

The National Assessment of Educational Progress (NAEP) assesses mathematics in five content areas: number properties and operations; measurement; geometry; data analysis and probability; and algebra. The NAEP mathematics scale ranges from 0 to 500.

Overall Mathematics Results for Wyoming	Student Percentage at NAEP Achievement Levels																																													
<ul style="list-style-type: none"> <li>In 2005, the average scale score for fourth-grade students in Wyoming was 243. This was higher<sup>1</sup> than their average score in 2003 (241), and was higher than their average score in 1992 (225).</li> <li>Wyoming's average score (243) in 2005 was higher than that of the Nation's public schools (237).</li> <li>Of the 52 states and other jurisdictions<sup>2</sup> that participated in the 2005 fourth-grade assessment, students' average scale scores in Wyoming were higher than those in 36 jurisdictions, not significantly different from those in 11 jurisdictions, and lower than those in 4 jurisdictions.</li> <li>The percentage of students in Wyoming who performed at or above the NAEP <i>Proficient</i> level was 43 percent in 2005. This percentage was greater than that in 2003 (39 percent), and was greater than that in 1992 (19 percent).</li> <li>The percentage of students in Wyoming who performed at or above the NAEP <i>Basic</i> level was 87 percent in 2005. This percentage was not significantly different from that in 2003 (87 percent), and was greater than that in 1992 (69 percent).</li> </ul>	<p>Wyoming (public)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Below Basic</th> <th>Basic</th> <th>Proficient</th> <th>Advanced</th> </tr> </thead> <tbody> <tr> <td>1992<sup>1</sup></td> <td>31*</td> <td>50*</td> <td>18*</td> <td>1*</td> </tr> <tr> <td>1996<sup>1</sup></td> <td>36*</td> <td>45</td> <td>17*</td> <td>1*</td> </tr> <tr> <td>2000<sup>1</sup></td> <td>27*</td> <td>48</td> <td>23*</td> <td>2*</td> </tr> <tr> <td>2000</td> <td>29*</td> <td>47</td> <td>23*</td> <td>2*</td> </tr> <tr> <td>2003</td> <td>13</td> <td>48</td> <td>35</td> <td>4*</td> </tr> <tr> <td>2005</td> <td>13</td> <td>45</td> <td>37</td> <td>5</td> </tr> </tbody> </table> <p>Nation (public)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Below Basic</th> <th>Basic</th> <th>Proficient</th> <th>Advanced</th> </tr> </thead> <tbody> <tr> <td>2005</td> <td>21</td> <td>44</td> <td>30</td> <td>5</td> </tr> </tbody> </table> <p>Percent below <i>Basic</i>    Percent at <i>Basic</i>, <i>Proficient</i>, and <i>Advanced</i></p> <p>■ Below <i>Basic</i>    □ <i>Basic</i>    ■ <i>Proficient</i>    ■ <i>Advanced</i></p> <p><sup>1</sup> Accommodations were not permitted for this assessment.</p> <p>NOTE: The NAEP mathematics achievement levels correspond to the following scale points: <i>Below Basic</i>, 213 or lower; <i>Basic</i>, 214–248; <i>Proficient</i>, 249–281; <i>Advanced</i>, 282 or above.</p>	Year	Below Basic	Basic	Proficient	Advanced	1992 <sup>1</sup>	31*	50*	18*	1*	1996 <sup>1</sup>	36*	45	17*	1*	2000 <sup>1</sup>	27*	48	23*	2*	2000	29*	47	23*	2*	2003	13	48	35	4*	2005	13	45	37	5	Year	Below Basic	Basic	Proficient	Advanced	2005	21	44	30	5
Year	Below Basic	Basic	Proficient	Advanced																																										
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Performance of NAEP Reporting Groups in Wyoming						
Reporting groups	Percent of students	Average score	Percent below <i>Basic</i>	Percent of students at or above <i>Basic</i>	Percent of students at or above <i>Proficient</i>	Percent <i>Advanced</i>
Male	51	244	12	88	45	6
Female	49	242	13	87	40	4
White	85	245	11	89	45	5
Black	1	‡	‡	‡	‡	‡
Hispanic	9	234	22	78	31	3
Asian/Pacific Islander	1	‡	‡	‡	‡	‡
American Indian/Alaska Native	3	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	36	236	19	81	32	3
Not eligible for free/reduced-price school lunch	60	247	9	91	49	7

