

Wyoming

Grade 4 and 8 Public Schools



State Reading 2013

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 ten assessment years (at grade 4 in 1992 and 1994, and at both grades 4 and 8 in 1998, 2002, 2003, 2005, 2007, 2009, 2011, and 2013), 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 2013 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*
- 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 2013

Grade 4:

- In 2013, the average reading score for fourth-grade students in Wyoming was 226. This was higher than that for the nation's public schools (221).
- The average score for students in Wyoming in 2013 (226) was higher than that in 1992 (223) and was not significantly different from that in 2011 (224).
- In 2013, the percentage of students in Wyoming who performed at or above *Proficient* was 37 percent. This was greater than that for the nation's public schools (34 percent).
- The percentage of students in Wyoming who performed at or above *Proficient* in 2013 (37 percent) was greater than that in 1992 (33 percent) and was not significantly different from that in 2011 (34 percent).
- In 2013, 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 (67 percent).
- The percentage of students in Wyoming who performed at or above *Basic* in 2013 (75 percent) was not significantly different from that in 1992 (71 percent) and was greater than that in 2011 (71 percent).

Grade 8:

- In 2013, the average reading score for eighth-grade students in Wyoming was 271. This was higher than that for the nation's public schools (266).
- The average score for students in Wyoming in 2013 (271) was higher than that in 1998 (263) and was not significantly different from that in 2011 (270).
- In 2013, the percentage of students in Wyoming who performed at or above *Proficient* was 38 percent. This was greater than that for the nation's public schools (34 percent).
- The percentage of students in Wyoming who performed at or above *Proficient* in 2013 (38 percent) was greater than that in 1998 (31 percent) and was not significantly different from that in 2011 (38 percent).
- In 2013, the percentage of students in Wyoming who performed at or above *Basic* was 84 percent. This was greater than that for the nation's public schools (77 percent).
- The percentage of students in Wyoming who performed at or above *Basic* in 2013 (84 percent) was greater than that in 1998 (76 percent) and in 2011 (82 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-2013-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 2013 NAEP reading assessment used the same framework used in 2009 and 2011. Trends are reported from 1992 to 2013.

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 underlie 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 readers' 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/itmrls/>.

Who Was Assessed?

All 50 states, the District of Columbia, and the Department of Defense Education Activity schools (DoDEA) participated in the 2013 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 2013 reading assessment are available on the NAEP website http://nationsreportcard.gov/reading_2013/participation.aspx.

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 2013 state results are compared to results from nine earlier assessments at grade 4 and from seven 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.

NAEP 2013 Reading Report for Wyoming (Embargoed)

Figure 1-A	The Nation's Report Card 2013 State Assessment
Descriptions of fourth-grade achievement levels for 2013 NAEP reading assessment	

Basic Level (208)	Fourth-grade students performing at the <i>Basic</i> 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.
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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 <i>Proficient</i> level should be able to integrate and interpret texts and apply their understanding of the text to draw conclusions and make evaluations.
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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 <i>Advanced</i> 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.
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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. (2012). *Reading Framework for the 2013 National Assessment of Educational Progress*. Washington, DC.

Figure 1-B	The Nation's Report Card 2013 State Assessment
	Descriptions of eighth-grade achievement levels for 2013 NAEP reading assessment

Basic Level (243)	Eighth-grade students performing at the <i>Basic</i> 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.
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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 <i>Proficient</i> 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.
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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 <i>Advanced</i> 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 <i>Advanced</i> level also should be able to manage the processing demands of analysis and evaluation by stating, explaining, and justifying.
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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. (2012). *Reading Framework for the 2013 National Assessment of Educational Progress*. Washington, DC.

