

Wyoming

Grade 4 and 8 Public Schools

State

Reading 2015

This report provides selected results for Wyoming's public school students at grades 4 and 8 from the National Assessment of Educational Progress (NAEP) assessment in reading. Results are reported by average scale scores and by achievement levels (Basic, Proficient, and Advanced).

State-level results in reading are available for 11 assessment years (at grade 4 in 1992 and 1994, and at both grades 4 and 8 in 1998, 2002, 2003, 2005, 2007, 2009, 2011, 2013, and 2015), although not all states may have participated or met the criteria for reporting in every year. All 50 states, the District of Columbia, and the Department of Defense Education Activity schools (DoDEA) participated in the 2015 reading assessment at grades 4 and 8.

For more information about the assessment, visit the NAEP website at <http://nces.ed.gov/nationsreportcard/> which contains

- The Nation's Report Card™, Reading 2015
- The full set of national and state results in an interactive database
- Released test questions, scoring guides, and question-level performance data

NAEP is a project of the National Center for Education Statistics (NCES), reporting on the academic achievement of elementary and secondary students in the United States.

KEY FINDINGS FOR 2015

Grade 4:

- In 2015, the average reading score for fourth-grade students in Wyoming was 228. This was higher than that for the nation's public schools (221).
- The average score for students in Wyoming in 2015 (228) was higher than that in 1992 (223) and was higher than that in 2013 (226).
- In 2015, the percentage of students in Wyoming who performed at or above Proficient was 41 percent. This was greater than that for the nation's public schools (35 percent).
- The percentage of students in Wyoming who performed at or above Proficient in 2015 (41 percent) was greater than that in 1992 (33 percent) and in 2013 (37 percent).
- In 2015, the percentage of students in Wyoming who performed at or above Basic was 75 percent. This was greater than that for the nation's public schools (68 percent).
- The percentage of students in Wyoming who performed at or above Basic in 2015 (75 percent) was greater than that in 1992 (71 percent) and was not significantly different from that in 2013 (75 percent).

Grade 8:

- In 2015, the average reading score for eighth-grade students in Wyoming was 269. This was higher than that for the nation's public schools (264).
- The average score for students in Wyoming in 2015 (269) was higher than that in 1998 (263) and was lower than that in 2013 (271).
- In 2015, the percentage of students in Wyoming who performed at or above Proficient was 36 percent. This was greater than that for the nation's public schools (33 percent).
- The percentage of students in Wyoming who performed at or above Proficient in 2015 (36 percent) was greater than that in 1998 (31 percent) and was not significantly different from that in 2013 (38 percent).
- In 2015, the percentage of students in Wyoming who performed at or above Basic was 81 percent. This was greater than that for the nation's public schools (75 percent).
- The percentage of students in Wyoming who performed at or above Basic in 2015 (81 percent) was greater than that in 1998 (76 percent) and was smaller than that in 2013 (84 percent).

The U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, and National Assessment of Educational Progress (NAEP) has provided software that generated user-selectable data, statistical significance test result statements, and technical descriptions of the NAEP assessments for this report. Content may be added or edited by states or other jurisdictions. This document, therefore, is not an official publication of the National Center for Education Statistics.

Introduction

What Was Assessed?

The content for each NAEP assessment is determined by the National Assessment Governing Board. The framework for each assessment documents the content and process areas to be measured and sets guidelines for the types of questions to be used. The development process for the reading framework required the active participation of teachers, curriculum specialists, subject-matter specialists, local school administrators, parents, and other members of the general public. The current framework is available at the Governing Board's website <http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/reading/2015-reading-framework.pdf>.

The Reading Framework for the 2009 National Assessment of Educational Progress replaced the framework that guided the 1992 reading assessment and subsequent reading assessments through 2007. Based on results from special analysis, it was determined that even with a new framework, the results from the 2009 reading assessment could still be compared to those from previous assessment years. A summary of these analyses is available on the Web at http://nces.ed.gov/nationsreportcard/reading/trend_study.asp. The 2015 NAEP reading assessment used the same framework used in 2009, 2011, and 2013. Trends are reported from 1992 to 2015.

Types of Text

The framework calls for the use of both literary and informational texts in the reading assessment. Literary texts include three types at each grade: fiction, literary nonfiction, and poetry. Informational texts include exposition, argumentation/persuasive, and procedural texts. The inclusion of distinct text types is aligned with the framework's definition of reading, which recognizes that interaction with different texts elicit different ways of thinking and responding.

Literary texts (all three types at each grade)

- Fiction
- Literary Nonfiction
- Poetry

Informational texts (varies by grade level – see procedural appendix for more detail)

- Exposition
- Argumentation and Persuasive Text
- Procedural Texts and Documents

Cognitive Targets

All reading questions are aligned to cognitive reading behaviors applicable to both literary and informational text. The framework specifies three reading behaviors, or cognitive targets: locate/recall, integrate/interpret, and critique/evaluate. The term cognitive target refers to the mental processes or kinds of thinking that underlies reading comprehension.

- **Locate and recall:** When locating or recalling information from what they have read, students may identify explicitly stated main ideas or may focus on specific elements of a story.
- **Integrate and interpret:** When integrating and interpreting what they have read, students may make comparisons, explain character motivation, or examine relations of ideas across the text.
- **Critique and evaluate:** When critiquing or evaluating what they have read, students view the text

critically by examining it from numerous perspectives or may evaluate overall text quality or the effectiveness of particular aspects of the text.

Meaning Vocabulary

In addition, the framework calls for a systematic assessment of meaning vocabulary. Meaning vocabulary items function as both a measure of passage comprehension and of reader's knowledge of specific word meaning as used in the passage.

Assessment Design

The assessment contains reading materials that were drawn from sources commonly available to students both in and out of the school environment. These authentic materials were considered to be representative of students' typical reading experiences. Each student in the assessment was asked to complete two 25-minute sections, each consisting of a reading passage and associated questions. A combination of multiple-choice and constructed-response questions was used to assess students' understanding of the passages. Released NAEP reading passages and questions, along with student performance data by state, are available on the NAEP website at <http://nces.ed.gov/nationsreportcard/itmrlsx/>.

Who Was Assessed?

All 50 states, the District of Columbia, and the Department of Defense Education Activity schools (DoDEA) participated in the 2015 reading assessment at grades 4 and 8. In order for assessment results to be reported publicly, the overall participation rates for schools and students must meet guidelines established by the National Center for Education Statistics (NCES) and the National Assessment Governing Board. A participation rate of at least 85 percent for schools in each subject and grade was required. Participation rates for the 2015 reading assessment are available on the NAEP website at http://www.nationsreportcard.gov/reading_math_2015/#reading/about#participation.

The schools and students participating in NAEP assessments are selected to be representative both nationally and for public schools at the state level. The comparisons between national and state results in this report present the performance of public school students only. In NAEP reports, the category "nation (public)" does not include DoDEA or Bureau of Indian Education schools.

How Is Student Reading Performance Reported?

The 2015 state results are compared to results from 10 earlier assessments at grade 4 and from 8 earlier assessments at grade 8.

Scale Scores: Student performance is reported as an average score based on the NAEP reading scale, which ranges from 0 to 500 for grades 4 and 8. Because NAEP scales are developed independently for each subject and for each content area within a subject, the scores cannot be compared across subjects or across content areas within the same subject. Results are also reported at five percentiles (10th, 25th, 50th, 75th, and 90th) to show trends in performance for lower-, middle-, and higher-performing students.

Achievement Levels: Based on recommendations from policymakers, educators, and members of the general public, the Governing Board has set specific achievement levels for each subject area and grade. Achievement levels are performance standards indicating what students should know and be able to do. They provide another perspective with which to interpret student performance. NAEP results are reported in terms of three achievement levels—Basic, Proficient, and Advanced—and are expressed in terms of the percentage of students who attained each level. The three achievement levels are defined as follows:

- Basic denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
- Proficient represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and appropriate analytical skills.
- Advanced represents superior performance.

The achievement levels are cumulative; therefore, students performing at the Proficient level also display the competencies associated with the Basic level, and students at the Advanced level also demonstrate the competencies associated with both the Basic and the Proficient levels.

As provided by law, NCES, upon review of congressionally mandated evaluations of NAEP, has determined that achievement levels are to be used on a trial basis and should be interpreted with caution. The NAEP achievement levels have been widely used by national and state officials. The reading achievement-level descriptions are summarized in Figures 1-A and 1-B .

Basic Level (208) Fourth-grade students performing at the Basic level should be able to locate relevant information, make simple inferences, and use their understanding of the text to identify details that support a given interpretation or conclusion. Students should be able to interpret the meaning of a word as it is used in the text.

When reading literary texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the Basic level should be able to make simple inferences about characters, events, plot, and setting. They should be able to identify a problem in a story and relevant information that supports an interpretation of a text.

When reading informational texts such as articles and excerpts from books, fourth-grade students performing at the Basic level should be able to identify the main purpose and an explicitly stated main idea, as well as gather information from various parts of a text to provide supporting information.

Proficient Level (238) Fourth-grade students performing at the Proficient level should be able to integrate and interpret texts and apply their understanding of the text to draw conclusions and make evaluations.

When reading literary texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the Proficient level should be able to identify implicit main ideas and recognize relevant information that supports them. Students should be able to judge elements of an author's craft and provide some support for their judgment. They should be able to analyze character roles, actions, feelings, and motivations.

When reading informational texts such as articles and excerpts from books, fourth-grade students performing at the Proficient level should be able to locate relevant information, integrate information across texts, and evaluate the way an author presents information. Student performance at this level should demonstrate an understanding of the purpose for text features and an ability to integrate information from headings, text boxes, and graphics and their captions. They should be able to explain a simple cause-and-effect relationship and draw conclusions.

Advanced Level (268) Fourth-grade students performing at the Advanced level should be able to make complex inferences and construct and support their inferential understanding of the text. Students should be able to apply their understanding of a text to make and support a judgment.

When reading literary texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the Advanced level should be able to identify the theme in stories and poems and make complex inferences about characters' traits, feelings, motivations, and actions. They should be able to recognize characters' perspectives and evaluate characters' motivations. Students should be able to interpret characteristics of poems and evaluate aspects of text organization.

When reading informational texts such as articles and excerpts from books, fourth-grade students performing at the Advanced level should be able to make complex inferences about main ideas and supporting ideas. They should be able to express a judgment about the text and about text features and support the judgments with evidence. They should be able to identify the most likely cause given an effect, explain an author's point of view, and compare ideas across two texts.

NOTE: The scores in parentheses in the shaded boxes indicate the lowest point on the 0-500 scale at which the achievement-level range begins.

SOURCE: National Assessment Governing Board. (2014). Reading Framework for the 2015 National Assessment of Educational Progress. Washington, DC.

Basic Level (243) Eighth-grade students performing at the Basic level should be able to locate information; identify statements of main idea, theme, or author's purpose; and make simple inferences from texts. They should be able to interpret the meaning of a word as it is used in the text. Students performing at this level should also be able to state judgments and give some support about content and presentation of content.

When reading literary texts such as fiction, poetry, and literary nonfiction, eighth-grade students performing at the Basic level should recognize major themes and be able to identify, describe, and make simple inferences about setting and about character motivations, traits, and experiences. They should be able to state and provide some support for judgments about the way an author presents content and about character motivation.

When reading informational texts such as exposition and argumentation, eighth-grade students performing at the Basic level should be able to recognize inferences based on main ideas and supporting details. They should be able to locate and provide relevant facts to construct general statements about information from the text. Students should be able to provide some support for judgments about the way information is presented.

Proficient Level (281) Eighth-grade students performing at the Proficient level should be able to provide relevant information and summarize main ideas and themes. They should be able to make and support inferences about a text, connect parts of a text, and analyze text features. Students performing at this level should also be able to fully substantiate judgments about content and presentation of content.

When reading literary texts such as fiction, poetry, and literary nonfiction, eighth-grade students performing at the Proficient level should be able to make and support a connection between characters from two parts of a text. They should be able to recognize character actions and infer and support character feelings. Students performing at this level should be able to provide and support judgments about characters' motivations across texts. They should be able to identify how figurative language is used.

When reading informational texts such as exposition and argumentation, eighth-grade students performing at the Proficient level should be able to locate and provide facts and relevant information that support a main idea or purpose, interpret causal relations, provide and support a judgment about the author's argument or stance, and recognize rhetorical devices.

Advanced Level (323) Eighth-grade students performing at the Advanced level should be able to make connections within and across texts and to explain causal relations. They should be able to evaluate and justify the strength of supporting evidence and the quality of an author's presentation. Students performing at the Advanced level also should be able to manage the processing demands of analysis and evaluation by stating, explaining, and justifying.

When reading literary texts such as fiction, literary nonfiction, and poetry, eighth-grade students performing at the Advanced level should be able to explain the effects of narrative events. Within or across texts, they should be able to make thematic connections and make inferences about characters' feelings, motivations, and experiences.

When reading informational texts such as exposition and argumentation, eighth-grade students performing at the Advanced level should be able to infer and explain a variety of connections that are intratextual (such as the relation between specific information and the main idea) or intertextual (such as the relation of ideas across expository and argument texts). Within and across texts, students should be able to state and justify judgments about text features, choice of content, and the author's use of evidence and rhetorical devices.

NOTE: The scores in parentheses in the shaded boxes indicate the lowest point on the 0-500 scale at which the achievement-level range begins.

SOURCE: National Assessment Governing Board. (2014). Reading Framework for the 2015 National Assessment of Educational Progress. Washington, DC.

Assessing Students With Disabilities and/or English Language Learners

Testing accommodations, such as extra testing time or individual (rather than group) administration, are provided for students with disabilities (SD) and/or English language learners (ELL) who could not fairly and accurately demonstrate their abilities without modified test administration procedures. In 1996, administration procedures were introduced at the national level allowing certain accommodations for students requiring such accommodations to participate.

In state NAEP reading assessments prior to 1998, no testing accommodations or adaptations were permitted for SD and/or ELL students. In 1998, NAEP was administered using a split sample of schools—one sample in which accommodations were permitted for special-needs students who normally received them and another sample in which accommodations were not permitted. Therefore, there were two different sets of results available for 1998, and both are shown in the tables in this report. Please note that bullet statements only reference the results from the 1998 assessment where accommodations were permitted. Results for the assessment years where accommodations were not permitted in state NAEP reading assessments (1992 and 1994) are reported in the same tables as the results where accommodations were permitted (1998, 2002, 2003, 2005, 2007, 2009, 2011, 2013, and 2015).

Even with the availability of accommodations, however, some students may still be excluded from the NAEP assessment. Due to differences in policies and practices regarding the identification and inclusion of SD and/or ELL students, variations in exclusion and accommodation rates should be considered when comparing students' performance over time and across states. The types of accommodations used in the 2015 NAEP reading assessment are available on the NAEP website at http://www.nationsreportcard.gov/reading_math_2015/#reading/about#inclusion.

Interpreting Results

The scores and percentages in this report are estimates based on samples of students rather than on entire populations. In addition, the collection of questions used at each grade level is only a sample of the many questions that could have been asked to assess the skills and abilities described in the NAEP framework. Comparisons over time or between groups are based on statistical tests that consider both the size of the differences and the standard errors of the two statistics being compared. Standard errors are margins of error, and estimates based on smaller groups are likely to have larger margins of error. The size of the standard errors may also be influenced by other factors such as how representative the assessed students are of the entire population. Statistical tests that factor in these standard errors are used to determine whether the differences between average scores or percentages are significant. All differences were tested for statistical significance at the .05 level using unrounded numbers.

NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller standard errors. As a consequence, smaller differences are detected as statistically significant than were detected in previous assessments. In addition, estimates based on smaller groups are likely to have relatively large standard errors. Thus, some seemingly large differences may not be statistically significant. That is, it cannot be determined whether these differences are due to sampling error, or to true differences in the population of interest.

Differences between scores or percentages are discussed in this report only when they are significant from a statistical perspective. Significant differences between 2015 and prior assessments are marked with a notation (*) in the tables. Any differences in scores within a year or across years that are mentioned in the text as "higher," "lower," "greater," or "smaller" are statistically significant.

Score or percentage differences or gaps cited in this report are calculated based on differences between unrounded numbers. Therefore, the reader may find that the score or percentage difference cited in the text or tables may not be identical to the difference obtained from subtracting the rounded values shown in the accompanying tables or figures.

The reader is cautioned against making simple causal inferences between student performance and the other variables (e.g., race/ethnicity, gender, and type of school location) discussed in this report. A statistically significant relationship between a variable and measures of student performance does not imply that the variable causes differences in how well students perform. The relationship may be influenced by a number of other variables not accounted for in this report, such as family income, parental involvement, or student attitudes.

NAEP 2015 Reading Overall Average Score and Achievement-Level Results for Public School Students

Overall reading results for public school students from Wyoming are reported in this section, as well as regional and national results. The regions defined by the U.S. Census Bureau are Northeast, South, Midwest, and West (<http://nces.ed.gov/nationsreportcard/hsts/tabulations/regions.asp>). Trend data by region are not provided for assessment years prior to 2003.

Prior to 1998, testing accommodations were not provided for students with special needs in NAEP state reading assessments. For 1998, results are displayed for both the sample in which accommodations were permitted and the sample in which they were not permitted. Subsequent assessment results were based on the more inclusive samples. In the text of this report, comparisons to 1998 results refer only to the sample in which accommodations were permitted.

Overall Scale Score Results

Student performance is reported as an average score based on the NAEP reading scale, which ranges from 0 to 500 for grades 4 and 8.