Average Score Gaps Between Selected Groups	Mathematics Scale Scores at Selected Percentiles																																										
<ul style="list-style-type: none"> <li>In 2005, male students in Wyoming had an average score that was not found to be significantly different from that of female students. In 1992, the average score for male students was higher than that of female students by 3 points.</li> <li>Data are not reported for Black students in 2005, because reporting standards were not met. Therefore, the performance gap data are not reported.</li> <li>In 2005, Hispanic students had an average score that was lower than that of White students by 11 points. In 1992, the average score for Hispanic students was lower than that of White students by 11 points.</li> <li>In 2005, students who were eligible for free/reduced-price school lunch, an indicator of poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 11 points. In 1996, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 15 points.</li> <li>In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 33 points. In 1992, the score gap between students at the 75th percentile and students at the 25th percentile was 35 points.</li> </ul>	<p>Percentiles</p> <table border="1"> <thead> <tr> <th>Year</th> <th>75th Percentile (Accommodations not permitted)</th> <th>75th Percentile (Accommodations permitted)</th> <th>50th Percentile (Accommodations not permitted)</th> <th>50th Percentile (Accommodations permitted)</th> <th>25th Percentile (Accommodations not permitted)</th> <th>25th Percentile (Accommodations permitted)</th> </tr> </thead> <tbody> <tr> <td>'92</td> <td>244*</td> <td>244*</td> <td>226*</td> <td>226*</td> <td>209*</td> <td>209*</td> </tr> <tr> <td>'96</td> <td>243*</td> <td>243*</td> <td>225*</td> <td>225*</td> <td>205*</td> <td>205*</td> </tr> <tr> <td>'00</td> <td>249*</td> <td>249*</td> <td>231*</td> <td>231*</td> <td>212*</td> <td>211*</td> </tr> <tr> <td>'03</td> <td>257*</td> <td>257*</td> <td>242</td> <td>242</td> <td>226</td> <td>226</td> </tr> <tr> <td>'05</td> <td>260</td> <td>260</td> <td>244</td> <td>244</td> <td>227</td> <td>227</td> </tr> </tbody> </table> <p>■ --- ■ Accommodations were not permitted □ --- □ Accommodations were permitted</p> <p>Scores at selected percentiles on the NAEP mathematics scale indicate how well students at lower, middle, and higher levels of the distribution performed.</p>	Year	75th Percentile (Accommodations not permitted)	75th Percentile (Accommodations permitted)	50th Percentile (Accommodations not permitted)	50th Percentile (Accommodations permitted)	25th Percentile (Accommodations not permitted)	25th Percentile (Accommodations permitted)	'92	244*	244*	226*	226*	209*	209*	'96	243*	243*	225*	225*	205*	205*	'00	249*	249*	231*	231*	212*	211*	'03	257*	257*	242	242	226	226	'05	260	260	244	244	227	227
Year	75th Percentile (Accommodations not permitted)	75th Percentile (Accommodations permitted)	50th Percentile (Accommodations not permitted)	50th Percentile (Accommodations permitted)	25th Percentile (Accommodations not permitted)	25th Percentile (Accommodations permitted)																																					
'92	244*	244*	226*	226*	209*	209*																																					
'96	243*	243*	225*	225*	205*	205*																																					
'00	249*	249*	231*	231*	212*	211*																																					
'03	257*	257*	242	242	226	226																																					
'05	260	260	244	244	227	227																																					

# The estimate rounds to zero.

‡ Reporting standards not met.

\* Significantly different from 2005.

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

<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates across years for students with disabilities (2% nationally in 2005) and English language learners (1% nationally in 2005) in the NAEP samples. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

<sup>2</sup> "Other Jurisdictions" refers to the District of Columbia and the Department of Defense Education Activity schools.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for free/reduced-price lunch and the "Unclassified" category for race/ethnicity are not displayed. Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

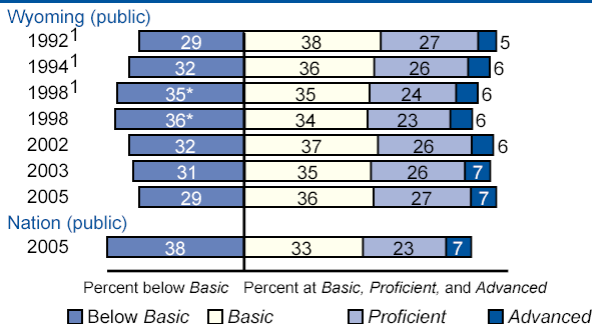
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1992–2005 Mathematics Assessments.