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 2013 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 2013 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, and 2013. 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 2013, the average scale score for students in Wyoming was 226. This was higher than that for students across the nation (221).
- In Wyoming, the average scale score for students in 2013 was not significantly different from that in 2011 (224). Similarly, the average scale score for students in public schools across the nation in 2013 was not significantly different from that in 2011 (220).
- In Wyoming, the average scale score for students in 2013 was higher than the scores in 1992, 1994, 1998, 2002, 2003, 2005, and 2009. However, it was not significantly different from the scores in 2007 and 2011.

Grade 8 Scale Score Results

- In 2013, the average scale score for students in Wyoming was 271. This was higher than that for students across the nation (266).
- In Wyoming, the average scale score for students in 2013 was not significantly different from that in 2011 (270). However, the average scale score for students in public schools across the nation in 2013 was higher than that in 2011 (264).
- In Wyoming, the average scale score for students in 2013 was higher than the scores in 1998, 2002, 2003, 2005, 2007, and 2009. However, it was not significantly different from the score in 2011.

NAEP 2013 Reading Report for Wyoming (Embargoed)

The Nation's Report Card 2013 State Assessment

**Table
1-A**

Average scale scores and selected percentile scores in NAEP reading for fourth-grade public school students, by year and jurisdiction: Various years, 1992–2013

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

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2013.

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, 1992–2013 Reading Assessments.

NAEP 2013 Reading Report for Wyoming (Embargoed)

The Nation's Report Card 2013 State Assessment

**Table
1-B**

Average scale scores and selected percentile scores in NAEP reading for eighth-grade public school students, by year and jurisdiction: Various years, 1998–2013

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

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2013.

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, 1998–2013 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 2013, the percentage of Wyoming's students who performed at or above *Proficient* was 37 percent. This was greater than the percentage of the nation's public school students who performed at or above *Proficient* (34 percent).
- In Wyoming, the percentage of students who performed at or above *Proficient* in 2013 was greater than the percentages in 1992, 1994, 1998, 2002, 2003, and 2009, but was not significantly different from the percentages in 2005, 2007, and 2011.
- In 2013, 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* (67 percent).
- In Wyoming, the percentage of students who performed at or above *Basic* in 2013 was greater than the percentages in 1994, 1998, 2002, 2003, 2005, 2009, and 2011, but was not significantly different from the percentages in 1992 and 2007.

Grade 8 Achievement-Level Results

- In 2013, the percentage of Wyoming's students who performed at or above *Proficient* was 38 percent. This was greater than the percentage of the nation's public school students who performed at or above *Proficient* (34 percent).
- In Wyoming, the percentage of students who performed at or above *Proficient* in 2013 was greater than the percentages in 1998, 2002, 2003, and 2007, but was not significantly different from the percentages in 2005, 2009, and 2011.
- In 2013, the percentage of Wyoming's students who performed at or above *Basic* was 84 percent. This was greater than the percentage of the nation's public school students who performed at or above *Basic* (77 percent).
- In Wyoming, the percentage of students who performed at or above *Basic* in 2013 was greater than the percentages in 1998, 2002, 2003, 2005, 2007, and 2011, but was not significantly different from the percentage in 2009.

NAEP 2013 Reading Report for Wyoming (Embargoed)

The Nation's Report Card 2013 State Assessment

**Table
2-A**

Percentage of fourth-grade public school students at or above NAEP reading achievement levels, by year and jurisdiction: Various years, 1992–2013

Year and jurisdiction		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
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

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2013.

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, 1992–2013 Reading Assessments.

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**Table
2-B**

Percentage of eighth-grade public school students at or above NAEP reading achievement levels, by year and jurisdiction: Various years, 1998–2013

Year and jurisdiction		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
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

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2013.

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, 1998–2013 Reading Assessments.

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

All 50 states, the District of Columbia, and the Department of Defense Education Activity schools (DoDEA) participated in the 2013 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 2013 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 2013 reading assessment.