Tables 1-A and 1-B show the overall performance results of grades 4 and 8 public school students in Wyoming, the nation (public), and the region. Prior to 2003, the list of states that comprise a given region for NAEP differed from the list used by the U.S. Census Bureau, which has been used in NAEP from 2003 onward. Therefore, the data for the state's region are given only for 2003, 2005, 2007, 2009, 2011, 2013, and 2015. The first column of results presents the average score on the NAEP reading scale. The remaining columns show the scores at selected percentiles. Percentiles indicate the percentages of students whose scores fell at or below a particular score. For example, the 25th percentile defines the cut point for the lowest 25 percent of students within the distribution of scale scores.

Grade 4 Scale Score Results

- In 2015, the average scale score for students in Wyoming was 228. This was higher than that for students across the nation (221).
- In Wyoming, the average scale score for students in 2015 was higher than that in 2013 (226). However, the average scale score for students in public schools across the nation in 2015 was not significantly different from that in 2013 (221).
- In Wyoming, the average scale score for students in 2015 was higher than the scores in 1992, 1994, 1998, 2002, 2003, 2005, 2007, 2009, 2011, and 2013.

Grade 8 Scale Score Results

- In 2015, the average scale score for students in Wyoming was 269. This was higher than that for students across the nation (264).
- In Wyoming, the average scale score for students in 2015 was lower than that in 2013 (271). Similarly, the average scale score for students in public schools across the nation in 2015 was lower than that in 2013 (266).
- In Wyoming, the average scale score for students in 2015 was higher than the scores in 1998, 2002, and 2007. However, it was lower than the score in 2013.

Table
1-A

The Nation's Report Card 2015 State Assessment

Average scale scores and selected percentile scores in NAEP reading for fourth-grade public school students, by year and jurisdiction: Various years, 1992–2015

Year and jurisdiction		Average scale score	10th percentile	25th percentile	50th percentile	75th percentile	90th percentile
1992 ¹	Nation (public)	215*	168*	192*	217*	240*	259*
	Wyoming	223*	183	204*	225*	244*	260*
1994 ¹	Nation (public)	212*	156*	187*	217*	241*	261*
	Wyoming	221*	179	201*	224*	244*	260*
1998 ¹	Nation (public)	215*	165*	192*	218*	242*	261*
	Wyoming	219*	175*	198*	221*	243*	261*
1998	Nation (public)	213*	161*	189*	215*	241*	260*
	Wyoming	218*	174*	196*	220*	242*	260*
2002	Nation (public)	217*	169*	194*	219*	242*	261*
	Wyoming	221*	179	202*	223*	243*	260*
2003	Nation (public)	216*	167*	193*	219*	243*	262*
	West ²	210*	158*	185*	213*	238*	258*
	Wyoming	222*	177*	201*	225*	246*	263*
2005	Nation (public)	217*	169*	194*	220*	243*	262*
	West ²	211*	160*	186*	214*	238*	258*
	Wyoming	223*	179*	203*	226*	246*	262
2007	Nation (public)	220*	173	198*	222*	244*	263*
	West ²	213*	162	189*	216*	240*	259*
	Wyoming	225*	183	206	228*	247*	264
2009	Nation (public)	220*	173	198*	222*	244*	263*
	West ²	213*	163	190*	216*	240*	259*
	Wyoming	223*	183	205*	225*	244*	259*
2011	Nation (public)	220*	173	198*	223*	245*	263*
	West ²	214	164	191	218	241*	260*
	Wyoming	224*	182	204*	226*	246*	262*
2013	Nation (public)	221	172	199	224	246	264
	West ²	216	164	193	220	243	262
	Wyoming	226*	185	208	229*	247*	263*
2015	Nation (public)	221	173	200	225	247	265
	West ²	216	164	193	221	244	263
	Wyoming	228	184	208	231	251	268

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2015.

¹ Accommodations were not permitted for this assessment.

² Region in which jurisdiction is located. Regional data are not provided for years prior to 2003 to be consistent with the U.S. Census Bureau defined regions.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2015 Reading Assessments.

Table
1-B

The Nation's Report Card 2015 State Assessment

Average scale scores and selected percentile scores in NAEP reading for eighth-grade public school students, by year and jurisdiction: Various years, 1998–2015

Year and jurisdiction		Average scale score	10th percentile	25th percentile	50th percentile	75th percentile	90th percentile
1998 ¹	Nation (public)	261*	215*	240*	264	286*	304*
	Wyoming	262*	220	244*	265*	285*	300*
1998	Nation (public)	261*	214*	238*	264*	285*	303*
	Wyoming	263*	221*	244	266*	286*	302*
2002	Nation (public)	263*	219	242	265	286*	303*
	Wyoming	265*	226	246	267*	285*	301*
2003	Nation (public)	261*	215*	240*	264*	286*	304*
	West ²	256*	206*	233*	259*	282*	301*
	Wyoming	267	227	248	269	288	305
2005	Nation (public)	260*	214*	238*	263*	285*	303*
	West ²	255*	207*	232*	257*	280*	299*
	Wyoming	268	229	249	270	289	305
2007	Nation (public)	261*	216*	240*	264*	285*	303*
	West ²	256*	207*	234*	259*	281*	300*
	Wyoming	266*	227	248	269	287	302*
2009	Nation (public)	262*	218	242*	265*	286*	304*
	West ²	257*	209*	236*	260*	282*	301*
	Wyoming	268	231	250	269	288	303*
2011	Nation (public)	264	219	243	266	287*	305*
	West ²	259*	212	237*	262*	284*	304
	Wyoming	270	229	251	272	291	307
2013	Nation (public)	266*	222*	245*	268*	289*	308*
	West ²	264*	219*	242	266	288	306
	Wyoming	271*	235*	253	272	290	306
2015	Nation (public)	264	218	243	266	288	306
	West ²	262	215	241	265	287	305
	Wyoming	269	229	250	271	290	307

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2015.¹ Accommodations were not permitted for this assessment.² Region in which jurisdiction is located. Regional data are not provided for years prior to 2003 to be consistent with the U.S. Census Bureau defined regions.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2015 Reading Assessments.

Overall Achievement-Level Results

Student results are reported as the percentages of students performing relative to performance standards set by the National Assessment Governing Board. These performance standards for what students should know and be able to do were based on the recommendations of broadly representative panels of educators and members of the public.

Tables 2-A and 2-B show the percentage of students at grades 4 and 8 who performed below Basic, at or above Basic, at or above Proficient, and at Advanced. Because the percentages are cumulative from Basic to Proficient to Advanced, they may sum to more than 100 percent. Only the percentage of students performing at or above Basic (which includes the students at Proficient and Advanced) plus the students below Basic will sum to 100 percent.

Grade 4 Achievement-Level Results

- In 2015, the percentage of Wyoming's students who performed at or above Proficient was 41 percent. This was greater than the percentage of the nation's public school students who performed at or above Proficient (35 percent).
- In Wyoming, the percentage of students who performed at or above Proficient in 2015 was greater than the percentages in 1992, 1994, 1998, 2002, 2003, 2005, 2007, 2009, 2011, and 2013.
- In 2015, the percentage of Wyoming's students who performed at or above Basic was 75 percent. This was greater than the percentage of the nation's public school students who performed at or above Basic (68 percent).
- In Wyoming, the percentage of students who performed at or above Basic in 2015 was greater than the percentages in 1992, 1994, 1998, 2002, 2003, 2005, 2009, and 2011, but was not significantly different from the percentages in 2007 and 2013.

Grade 8 Achievement-Level Results

- In 2015, the percentage of Wyoming's students who performed at or above Proficient was 36 percent. This was greater than the percentage of the nation's public school students who performed at or above Proficient (33 percent).
- In Wyoming, the percentage of students who performed at or above Proficient in 2015 was greater than the percentages in 1998 and 2002, but was not significantly different from the percentages in 2003, 2005, 2007, 2009, 2011, and 2013.
- In 2015, the percentage of Wyoming's students who performed at or above Basic was 81 percent. This was greater than the percentage of the nation's public school students who performed at or above Basic (75 percent).
- In Wyoming, the percentage of students who performed at or above Basic in 2015 was greater than the percentage in 1998, but was smaller than the percentage in 2013.

Table
2-A

The Nation's Report Card 2015 State Assessment

Percentage of fourth-grade public school students at or above NAEP reading achievement levels, by year and jurisdiction: Various years, 1992–2015

Year and jurisdiction		Below Basic	At or above Basic	At or above Proficient	At Advanced
1992 ¹	Nation (public)	40*	60*	27*	6*
	Wyoming	29*	71*	33*	5*
1994 ¹	Nation (public)	41*	59*	28*	7
	Wyoming	32*	68*	32*	6*
1998 ¹	Nation (public)	39*	61*	29*	6*
	Wyoming	35*	65*	30*	6*
1998	Nation (public)	42*	58*	28*	6*
	Wyoming	36*	64*	29*	6*
2002	Nation (public)	38*	62*	30*	6*
	Wyoming	32*	68*	31*	6*
2003	Nation (public)	38*	62*	30*	7*
	West ²	45*	55*	25*	6*
	Wyoming	31*	69*	34*	7*
2005	Nation (public)	38*	62*	30*	7*
	West ²	44*	56*	25*	6*
	Wyoming	29*	71*	34*	7*
2007	Nation (public)	34*	66*	32*	7*
	West ²	42*	58*	27*	6*
	Wyoming	27	73	36*	8
2009	Nation (public)	34*	66*	32*	7*
	West ²	41*	59*	27*	6*
	Wyoming	28*	72*	33*	5*
2011	Nation (public)	34*	66*	32*	7*
	West ²	40	60	28*	6
	Wyoming	29*	71*	34*	7*
2013	Nation (public)	33	67	34	8
	West ²	38	62	30	7
	Wyoming	25	75	37*	7*
2015	Nation (public)	32	68	35	8
	West ²	37	63	31	7
	Wyoming	25	75	41	10

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2015.¹ Accommodations were not permitted for this assessment.² Region in which jurisdiction is located. Regional data are not provided for years prior to 2003 to be consistent with the U.S. Census Bureau defined regions.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below Basic, 207 or lower; Basic, 208–237; Proficient, 238–267; and Advanced, 268 and above. At or above Basic includes Basic, Proficient, and Advanced. At or above Proficient includes Proficient and Advanced. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2015 Reading Assessments.

Table
2-B

The Nation's Report Card 2015 State Assessment

Percentage of eighth-grade public school students at or above NAEP reading achievement levels, by year and jurisdiction: Various years, 1998–2015

Year and jurisdiction		Below Basic	At or above Basic	At or above Proficient	At Advanced
1998 ¹	Nation (public)	28*	72*	31*	2*
	Wyoming	24*	76*	29*	2*
1998	Nation (public)	29*	71*	30*	2*
	Wyoming	24*	76*	31*	2
2002	Nation (public)	26	74	31*	2*
	Wyoming	22	78	31*	2*
2003	Nation (public)	28*	72*	30*	3*
	West ²	34*	66*	26*	2
	Wyoming	21	79	34	2
2005	Nation (public)	29*	71*	29*	3*
	West ²	35*	65*	24*	2*
	Wyoming	19	81	36	2
2007	Nation (public)	27*	73*	29*	2*
	West ²	33*	67*	25*	2*
	Wyoming	20	80	33	2
2009	Nation (public)	26*	74*	30*	2*
	West ²	32*	68*	26*	2*
	Wyoming	18	82	34	2
2011	Nation (public)	25	75	32*	3
	West ²	30*	70*	28*	3
	Wyoming	18	82	38	3
2013	Nation (public)	23*	77*	34*	4*
	West ²	25	75	32	3
	Wyoming	16*	84*	38	2
2015	Nation (public)	25	75	33	3
	West ²	27	73	31	3
	Wyoming	19	81	36	3

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2015.¹ Accommodations were not permitted for this assessment.² Region in which jurisdiction is located. Regional data are not provided for years prior to 2003 to be consistent with the U.S. Census Bureau defined regions.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below Basic, 242 or lower; Basic, 243–280; Proficient, 281–322; and Advanced, 323 and above. At or above Basic includes Basic, Proficient, and Advanced. At or above Proficient includes Proficient and Advanced. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2015 Reading Assessments.

Comparisons Between Wyoming, the Nation, and Participating States and Jurisdictions

All 50 states, the District of Columbia, and Department of Defense Education Activity schools (DoDEA) participated in the 2015 reading assessment at grades 4 and 8. References to "jurisdictions" in the results statements may include states, the District of Columbia, and DoDEA schools.

Comparisons by Scale Scores

Figures 2-A and 2-B compare Wyoming's 2015 overall reading scale scores at grades 4 and 8 with those of public schools in the nation and all other participating states and jurisdictions. The different shadings indicate whether the average score of the nation (public), a state, or a jurisdiction was found to be higher than, lower than, or not significantly different from that of Wyoming in the NAEP 2015 reading assessment.

Grade 4 Scale Score Comparison Results

- The average score for students in Wyoming was higher than 36 jurisdictions, not significantly different from 12 jurisdictions, and lower than 3 jurisdictions.

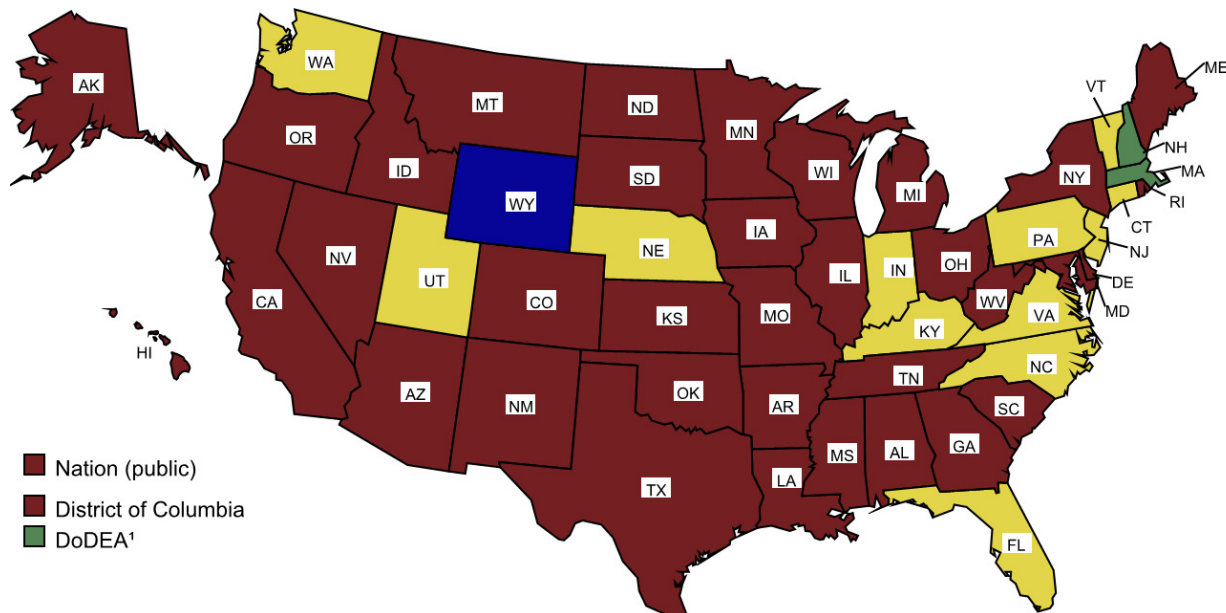
Grade 8 Scale Score Comparison Results

- The average score for students in Wyoming was higher than 23 jurisdictions, not significantly different from 23 jurisdictions, and lower than 5 jurisdictions.

Figure
2-A

The Nation's Report Card 2015 State Assessment

Wyoming's average scale score in NAEP reading for fourth-grade public school students compared with scores for the nation and other participating jurisdictions: 2015



☐ Focal state/jurisdiction (Wyoming)



Higher average scale score than Wyoming (3 jurisdictions)



Not significantly different from Wyoming (12 jurisdictions)



Lower average scale score than Wyoming (nation and 36 jurisdictions)

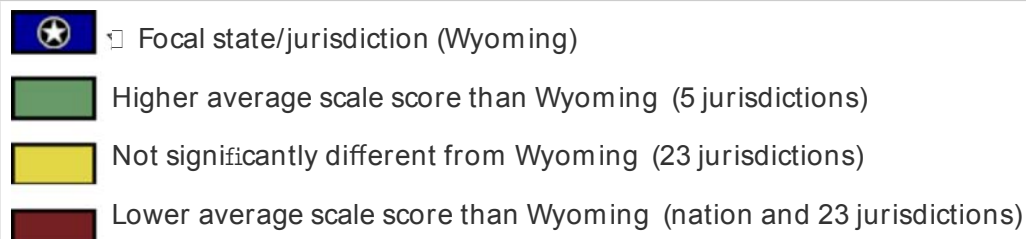
¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

Legend:

- Nation (public)
- District of Columbia
- DoDEA¹



NOTE: NOTE: Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

Comparisons by Achievement Levels

Figures 3-A and 3-B permit comparisons of all jurisdictions (and the nation) participating in the NAEP 2015 reading assessment in terms of percentages of grades 4 and 8 students performing at or above Proficient. The participating states and jurisdictions are grouped into categories that reflect whether the percentage of their students performing at or above Proficient (including Advanced) was found to be higher than, not significantly different from, or lower than the percentage in Wyoming.

Note that the selected state is listed first in its category, and the other states and jurisdictions within each category are listed alphabetically; statistical comparisons among jurisdictions in each of the three categories are not included in this report. However, statistical comparisons among states by achievement level can be calculated online by using the NAEP Data Explorer at <http://nces.ed.gov/nationsreportcard/naepdata/>.

