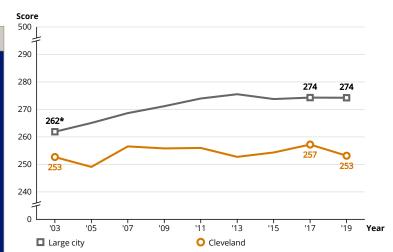
NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

Compare the Average Score in 2019 to Other Districts

In 2019, the average score in Cleveland (253) was



Average Scores for District and Large Cities



^{*} Significantly different (p < .05) from 2019. Significance tests were performed using unrounded numbers.

Results for Student Groups in 2019

| | Percentage of | Avg. | abov | tage at or re NAEP | Percentage at NAEP |
|----------------------------------|---------------|-------|-------|-----------------------|-----------------------|
| Reporting Groups | students | score | Basic | Proficient | Advanced |
| Race/Ethnicity | | | | | |
| White | 14 | 272 | 57 | 25 | 9 |
| Black | 65 | 249 | 34 | 4 | # |
| Hispanic | 17 | 248 | 34 | 8 | 1 |
| Asian | 1 | ‡ | ‡ | ‡ | ‡ |
| American Indian/Alaska Native | # | ‡ | ‡ | ‡ | ‡ |
| Native Hawaiian/Pacific Islander | # | ‡ | ‡ | ‡ | ‡ |
| Two or more races | 3 | ‡ | ‡ | ‡ | ‡ |
| Gender | | | | | |
| Male | 50 | 253 | 37 | 10 | 3 |
| Female | 50 | 253 | 39 | 7 | 1 |
| National School Lunch Program | | | | | |
| Eligible | 97 | 251 | 36 | 7 | 1 |
| Not eligible | 3 | ‡ | ‡ | ‡ | ‡ |
| # Rounds to zero. | | | | | |

[#] Rounds to zero. ‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Score Gaps for Student Groups

- In 2019, Black students had an average score that was 23 points lower than that for White students. This performance gap was not significantly different from that in 2003 (20 points).
- In 2019, Hispanic students had an average score that was 24 points lower than that for White students. This performance gap was not significantly different from that in 2003 (20 points).
- In 2019, male students in Cleveland had an average score that was not significantly different from that for female students.
- Data are not reported for students who were not eligible for the National School Lunch Program (NSLP) in 2019, because reporting standards were not met.



NOTE: The NAEP mathematics scale ranges from 0 to 500. Results presented in this report are based on public school students only. Beginning in 2009, results for charter schools are excluded from the TDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Score gap results for "White," "Black," and "Hispanic" presented in this report are based on the 6-category race/ethnicity variable with data available starting in early 1990s. Read more about how to interpret NAEP results from the mathematics assessment at interpret results. For more information and additional comparisons please visit the Nation's Report Card and NAEP Data Evolution.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003-2019 Mathematics Assessments.

^{*} Significantly different (p < .05) from district's results in 2019. Significance tests were performed using unrounded numbers.