Grade 4 Scale Score Comparison Results

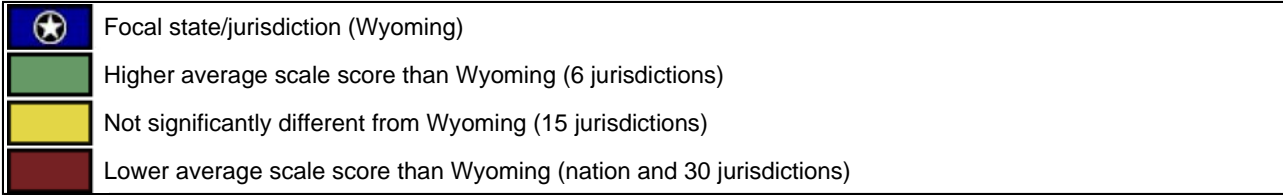
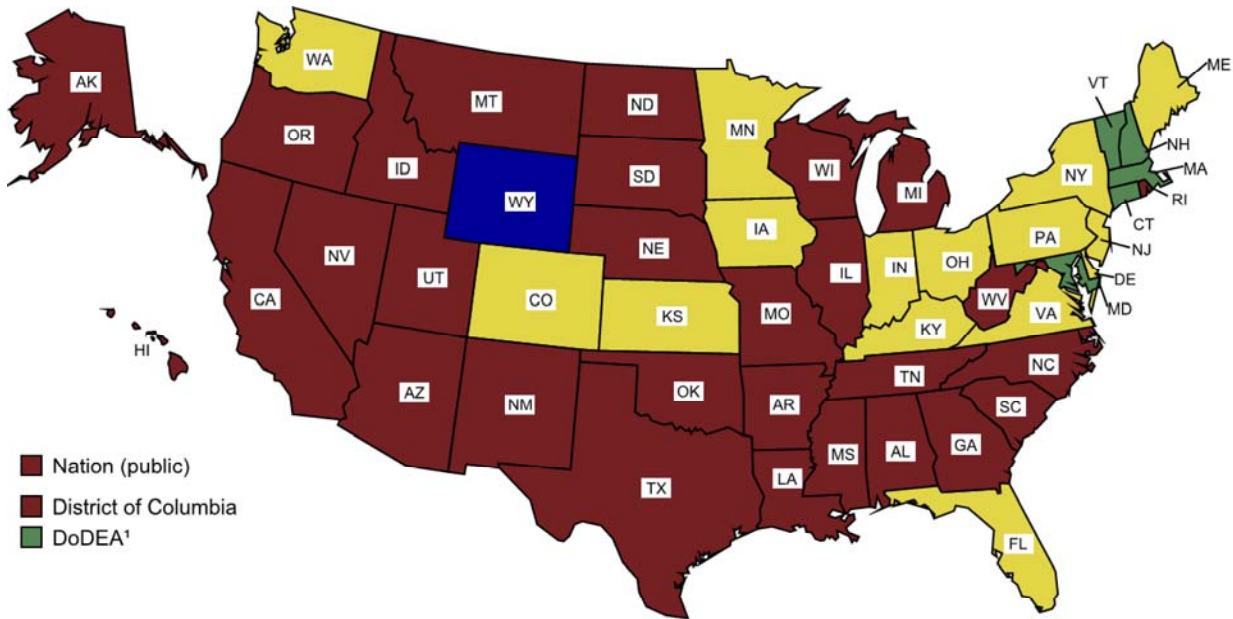
- The average score for students in Wyoming was higher than 30 jurisdictions, not significantly different from 15 jurisdictions, and lower than 6 jurisdictions.

Grade 8 Scale Score Comparison Results

- The average score for students in Wyoming was higher than 32 jurisdictions, not significantly different from 12 jurisdictions, and lower than 7 jurisdictions.