Grade 4 Achievement-Level Comparison Results

- The percentage of students performing at or above the Proficient level in Wyoming was greater than the percentage in 30 jurisdictions, not significantly different from those in 18 jurisdictions, and smaller than those in 3 jurisdictions.
- The percentage of students performing at or above the Basic level in Wyoming was greater than the percentage in 33 jurisdictions, not significantly different from those in 15 jurisdictions, and smaller than those in 3 jurisdictions (data not shown).

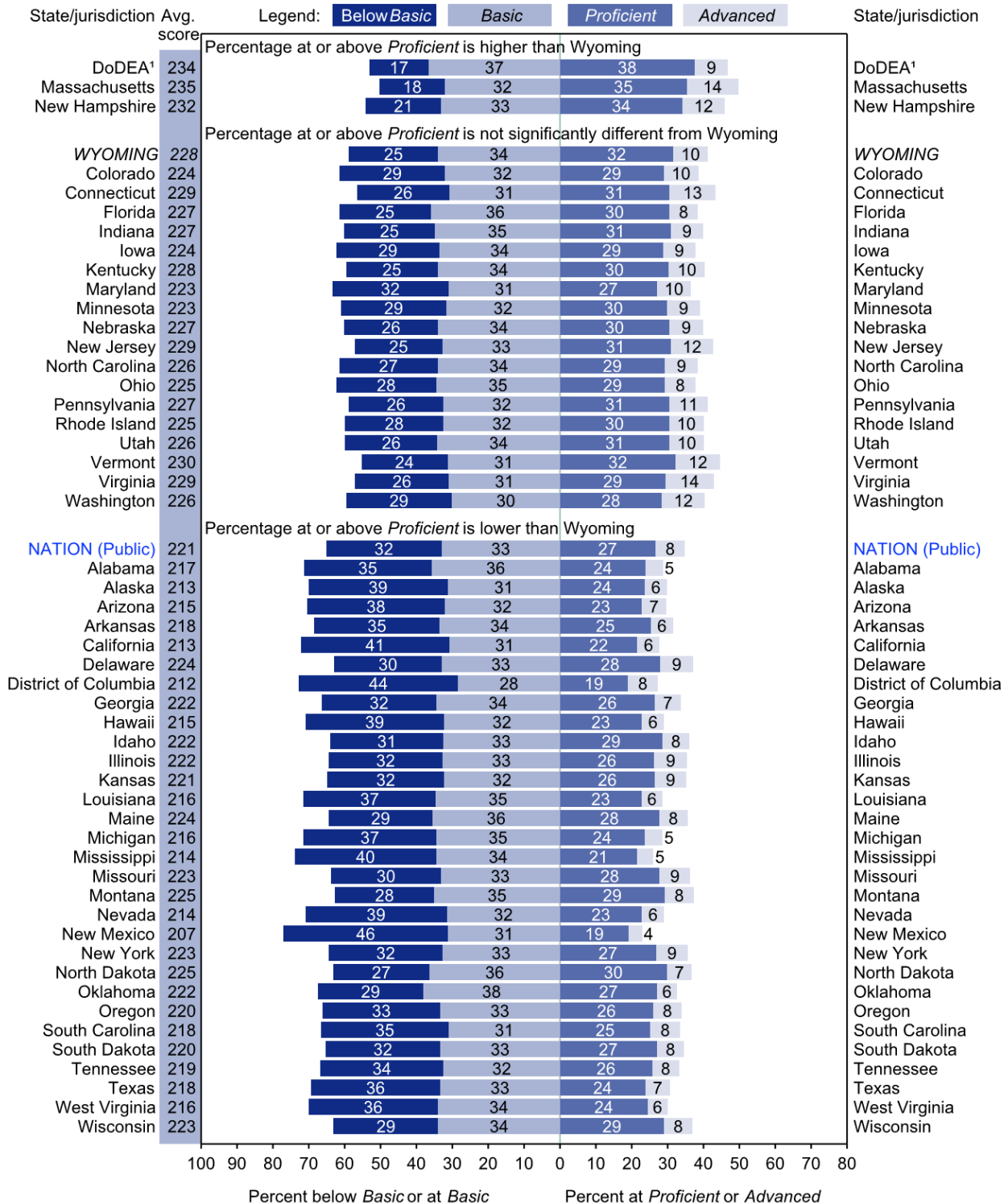
Grade 8 Achievement-Level Comparison Results

- The percentage of students performing at or above the Proficient level in Wyoming was greater than the percentage in 19 jurisdictions, not significantly different from those in 26 jurisdictions, and smaller than those in 6 jurisdictions.
- The percentage of students performing at or above the Basic level in Wyoming was greater than the percentage in 29 jurisdictions, not significantly different from those in 20 jurisdictions, and smaller than those in 2 jurisdictions (data not shown).

Figure
3-A

The Nation's Report Card 2015 State Assessment

Average scale scores in NAEP reading for fourth-grade public school students, percentage within each achievement level, and Wyoming's percentage at or above Proficient compared with the nation and other participating jurisdictions: 2015



¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: The bars above contain percentages of students in each NAEP Reading achievement level. Achievement levels corresponding to each population of students are aligned at the point where the Proficient category begins, so that they may be compared at Proficient and above. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers. The shaded bars are graphed using unrounded numbers.

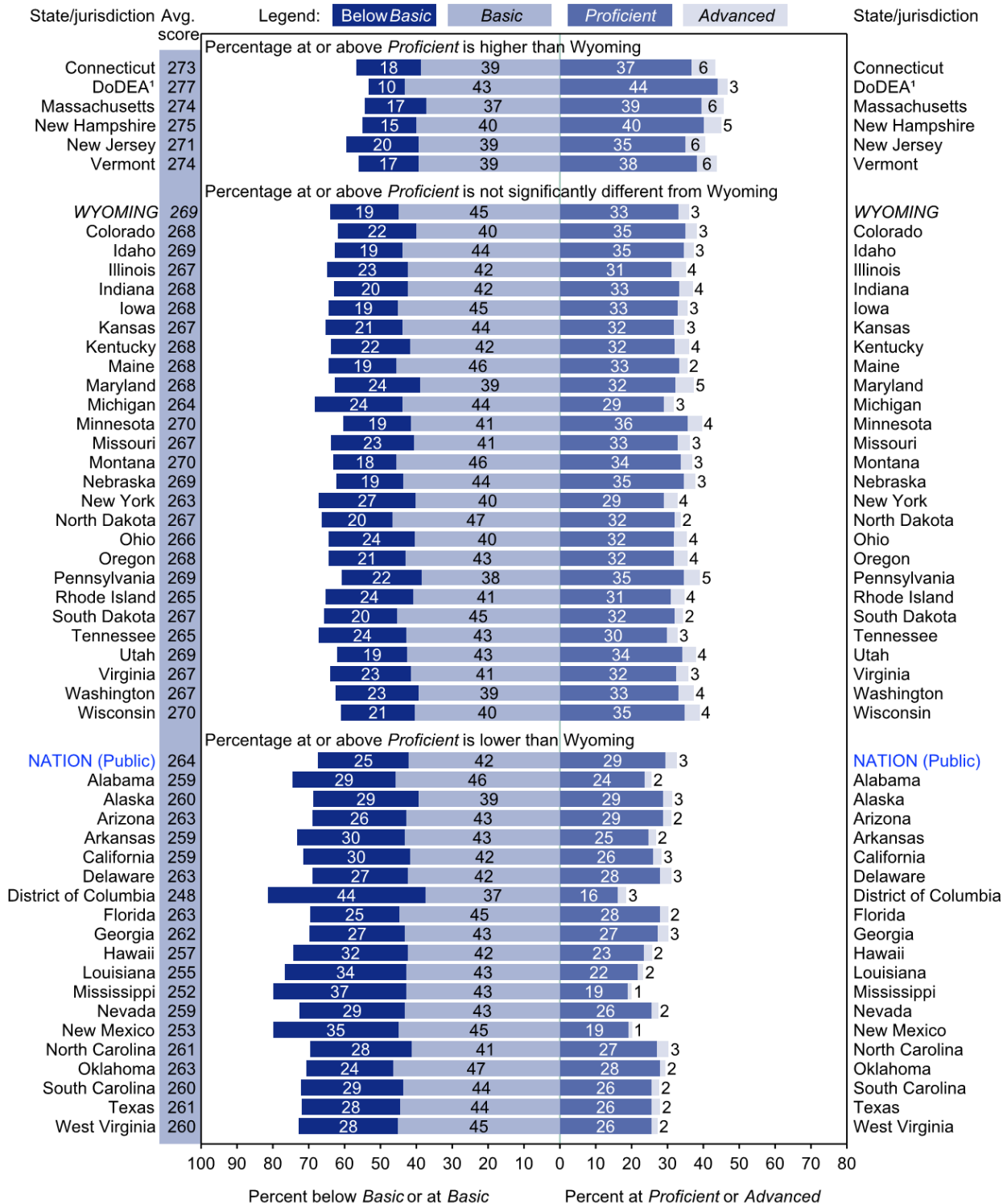
Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

Figure
3-B

The Nation's Report Card 2015 State Assessment

Average scale scores in NAEP reading for eighth-grade public school students, percentage within each achievement level, and Wyoming's percentage at or above Proficient compared with the nation and other participating jurisdictions: 2015



¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: The bars above contain percentages of students in each NAEP Reading achievement level. Achievement levels corresponding to each population of students are aligned at the point where the Proficient category begins, so that they may be compared at Proficient and above. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers. The shaded bars are graphed using unrounded numbers.

Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

Reading Performance of Selected Student Groups

This section of the report presents trend results for public school students in Wyoming and the nation by demographic characteristics. Student performance data are reported for

- race/ethnicity
- gender
- student eligibility for the National School Lunch Program
- type of school location (for 2007, 2009, 2011, 2013, and 2015)
- parents' highest level of education

Results for each of the variables are reported in tables that include the percentage of students in each group in the first column, and the average scale score in the second column. The columns to the right show the percentage of students below Basic and at or above each achievement level.

Results by students' race/ethnicity and gender include statements about score point differences between student groups (e.g., between White and Black or White and Hispanic students, or between male and female students) in 2015 and in the first assessment year. Because these differences are calculated using unrounded values, they may differ slightly from what would be obtained by subtracting the rounded values that appear in the tables. Statements indicating a narrowing or widening of the gap in students' scores are only made if the change in the gap from the first assessment year to 2015 was found to be statistically significant.

The reader is cautioned against making simple causal inferences about group differences, as a complex mix of educational and socioeconomic factors may affect student performance. NAEP collects information on many additional variables, including school and home factors related to achievement. This information is in an interactive database available on the NAEP website <http://nces.ed.gov/nationsreportcard/naepdata/>.

Race/Ethnicity

Prior to 2011, student race/ethnicity was obtained from school records and reported for the six mutually exclusive categories shown below:

- White
- Black
- Hispanic
- Asian/Pacific Islander
- American Indian/Alaska Native
- Unclassified (not shown in tables)

Students who identified with more than one of the other five categories were classified as "Other" and were included as part of the "Unclassified" category along with students who had a background other than the ones listed or whose race/ethnicity could not be determined.

In compliance with new standards from the U.S. Office of Management and Budget for collecting and reporting data on race/ethnicity, additional information was collected in 2011 so that results could be reported separately for Asian students, Native Hawaiian/Other Pacific Islander students, and students identifying with two or more races. Beginning in 2011, all of the students participating in NAEP were identified as one of the seven racial/ethnic categories listed below:

- White
- Black or African American
- Hispanic
- Asian
- American Indian/Alaska Native
- Native Hawaiian/Other Pacific Islander
- Two or more races

As in earlier years, students identified as Hispanic were classified as Hispanic in 2011, 2013, and 2015 even if they were also identified with another racial/ethnic group. Students who identified with two or more of the other racial/ethnic groups (e.g., White and Black) would have been classified as "Other" and reported as part of the "Unclassified" category prior to 2011, and classified as "Two or more races" in 2011, 2013, and 2015.

When comparing the results for racial/ethnic groups prior to 2011, data for Asian and Native Hawaiian/Other Pacific Islander students are combined into a single Asian/Pacific Islander category.

Tables 3-A and 3-B show average scale scores and percentage of students by achievement-level data for public school students at grades 4 and 8 in Wyoming and the nation, by race/ethnicity.

Grade 4 Scale Score Results by Race/Ethnicity

- In 2015, White students in Wyoming had an average scale score that was higher than the average scores of Hispanic and American Indian/Alaska Native students.
- In 2015, the average scale score of White students in Wyoming was higher than their respective scores in 1992, 1994, 1998, 2002, 2003, 2005, 2007, 2009, 2011, and 2013.
- In 2015, the average scale score of Hispanic students in Wyoming was higher than their respective scores in 1992, 1998, 2002, and 2005, but not significantly different from their respective scores in 1994, 2003, 2007, 2009, 2011, and 2013.
- In 2015, the average scale score of American Indian/Alaska Native students in Wyoming was higher than their respective score in 2003, but not significantly different from their respective scores in 1992, 1994, 1998, 2002, 2007, 2009, 2011, and 2013.
- Data are not reported for Black students in 2015, because reporting standards were not met.
- In 2015, Hispanic students in Wyoming had an average score that was lower than that of White students by 16 points. In 1992, the average score for Hispanic students was lower than that of White students by 19 points.

Grade 4 Achievement-Level Results by Race/Ethnicity

- In 2015 in Wyoming, the percentage of White students performing at or above Proficient was greater than the corresponding percentages of Hispanic and American Indian/Alaska Native students.
- In 2015, the percentage of White students in Wyoming performing at or above Proficient was greater than the percentages of their respective peers in 1992, 1994, 1998, 2002, 2003, 2005, 2007, 2009, 2011, and 2013.
- In 2015, the percentage of Hispanic students in Wyoming performing at or above Proficient was greater than the percentages of their respective peers in 1992, 1998, 2002, and 2005, but not significantly different from the percentages of their respective peers in 1994, 2003, 2007, 2009, 2011, and 2013.
- In 2015, the percentage of American Indian/Alaska Native students in Wyoming performing at or above Proficient was not significantly different from the percentages of their respective peers in 1992, 1994, 1998, 2002, 2003, 2007, 2009, 2011, and 2013.

Table
3-A

The Nation's Report Card 2015 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 1992–2015

Race/ethnicity, year, and jurisdiction			Average scale score	Percent			
				Below Basic	At or above Basic	At or above Proficient	At Advanced
White							
1992 ¹	Nation (public)	72*	223*	31*	69*	33*	8*
	Wyoming	90*	225*	27*	73*	35*	6*
1994 ¹	Nation (public)	71*	222*	31*	69*	35*	9*
	Wyoming	90*	223*	30*	70*	33*	6*
1998 ¹	Nation (public)	69*	224*	30*	70*	36*	8*
	Wyoming	87*	221*	33*	67*	32*	7*
1998	Nation (public)	64*	223*	31*	69*	36*	9*
	Wyoming	88*	220*	34*	66*	31*	7*
2002	Nation (public)	60*	227*	26*	74*	39*	9*
	Wyoming	83*	224*	28*	72*	34*	6*
2003	Nation (public)	59*	227*	26*	74*	39*	10*
	Wyoming	86*	224*	29*	71*	36*	8*
2005	Nation (public)	57*	228*	25*	75*	39*	10*
	Wyoming	84*	227*	25*	75*	38*	8*
2007	Nation (public)	56*	230*	23*	77*	42*	10*
	Wyoming	84*	228*	23	77	39*	9
2009	Nation (public)	54*	229*	23*	77*	41*	10*
	Wyoming	84*	224*	26*	74*	34*	5*
2011	Nation (public)	52*	230*	23*	77*	42*	10*
	Wyoming	80*	227*	25	75	38*	8*
2013	Nation (public)	51*	231	21	79	45	11
	Wyoming	79*	229*	21	79	41*	8*
2015	Nation (public)	49	232	21	79	46	11
	Wyoming	77	232	21	79	45	11

See notes at end of table.

Table
3-A

The Nation's Report Card 2015 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 1992–2015
—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below Basic	At or above Basic	At or above Proficient	At Advanced
Black							
1992 ¹	Nation (public)	18*	191*	69*	31*	8*	1*
	Wyoming	1	‡	‡	‡	‡	‡
1994 ¹	Nation (public)	18*	184*	72*	28*	8*	1*
	Wyoming	1	‡	‡	‡	‡	‡
1998 ¹	Nation (public)	17*	192*	66*	34*	9*	1*
	Wyoming	1	‡	‡	‡	‡	‡
1998	Nation (public)	16	192*	66*	34*	10*	1*
	Wyoming	1	‡	‡	‡	‡	‡
2002	Nation (public)	18*	198*	61*	39*	12*	1*
	Wyoming	2*	‡	‡	‡	‡	‡
2003	Nation (public)	17*	197*	61*	39*	12*	2*
	Wyoming	1	‡	‡	‡	‡	‡
2005	Nation (public)	17*	199*	59*	41*	12*	2*
	Wyoming	1	‡	‡	‡	‡	‡
2007	Nation (public)	17*	203*	54*	46*	14*	2
	Wyoming	2*	‡	‡	‡	‡	‡
2009	Nation (public)	16*	204*	53*	47*	15*	2*
	Wyoming	2*	‡	‡	‡	‡	‡
2011	Nation (public)	16	205	51*	49*	16*	2
	Wyoming	1	‡	‡	‡	‡	‡
2013	Nation (public)	15	205	50	50	17	2
	Wyoming	1	‡	‡	‡	‡	‡
2015	Nation (public)	15	206	49	51	18	2
	Wyoming	1	‡	‡	‡	‡	‡

See notes at end of table.

