In 2019, the average score of fourth-grade students in Cleveland was 218. This was lower than the average score of 235 for students in large cities.

The average score for students in Cleveland in 2019 (218) was higher than their average score in 2017 (214) and was not significantly different from their average score in 2003 (215).

The percentage of students in Cleveland who performed at or above the NAEP Proficient level was 13 percent in 2019. This percentage was not significantly different from that in 2017 (10 percent) and in 2003 (10 percent).

The percentage of students in Cleveland who performed at or above the NAEP Basic level was 55 percent in 2019. This percentage was higher than that in 2017 (49 percent) and was not significantly different from that in 2003 (51 percent).

In 2019, the percentage of students who were not eligible for the National School Lunch Program (NSLP) in 2019, because reporting standards were not met.

In 2019, male students had an average score that was 15 points lower than that for White students. This performance gap was not significantly different from that in 2003 (14 points).

In 2019, Hispanic students had an average score that was 8 points lower than that for White students. This performance gap was not significantly different from that in 2003 (14 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 TUDA 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 Assessments.

Average Scores for District and Large Cities

Score Gaps for Student Groups

In 2019, Black students had an average score that was 15 points lower than that for White students. This performance gap was not significantly different from that in 2003 (24 points).

In 2019, Hispanic students had an average score that was 8 points lower than that for White students. This performance gap was not significantly different from that in 2003 (14 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: 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. "American Indian/Alaska Native" includes American Indians or Alaska Natives. "Black" and "Hispanic" includes African American and Hispanic. Race categories exclude Hispanic origin.

Visitor Analytics

# Trends to zero.
* Significantly different (p < .05) from district’s results in 2019. Significance tests were performed using unrounded numbers.