Figure 2-A

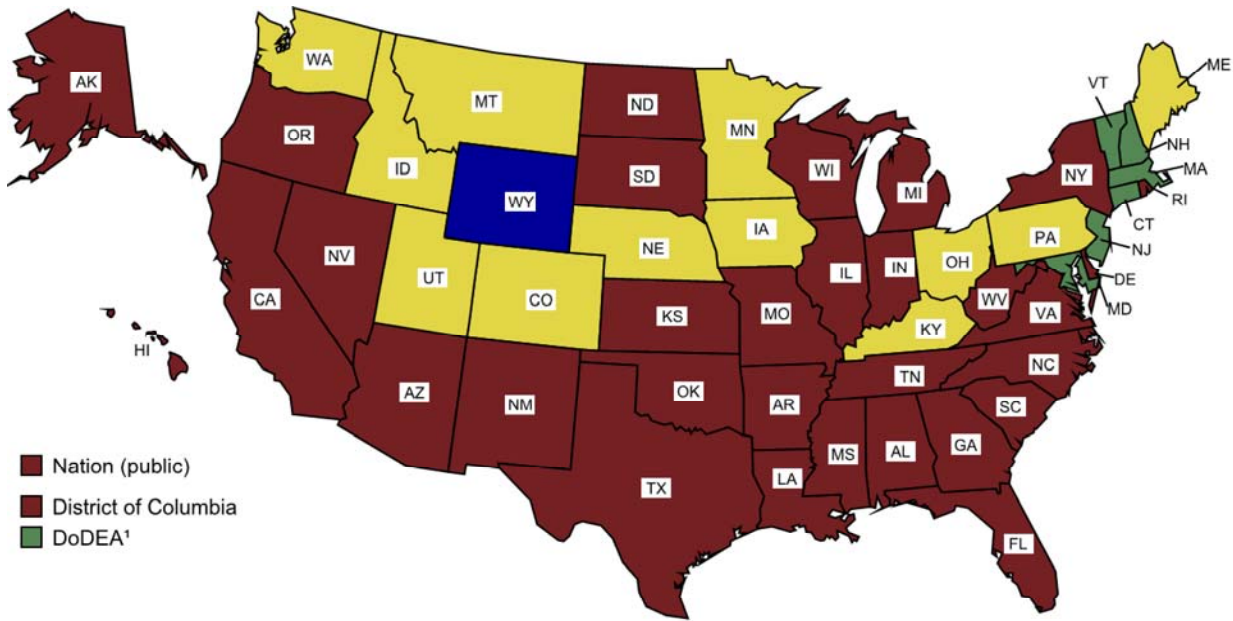
Wyoming's average scale score in NAEP reading for fourth-grade public school students compared with scores for the nation and other participating jurisdictions: 2013



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), 2013 Reading Assessment.

Figure 2-B

Wyoming's average scale score in NAEP reading for eighth-grade public school students compared with scores for the nation and other participating jurisdictions: 2013



	Focal state/jurisdiction (Wyoming)
	Higher average scale score than Wyoming (7 jurisdictions)
	Not significantly different from Wyoming (12 jurisdictions)
	Lower average scale score than Wyoming (nation and 32 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), 2013 Reading Assessment.

Comparisons by Achievement Levels

Figures 3-A and 3-B permit comparisons of all jurisdictions (and the nation) participating in the NAEP 2013 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 20 jurisdictions, not significantly different from those in 22 jurisdictions, and smaller than those in 9 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).