Table
3-A

The Nation's Report Card 2015 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 1992–2015
—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below Basic	At or above Basic	At or above Proficient	At Advanced
Hispanic							
1992 ¹	Nation (public)	7*	194*	63*	37*	10*	1
	Wyoming	6*	206*	51*	49*	15*	1
1994 ¹	Nation (public)	7*	186*	68*	32*	11*	2
	Wyoming	6*	208	51*	49*	19	3
1998 ¹	Nation (public)	10*	194*	62*	38*	12*	2
	Wyoming	7*	206	49	51	17	2
1998	Nation (public)	14*	192*	64*	36*	12*	2*
	Wyoming	7*	205*	53*	47*	16*	2
2002	Nation (public)	17*	199*	57*	43*	14*	2*
	Wyoming	9*	207*	48	52	15*	1
2003	Nation (public)	18*	199*	57*	43*	14*	2*
	Wyoming	8*	214	41	59	23	4
2005	Nation (public)	19*	201*	56*	44*	15*	2*
	Wyoming	11*	204*	52*	48*	16*	2
2007	Nation (public)	20*	204*	51*	49*	17*	3
	Wyoming	10*	210	44	56	21	3
2009	Nation (public)	21*	204*	52*	48*	16*	2*
	Wyoming	10*	212	42	58	22	2
2011	Nation (public)	23*	205	50*	50*	18*	2
	Wyoming	14	213	42	58	21	3
2013	Nation (public)	25*	207	48	52	19	3
	Wyoming	13*	215	37	63	24	3
2015	Nation (public)	26	208	46	54	21	3
	Wyoming	15	216	39	61	27	4

See notes at end of table.

Table
3-A

The Nation's Report Card 2015 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 1992–2015
—Continued

Race/ethnicity, year, and jurisdiction	Percentage of students	Average scale score	Percent				
			Below Basic	At or above Basic	At or above Proficient	At Advanced	
Asian/Pacific Islander							
1992 ¹	Nation (public)	2*	215*	41*	59*	23*	4*
	Wyoming	1	‡	‡	‡	‡	‡
1994 ¹	Nation (public)	3*	217*	36*	64*	34*	9
	Wyoming	1	‡	‡	‡	‡	‡
1998 ¹	Nation (public)	2*	218*	39*	61*	31*	10*
	Wyoming	1	‡	‡	‡	‡	‡
1998	Nation (public)	4	211*	45*	55*	27*	10*
	Wyoming	1	‡	‡	‡	‡	‡
2002	Nation (public)	4*	223*	31*	69*	36*	9*
	Wyoming	1	‡	‡	‡	‡	‡
2003	Nation (public)	4*	225*	31*	69*	37*	11*
	Wyoming	1	‡	‡	‡	‡	‡
2005	Nation (public)	4*	227*	28*	72*	40*	12*
	Wyoming	1	‡	‡	‡	‡	‡
2007	Nation (public)	5*	231*	24*	76*	45*	14*
	Wyoming	1	‡	‡	‡	‡	‡
2009	Nation (public)	5	234	21	79	48	17
	Wyoming	1	‡	‡	‡	‡	‡
2011	Nation (public)	5	234	21	79	49	17
	Wyoming	1	‡	‡	‡	‡	‡
2013	Nation (public)	5	235	21	79	51	18
	Wyoming	1	‡	‡	‡	‡	‡
2015	Nation (public)	5	238	19	81	53	19
	Wyoming	1	‡	‡	‡	‡	‡

See notes at end of table.

Table
3-A

The Nation's Report Card 2015 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 1992–2015
—Continued

Race/ethnicity, year, and jurisdiction	Percentage of students	Average scale score	Percent			
			Below Basic	At or above Basic	At or above Proficient	At Advanced
American Indian/Alaska Native						
1992 ¹ Nation (public)	1	‡	‡	‡	‡	‡
Wyoming	2	203	56	44	10	3
1994 ¹ Nation (public)	1	212	40	60	31	7
Wyoming	2	201	55	45	14	2
1998 ¹ Nation (public)	1*	‡	‡	‡	‡	‡
Wyoming	3	198	60	40	12	1
1998 Nation (public)	1	‡	‡	‡	‡	‡
Wyoming	3	197	64	36	10	1
2002 Nation (public)	1*	207	49	51	22	5
Wyoming	4	210	50	50	23	3
2003 Nation (public)	1*	202*	53*	47*	16*	2
Wyoming	4	189*	70	30	10	1
2005 Nation (public)	1*	205	51	49	19	3
Wyoming	3	‡	‡	‡	‡	‡
2007 Nation (public)	1	206	49	51	20	4
Wyoming	4	200	56	44	18	2
2009 Nation (public)	1	206	48	52	22	5
Wyoming	3	205	48	52	19	2
2011 Nation (public)	1	204	51	49	19	4
Wyoming	3	192	65	35	11	2
2013 Nation (public)	1	206	48	52	22	4
Wyoming	4	199	59	41	9	1
2015 Nation (public)	1	206	47	53	22	4
Wyoming	4	204	53	47	21	5

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2015.

¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below Basic, 207 or lower; Basic, 208–237; Proficient, 238–267; and Advanced, 268 and above. At or above Basic includes Basic, Proficient, and Advanced. At or above Proficient includes Proficient and Advanced. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2015 Reading Assessments.

Grade 8 Scale Score Results by Race/Ethnicity

- In 2015, White students in Wyoming had an average scale score that was higher than the average score of Hispanic students.
- In 2015, the average scale score of White students in Wyoming was higher than their respective scores in 1998, 2002, 2003, and 2007, but not significantly different from their respective scores in 2005, 2009, 2011, and 2013.
- In 2015, the average scale score of Hispanic students in Wyoming was higher than their respective scores in 2002 and 2007, but not significantly different from their respective scores in 1998, 2003, 2005, 2009, 2011, and 2013.
- Data are not reported for Black students in 2015, because reporting standards were not met.
- In 2015, Hispanic students in Wyoming had an average score that was lower than that of White students by 14 points. In 1998, the average score for Hispanic students was lower than that of White students by 15 points.

Grade 8 Achievement-Level Results by Race/Ethnicity

- In 2015 in Wyoming, the percentage of White students performing at or above Proficient was greater than the percentage of Hispanic students.
- In 2015, the percentage of White students in Wyoming performing at or above Proficient was greater than the percentages of their respective peers in 1998, 2002, and 2007, but not significantly different from the percentages of their respective peers in 2003, 2005, 2009, 2011, and 2013.
- In 2015, the percentage of Hispanic students in Wyoming performing at or above Proficient was greater than the percentages of their respective peers in 2002 and 2007, but not significantly different from the percentages of their respective peers in 1998, 2003, 2005, 2009, 2011, and 2013.

Table
3-B

The Nation's Report Card 2015 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 1998–2015

Race/ethnicity, year, and jurisdiction			Average scale score	Percent			
				Below Basic	At or above Basic	At or above Proficient	At Advanced
White							
1998 ¹	Nation (public)	68*	269*	20*	80*	38*	3*
	Wyoming	89*	264*	23*	77*	31*	2*
1998	Nation (public)	68*	268*	21*	79*	37*	3*
	Wyoming	89*	265*	23*	77*	32*	2
2002	Nation (public)	64*	271*	17	83	39*	3*
	Wyoming	88*	267*	19	81	33*	2*
2003	Nation (public)	61*	270*	18*	82*	39*	4*
	Wyoming	88*	269*	18	82	36	2
2005	Nation (public)	60*	269*	19*	81*	37*	3*
	Wyoming	87*	270	17	83	38	2
2007	Nation (public)	58*	270*	17*	83*	38*	3*
	Wyoming	85*	269*	17	83	36*	2
2009	Nation (public)	57*	271*	17	83	39*	3*
	Wyoming	84*	269	17	83	36	2*
2011	Nation (public)	54*	272	16	84	41*	4
	Wyoming	82*	272	16	84	40	3
2013	Nation (public)	53*	275*	15*	85*	44*	5*
	Wyoming	81*	273	13	87	40	3
2015	Nation (public)	51	273	16	84	42	4
	Wyoming	79	272	16	84	39	3

See notes at end of table.

Table
3-B

The Nation's Report Card 2015 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 1998–2015
—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below Basic	At or above Basic	At or above Proficient	At Advanced
Black							
1998 ¹	Nation (public)	15	241*	51*	49*	11*	#
	Wyoming	1	‡	‡	‡	‡	‡
1998	Nation (public)	16	242*	50*	50*	11	#
	Wyoming	1	‡	‡	‡	‡	‡
2002	Nation (public)	15	244*	46*	54*	13*	#
	Wyoming	1	‡	‡	‡	‡	‡
2003	Nation (public)	17*	244*	47*	53*	12*	#
	Wyoming	2	‡	‡	‡	‡	‡
2005	Nation (public)	17*	242*	49*	51*	11*	#
	Wyoming	1	‡	‡	‡	‡	‡
2007	Nation (public)	17*	244*	46*	54*	12*	#*
	Wyoming	1	‡	‡	‡	‡	‡
2009	Nation (public)	16	245*	44	56	13*	#*
	Wyoming	1	‡	‡	‡	‡	‡
2011	Nation (public)	16	248	42	58	14	1
	Wyoming	1	‡	‡	‡	‡	‡
2013	Nation (public)	15	250*	40*	60*	16	1
	Wyoming	1	‡	‡	‡	‡	‡
2015	Nation (public)	15	247	42	58	15	1
	Wyoming	1	‡	‡	‡	‡	‡

See notes at end of table.

Table
3-B

The Nation's Report Card 2015 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 1998–2015
—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below Basic	At or above Basic	At or above Proficient	At Advanced
Hispanic							
1998 ¹	Nation (public)	12*	243*	47*	53*	14*	#*
	Wyoming	6*	243*	42*	58*	15	#
1998	Nation (public)	12*	241*	48*	52*	13*	#
	Wyoming	6*	250	37	63	19	#
2002	Nation (public)	15*	245*	44*	56*	14*	#
	Wyoming	6*	249*	40	60	13*	#
2003	Nation (public)	15*	244*	46*	54*	14*	1
	Wyoming	6*	255	34	66	20	1
2005	Nation (public)	17*	245*	45*	55*	14*	1
	Wyoming	7*	256	32	68	21	1
2007	Nation (public)	18*	246*	43*	57*	14*	1*
	Wyoming	9*	248*	38	62	13*	#
2009	Nation (public)	20*	248*	41*	59*	16*	1
	Wyoming	10*	259	28	72	23	#
2011	Nation (public)	22*	251	37	63	18	1
	Wyoming	11*	258	31	69	26	1
2013	Nation (public)	23*	255*	33	67	21	1
	Wyoming	12*	261	24	76	25	1
2015	Nation (public)	25	253	35	65	20	1
	Wyoming	14	258	28	72	24	1

See notes at end of table.

Table
3-B

The Nation's Report Card 2015 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 1998–2015
—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below Basic	At or above Basic	At or above Proficient	At Advanced
Asian/Pacific Islander							
1998 ¹	Nation (public)	3*	265	25	75	32*	3*
	Wyoming	1	‡	‡	‡	‡	‡
1998	Nation (public)	4*	261	27	73	30*	3*
	Wyoming	1	‡	‡	‡	‡	‡
2002	Nation (public)	4*	265*	25*	75*	34*	3*
	Wyoming	1	‡	‡	‡	‡	‡
2003	Nation (public)	4*	268*	22*	78*	38*	5*
	Wyoming	1	‡	‡	‡	‡	‡
2005	Nation (public)	4*	270*	21*	79*	39*	5*
	Wyoming	#	‡	‡	‡	‡	‡
2007	Nation (public)	5*	269*	21*	79*	40*	5*
	Wyoming	1	‡	‡	‡	‡	‡
2009	Nation (public)	5	273*	18	82	44*	6*
	Wyoming	1	‡	‡	‡	‡	‡
2011	Nation (public)	5	275	18	82	46	8
	Wyoming	1	‡	‡	‡	‡	‡
2013	Nation (public)	5	279	15	85	50	9
	Wyoming	1	‡	‡	‡	‡	‡
2015	Nation (public)	6	279	15	85	50	9
	Wyoming	1	‡	‡	‡	‡	‡

See notes at end of table.

Table
3-B

The Nation's Report Card 2015 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 1998–2015
—Continued

Race/ethnicity, year, and jurisdiction	Percentage of students	Average scale score	Percent			
			Below Basic	At or above Basic	At or above Proficient	At Advanced
American Indian/Alaska Native						
1998 ¹ Nation (public)	#*	‡	‡	‡	‡	‡
Wyoming	3	249	37	63	13	1
1998 Nation (public)	#*	‡	‡	‡	‡	‡
Wyoming	4	241	46	54	12	#
2002 Nation (public)	1	252	36	64	18	1
Wyoming	3	247	43	57	15	#
2003 Nation (public)	1*	248	41	59	18	1
Wyoming	3	242	52	48	8	#
2005 Nation (public)	1	251	39	61	18	1
Wyoming	4	251	35	65	15	#
2007 Nation (public)	1*	248*	42	58	19	2
Wyoming	4	253	35	65	23	1
2009 Nation (public)	1	252	37	63	21	2
Wyoming	3	‡	‡	‡	‡	‡
2011 Nation (public)	1	253	36	64	22	2
Wyoming	3	‡	‡	‡	‡	‡
2013 Nation (public)	1	252	37	63	19	1
Wyoming	3	248	41	59	12	#
2015 Nation (public)	1	253	36	64	22	2
Wyoming	3	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2015.¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below Basic, 242 or lower; Basic, 243–280; Proficient, 281–322; and Advanced, 323 and above. At or above Basic includes Basic, Proficient, and Advanced. At or above Proficient includes Proficient and Advanced. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2015 Reading Assessments.

Tables 4-A and 4-B show average scale scores and percentage of students by achievement-level data for the seven racial/ethnic categories used in 2011, 2013, and 2015: White, Black, Hispanic, Asian, American Indian/Alaska Native, Native Hawaiian/Other Pacific Islander, and Two or more races at grades 4 and 8 in Wyoming and the nation.

Table
4-A

The Nation's Report Card 2015 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: 2011, 2013 and 2015

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below Basic	At or above Basic	At or above Proficient	At Advanced
White							
2011	Nation (public)	52*	230*	23*	77*	42*	10*
	Wyoming	80*	227*	25	75	38*	8*
2013	Nation (public)	51*	231	21	79	45	11
	Wyoming	79*	229*	21	79	41*	8*
2015	Nation (public)	49	232	21	79	46	11
	Wyoming	77	232	21	79	45	11
Black							
2011	Nation (public)	16	205	51*	49*	16*	2
	Wyoming	1	‡	‡	‡	‡	‡
2013	Nation (public)	15	205	50	50	17	2
	Wyoming	1	‡	‡	‡	‡	‡
2015	Nation (public)	15	206	49	51	18	2
	Wyoming	1	‡	‡	‡	‡	‡
Hispanic							
2011	Nation (public)	23*	205	50*	50*	18*	2
	Wyoming	14	213	42	58	21	3
2013	Nation (public)	25*	207	48	52	19	3
	Wyoming	13*	215	37	63	24	3
2015	Nation (public)	26	208	46	54	21	3
	Wyoming	15	216	39	61	27	4
Asian							
2011	Nation (public)	5	236	19	81	51	18
	Wyoming	1	‡	‡	‡	‡	‡
2013	Nation (public)	5	237	19	81	53	18
	Wyoming	1	‡	‡	‡	‡	‡
2015	Nation (public)	5	240	17	83	56	21
	Wyoming	1	‡	‡	‡	‡	‡

See notes at end of table.

Table
4-A

The Nation's Report Card 2015 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: 2011, 2013 and 2015—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below Basic	At or above Basic	At or above Proficient	At Advanced
American Indian/Alaska Native							
2011	Nation (public)	1	204	51	49	19	4
	Wyoming	3	192	65	35	11	2
2013	Nation (public)	1	206	48	52	22	4
	Wyoming	4	199	59	41	9	1
2015	Nation (public)	1	206	47	53	22	4
	Wyoming	4	204	53	47	21	5
Native Hawaiian/Other Pacific Islander							
2011	Nation (public)	#	214	40	60	27	5
	Wyoming	#	‡	‡	‡	‡	‡
2013	Nation (public)	#	210	44	56	25	5
	Wyoming	#	‡	‡	‡	‡	‡
2015	Nation (public)	#	212	42	58	26	5
	Wyoming	#	‡	‡	‡	‡	‡
Two or more races							
2011	Nation (public)	2*	225	29	71	37	10
	Wyoming	2*	‡	‡	‡	‡	‡
2013	Nation (public)	3*	225	29	71	39	10
	Wyoming	2*	‡	‡	‡	‡	‡
2015	Nation (public)	3	226	28	72	38	10
	Wyoming	2	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2015.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below Basic, 207 or lower; Basic, 208–237; Proficient, 238–267; and Advanced, 268 and above. At or above Basic includes Basic, Proficient, and Advanced. At or above Proficient includes Proficient and Advanced. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011, 2013 and 2015 Reading Assessments.

Table
4-B

The Nation's Report Card 2015 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: 2011, 2013 and 2015

Race/ethnicity, year, and jurisdiction			Average scale score	Percent			
				Below Basic	At or above Basic	At or above Proficient	At Advanced
White							
2011	Nation (public)	54*	272	16	84	41*	4
	Wyoming	82*	272	16	84	40	3
2013	Nation (public)	53*	275*	15*	85*	44*	5*
	Wyoming	81*	273	13	87	40	3
2015	Nation (public)	51	273	16	84	42	4
	Wyoming	79	272	16	84	39	3
Black							
2011	Nation (public)	16	248	42	58	14	1
	Wyoming	1	‡	‡	‡	‡	‡
2013	Nation (public)	15	250*	40*	60*	16	1
	Wyoming	1	‡	‡	‡	‡	‡
2015	Nation (public)	15	247	42	58	15	1
	Wyoming	1	‡	‡	‡	‡	‡
Hispanic							
2011	Nation (public)	22*	251	37	63	18	1
	Wyoming	11*	258	31	69	26	1
2013	Nation (public)	23*	255*	33	67	21	1
	Wyoming	12*	261	24	76	25	1
2015	Nation (public)	25	253	35	65	20	1
	Wyoming	14	258	28	72	24	1
Asian							
2011	Nation (public)	5	277	16	84	48	8
	Wyoming	1	‡	‡	‡	‡	‡
2013	Nation (public)	5	280	14	86	52	10
	Wyoming	1	‡	‡	‡	‡	‡
2015	Nation (public)	5	280	14	86	52	10
	Wyoming	1	‡	‡	‡	‡	‡

See notes at end of table.

