

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	Student Percentage at NAEP Achievement Levels																																																		
<ul style="list-style-type: none"> In 2005, the average scale score for fourth-grade students in Wyoming was 223. This was not significantly different from¹ 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 jurisdictions² 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 <i>Proficient</i> 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 <i>Basic</i> 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). 	<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>1992¹</td> <td>29</td> <td>38</td> <td>27</td> <td>5</td> </tr> <tr> <td>1994¹</td> <td>32</td> <td>36</td> <td>26</td> <td>6</td> </tr> <tr> <td>1998¹</td> <td>35*</td> <td>35</td> <td>24</td> <td>6</td> </tr> <tr> <td>1998</td> <td>36*</td> <td>34</td> <td>23</td> <td>6</td> </tr> <tr> <td>2002</td> <td>32</td> <td>37</td> <td>26</td> <td>6</td> </tr> <tr> <td>2003</td> <td>31</td> <td>35</td> <td>26</td> <td>7</td> </tr> <tr> <td>2005</td> <td>29</td> <td>36</td> <td>27</td> <td>7</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>38</td> <td>33</td> <td>23</td> <td>7</td> </tr> </tbody> </table> <p>Percent below Basic Percent at Basic, Proficient, and Advanced</p> <p>■ Below Basic □ Basic ■ Proficient ■ Advanced</p> <p>¹ Accommodations were not permitted for this assessment.</p> <p>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.</p>	Year	Below Basic	Basic	Proficient	Advanced	1992 ¹	29	38	27	5	1994 ¹	32	36	26	6	1998 ¹	35*	35	24	6	1998	36*	34	23	6	2002	32	37	26	6	2003	31	35	26	7	2005	29	36	27	7	Year	Below Basic	Basic	Proficient	Advanced	2005	38	33	23	7
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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 of students at or above Proficient	Percent Advanced
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	Reading Scale Scores at Selected Percentiles																																																	
<ul style="list-style-type: none"> 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. 	<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>225</td> <td>225</td> <td>204</td> <td>204</td> </tr> <tr> <td>'94</td> <td>244</td> <td>244</td> <td>224</td> <td>224</td> <td>201</td> <td>201</td> </tr> <tr> <td>'98</td> <td>243</td> <td>242*</td> <td>221*</td> <td>220*</td> <td>198*</td> <td>196*</td> </tr> <tr> <td>'02</td> <td>243</td> <td>243</td> <td>223</td> <td>223</td> <td>202</td> <td>202</td> </tr> <tr> <td>'03</td> <td>246</td> <td>246</td> <td>225</td> <td>225</td> <td>201</td> <td>201</td> </tr> <tr> <td>'05</td> <td>246</td> <td>246</td> <td>226</td> <td>226</td> <td>203</td> <td>203</td> </tr> </tbody> </table> <p>Scores at selected percentiles on the NAEP reading 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	225	225	204	204	'94	244	244	224	224	201	201	'98	243	242*	221*	220*	198*	196*	'02	243	243	223	223	202	202	'03	246	246	225	225	201	201	'05	246	246	226	226	203	203
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The estimate rounds to zero.

‡ Reporting standards not met.

* Significantly different from 2005.

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

¹ 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.

² "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.