The National Assessment of Educational Progress (NAEP) assesses reading in two content areas: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

**Overall Reading Results for Wyoming**

- In 2005, the average scale score for fourth-grade students in Wyoming was 223. This was not significantly different from<sup>1</sup> their average score in 2003 (222), and was not significantly different from their average score in 1992 (223).
- Wyoming's average score (223) in 2005 was higher than that of the Nation's public schools (217).
- Of the 52 states and other jurisdictions<sup>2</sup> that participated in the 2005 fourth-grade assessment, students' average scale scores in Wyoming were higher than those in 26 jurisdictions, not significantly different from those in 19 jurisdictions, and lower than those in 6 jurisdictions.
- The percentage of students in Wyoming who performed at or above the NAEP *Proficient* level was 34 percent in 2005. This percentage was not significantly different from that in 2003 (34 percent), and was not significantly different from that in 1992 (33 percent).
- The percentage of students in Wyoming who performed at or above the NAEP *Basic* level was 71 percent in 2005. This percentage was not significantly different from that in 2003 (69 percent), and was not significantly different from that in 1992 (71 percent).

**Student Percentage at NAEP Achievement Levels**



<sup>1</sup> Accommodations were not permitted for this assessment.

NOTE: The NAEP reading achievement levels correspond to the following scale points: *Below Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; *Advanced*, 268 or above.

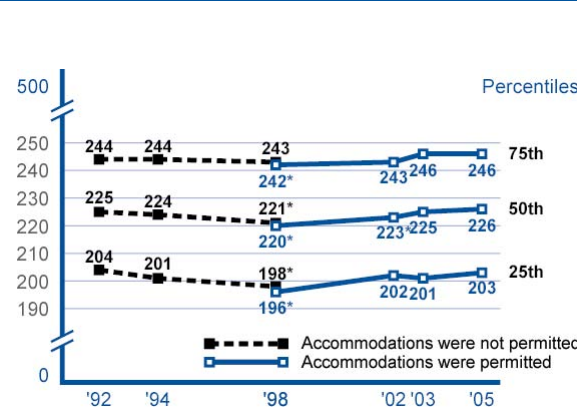
**Performance of NAEP Reporting Groups in Wyoming**

Reporting groups	Percent of students	Average score	Percent below <i>Basic</i>	Percent of students at or above <i>Basic</i>	Percent of students at or above <i>Proficient</i>	Percent <i>Advanced</i>
Male	51	221	32	68	33	6
Female	49	226	27	73	36	8
White	84	227	25	75	38	8
Black	1	‡	‡	‡	‡	‡
Hispanic	11 ↑	204 ↓	52	48	16	2
Asian/Pacific Islander	1	‡	‡	‡	‡	‡
American Indian/Alaska Native	3	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	37 ↑	216	39	61	27	5
Not eligible for free/reduced-price school lunch	59 ↓	228	23	77	39	8

**Average Score Gaps Between Selected Groups**

- In 2005, male students in Wyoming had an average score that was lower than that of female students by 5 points. In 1992, the average score for male students was lower than that of female students by 6 points.
- Data are not reported for Black students in 2005, because reporting standards were not met. Therefore, the performance gap data are not reported.
- In 2005, Hispanic students had an average score that was lower than that of White students by 23 points. In 1992, the average score for Hispanic students was lower than that of White students by 19 points.
- In 2005, students who were eligible for free/reduced-price school lunch, an indicator of poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 12 points. In 1998, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 18 points.
- In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 42 points. In 1992, the score gap between students at the 75th percentile and students at the 25th percentile was 40 points.

**Reading Scale Scores at Selected Percentiles**



Scores at selected percentiles on the NAEP reading scale indicate how well students at lower, middle, and higher levels of the distribution performed.

# The estimate rounds to zero.

‡ Reporting standards not met.

\* Significantly different from 2005.

↑ Significantly higher than 2003. ↓ Significantly lower than 2003.

<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates across years for students with disabilities (5% nationally in 2005) and English language learners (2% nationally in 2005) in the NAEP samples. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

<sup>2</sup> "Other Jurisdictions" refers to the District of Columbia and the Department of Defense Education Activity schools.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for free/reduced-price lunch and the "Unclassified" category for race/ethnicity are not displayed. Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

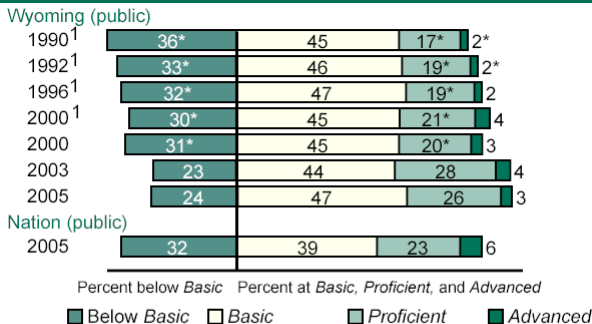
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1992–2005 Reading Assessments.