Table
4-B

The Nation's Report Card 2015 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: 2011, 2013 and 2015—Continued

Race/ethnicity, year, and jurisdiction	Percentage of students	Average scale score	Percent				
			Below Basic	At or above Basic	At or above Proficient	At Advanced	
American Indian/Alaska Native							
2011	Nation (public)	1	253	36	64	22	2
	Wyoming	3	‡	‡	‡	‡	‡
2013	Nation (public)	1	252	37	63	19	1
	Wyoming	3	248	41	59	12	#
2015	Nation (public)	1	253	36	64	22	2
	Wyoming	3	‡	‡	‡	‡	‡
Native Hawaiian/Other Pacific Islander							
2011	Nation (public)	#	251	39	61	21	2
	Wyoming	#	‡	‡	‡	‡	‡
2013	Nation (public)	#	258	31	69	27	1
	Wyoming	#	‡	‡	‡	‡	‡
2015	Nation (public)	#	254	35	65	23	2
	Wyoming	#	‡	‡	‡	‡	‡
Two or more races							
2011	Nation (public)	2*	267	23	77	36	4
	Wyoming	1	‡	‡	‡	‡	‡
2013	Nation (public)	2*	269	21	79	38	5
	Wyoming	1*	‡	‡	‡	‡	‡
2015	Nation (public)	2	267	23	77	36	4
	Wyoming	2	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2015.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below Basic, 242 or lower; Basic, 243–280; Proficient, 281–322; and Advanced, 323 and above. At or above Basic includes Basic, Proficient, and Advanced. At or above Proficient includes Proficient and Advanced. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011, 2013 and 2015 Reading Assessments.

Gender

Information on student gender is reported by the student's school when rosters of the students eligible to be assessed are submitted to NAEP.

Tables 5-A and 5-B show average scale scores and percentage of students by achievement-level data for public school students at grades 4 and 8 in Wyoming and the nation, by gender.

Grade 4 Scale Score Results by Gender

- In 2015, male students in Wyoming had an average score in reading (226) that was lower than that of female students (231). In 1992, male students in Wyoming had an average score in reading (220) that was lower than that of female students (226).
- In 2015, male students in Wyoming had an average scale score in reading (226) that was higher than that of male students in public schools across the nation (218). Similarly, female students in Wyoming had an average scale score (231) that was higher than that of female students across the nation (225).
- In Wyoming, the average scale score of male students in 2015 was higher than the scores of male students in 1992, 1994, 1998, 2002, 2003, 2005, 2007, 2009, and 2011, but not significantly different from the score of male students in 2013.
- In Wyoming, the average scale score of female students in 2015 was higher than the scores of female students in 1992, 1994, 1998, 2002, 2003, 2005, and 2009, but not significantly different from the scores of female students in 2007, 2011, and 2013.

Grade 4 Achievement-Level Results by Gender

- In the 2015 assessment, 38 percent of male students and 44 percent of female students performed at or above Proficient in Wyoming. The difference between these percentages was statistically significant.
- The percentage of male students in Wyoming's public schools who were at or above Proficient in 2015 (38 percent) was greater than that of male students in the nation (32 percent).
- The percentage of female students in Wyoming's public schools who were at or above Proficient in 2015 (44 percent) was greater than that of female students in the nation (38 percent).
- In Wyoming, the percentage of male students performing at or above Proficient in 2015 was greater than the corresponding percentages of students in 1992, 1994, 1998, 2002, 2003, 2007, 2009, and 2011, but not significantly different from the corresponding percentages of students in 2005 and 2013.
- In Wyoming, the percentage of female students performing at or above Proficient in 2015 was greater than the corresponding percentages of students in 1992, 1994, 1998, 2002, 2003, 2005, 2007, 2009, and 2011, but not significantly different from the percentage of students in 2013.

Table
5-A

The Nation's Report Card 2015 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by gender, year, and jurisdiction: Various years, 1992–2015

Gender, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below Basic	At or above Basic	At or above Proficient	At Advanced
Male							
1992 ¹	Nation (public)	51	211*	44*	56*	24*	5*
	Wyoming	51	220*	33	67	30*	5*
1994 ¹	Nation (public)	51	207*	47*	53*	24*	6
	Wyoming	51	218*	34*	66*	28*	4*
1998 ¹	Nation (public)	50	212*	43*	57*	27*	6
	Wyoming	51	216*	38*	62*	26*	5*
1998	Nation (public)	50	210*	45*	55*	25*	5*
	Wyoming	52	215*	40*	60*	26*	5*
2002	Nation (public)	51	214*	41*	59*	26*	5*
	Wyoming	52	219*	34*	66*	29*	5*
2003	Nation (public)	51	213*	42*	58*	26*	6*
	Wyoming	51	219*	34*	66*	30*	6
2005	Nation (public)	50	214*	41*	59*	27*	6*
	Wyoming	51	221*	32	68	33	6
2007	Nation (public)	50	216*	38*	62*	29*	6*
	Wyoming	50	222*	30	70	34*	7
2009	Nation (public)	51	216*	38*	62*	28*	6*
	Wyoming	52*	219*	33*	67*	30*	4*
2011	Nation (public)	51	217*	37*	63*	30*	6*
	Wyoming	51	221*	33*	67*	31*	5*
2013	Nation (public)	51	217	36	64	31	7
	Wyoming	52*	223	28	72	34	6
2015	Nation (public)	51	218	35	65	32	7
	Wyoming	50	226	27	73	38	8

See notes at end of table.

Table
5-A

The Nation's Report Card 2015 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by gender, year, and jurisdiction: Various years, 1992–2015—Continued

Gender, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below Basic	At or above Basic	At or above Proficient	At Advanced
Female							
1992 ¹	Nation (public)	49	219*	35*	65*	30*	7*
	Wyoming	49	226*	25	75	35*	6*
1994 ¹	Nation (public)	49	218*	36*	64*	32*	8
	Wyoming	49	224*	29*	71*	36*	7*
1998 ¹	Nation (public)	50	218*	36*	64*	31*	7*
	Wyoming	49	223*	31*	69*	34*	8
1998	Nation (public)	50	215*	40*	60*	30*	7*
	Wyoming	48	222*	32*	68*	33*	7*
2002	Nation (public)	49	220*	35*	65*	33*	8*
	Wyoming	48	224*	29*	71*	35*	7*
2003	Nation (public)	49	220*	35*	65*	33*	8*
	Wyoming	49	225*	28*	72*	37*	9
2005	Nation (public)	50	220*	34*	66*	33*	8*
	Wyoming	49	226*	27	73	36*	8
2007	Nation (public)	50	223*	31*	69*	35*	9*
	Wyoming	50	228	23	77	39*	9
2009	Nation (public)	49	223*	31*	69*	35*	9*
	Wyoming	48*	226*	23	77	36*	6*
2011	Nation (public)	49	223*	30*	70*	35*	9
	Wyoming	49	228	24	76	38*	8
2013	Nation (public)	49	224	30	70	37	9
	Wyoming	48*	229	22	78	40	8
2015	Nation (public)	49	225	29	71	38	10
	Wyoming	50	231	23	77	44	11

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2015.

¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below Basic, 207 or lower; Basic, 208–237; Proficient, 238–267; and Advanced, 268 and above. At or above Basic includes Basic, Proficient, and Advanced. At or above Proficient includes Proficient and Advanced. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2015 Reading Assessments.

Grade 8 Scale Score Results by Gender

- In 2015, male students in Wyoming had an average score in reading (263) that was lower than that of female students (275). In 1998, male students in Wyoming had an average score in reading (256) that was lower than that of female students (271).
- In 2015, male students in Wyoming had an average scale score in reading (263) that was higher than that of male students in public schools across the nation (259). Similarly, female students in Wyoming had an average scale score (275) that was higher than that of female students across the nation (269).
- In Wyoming, the average scale score of male students in 2015 was higher than the scores of male students in 1998 and 2002, but not significantly different from the scores of male students in 2003, 2005, 2007, 2009, 2011, and 2013.
- In Wyoming, the average scale score of female students in 2015 was higher than the scores of female students in 1998, 2002, and 2007, but not significantly different from the scores of female students in 2003, 2005, 2009, 2011, and 2013.

Grade 8 Achievement-Level Results by Gender

- In the 2015 assessment, 29 percent of male students and 44 percent of female students performed at or above Proficient in Wyoming. The difference between these percentages was statistically significant.
- The percentage of male students in Wyoming's public schools who were at or above Proficient in 2015 (29 percent) was not significantly different from that of male students in the nation (28 percent).
- The percentage of female students in Wyoming's public schools who were at or above Proficient in 2015 (44 percent) was greater than that of female students in the nation (38 percent).
- In Wyoming, the percentage of male students performing at or above Proficient in 2015 was greater than the corresponding percentages of students in 1998 and 2002, but not significantly different from the corresponding percentages of students in 2003, 2005, 2007, 2009, 2011, and 2013.
- In Wyoming, the percentage of female students performing at or above Proficient in 2015 was greater than the percentage of students in 2002, but not significantly different from the corresponding percentages of students in 1998, 2003, 2005, 2007, 2009, 2011, and 2013.

Table
5-B

The Nation's Report Card 2015 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by gender, year, and jurisdiction: Various years, 1998–2015

Gender, year, and jurisdiction			Average scale score	Percent			
				Below Basic	At or above Basic	At or above Proficient	At Advanced
Male							
1998 ¹	Nation (public)	51	255*	35*	65*	24*	1*
	Wyoming	52	255*	31*	69*	22*	1
1998	Nation (public)	51	253*	36*	64*	23*	1*
	Wyoming	52	256*	31	69	22*	1
2002	Nation (public)	50	258	30	70	26*	2*
	Wyoming	51	260*	27	73	25*	1
2003	Nation (public)	50*	256*	33*	67*	25*	2*
	Wyoming	53	262	26	74	29	1
2005	Nation (public)	50*	255*	34*	66*	24*	2*
	Wyoming	50	264	22	78	30	1
2007	Nation (public)	50*	256*	32*	68*	24*	1*
	Wyoming	50	261	25	75	27	1
2009	Nation (public)	50*	258*	30	70	26*	2*
	Wyoming	51	265	21	79	30	1
2011	Nation (public)	51	259	30	70	27	2
	Wyoming	51	265	22	78	32	2
2013	Nation (public)	51	261*	27*	73*	29*	2
	Wyoming	52	265	20	80	30	1
2015	Nation (public)	51	259	30	70	28	2
	Wyoming	52	263	24	76	29	2

See notes at end of table.

Table
5-B

The Nation's Report Card 2015 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by gender, year, and jurisdiction: Various years, 1998–2015—Continued

Gender, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below Basic	At or above Basic	At or above Proficient	At Advanced
Female							
1998 ¹	Nation (public)	49	268	21	79	37	3
	Wyoming	48	270*	17	83	37	2
1998	Nation (public)	49	268	21	79	37	3
	Wyoming	48	271*	17	83	40	3
2002	Nation (public)	50	267*	21	79	36*	3*
	Wyoming	49	271*	16	84	37*	2
2003	Nation (public)	50*	267*	23*	77*	35*	4*
	Wyoming	47	272	15	85	40	3
2005	Nation (public)	50*	266*	24*	76*	34*	3*
	Wyoming	50	272	16	84	41	3
2007	Nation (public)	50*	266*	23*	77*	34*	3*
	Wyoming	50	271*	15	85	39	2
2009	Nation (public)	50*	267*	22*	78*	35*	3*
	Wyoming	49	271	16	84	39	2
2011	Nation (public)	49	268	21	79	36	4
	Wyoming	49	274	14	86	43	4
2013	Nation (public)	49	271*	19*	81*	40*	5*
	Wyoming	48	277	10	90	46	4
2015	Nation (public)	49	269	21	79	38	4
	Wyoming	48	275	14	86	44	4

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2015.

¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below Basic, 242 or lower; Basic, 243–280; Proficient, 281–322; and Advanced, 323 and above. At or above Basic includes Basic, Proficient, and Advanced. At or above Proficient includes Proficient and Advanced. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2015 Reading Assessments.

Student Eligibility for the National School Lunch Program

NAEP collects data on eligibility for the federal program providing free or reduced-price school lunches. The free/reduced-price lunch component of the National School Lunch Program (NSLP) offered through the U.S. Department of Agriculture (USDA) is designed to ensure that children near or below the poverty line receive nourishing meals. Eligibility is determined through the USDA's Income Eligibility Guidelines, and results for this category of students are included as an indicator of low family income. NAEP first collected information on participation in this program in 1996; therefore, cross-year comparisons to assessments prior to 1996 cannot be made.

Tables 6-A and 6-B show average scale scores and percentage of students by achievement-level data for public school students at grades 4 and 8 in Wyoming and the nation, by student eligibility for the NSLP.

Grade 4 Scale Score Results by Free/Reduced-Price School Lunch Eligibility

- In 2015, students in Wyoming eligible for free/reduced-price lunch had an average reading scale score of 217. This was lower than that of students in Wyoming not eligible for this program (235).
- In 2015, students in Wyoming who were eligible for free/reduced-price school lunch had an average score that was lower than that of students who were not eligible by 18 points. In 1998, the average score for students in Wyoming who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 18 points.
- Students in Wyoming eligible for free/reduced-price lunch had an average scale score (217) in 2015 that was higher than that of students in the nation who were eligible (209).
- In Wyoming, students eligible for free/reduced-price lunch had an average reading scale score in 2015 that was higher than that of eligible students in 1998, 2002, 2003, 2007, and 2009, but not significantly different from that of eligible students in 2005, 2011, and 2013.

Grade 4 Achievement-Level Results by Free/Reduced-Price School Lunch Eligibility

- In Wyoming, 28 percent of students who were eligible for free/reduced-price lunch and 49 percent of those who were not eligible for this program performed at or above Proficient in 2015. These percentages were significantly different from one another.
- For students in Wyoming in 2015 who were eligible for free/reduced-price lunch, the percentage at or above Proficient (28 percent) was greater than the corresponding percentage for their counterparts around the nation (21 percent).
- In Wyoming, the percentage of students eligible for free/reduced-price lunch who performed at or above Proficient in 2015 was greater than the corresponding percentages in 1998, 2002, 2003, 2007, 2009, and 2011, but not significantly different from the corresponding percentages in 2005 and 2013.

Table
6-A

The Nation's Report Card 2015 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 1998–2015

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below Basic	At or above Basic	At or above Proficient	At Advanced
Eligible							
1998 ¹	Nation (public)	38*	198*	58*	42*	13*	1*
	Wyoming	34*	208*	48*	52*	20*	3
1998	Nation (public)	41*	195*	61*	39*	12*	1*
	Wyoming	33*	207*	50*	50*	19*	3
2002	Nation (public)	43*	202*	54*	46*	16*	2*
	Wyoming	42	212*	42	58	21*	3*
2003	Nation (public)	44*	201*	56*	44*	15*	2*
	Wyoming	34*	212*	44*	56*	23*	5
2005	Nation (public)	45*	203*	54*	46*	15*	2*
	Wyoming	37	216	39	61	27	5
2007	Nation (public)	45*	205*	50*	50*	17*	2*
	Wyoming	34*	214*	39	61	24*	3
2009	Nation (public)	47*	206*	49*	51*	17*	2*
	Wyoming	35*	212*	40	60	21*	2*
2011	Nation (public)	52*	207*	48*	52*	18*	2*
	Wyoming	41	214	39	61	23*	3
2013	Nation (public)	54*	207*	47*	53*	20*	3
	Wyoming	40	215	37	63	24	3
2015	Nation (public)	55	209	44	56	21	3
	Wyoming	39	217	37	63	28	5

See notes at end of table.

Table
6-A

The Nation's Report Card 2015 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 1998–2015—Continued

Eligibility status, year, and jurisdiction	Percentage of students	Average scale score	Percent			
			Below Basic	At or above Basic	At or above Proficient	At Advanced
Not eligible						
1998 ¹ Nation (public)	54*	226*	28*	72*	39*	10*
Wyoming	62	225*	28*	72*	35*	8*
1998 Nation (public)	51*	226*	28*	72*	39*	10*
Wyoming	62	224*	29*	71*	35*	8*
2002 Nation (public)	50*	229*	24*	76*	41*	10*
Wyoming	55*	227*	24*	76*	38*	7*
2003 Nation (public)	52*	229*	25*	75*	41*	11*
Wyoming	64*	228*	24*	76*	40*	9*
2005 Nation (public)	53*	230*	23*	77*	42*	11*
Wyoming	59	228*	23*	77*	39*	8*
2007 Nation (public)	54*	232*	21*	79*	44*	12*
Wyoming	65*	231*	20	80	43*	10
2009 Nation (public)	52*	232*	21*	79*	45*	12*
Wyoming	65*	228*	22*	78*	39*	6*
2011 Nation (public)	47*	234*	18*	82*	48*	13*
Wyoming	59	231*	21	79	42*	9*
2013 Nation (public)	46*	236	17	83	51	14
Wyoming	60	233	17	83	46	10*
2015 Nation (public)	43	237	17	83	52	15
Wyoming	61	235	17	83	49	13

See notes at end of table.