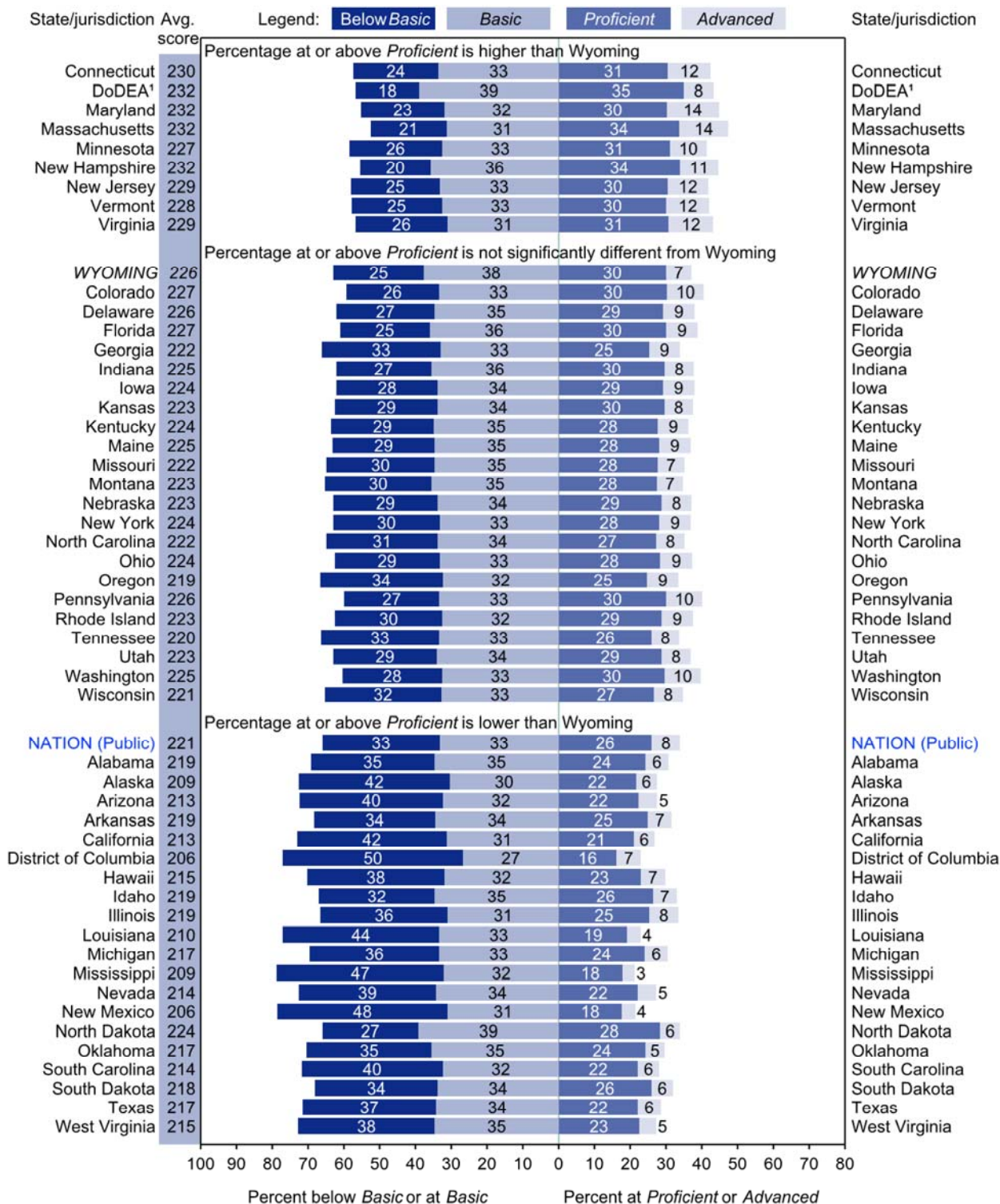
Grade 8 Achievement-Level Comparison Results

- The percentage of students performing at or above the *Proficient* level in Wyoming was greater than the percentage in 22 jurisdictions, not significantly different from those in 20 jurisdictions, and smaller than those in 9 jurisdictions.
- The percentage of students performing at or above the *Basic* level in Wyoming was greater than the percentage in 42 jurisdictions, not significantly different from those in 8 jurisdictions, and smaller than those in 1 jurisdiction (data not shown).

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Figure 3-A

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 states/jurisdictions: 2013



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.