The National Assessment of Educational Progress (NAEP) assesses mathematics in five content areas: number properties and operations; measurement; geometry; data analysis and probability; and algebra. The NAEP mathematics scale ranges from 0 to 500.

**Overall Mathematics Results for Wyoming**

- In 2005, the average scale score for eighth-grade students in Wyoming was 282. This was not significantly different from<sup>1</sup> their average score in 2003 (284), and was higher than their average score in 1990 (272).
- Wyoming's average score (282) in 2005 was higher than that of the Nation's public schools (278).
- Of the 52 states and other jurisdictions<sup>2</sup> that participated in the 2005 eighth-grade assessment, students' average scale scores in Wyoming were higher than those in 23 jurisdictions, not significantly different from those in 20 jurisdictions, and lower than those in 8 jurisdictions.
- The percentage of students in Wyoming who performed at or above the NAEP *Proficient* level was 29 percent in 2005. This percentage was not significantly different from that in 2003 (32 percent), and was greater than that in 1990 (19 percent).
- The percentage of students in Wyoming who performed at or above the NAEP *Basic* level was 76 percent in 2005. This percentage was not significantly different from that in 2003 (77 percent), and was greater than that in 1990 (64 percent).

**Student Percentage at NAEP Achievement Levels**



<sup>1</sup> Accommodations were not permitted for this assessment.

NOTE: The NAEP mathematics achievement levels correspond to the following scale points: Below Basic, 261 or lower; Basic, 262–298; Proficient, 299–332; Advanced, 333 or above.

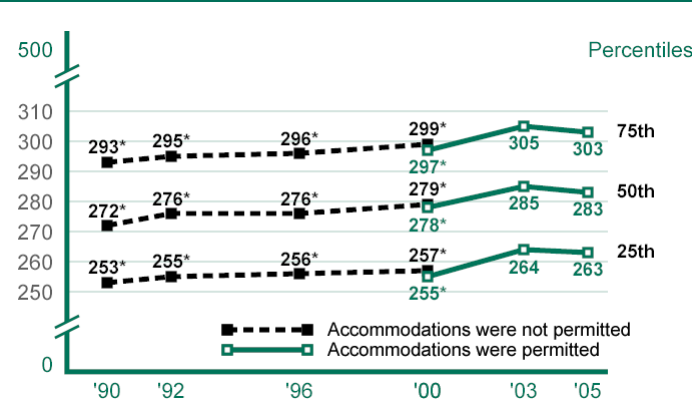
**Performance of NAEP Reporting Groups in Wyoming**

Reporting groups	Percent of students	Average score	Percent below Basic	Percent of students at or above Basic	Percent Proficient	Percent Advanced
Male	52	283	24	76	31	4
Female	48	281	23	77	27	3
White	87	284	21	79	32	4
Black	1	‡	‡	‡	‡	‡
Hispanic	7	265	43	57	11	#
Asian/Pacific Islander	1	‡	‡	‡	‡	‡
American Indian/Alaska Native	3	262	46	54	8	#
Eligible for free/reduced-price school lunch	30†	272	35	65	17	1
Not eligible for free/reduced-price school lunch	70	287	19	81	34	4

**Average Score Gaps Between Selected Groups**

- In 2005, male students in Wyoming had an average score that was not found to be significantly different from that of female students. In 1990, the average score for male students was higher than that of female students by 5 points.
- Data are not reported for Black students in 2005, because reporting standards were not met. Therefore, the performance gap data are not reported.
- In 2005, Hispanic students had an average score that was lower than that of White students by 20 points. In 1990, the average score for Hispanic students was lower than that of White students by 16 points.
- In 2005, students who were eligible for free/reduced-price school lunch, an indicator of poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 15 points. In 1996, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 15 points.
- In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 39 points. In 1990, the score gap between students at the 75th percentile and students at the 25th percentile was 40 points.

**Mathematics Scale Scores at Selected Percentiles**



Scores at selected percentiles on the NAEP mathematics scale indicate how well students at lower, middle, and higher levels of the distribution performed.

# The estimate rounds to zero.

‡ Reporting standards not met.

\* Significantly different from 2005.

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

<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates across years for students with disabilities (3% nationally in 2005) and English language learners (1% nationally in 2005) in the NAEP samples. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

<sup>2</sup> "Other Jurisdictions" refers to the District of Columbia and the Department of Defense Education Activity schools.