Table
6-A

The Nation's Report Card 2015 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 1998–2015—Continued

Eligibility status, year, and jurisdiction	Percentage of students	Average scale score	Percent			
			Below Basic	At or above Basic	At or above Proficient	At Advanced
Information not available						
1998 ¹ Nation (public)	7*	225	30	70	38	10
Wyoming	4	224	31	69	33	8
1998 Nation (public)	7*	219	35	65	33	9
Wyoming	4	221	34	66	31	7
2002 Nation (public)	7*	217*	38*	62*	30*	7*
Wyoming	4	235	19	81	48	14
2003 Nation (public)	4*	219*	35*	65*	33*	8*
Wyoming	2	203	47	53	20	1
2005 Nation (public)	2*	218*	38*	62*	32*	8*
Wyoming	4	223	35	65	35	12
2007 Nation (public)	1	220	34	66	33*	9
Wyoming	#	‡	‡	‡	‡	‡
2009 Nation (public)	1	219	38	62	31	9
Wyoming	#	‡	‡	‡	‡	‡
2011 Nation (public)	1*	224	29	71	34	10
Wyoming	#	‡	‡	‡	‡	‡
2013 Nation (public)	1	232	23	77	45	14
Wyoming	#	‡	‡	‡	‡	‡
2015 Nation (public)	1	229	27	73	44	15
Wyoming	#	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2015.

¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below Basic, 207 or lower; Basic, 208–237; Proficient, 238–267; and Advanced, 268 and above. At or above Basic includes Basic, Proficient, and Advanced. At or above Proficient includes Proficient and Advanced. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2015 Reading Assessments.

Grade 8 Scale Score Results by Free/Reduced-Price School Lunch Eligibility

- In 2015, students in Wyoming eligible for free/reduced-price lunch had an average reading scale score of 257. This was lower than that of students in Wyoming not eligible for this program (276).
- In 2015, students in Wyoming who were eligible for free/reduced-price school lunch had an average score that was lower than that of students who were not eligible by 18 points. In 1998, the average score for students in Wyoming who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 15 points.
- Students in Wyoming eligible for free/reduced-price lunch had an average scale score (257) in 2015 that was higher than that of students in the nation who were eligible (253).
- In Wyoming, students eligible for free/reduced-price lunch had an average reading scale score in 2015 that was lower than that of eligible students in 2013, but not significantly different from that of eligible students in 1998, 2002, 2003, 2005, 2007, 2009, and 2011.

Grade 8 Achievement-Level Results by Free/Reduced-Price School Lunch Eligibility

- In Wyoming, 22 percent of students who were eligible for free/reduced-price lunch and 44 percent of those who were not eligible for this program performed at or above Proficient in 2015. These percentages were significantly different from one another.
- For students in Wyoming in 2015 who were eligible for free/reduced-price lunch, the percentage at or above Proficient (22 percent) was not significantly different from the corresponding percentage for their counterparts around the nation (20 percent).
- In Wyoming, the percentage of students eligible for free/reduced-price lunch who performed at or above Proficient in 2015 was not significantly different from the corresponding percentages in 1998, 2002, 2003, 2005, 2007, 2009, 2011, and 2013.

Table
6-B

The Nation's Report Card 2015 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 1998–2015

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below Basic	At or above Basic	At or above Proficient	At Advanced
Eligible							
1998 ¹	Nation (public)	30*	246*	44*	56*	15*	#
	Wyoming	25*	252	35	65	20	1
1998	Nation (public)	30*	245*	45*	55*	14*	#*
	Wyoming	26*	252	36	64	19	1
2002	Nation (public)	34*	249*	40*	60*	17*	1*
	Wyoming	33*	258	29	71	23	1
2003	Nation (public)	36*	246*	44*	56*	15*	1*
	Wyoming	27*	255	33	67	21	1
2005	Nation (public)	39*	247*	43*	57*	15*	1*
	Wyoming	28*	259	28	72	26	1
2007	Nation (public)	40*	247*	42*	58*	15*	1*
	Wyoming	27*	255	31	69	22	1
2009	Nation (public)	43*	249*	40*	60*	16*	1*
	Wyoming	28*	257	30	70	19	#
2011	Nation (public)	48*	251*	37	63	18*	1
	Wyoming	34	260	27	73	26	1
2013	Nation (public)	49*	254*	34*	66*	20	1
	Wyoming	36	262*	23*	77*	26	1
2015	Nation (public)	52	253	36	64	20	1
	Wyoming	37	257	30	70	22	1

See notes at end of table.

Table
6-B

The Nation's Report Card 2015 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 1998–2015—Continued

Eligibility status, year, and jurisdiction	Percentage of students	Average scale score	Percent			
			Below Basic	At or above Basic	At or above Proficient	At Advanced
Not eligible						
1998 ¹ Nation (public)	58*	269*	20*	80*	38*	3*
Wyoming	74*	265*	21*	79*	32*	2*
1998 Nation (public)	58*	268*	21*	79*	37*	3*
Wyoming	73*	267*	20*	80*	34*	2
2002 Nation (public)	57*	271*	17*	83*	40*	3*
Wyoming	65	268*	18*	82*	34*	2*
2003 Nation (public)	58*	271*	18*	82*	39*	4*
Wyoming	72*	272*	16*	84*	39*	3
2005 Nation (public)	59*	270*	19*	81*	38*	4*
Wyoming	72*	272*	15	85	40	3
2007 Nation (public)	58*	271*	18*	82*	39*	4*
Wyoming	73*	270*	16	84	37*	2*
2009 Nation (public)	56*	273*	16*	84*	41*	4*
Wyoming	72*	273*	14	86	41	2*
2011 Nation (public)	52*	275*	15*	85*	44*	5
Wyoming	65	275	14	86	44	4
2013 Nation (public)	50*	278*	13*	87*	48	6
Wyoming	63	276	11	89	44	3
2015 Nation (public)	47	276	14	86	47	6
Wyoming	63	276	13	87	44	4

See notes at end of table.

Table
6-B

The Nation's Report Card 2015 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 1998–2015—Continued

Eligibility status, year, and jurisdiction	Percentage of students	Average scale score	Percent				
			Below Basic	At or above Basic	At or above Proficient	At Advanced	
Information not available							
1998 ¹	Nation (public)	12*	265*	25	75	35	4
	Wyoming	2*	‡	‡	‡	‡	‡
1998	Nation (public)	11*	264*	27*	73*	34	3
	Wyoming	2*	‡	‡	‡	‡	‡
2002	Nation (public)	10*	264*	25	75	32*	4
	Wyoming	2*	270	18	82	35	2
2003	Nation (public)	6*	262*	28*	72*	31*	3
	Wyoming	1*	‡	‡	‡	‡	‡
2005	Nation (public)	3*	258*	31*	69*	28*	3
	Wyoming	#*	‡	‡	‡	‡	‡
2007	Nation (public)	1	255*	34*	66*	27*	3
	Wyoming	#	‡	‡	‡	‡	‡
2009	Nation (public)	1	259*	31*	69*	29*	3
	Wyoming	#	‡	‡	‡	‡	‡
2011	Nation (public)	#*	265*	27	73	32*	5
	Wyoming	1	‡	‡	‡	‡	‡
2013	Nation (public)	#*	276	18	82	47	8
	Wyoming	#*	‡	‡	‡	‡	‡
2015	Nation (public)	1	273	20	80	44	6
	Wyoming	1	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2015.¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below Basic, 242 or lower; Basic, 243–280; Proficient, 281–322; and Advanced, 323 and above. At or above Basic includes Basic, Proficient, and Advanced. At or above Proficient includes Proficient and Advanced. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2015 Reading Assessments.

Type of Location

Schools that participated in the assessment were classified as being located in four mutually exclusive types of communities: city, suburb, town, and rural. These categories indicate the geographic locations of schools. "City" is a geographical term meaning the principal city of a U.S. Census Bureau-defined Core-Based Statistical Area and is not synonymous with "inner city." The criteria for classifying schools with respect to type of location changed for 2007; therefore, only results for 2007, 2009, 2011, 2013, and 2015 are available. More detail on the changes for the classification of type of location is available at http://nces.ed.gov/ccd/Rural_Locales.asp.

Tables 7-A and 7-B show average scale scores and percentage of students by achievement-level data for public school students at grades 4 and 8 in Wyoming and the nation, by type of location (for 2007, 2009, 2011, 2013, and 2015 only).

Grade 4 Scale Score Results by Type of Location

- In 2015, the average scale score of students in Wyoming attending public schools in city locations was not significantly different from the scores of students in suburban, town, and rural schools.
- In 2015, students attending public schools in city, town, and rural locations in Wyoming had average scale scores that were higher than the average scale scores of students in city, town, and rural locations in the nation.
- In 2015, students attending public schools in suburban locations in Wyoming had an average scale score that was not significantly different from the average scale score of students in suburban locations in the nation.
- In 2015, students attending public schools in city locations in Wyoming had an average scale score that was not significantly different from the average scale score of students in city locations in 2007, 2009, 2011, and 2013 in Wyoming.
- In 2015, students attending public schools in suburban locations in Wyoming had an average scale score that was not significantly different from the average scale score of students in suburban locations in 2007, 2011, and 2013 in Wyoming.
- In 2015, students attending public schools in town locations in Wyoming had an average scale score that was higher than the average scale score of students in town locations in 2009 and 2011 in Wyoming, but not significantly different from the average scale score of students in town locations in 2007 and 2013 in Wyoming.
- In 2015, students attending public schools in rural locations in Wyoming had an average scale score that was higher than the average scale score of students in rural locations in 2009 in Wyoming, but not significantly different from the average scale score of students in rural locations in 2007, 2011, and 2013 in Wyoming.

Grade 4 Achievement-Level Results by Type of Location

- In 2015, the percentage of students in Wyoming's public schools in city locations who performed at or above Proficient was not significantly different from the corresponding percentages of students in suburban, town, and rural schools.
- The percentages of students in Wyoming's public schools in city, town, and rural locations who performed at or above Proficient in 2015 were greater than those of students in city, town, and rural locations in the nation.
- The percentage of students in Wyoming's public schools in suburban locations who performed at or above Proficient in 2015 was not significantly different from those of students in suburban locations in the nation.
- The percentages of students in Wyoming's public schools in city and rural locations who performed at or above Proficient in 2015 were greater than those of students in city and rural locations in 2009 in Wyoming, but not significantly different from those of students in city and rural locations in 2007, 2011, and 2013 in Wyoming.
- The percentage of students in Wyoming's public schools in suburban locations who performed at or above Proficient in 2015 was not significantly different from that of students in suburban locations in 2007, 2011, and 2013 in Wyoming.
- The percentage of students in Wyoming's public schools in town locations who performed at or above Proficient in 2015 was greater than that of students in town locations in 2009 and 2011 in Wyoming, but not significantly different from that of students in town locations in 2007 and 2013 in Wyoming.

Table
7-A

The Nation's Report Card 2015 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by type of location, year, and jurisdiction: Various years, 2007–2015

Type of location, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below Basic	At or above Basic	At or above Proficient	At Advanced
City							
2007	Nation (public)	29*	213*	43*	57*	25*	6
	Wyoming	24*	226	25	75	38	8
2009	Nation (public)	30	214*	42*	58*	26*	6
	Wyoming	22	223	26	74	31*	4*
2011	Nation (public)	29*	213	42*	58*	26*	6
	Wyoming	22	224	28	72	34	7
2013	Nation (public)	29*	214	40	60	28	7
	Wyoming	23	223	27	73	34	6
2015	Nation (public)	31	216	39	61	30	7
	Wyoming	23	228	24	76	40	9
Suburb							
2007	Nation (public)	37*	224	29	71	37*	9
	Wyoming	2*	217	33	67	29	6
2009	Nation (public)	36*	224	30	70	36*	9
	Wyoming	3*	‡	‡	‡	‡	‡
2011	Nation (public)	36*	225	29	71	37	9
	Wyoming	2*	220	29	71	22	2
2013	Nation (public)	35*	225	29	71	39	10
	Wyoming	3	220	34	66	29	6
2015	Nation (public)	41	226	28	72	40	10
	Wyoming	3	218	39	61	30	5
Town							
2007	Nation (public)	12	218	35	65	29	6
	Wyoming	39*	226	26	74	37	8
2009	Nation (public)	12	217	36	64	28*	5
	Wyoming	40*	223*	29	71	33*	5*
2011	Nation (public)	12*	217	36	64	29	5
	Wyoming	42*	224*	29	71	34*	6*
2013	Nation (public)	11	219	33	67	32	6
	Wyoming	37*	228	23	77	40	8
2015	Nation (public)	11	218	35	65	31	6
	Wyoming	45	230	24	76	43	11

See notes at end of table.

Table
7-A

The Nation's Report Card 2015 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by type of location, year, and jurisdiction: Various years, 2007–2015
—Continued

Type of location, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below Basic	At or above Basic	At or above Proficient	At Advanced
Rural							
2007	Nation (public)	22*	222	31*	69*	33*	7
	Wyoming	34*	224	28	72	35	8
2009	Nation (public)	22*	222	31*	69*	33*	7
	Wyoming	35*	223*	28	72	33*	5*
2011	Nation (public)	23*	223	30	70	35	7
	Wyoming	34*	225	29	71	36	8
2013	Nation (public)	25*	223	29	71	35	8
	Wyoming	38*	225	26	74	37	7
2015	Nation (public)	18	223	29	71	36	7
	Wyoming	28	227	25	75	41	9

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2015.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below Basic, 207 or lower; Basic, 208–237; Proficient, 238–267; and Advanced, 268 and above. At or above Basic includes Basic, Proficient, and Advanced. At or above Proficient includes Proficient and Advanced. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2007–2015 Reading Assessments.

Grade 8 Scale Score Results by Type of Location

- In 2015, the average scale score of students in Wyoming attending public schools in city locations was lower than the scores of students in town and rural schools.
- In 2015, students attending public schools in city, town, and rural locations in Wyoming had average scale scores that were higher than the average scale scores of students in city, town, and rural locations in the nation.
- In 2015, students attending public schools in city locations in Wyoming had an average scale score that was lower than the average scale score of students in city locations in 2013 in Wyoming, but not significantly different from the average scale score of students in city locations in 2007, 2009, and 2011 in Wyoming.
- In 2015, students attending public schools in town and rural locations in Wyoming had average scale scores that were not significantly different from the average scale scores of students in town and rural locations in 2007, 2009, 2011, and 2013 in Wyoming.

Grade 8 Achievement-Level Results by Type of Location

- In 2015, the percentage of students in Wyoming's public schools in city locations who performed at or above Proficient was smaller than the corresponding percentages of students in town and rural schools.
- The percentage of students in Wyoming's public schools in city locations who performed at or above Proficient in 2015 was not significantly different from those of students in city locations in the nation.
- The percentages of students in Wyoming's public schools in town and rural locations who performed at or above Proficient in 2015 were greater than those of students in town and rural locations in the nation.
- The percentage of students in Wyoming's public schools in city locations who performed at or above Proficient in 2015 was smaller than that of students in city locations in 2013 in Wyoming, but not significantly different from that of students in city locations in 2007, 2009, and 2011 in Wyoming.
- The percentages of students in Wyoming's public schools in town and rural locations who performed at or above Proficient in 2015 were not significantly different from those of students in town and rural locations in 2007, 2009, 2011, and 2013 in Wyoming.

Table
7-B

The Nation's Report Card 2015 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by type of location, year, and jurisdiction: Various years, 2007–2015

Type of location, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below Basic	At or above Basic	At or above Proficient	At Advanced
City							
2007	Nation (public)	28	254*	36*	64*	23*	2*
	Wyoming	21*	262	26	74	30	1
2009	Nation (public)	27*	256*	34*	66*	24*	2*
	Wyoming	21*	266	21	79	31	1
2011	Nation (public)	29	257	32	68	26	2
	Wyoming	22*	269	18	82	36	2
2013	Nation (public)	28*	260	30	70	28	3
	Wyoming	23*	272*	14*	86*	39*	2
2015	Nation (public)	29	259	31	69	28	3
	Wyoming	27	264	22	78	31	1
Suburb							
2007	Nation (public)	36*	265*	24*	76*	34*	3*
	Wyoming	#	‡	‡	‡	‡	‡
2009	Nation (public)	36*	266*	23	77	35*	3*
	Wyoming	#	‡	‡	‡	‡	‡
2011	Nation (public)	36*	267	22	78	36	4
	Wyoming	#	‡	‡	‡	‡	‡
2013	Nation (public)	35*	270*	20*	80*	39	5
	Wyoming	#	‡	‡	‡	‡	‡
2015	Nation (public)	41	268	22	78	38	4
	Wyoming	#	‡	‡	‡	‡	‡
Town							
2007	Nation (public)	13*	261	27	73	28	2
	Wyoming	42*	269	18	82	36	2
2009	Nation (public)	14*	261	27	73	28	2
	Wyoming	42*	270	16	84	37	2
2011	Nation (public)	13*	263	25	75	30	2
	Wyoming	43*	271	17	83	40	3
2013	Nation (public)	13*	263*	25	75	31	2
	Wyoming	47*	272	14	86	39	3
2015	Nation (public)	12	261	27	73	29	2
	Wyoming	51	271	18	82	38	3

See notes at end of table.