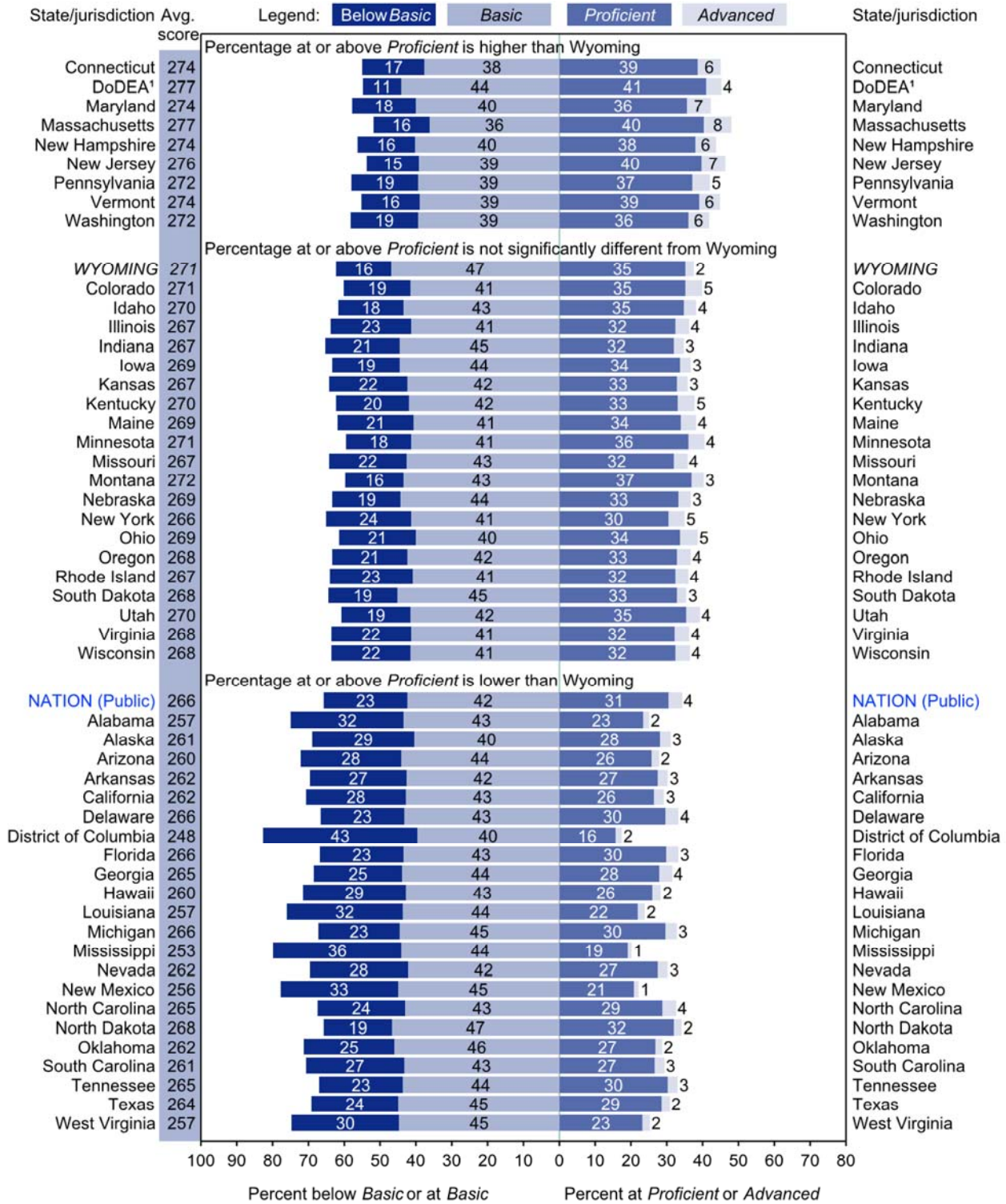
Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

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

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Figure 3-B

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 states/jurisdictions: 2013



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), 2013 Reading Assessment.