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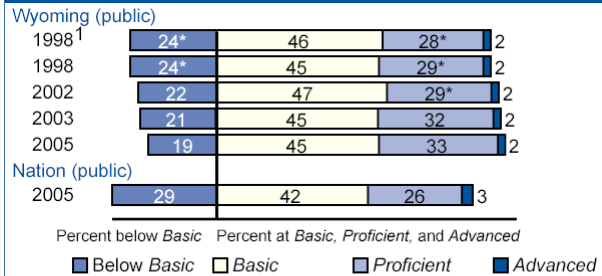
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1990–2005 Mathematics Assessments.

The National Assessment of Educational Progress (NAEP) assesses reading in three content areas: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

**Overall Reading Results for Wyoming**

- In 2005, the average scale score for eighth-grade students in Wyoming was 268. This was not significantly different from<sup>1</sup> their average score in 2003 (267), and was higher than their average score in 1998 (263).
- Wyoming's average score (268) in 2005 was higher than that of the Nation's public schools (260).
- Of the 52 states and other jurisdictions<sup>2</sup> that participated in the 2005 eighth-grade assessment, students' average scale scores in Wyoming were higher than those in 34 jurisdictions, not significantly different from those in 14 jurisdictions, and lower than those in 3 jurisdictions.
- The percentage of students in Wyoming who performed at or above the NAEP *Proficient* level was 36 percent in 2005. This percentage was not significantly different from that in 2003 (34 percent), and was greater than that in 1998 (31 percent).
- The percentage of students in Wyoming who performed at or above the NAEP *Basic* level was 81 percent in 2005. This percentage was not significantly different from that in 2003 (79 percent), and was greater than that in 1998 (76 percent).

**Student Percentage at NAEP Achievement Levels**



<sup>1</sup> Accommodations were not permitted for this assessment.

NOTE: The NAEP reading achievement levels correspond to the following scale points: Below Basic, 242 or lower; Basic, 243–280; Proficient, 281–322; Advanced, 323 or above.

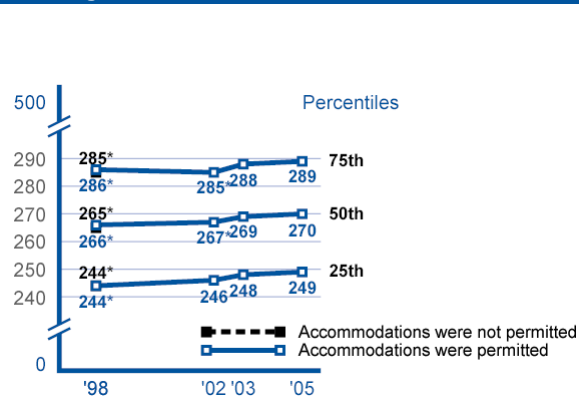
**Performance of NAEP Reporting Groups in Wyoming**

Reporting groups	Percent of students	Average score	Percent below Basic	Percent of students at or above Basic	Percent Proficient	Percent Advanced
Male	50 ↓	264	22	78	30	1
Female	50 ↑	272	16	84	41	3
White	87	270	17	83	38	2
Black	1	‡	‡	‡	‡	‡
Hispanic	7	256	32	68	21	1
Asian/Pacific Islander	#	‡	‡	‡	‡	‡
American Indian/Alaska Native	4	251	35	65	15	#
Eligible for free/reduced-price school lunch	28	259	28	72	26	1
Not eligible for free/reduced-price school lunch	72	272	15	85	40	3

**Average Score Gaps Between Selected Groups**

- In 2005, male students in Wyoming had an average score that was lower than that of female students by 8 points. This performance gap was narrower than that of 1998 (15 points in favor of females).
- Data are not reported for Black students in 2005, because reporting standards were not met. Therefore, the performance gap data are not reported.
- In 2005, Hispanic students 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.
- In 2005, students who were eligible for free/reduced-price school lunch, an indicator of poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 13 points. In 1998, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 15 points.
- In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 39 points. In 1998, the score gap between students at the 75th percentile and students at the 25th percentile was 42 points.

**Reading Scale Scores at Selected Percentiles**



Scores at selected percentiles on the NAEP reading scale indicate how well students at lower, middle, and higher levels of the distribution performed.

# The estimate rounds to zero.

‡ Reporting standards not met.

\* Significantly different from 2005.

↑ Significantly higher than 2003. ↓ Significantly lower than 2003.

<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates across years for students with disabilities (4% nationally in 2005) and English language learners (1% nationally in 2005) in the NAEP samples. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

<sup>2</sup> "Other Jurisdictions" refers to the District of Columbia and the Department of Defense Education Activity schools.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for free/reduced-price lunch and the "Unclassified" category for race/ethnicity are not displayed. Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1998–2005 Reading Assessments.