Table
7-B

The Nation's Report Card 2015 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by type of location, year, and jurisdiction: Various years, 2007–2015
—Continued

Type of location, year, and jurisdiction	Percentage of students	Average scale score	Percent			
			Below Basic	At or above Basic	At or above Proficient	At Advanced
Rural						
2007 Nation (public)	22*	264	24	76	31	2
Wyoming	37*	266	20	80	32	2
2009 Nation (public)	23*	264	23	77	31	2*
Wyoming	37*	268	19	81	34	2
2011 Nation (public)	23*	266	22	78	33	3
Wyoming	34*	268	20	80	35	3
2013 Nation (public)	24*	268*	21*	79*	36*	3
Wyoming	30*	268	19	81	35	2
2015 Nation (public)	19	265	24	76	32	3
Wyoming	21	271	19	81	39	4

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2015.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below Basic, 242 or lower; Basic, 243–280; Proficient, 281–322; and Advanced, 323 and above. At or above Basic includes Basic, Proficient, and Advanced. At or above Proficient includes Proficient and Advanced. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2007–2015 Reading Assessments.

Parents' Highest Level of Education

Eighth- and twelfth-grade students who participated in the NAEP 2015 assessment were asked to indicate the highest level of education they thought their father and their mother had completed. Five response options—did not finish high school, graduated from high school, some education after high school, graduated from college, and "I don't know"—were offered. The highest level of education reported for either parent was used in the analysis. Fourth-graders were not asked about their parents' education level because their responses in previous NAEP assessments were not reliable, and a large percentage of them chose the "I don't know" option.

The results by highest level of parental education are shown in Table 8.

Grade 8 Scale Score Results by Parents' Highest Level of Education

- In 2015, students in Wyoming who reported that a parent had graduated from college had an average scale score that was higher than the average scores of students with a parent in any of the following education categories: some education after high school, graduated from high school, and did not finish high school.
- In 2015, the average scale scores for students in Wyoming who reported that a parent had graduated from college or had graduated from high school were higher than the corresponding scores of students in the nation.
- In 2015, the average scale scores for students in Wyoming who reported that a parent had some education after high school or had not finished high school were not significantly different from the corresponding scores of students in the nation.
- In 2015, the average scale score for students in Wyoming who reported that a parent had graduated from college was higher than the score of students in 1998, 2002, 2003, and 2007, but not significantly different from the score of students in 2005, 2009, 2011, and 2013.
- In 2015, the average scale scores for students in Wyoming who reported that a parent had some education after high school, had graduated from high school, or had not finished high school were not significantly different from the corresponding scores of students in 1998, 2002, 2003, 2005, 2007, 2009, 2011, and 2013.

Grade 8 Achievement-Level Results by Parents' Highest Level of Education

- In 2015, the percentage of students performing at or above Proficient in Wyoming who reported that a parent had graduated from college was greater than the percentage for students whose parents' highest level of education was in any of the following education categories: some education after high school, graduated from high school, and did not finish high school.
- In 2015, the percentage of students in Wyoming reporting that a parent had graduated from college and who performed at or above Proficient was greater than the percentage of students in the nation.
- In 2015, the percentages of students in Wyoming reporting that a parent had some education after high school, had graduated from high school, or had not finished high school and who performed at or above Proficient were not significantly different from the corresponding percentages of students in the nation.
- In 2015 in Wyoming, the percentage of students reporting that a parent had graduated from college and who performed at or above Proficient was greater than the percentage of students in 1998, 2002, and 2007, but was not significantly different from the percentage of students in 2003, 2005, 2009, 2011, and 2013.
- In 2015 in Wyoming, the respective percentages of students reporting that a parent had some education after high school, had graduated from high school, or had not finished high school and who performed at or above Proficient were not significantly different from the corresponding percentages of students in 1998, 2002, 2003, 2005, 2007, 2009, 2011, and 2013.

Table
8

The Nation's Report Card 2015 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by highest parental education level, year, and jurisdiction: Various years, 1998–2015

Highest parental education level, year, and jurisdiction	Percentage of students	Average scale score	Percent			
			Below Basic	At or above Basic	At or above Proficient	At Advanced
Did not finish high school						
1998 ¹ Nation (public)	8	242*	49*	51*	11*	#
Wyoming	5	256	34	66	23	1
1998 Nation (public)	8	242*	49*	51*	11*	#
Wyoming	6	256	33	67	25	1
2002 Nation (public)	7*	247	42	58	14	#
Wyoming	5	245	46	54	12	#
2003 Nation (public)	7*	245*	45*	55*	13*	#
Wyoming	5	247	42	58	11	1
2005 Nation (public)	8*	244*	47*	53*	12*	#
Wyoming	5	253	34	66	19	#
2007 Nation (public)	8	245*	44*	56*	12*	#
Wyoming	5	255	28	72	15	#
2009 Nation (public)	8	247	41	59	14	#
Wyoming	5	257	27	73	16	#
2011 Nation (public)	8	247	41	59	13	#
Wyoming	5	257	30	70	20	1
2013 Nation (public)	8	250	37	63	16	#
Wyoming	6	257	28	72	18	#
2015 Nation (public)	8	249	40	60	16	1
Wyoming	6	252	33	67	14	1

See notes at end of table.

Table
8

The Nation's Report Card 2015 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by highest parental education level, year, and jurisdiction: Various years, 1998–2015—Continued

Highest parental education level, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below Basic	At or above Basic	At or above Proficient	At Advanced
Graduated from high school							
1998 ¹	Nation (public)	23*	253	36	64	21	1
	Wyoming	20*	256	28	72	20	1
1998	Nation (public)	23*	253	36	64	20	1
	Wyoming	20*	257	31	69	21	1
2002	Nation (public)	18*	256*	31*	69*	21	1
	Wyoming	17	259	26	74	20	1
2003	Nation (public)	18*	253	35	65	19	1
	Wyoming	16	260	26	74	22	1
2005	Nation (public)	18*	252*	37*	63*	18	1
	Wyoming	17	258	28	72	21	#
2007	Nation (public)	17*	252	36	64	18	1
	Wyoming	16	258	27	73	23	1
2009	Nation (public)	17*	253	34	66	18	1
	Wyoming	18	261	25	75	26	1
2011	Nation (public)	17	254	34	66	20	1
	Wyoming	16	262	23	77	26	#
2013	Nation (public)	16	255*	33	67	20	1
	Wyoming	18*	262	23	77	23	#
2015	Nation (public)	16	253	35	65	19	1
	Wyoming	15	257	28	72	20	1

See notes at end of table.

Table
8

The Nation's Report Card 2015 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by highest parental education level, year, and jurisdiction: Various years, 1998–2015—Continued

Highest parental education level, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below Basic	At or above Basic	At or above Proficient	At Advanced
Some education after high school							
1998 ¹	Nation (public)	18*	268	20	80	35	2
	Wyoming	20*	266	21	79	35	2
1998	Nation (public)	18*	267	22	78	34	2
	Wyoming	20*	266	21	79	33	3
2002	Nation (public)	20*	267	19	81	33	2
	Wyoming	22*	267	18	82	32	2
2003	Nation (public)	18*	266	21	79	32	2
	Wyoming	20	271	16	84	37	3
2005	Nation (public)	18*	265*	23*	77*	31*	2
	Wyoming	20	272	14	86	39	2
2007	Nation (public)	17*	265*	21*	79*	31	2
	Wyoming	19	273	13	87	40	3
2009	Nation (public)	17*	266	21	79	31	2
	Wyoming	19	271	15	85	36	2
2011	Nation (public)	16*	266	20	80	32	2
	Wyoming	20	273	13	87	40	2
2013	Nation (public)	15	269*	18*	82*	35*	3
	Wyoming	18	275	11	89	41	2
2015	Nation (public)	15	267	20	80	33	2
	Wyoming	17	269	15	85	33	2

See notes at end of table.

Table
8

The Nation's Report Card 2015 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by highest parental education level, year, and jurisdiction: Various years, 1998–2015—Continued

Highest parental education level, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below Basic	At or above Basic	At or above Proficient	At Advanced
Graduated from college							
1998 ¹	Nation (public)	42*	272	18	82	42	4
	Wyoming	47*	267*	20*	80*	34*	2*
1998	Nation (public)	42*	271*	19*	81*	41	4
	Wyoming	46*	270*	17	83	38*	3
2002	Nation (public)	46*	273*	17	83	42	4
	Wyoming	48*	272*	14	86	40*	2*
2003	Nation (public)	46*	271*	19*	81*	41*	4*
	Wyoming	49	274*	14	86	43	3
2005	Nation (public)	46*	270*	20*	80*	40*	4*
	Wyoming	49	275	12	88	45	4
2007	Nation (public)	46*	271*	18*	82*	40*	4*
	Wyoming	51	272*	15	85	40*	2*
2009	Nation (public)	47*	272*	17	83	42*	4*
	Wyoming	49	274	12	88	43	3
2011	Nation (public)	48*	273	16	84	43	5
	Wyoming	48	277	12	88	47	4
2013	Nation (public)	49	276*	15*	85*	46*	6*
	Wyoming	49	277	10	90	47	4
2015	Nation (public)	49	274	16	84	44	5
	Wyoming	51	278	12	88	49	5

See notes at end of table.

Table
8

The Nation's Report Card 2015 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by highest parental education level, year, and jurisdiction: Various years, 1998–2015—Continued

Highest parental education level, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below Basic	At or above Basic	At or above Proficient	At Advanced
Unknown							
1998 ¹	Nation (public)	10*	241	51*	49*	12*	#
	Wyoming	8*	246	41	59	16	1
1998	Nation (public)	9*	241*	49*	51*	12	#
	Wyoming	8*	244	45	55	16	1
2002	Nation (public)	9*	246	44	56	14	#
	Wyoming	8*	245	44	56	10	#
2003	Nation (public)	11*	242*	48*	52*	13*	#
	Wyoming	10	250	40	60	15	#
2005	Nation (public)	11*	242*	49*	51*	12*	#
	Wyoming	9	250	38	62	17	#
2007	Nation (public)	11*	243*	47*	53*	12*	1
	Wyoming	9	244	47	53	12	#
2009	Nation (public)	11*	243*	47	53	13*	#
	Wyoming	9	253	36	64	17	#
2011	Nation (public)	11*	245	45	55	14	1
	Wyoming	10	249	43	57	17	#
2013	Nation (public)	12	248*	41*	59*	16	1
	Wyoming	8	257	30	70	20	#
2015	Nation (public)	12	246	44	56	15	1
	Wyoming	10	250	37	63	15	#

Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2015.

¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below Basic, 242 or lower; Basic, 243–280; Proficient, 281–322; and Advanced, 323 and above. At or above Basic includes Basic, Proficient, and Advanced. At or above Proficient includes Proficient and Advanced. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2015 Reading Assessments.

A More Inclusive NAEP: Students With Disabilities and/or English Language Learners

To ensure that the samples are representative, NAEP has established policies and procedures to maximize the inclusion of all students in the assessment. Every effort is made to ensure that all selected students who are capable of participating meaningfully in the assessment are assessed. While some students with disabilities (SD) and/or English language learners (ELL) can be assessed without any special procedures, others require accommodations to participate in NAEP. Still other SD and/or ELL students selected by NAEP may not be able to participate. Local school staff who are familiar with these students are asked a series of questions to help them decide whether each student should participate in the assessment and whether the student needs accommodations.

Within any assessment year, exclusion and accommodation rates may vary across jurisdictions. In addition, exclusion and accommodation rates may increase or decrease between assessment administrations, making it difficult to interpret comparisons over time within jurisdictions. Since SD and/or ELL students tend to score below average on assessments, the exclusion of students from these groups may result in a higher average score than if those students had taken the assessment. On the other hand, providing appropriate testing accommodations (e.g., providing extended time for some SD and/or ELL students to take the assessment) removes barriers that would otherwise prevent them from demonstrating their knowledge and skills.

Prior to 1998, testing accommodations were not provided for students with special needs in NAEP state reading assessments. For 1998, results are displayed for both the sample in which accommodations were permitted and the sample in which they were not permitted. Subsequent assessment results were based on the more inclusive samples.

Tables 9-A and 9-B display data for 4th and 8th grade students in Wyoming who were identified as SD and/or ELL, by whether they were excluded, assessed with accommodations, or assessed under standard conditions, as a percent of all 4th and 8th grade students in the state.

Tables 10-A and 10-B show the percentages of students assessed in Wyoming by disability status and their performance on the NAEP assessment in terms of average scores and percentages performing below Basic, at or above Basic, at or above Proficient, and at Advanced for grades 4 and 8.

Tables 11-A and 11-B present the percentages of students assessed in Wyoming by ELL status, their average scores, and their performance in terms of the percentages below Basic, at or above Basic, at or above Proficient, and at Advanced for grades 4 and 8.

Tables 12-A and 12-B present the total number of grades 4 and 8 students assessed in each of the participating states and the percentage of students sampled who were excluded.

Table
9-A

The Nation's Report Card 2015 State Assessment

Percentage of fourth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP reading as a percentage of all students, by assessment year and testing status: Various years, 1992–2015

Year and testing status		SD and/or ELL		SD		ELL	
		Wyoming	Nation (public)	Wyoming	Nation (public)	Wyoming	Nation (public)
1992 ¹	Identified	11	11	10	8	1	3
	Excluded	4	6	4	5	#	2
	Assessed without accommodations	7	4	6	3	1	1
1994 ¹	Identified	11	14	11	11	1	4
	Excluded	4	6	4	5	#	2
	Assessed without accommodations	7	8	7	6	#	2
1998	Identified	14	18	13	11	1	7
	Excluded	3	7	3	5	1	3
	Assessed without accommodations	6	7	6	4	#	4
	Assessed with accommodations	4	3	4	3	#	1
2002	Identified	17	21	14	13	5	9
	Excluded	3	7	2	5	1	2
	Assessed without accommodations	7	10	5	4	3	6
	Assessed with accommodations	7	4	7	4	1	1
2003	Identified	18	22	15	14	5	10
	Excluded	2	6	2	5	#	2
	Assessed without accommodations	7	10	4	4	3	7
	Assessed with accommodations	10	5	10	5	1	1
2005	Identified	20	23	16	14	5	11
	Excluded	2	7	2	5	1	2
	Assessed without accommodations	7	10	4	4	3	7
	Assessed with accommodations	11	7	11	5	1	2
2007	Identified	19	23	16	14	4	11
	Excluded	4	6	4	5	1	2
	Assessed without accommodations	7	10	4	3	3	7
	Assessed with accommodations	8	7	8	6	#	2
2009	Identified	18	23	16	13	3	11
	Excluded	2	5	2	4	#	2
	Assessed without accommodations	5	9	4	3	1	6
	Assessed with accommodations	12	9	10	7	1	3
2011	Identified	19	23	16	13	4	11
	Excluded	2	4	2	3	#	1
	Assessed without accommodations	4	9	3	3	2	7
	Assessed with accommodations	12	10	11	7	2	4
2013	Identified	18	23	15	14	3	11
	Excluded	1	3	1	2	#	1
	Assessed without accommodations	3	7	3	2	1	5
	Assessed with accommodations	13	13	12	9	2	5
2015	Identified	18	24	15	14	3	12
	Excluded	1	2	1	2	#	1
	Assessed without accommodations	5	9	3	3	2	6
	Assessed with accommodations	12	14	12	10	1	5

Rounds to zero.

¹ Accommodations were not permitted for this assessment year.

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2015 Reading Assessments.

Table
9-B

The Nation's Report Card 2015 State Assessment

Percentage of eighth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP reading as a percentage of all students, by assessment year and testing status: Various years, 1998–2015

Year and testing status		SD and/or ELL		SD		ELL	
		Wyoming	Nation (public)	Wyoming	Nation (public)	Wyoming	Nation (public)
1998	Identified	10	14	10	11	#	3
	Excluded	2	4	2	3	#	1
	Assessed without accommodations	7	7	7	5	#	2
	Assessed with accommodations	1	3	1	2	#	#
2002	Identified	14	18	13	13	2	6
	Excluded	3	6	3	5	#	2
	Assessed without accommodations	6	8	4	5	2	4
	Assessed with accommodations	6	4	6	4	#	1
2003	Identified	16	19	14	14	3	6
	Excluded	2	5	2	4	#	2
	Assessed without accommodations	6	8	4	5	2	4
	Assessed with accommodations	8	5	8	5	#	1
2005	Identified	17	19	14	13	4	6
	Excluded	3	5	3	4	#	1
	Assessed without accommodations	6	7	3	3	3	4
	Assessed with accommodations	8	6	8	6	#	1
2007	Identified	16	19	14	13	3	7
	Excluded	4	5	3	5	1	2
	Assessed without accommodations	5	7	3	3	2	4
	Assessed with accommodations	8	7	7	6	1	1
2009	Identified	15	18	14	13	1	6
	Excluded	3	4	3	4	#	1
	Assessed without accommodations	3	6	2	2	1	3
	Assessed with accommodations	9	8	9	7	1	1
2011	Identified	14	18	13	13	2	6
	Excluded	2	3	2	3	1	1
	Assessed without accommodations	2	5	1	2	1	3
	Assessed with accommodations	11	9	11	8	1	2
2013	Identified	16	17	14	13	2	5
	Excluded	1	2	1	2	#	1
	Assessed without accommodations	2	4	1	2	1	2
	Assessed with accommodations	12	11	12	9	1	3
2015	Identified	16	19	14	13	2	7
	Excluded	1	2	1	2	#	1
	Assessed without accommodations	2	5	1	2	1	3
	Assessed with accommodations	13	12	12	10	1	3

Rounds to zero.

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2015 Reading Assessments.

Table
10-A

The Nation's Report Card 2015 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by students with disabilities (SD) status, year, and jurisdiction: Various years, 1998–2015

SD status, year, and jurisdiction			Average scale score	Percent			
				Below Basic	At or above Basic	At or above Proficient	At Advanced
SD							
1998	Nation (public)	7*	176*	76*	24*	8	1
	Wyoming	10*	182*	78	22	5*	1
2002	Nation (public)	8*	187	71*	29*	9*	1*
	Wyoming	12*	186*	74	26	6*	#
2003	Nation (public)	10*	184*	71*	29*	9*	1*
	Wyoming	13	184*	75*	25*	6*	1
2005	Nation (public)	10*	190*	67	33	11	2
	Wyoming	15	188	71	29	7	1
2007	Nation (public)	10*	190*	64*	36*	13	2
	Wyoming	13*	196	60	40	13	1
2009	Nation (public)	10*	189*	66	34	12	2
	Wyoming	14	193	66	34	10	1
2011	Nation (public)	11*	186	68	32	11	2
	Wyoming	14	194	65	35	10	2
2013	Nation (public)	12*	184*	69	31	11	2
	Wyoming	14	191	67	33	10	2
2015	Nation (public)	13	186	67	33	12	2
	Wyoming	15	194	65	35	11	2

See notes at end of table.

Table
10-A

The Nation's Report Card 2015 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by students with disabilities (SD) status, year, and jurisdiction: Various years, 1998–2015—Continued

SD status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below Basic	At or above Basic	At or above Proficient	At Advanced
Not SD							
1998	Nation (public)	93*	216*	40*	60*	29*	7*
	Wyoming	90*	222*	31*	69*	32*	7*
2002	Nation (public)	92*	220*	35*	65*	31*	7*
	Wyoming	88*	226*	26*	74*	35*	6*
2003	Nation (public)	90*	220*	35*	65*	32*	8*
	Wyoming	87	228*	25*	75*	38*	9*
2005	Nation (public)	90*	220*	34*	66*	32*	7*
	Wyoming	85	229*	22*	78*	39*	8*
2007	Nation (public)	90*	223*	31*	69*	34*	8*
	Wyoming	87*	230*	22*	78*	40*	9
2009	Nation (public)	90*	223*	31*	69*	34*	8*
	Wyoming	86	228*	22*	78*	36*	5*
2011	Nation (public)	89*	224*	30*	70*	35*	8*
	Wyoming	86	229*	22*	78*	39*	8*
2013	Nation (public)	88*	226*	28	72	37	9
	Wyoming	86	232*	18	82	42*	8*
2015	Nation (public)	87	227	27	73	38	9
	Wyoming	85	234	18	82	46	11

Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2015.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below Basic, 207 or lower; Basic, 208–237; Proficient, 238–267; and Advanced, 268 and above. At or above Basic includes Basic, Proficient, and Advanced. At or above Proficient includes Proficient and Advanced. Performance comparisons may be affected by differences in exclusion rates for students with disabilities in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2015 Reading Assessments.

Table
10-B

The Nation's Report Card 2015 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by students with disabilities (SD) status, year, and jurisdiction: Various years, 1998–2015

SD status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below Basic	At or above Basic	At or above Proficient	At Advanced
SD							
1998	Nation (public)	8*	224	69	31	6	#
	Wyoming	8*	230	64	36	4	#
2002	Nation (public)	9*	227	65	35	6*	#*
	Wyoming	10*	232	64	36	5	#
2003	Nation (public)	10*	224*	68*	32*	5*	#*
	Wyoming	12*	235	61	39	4	#
2005	Nation (public)	9*	226*	67*	33*	6*	#*
	Wyoming	12	234	59	41	4	#
2007	Nation (public)	9*	226*	66	34	7	#
	Wyoming	11*	232	59	41	6	#
2009	Nation (public)	10*	229	63	37	8	#
	Wyoming	12*	238	55	45	6	#
2011	Nation (public)	10*	230	64	36	7	#
	Wyoming	12*	234	60	40	7	#
2013	Nation (public)	11*	231*	62*	38*	8	#
	Wyoming	13	240	54	46	7	#
2015	Nation (public)	12	229	64	36	8	#
	Wyoming	13	234	62	38	6	#

See notes at end of table.

Table
10-B

The Nation's Report Card 2015 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by students with disabilities (SD) status, year, and jurisdiction: Various years, 1998–2015—Continued

SD status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below Basic	At or above Basic	At or above Proficient	At Advanced
Not SD							
1998	Nation (public)	92*	264*	25*	75*	32*	2*
	Wyoming	92*	266*	21*	79*	33*	2
2002	Nation (public)	91*	266*	22*	78*	33*	3*
	Wyoming	90*	269*	17*	83*	34*	2*
2003	Nation (public)	90*	266*	23*	77*	33*	3*
	Wyoming	88*	271*	16*	84*	38	2
2005	Nation (public)	91*	264*	25*	75*	31*	3*
	Wyoming	88	273	14	86	40	3
2007	Nation (public)	91*	265*	24*	76*	31*	3*
	Wyoming	89*	270*	16	84	36*	2
2009	Nation (public)	90*	266*	22*	78*	33*	3*
	Wyoming	88*	272	13	87	38	2
2011	Nation (public)	90*	267*	21*	79*	34*	3
	Wyoming	88*	274	13	87	42	3
2013	Nation (public)	89*	270*	19*	81*	38*	4*
	Wyoming	87	276	10*	90*	42	3
2015	Nation (public)	88	269	20	80	36	4
	Wyoming	87	274	12	88	41	3

Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2015.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below Basic, 242 or lower; Basic, 243–280; Proficient, 281–322; and Advanced, 323 and above. At or above Basic includes Basic, Proficient, and Advanced. At or above Proficient includes Proficient and Advanced. Performance comparisons may be affected by differences in exclusion rates for students with disabilities in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2015 Reading Assessments.

Table
11-A

The Nation's Report Card 2015 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by English language learner (ELL) status, year, and jurisdiction: Various years, 1998–2015

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below Basic	At or above Basic	At or above Proficient	At Advanced
ELL							
1998	Nation (public)	5*	174*	79*	21*	6	1
	Wyoming	#*	‡	‡	‡	‡	‡
2002	Nation (public)	7*	183*	76*	24*	5*	#
	Wyoming	4	195	68	32	9	1
2003	Nation (public)	8*	186	72*	28*	7	1
	Wyoming	4*	190	68	32	10	1
2005	Nation (public)	9*	187	73*	27*	7	1
	Wyoming	4*	190	71	29	4	#
2007	Nation (public)	9*	188	70	30	7	1
	Wyoming	3	194	64	36	14	2
2009	Nation (public)	9*	188	71	29	6*	#
	Wyoming	2	‡	‡	‡	‡	‡
2011	Nation (public)	11	188	70	30	7	1
	Wyoming	3	190	68	32	5	#
2013	Nation (public)	10	187	69	31	7	1
	Wyoming	3	196	63	37	9	#
2015	Nation (public)	11	189	68	32	8	1
	Wyoming	3	‡	‡	‡	‡	‡

See notes at end of table.

Table
11-A

The Nation's Report Card 2015 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by English language learner (ELL) status, year, and jurisdiction: Various years, 1998–2015—Continued

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below Basic	At or above Basic	At or above Proficient	At Advanced
Not ELL							
1998	Nation (public)	95*	215*	41*	59*	29*	7*
	Wyoming	100*	218*	36*	64*	30*	6*
2002	Nation (public)	93*	219*	35*	65*	32*	7*
	Wyoming	96	222*	30*	70*	32*	6*
2003	Nation (public)	92*	219*	35*	65*	32*	8*
	Wyoming	96*	224*	30*	70*	35*	8*
2005	Nation (public)	91*	220*	34*	66*	32*	7*
	Wyoming	96*	225*	27*	73*	36*	7*
2007	Nation (public)	91*	223*	31*	69*	34*	8*
	Wyoming	97	226*	25	75	37*	8
2009	Nation (public)	91*	223*	31*	69*	34*	8*
	Wyoming	98	224*	27*	73*	33*	5*
2011	Nation (public)	89	224*	30*	70*	35*	8*
	Wyoming	97	225*	27*	73*	35*	7*
2013	Nation (public)	90	225	29	71	37	9
	Wyoming	97	227*	24	76	38*	7*
2015	Nation (public)	89	225	28	72	38	9
	Wyoming	97	229	23	77	42	10

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2015.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below Basic, 207 or lower; Basic, 208–237; Proficient, 238–267; and Advanced, 268 and above. At or above Basic includes Basic, Proficient, and Advanced. At or above Proficient includes Proficient and Advanced. Performance comparisons may be affected by differences in exclusion rates for English language learners in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2015 Reading Assessments.

Table
11-B

The Nation's Report Card 2015 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by English language learner (ELL) status, year, and jurisdiction: Various years, 1998–2015

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below Basic	At or above Basic	At or above Proficient	At Advanced
ELL							
1998	Nation (public)	2*	217*	77	23	3	#
	Wyoming	#*	‡	‡	‡	‡	‡
2002	Nation (public)	5*	224	71	29	4	#
	Wyoming	2	‡	‡	‡	‡	‡
2003	Nation (public)	5*	222	71	29	5	#
	Wyoming	3	234	63	37	2	#
2005	Nation (public)	5*	224	71	29	4	#
	Wyoming	3*	242	50	50	8	1
2007	Nation (public)	6*	222	71	29	4	#
	Wyoming	3	‡	‡	‡	‡	‡
2009	Nation (public)	5*	219*	75	25	3	#
	Wyoming	1*	‡	‡	‡	‡	‡
2011	Nation (public)	5*	223	71	29	3	#
	Wyoming	1*	‡	‡	‡	‡	‡
2013	Nation (public)	5*	225	70	30	3	#
	Wyoming	2	‡	‡	‡	‡	‡
2015	Nation (public)	6	223	72	28	3	#
	Wyoming	2	‡	‡	‡	‡	‡

See notes at end of table.

Table
11-B

The Nation's Report Card 2015 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by English language learner (ELL) status, year, and jurisdiction: Various years, 1998–2015—Continued

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below Basic	At or above Basic	At or above Proficient	At Advanced
Not ELL							
1998	Nation (public)	98*	262*	28*	72*	30*	2*
	Wyoming	100	263*	24*	76*	31*	2
2002	Nation (public)	95*	265*	24*	76*	32*	3*
	Wyoming	98	265*	21*	79*	31*	2*
2003	Nation (public)	95*	263*	25*	75*	31*	3*
	Wyoming	97	268*	20	80	35	2
2005	Nation (public)	95*	262*	27*	73*	30*	3*
	Wyoming	97*	269	18	82	37	2
2007	Nation (public)	94*	263*	25*	75*	31*	2*
	Wyoming	97	267*	19	81	34	2
2009	Nation (public)	95*	265*	24*	76*	32*	3*
	Wyoming	99*	269	18	82	35	2
2011	Nation (public)	95*	266*	23	77	33*	3
	Wyoming	99*	270	18	82	38	3
2013	Nation (public)	95*	268*	21*	79*	36*	4*
	Wyoming	98	272	15*	85*	38	3
2015	Nation (public)	94	267	22	78	35	3
	Wyoming	98	270	18	82	37	3

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2015.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below Basic, 242 or lower; Basic, 243–280; Proficient, 281–322; and Advanced, 323 and above. At or above Basic includes Basic, Proficient, and Advanced. At or above Proficient includes Proficient and Advanced. Performance comparisons may be affected by differences in exclusion rates for English language learners in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2015 Reading Assessments.

Table
12-A

The Nation's Report Card 2015 State Assessment

Number of fourth-grade public school students assessed in NAEP reading and weighted percentage excluded, by state/jurisdiction: 2015

State/jurisdiction	Number assessed	Weighted percentage excluded
Nation (public)	134,000	2
Alabama	2,100	1
Alaska	2,000	1
Arizona	2,400	2
Arkansas	2,100	2
California	5,800	2
Colorado	2,200	2
Connecticut	2,300	2
Delaware	2,300	2
Florida	5,500	2
Georgia	3,200	4
Hawaii	2,200	2
Idaho	2,300	2
Illinois	3,500	1
Indiana	2,200	1
Iowa	2,400	1
Kansas	2,200	2
Kentucky	2,900	5
Louisiana	2,200	3
Maine	2,200	1
Maryland	3,000	4
Massachusetts	3,100	3
Michigan	3,000	3
Minnesota	2,500	2
Mississippi	2,300	1
Missouri	2,200	1
Montana	2,400	2
Nebraska	2,400	2
Nevada	2,200	2
New Hampshire	2,200	1
New Jersey	2,000	3
New Mexico	2,700	2
New York	2,900	2
North Carolina	3,300	2
North Dakota	2,500	2
Ohio	2,900	2
Oklahoma	2,300	3
Oregon	2,400	2
Pennsylvania	3,000	2
Rhode Island	2,300	2
South Carolina	2,300	1
South Dakota	2,300	3
Tennessee	2,100	3
Texas	5,600	4
Utah	2,300	1
Vermont	1,900	2
Virginia	2,300	2
Washington	2,500	2
West Virginia	2,200	2
Wisconsin	2,500	2
Wyoming	2,200	1
Other jurisdictions		
District of Columbia	2,200	2
DoDEA ¹	1,800	2

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: The number of students assessed is rounded to the nearest hundred.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

Table
12-B

The Nation's Report Card 2015 State Assessment

Number of eighth-grade public school students assessed in NAEP reading and weighted percentage excluded, by state/jurisdiction: 2015

State/jurisdiction	Number assessed	Weighted percentage excluded
Nation (public)	131,900	2
Alabama	2,100	1
Alaska	1,900	2
Arizona	2,400	2
Arkansas	2,300	2
California	6,000	2
Colorado	2,100	2
Connecticut	2,300	2
Delaware	2,200	2
Florida	5,300	3
Georgia	3,500	3
Hawaii	2,200	2
Idaho	2,300	2
Illinois	3,300	1
Indiana	2,100	1
Iowa	2,300	1
Kansas	2,300	1
Kentucky	3,000	3
Louisiana	2,200	2
Maine	2,200	2
Maryland	2,800	5
Massachusetts	3,000	2
Michigan	3,200	2
Minnesota	2,500	2
Mississippi	2,300	1
Missouri	2,100	1
Montana	2,300	2
Nebraska	2,200	2
Nevada	2,300	2
New Hampshire	2,300	1
New Jersey	2,000	2
New Mexico	2,600	2
New York	2,800	2
North Carolina	3,300	2
North Dakota	2,300	3
Ohio	3,000	2
Oklahoma	2,100	2
Oregon	2,200	2
Pennsylvania	2,900	2
Rhode Island	2,300	2
South Carolina	2,200	2
South Dakota	2,300	2
Tennessee	2,000	3
Texas	5,700	2
Utah	2,400	1
Vermont	1,800	1
Virginia	2,300	2
Washington	2,500	2
West Virginia	2,100	2
Wisconsin	2,300	2
Wyoming	2,000	1
Other jurisdictions		
District of Columbia	1,700	3
DoDEA ¹	1,300	1

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: The number of students assessed is rounded to the nearest hundred.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

Where to Find More Information

The NAEP Reading Assessment

The latest news about the NAEP 2015 reading assessment and the results can be found on the NAEP website at <http://nces.ed.gov/nationsreportcard/reading/>. The individual snapshot reports for each participating state and other jurisdictions are also available in the state results section of the website at <http://nces.ed.gov/nationsreportcard/states/>.

The Reading Framework for the 2015 National Assessment of Educational Progress, on which this assessment is based, is available at the National Assessment Governing Board website at <https://www.nagb.org/content/nagb/assets/documents/publications/frameworks/reading/2015-reading-framework.pdf>.

The NAEP Data Explorer (NDE)

The interactive database at <http://nces.ed.gov/nationsreportcard/naepdata/> includes student, teacher, and school variables for all participating districts, the nation, and public schools in large cities. Data tables are also available for districts, with all contextual questions cross-tabulated with the major demographic variables. Users can design and create tables and can perform tests of statistical significance at this website.

Technical Documentation on the Web (TDW)

Technical documentation section of the NAEP website <http://nces.ed.gov/nationsreportcard/tdw/> contains information about the technical procedures and methods of NAEP. The TDW site is organized by topic (from Item Development through Analysis and Scaling) with subtopics, including information specific to a particular assessment. The content is written for researchers and assumes knowledge of educational measurement and testing.

Publications on the inclusion of students with disabilities and/or English language learners

References for a variety of research publications related to the assessment of students with special needs may be found at <http://nces.ed.gov/nationsreportcard/about/inclusion.asp#research>.

To order publications

Recent NAEP publications related to reading are listed on the reading page of the NAEP website and are available electronically. Publications can also be ordered from

Education Publications Center (ED Pubs)
U.S. Department of Education
P.O. Box 22207
Alexandria, VA 22304

Call toll free: 1-877-4ED-Pubs (1-877-433-7827)
TTY/TDD: 1-877-576-7734
FAX: 1-703-605-6794
Order online at: <http://www.edpubs.gov>.

The NAEP State Report Generator was developed for the NAEP 2015 reports by Phillip Leung, Bobby Rampey, Rick Hasney, and Ming Kuang.

What is the Nation's Report Card™?

The Nation's Report Card™ informs the public about the academic achievement of elementary and secondary students in the United States. Report cards communicate the findings of the National Assessment of Educational Progress (NAEP), a continuing and nationally representative measure of achievement in various subjects over time.

Since 1969, NAEP assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and other subjects. NAEP collects and reports information on student performance at the national, state, and local levels, making the assessment an integral part of our nation's evaluation of the condition and progress of education. Only academic achievement data and related background information are collected. The privacy of individual students and their families is protected.

NAEP is a congressionally authorized project of the National Center for Education Statistics (NCES) within the Institute of Education Sciences of the U.S. Department of Education. The Commissioner of Education Statistics is responsible for carrying out the NAEP project. The National Assessment Governing Board oversees and sets policy for NAEP.

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